

INSTITUTIONAL AND PROGRAMME ASSESSMENT

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

Bachelor in Nutrition, Fitness & Health

Bachelor in Corporate Health Management & Well-
being

Final report submitted to the Ministry of Higher Education and
Research on 22 March 2023

Institutional and Programme Assessment

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

**BACHELOR IN NUTRITION, FITNESS & HEALTH
BACHELOR IN CORPORATE HEALTH MANAGEMENT
& WELL-BEING**

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1 Executive Summary

This document reports on the programme assessment of two new programmes developed by LUNEX International University of Health, Exercise & Sports (LUNEX), the Bachelor in Nutrition, Fitness & Health and Bachelor in Corporate Health Management & Well-being, as well as an assessment at institutional level, by an international expert panel convened by NVAO on behalf of the Ministry of Higher Education and Research of Luxembourg.

The institution is accredited by the Luxembourg authorities following an initial assessment in 2015 and reassessment in 2020. The expert panel studied the application submitted by LUNEX and discussed the state of affairs of both the institution and the programmes with a variety of stakeholders from 29 November to 1 December 2022.

Since its establishment in 2014, LUNEX constitutes itself as a private institution for higher education specialising in health, sports and management, aspiring to be a leading international institution for these domains in Europe. In the past few years, the ambitious LUNEX has developed its position and installed three master's programmes, consecutive to three bachelor's programmes. The sound entrepreneurial approach has led to a steady growth in student numbers. Currently, around 900 students of more than 40 nationalities are enrolled. They praise the small-scale, participative character of the institution and the high level of student support.

The written materials and the discussions have convinced the panel that LUNEX fulfils all criteria of the framework for institutional assessment. First and foremost, the panel is impressed with the shared vision and ambition, self-critical attitude, and clear focus on high-quality, student-oriented education of the institution. Adding to this, focus has been put on innovative, multidisciplinary and socially relevant research, leading to a research-led teaching environment. The panel explicitly commends LUNEX for its highly competent academic and administrative staff. It considers the active collaborations with the local industry and the global network of international partnerships across its core domains to be another great strength of the specialised higher education institution. Furthermore, the panel values the strong student engagement, supported by the small-scale character of the institution, and the thorough understanding of student satisfaction. In addition, LUNEX's website offers clear and detailed information on the various programmes, including admission requirements and career perspectives.

The panel did notice that there is room for improvement in a number of ways, as part of the natural growth process of LUNEX. Hence its suggestions on defining a longer term vision, and formalising the strategic planning, including formulating a proactive HR strategy. In this respect, an alignment of vision, operations and strategy could strengthen LUNEX's position and underline its orientation towards the international labour market in Luxembourg. Furthermore, the panel encourages LUNEX to keep safeguarding its public value and to keep a strong focus on scientific integrity, and develop and formalise procedures concerning social safety, which is particularly relevant for a growing organisation.

In the opinion of the panel, there is also room for growth regarding more focused international collaborations and more formal agreements with the local industry, enhancing students'

internship opportunities. The panel advises to set up a strong community of key stakeholders, and recommends organising structural external advice at the level of the programmes, in addition to the advisory board at institutional level. Regarding the infrastructure, although it is adequate for the current situation and although there is a growth plan, the panel strongly advises to continue to invest in back-up housing options, since an expansion will be needed in time to accommodate the projected growing influx of students.

The innovative character of LUNEX is reflected in the strategic development of two new bachelor's programmes, in response to global, European and national developments. The panel observed that these programmes are built on a clear and future-proof vision, while at the same time benefitting from the existing structures and networks.

Firstly, the Bachelor in Nutrition, Fitness & Health (NFH) is a well-thought-out, interdisciplinary programme, geared towards professional academic practice in the fields of (clinical) nutrition and health counselling. The written materials and the discussions have convinced the panel that the programme fulfils all criteria of the framework for programme assessment. The study programme takes into account the legal and regulatory provisions ('Règlement grand-ducal du 22 août 2003 déterminant pour la profession de diététicien'). NFH offers a solid base for students, integrating both theoretical and practical knowledge. The broadness of the programme equips students with diverse knowledge and skills, which prepares them for a variety of jobs in the sector of (clinical) nutrition, fitness and health. The panel appreciates the very competent and motivated teaching staff, the attention to skills in the programme and the strong link between research and education. Nevertheless, the panel recommends making the structure of the programme and the coherence of modules more explicit, and to make sure that the intended students are attracted, also in the longer term. To this end, the panel suggests explicitly mentioning the possibility to become a dietitian while marketing the programme. The panel has been reassured on the clinical component in the programme, which has proven to be more than adequate, supported by the strong, and further to be expanded, connections with hospitals. This network of employers can provide sufficient placement opportunities for students. All in all, the panel is of the opinion that the programme shows an innovative approach of the domain and forms a good example of future-proof, evidence-based education.

Secondly, the Bachelor in Corporate Health Management & Well-being (CHM) offers an ambitious, innovative and comprehensive programme, integrating knowledge from a wide variety of subjects, including psychology, health promotion, law and management, and encompassing both theoretical and practical courses. CHM aims to educate future leaders and change agents in the health management industry. The documentation and on site discussions have convinced the panel that the programme fulfils all criteria of the framework for programme assessment. Future employers are committed to the programme and provide a valuable and growing network for collaboration. Again, the panel has appreciation for the very competent and motivated teaching staff, the attention to skills in the programme and the structural integration of research and education. Regarding the aspect of practical experience in the programme, the panel suggests reconsidering the length of the internships, to allow students to be in a professional setting for a longer period of time. Furthermore, communication on the structure of the programme could be more clear.

During the discussions with the programmes, a self-critical attitude and vision were very much present. According to the panel, there is a momentum for the two bachelor's programmes, both of which will serve the Luxembourg and international labour market well.

As the documentation and discussions have shown, both programmes have an adequate assessment, testing and examination system in place. Throughout their studies, students are provided with constructive feedback and supported in their professional development. Students demonstrate that they meet the programme learning outcomes through a bachelor dissertation.

Additionally, the programmes can rely on an adequate system of internal quality assurance that is embedded in the institution-wide approach to quality assurance and its governance system. The strong focus on internal quality is evident in the structural evaluations and monitoring of the quality of education and assessment, and the involvement of all stakeholders. Nonetheless, the panel advises LUNEX to formalise the involvement of external stakeholders in programme development and evaluation. The panel is confident that this will be taken up by LUNEX in the near future, since there seems to be a strong sense of the relevancy of this aspect.

Lastly, the panel is convinced that LUNEX is able to fulfil its ambition to be a leading innovative research institute. The panel has found a strong research culture and is impressed with the quantity and quality of the faculty's research output, the active collaborations with research partners, and the broad transfer of multi-disciplinary knowledge. Scientific excellence proves to be a key component of the education portfolio. On a side note, the panel endorses the suggestion that students could be more actively supported to participate in research by means of a smooth processing at governmental level of ethics applications for clinical research projects.

Further to the assessment rules of the Luxembourg authorities, **the panel concludes that the LUNEX International University of Health, Exercise & Sports S.A. meets the assessment criteria for institutional accreditation and that the Bachelor in Nutrition, Fitness & Health and Bachelor in Corporate Health Management & Well-being programmes meet the assessment criteria for programme accreditation.**

The Hague, 2 February 2023

On behalf of the international expert panel charged with the institutional assessment of LUNEX International University of Health, Exercise & Sports S.A. and the programme assessment of its Bachelor in Nutrition, Fitness & Health and Bachelor in Corporate Health Management & Well-being programmes.

Karen Maex
Chair

Carlijn Braam
Secretary

2 Introduction

2.1 Procedure

The Ministry of Higher Education and Research of Luxembourg (MESR) requested the Dutch Flemish Accreditation Body (NVAO) to carry out a programme assessment of two recently developed programmes by LUNEX International University of Health, Exercise & Sports S.A. (LUNEX), the Bachelor in Nutrition, Fitness & Health (NFH) and Bachelor in Corporate Health Management & Well-being (CHM), as well as an assessment at institutional level. The institution was accredited as a specialised higher education institution for the first time in 2015 for a period of five years and was reaccredited by MESR in 2020. The underlying assessment report has the status of an advice to MESR, which will eventually decide on the accreditation of the two new bachelor's programmes.

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

- Prof. dr. ir. Karen Maex, Belgium, chair
- Prof. dr. Steven Vos, Belgium, member
- Dr. Steven Bunt, Netherlands, member
- Dr. Evelien Mertens, Belgium, member
- Ms. Yoneko Nurtantio MSc, Belgium, member
- Mr. Davide Busato, Italy, student-member

The composition of the panel reflects the expertise deemed necessary by NVAO for this double accreditation exercise. Short CVs of the panel members are provided in annex 1. On behalf of NVAO, Ms. Veerle Conings was responsible for the coordination of the assessment process. The external secretary, Ms. Carlijn Braam, 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.

On the basis of the assessments of the panel the Board of NVAO will make a recommendation to the Ministry. It is up to the Ministry to make the final decision on the accreditation of the two bachelor's programmes. The frameworks for assessment comprise the criteria under article 4 of the Grand Ducal Regulation of 24 August 2016 on accreditation of institutions and programmes of higher education, as well as the Flemish standards for programme assessment.

The panel met online on 16 November 2022 for a first meeting to discuss the approach of the procedure and the programme of the site visit. The panel members studied the application documentation and submitted their first impressions on the materials prior to the preparatory panel meeting, which was held on 28 November. The site visit took place from 29 November to 1 December 2022 at the campus of LUNEX in Differdange. The panel talked to the management of the institution and the programmes, as well as to teaching and administrative staff, students, alumni and representatives of the professional field. LUNEX was asked to make some programme-related materials available for consultation during the visit. The schedule of the visit is presented in annex 2. Annex 3 lists the materials made available by the programmes either before or during the site visit.

Immediately after the discussions, the panel formulated its considerations and preliminary conclusions per standard. These are 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 Higher Education and Research in Luxembourg will receive the report for a factual error check. Following this review, a final draft will be prepared and submitted on behalf of the panel to NVAO, which in turn will send the report to the Ministry of Higher Education and Research in Luxembourg.

2.2 Panel report

The first chapter of this report is the executive summary, followed by the introduction. The third chapter describes the institution, the programmes and their position within the higher education system of Luxembourg. The following chapters describe the quality of the institution (LUNEX, chapter 4) and both bachelor's programmes (NFH, chapter 5 and CHM, chapter 6) according to the standards and criteria for accreditation. For each standard/criterion the panel describes its findings and considerations and issues a judgement. Findings are the objective facts as found by the panel in the programme documents, in the complementary materials and during the discussions with interviewees. Considerations are the panel's interpretation of these findings and their respective importance. Panel considerations logically lead to a concluding assessment per standard/criterion. The panel concludes each chapter with an overall judgement on the quality of the institution/programme and a table containing an overview of its assessments.

3 Description of the institution and the programmes

3.1 Overview

Country:	Luxembourg
Institution:	LUNEX International University of Health, Exercise & Sports S.A.
Programmes:	Bachelor in Nutrition, Fitness & Health, Bachelor in Corporate Health Management & Well-being
Degree:	BSc
Location:	Differdange
Study Load:	180 ECTS (both bachelor's programmes)

3.2 Profile of the institution

Since 2014, LUNEX International University of Health, Exercise and Sports S.A. (hereafter LUNEX) is a private institution for higher education specialising in health, sports and management. Its major shareholder, the COGNOS AG Group, is located in Germany. LUNEX received its accreditation as a specialised higher education institution in 2015 and opened its doors in 2016, starting with three bachelor's programmes. In the past few years LUNEX has installed three master's programmes, consecutive to corresponding bachelor's programmes. The institution comprises three departments: Physiotherapy, Sport and Exercise Science and International Sport Management.

According to its vision, LUNEX wants to be a leading international specialised higher education institution for sport and health in Europe. Its mission is threefold: "develop skilled graduates through high quality programmes, to answer the needs of the sport and health industry and lead innovative research impacting society; provide students with a transformative, high quality, evidence-based educational experience in the field of health and sport; and enhance students' national and international employability outcomes regardless of their background". Core values are excellence, integrity, equality, innovativeness, passion, inspiration and respect. Since 2020, LUNEX holds an Erasmus+ Charter for Higher Education.

Over the years, LUNEX has developed its position as a research-led and evidence-based specialised higher education institution in an applied field through a combination of entrepreneurial management, an interesting range of relevant programmes and high-quality international lecturers, while adapting to current global, European and national requirements and strategic actions. Since the establishment of LUNEX, there has been a steady growth in student numbers. There is a strong demand for the bachelor in Physiotherapy in particular, although student numbers in the other programmes are picking up. Currently, approximately 900 students of more than 40 nationalities are enrolled. Most of the education takes place on campus; one blended programme started in October 2022.

LUNEX strives to ensure the relevance of its programmes, and the employability of its graduates, in Luxembourg and within the context of Europe. The need for practical careers and professions within the local area and Europe is prioritised, and programmes are developed in

alignment with international education systems, professional requirements, and the interests of the various stakeholders.

The main governing bodies of LUNEX are the Board of Directors, the Senate and the institution's councils and committees. Staff and students are represented in the LUNEX Students' Union (LSU), the Staff Delegation, and in the institutional bodies and councils. LUNEX works closely with a global network of experts. These include Erasmus partners, research collaborations and institutions for student internships.

Both education and research activities are characterised by scientific excellence, a hands-on approach and social relevance. Research at LUNEX covers the research areas of Applied Biomechanics and Technology, Neurophysiology and Motor Control, Sport Management and Innovation, and Prevention and Rehabilitation throughout the lifespan. In addition, applied industrial research is performed. The approach is multidisciplinary with a growing network of collaborations across these domains.

3.3 Profile of the programmes

At the time of the external assessment visit in November 2022, LUNEX is accredited as a specialised higher education institution in Luxembourg, which means that it is accredited to offer bachelor's and master's programmes. Currently, three bachelor's degree programmes (Bachelor in Physiotherapy, Bachelor in Sport and Exercise Science and Bachelor in International Sport Management) are accredited by the Luxembourg authorities until September 2025. In addition, three master's programmes are accredited until September 2024 (Master in Physiotherapy, Master in Sport and Exercise Science) and September 2026 (Master in Sport Management and Digitalisation) respectively.

This report addresses two new bachelor's programmes, the Bachelor in Nutrition, Fitness & Health and Bachelor in Corporate Health Management & Well-being, each a three-year degree programme with a total study load of 180 ECTS. Both programmes are developed as part of the LUNEX strategy of adapting to current global, European and national requirements and strategic actions.

The objective of the Bachelor in Nutrition, Fitness & Health is to train qualified specialists who are required in the health and food sector, as well as within educational and research capacities. The modules included in this programme are developed to comply with the professional standards and are in accordance with the registration requirements for the profession of dietitian in Luxembourg.

The Bachelor in Corporate Health Management & Well-being aims to prepare students to be qualified practitioners, with the theoretical knowledge, skills and personal attributes to become leaders and change agents in the health management industry. The programme materials and the discussions showed that both innovative programmes are strongly oriented towards the future labour market, and have the commitment of the industry.

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

4.1 Criterion A – Strategic Objectives

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

Findings

LUNEX is a specialised higher education institution, recognised by the Ministry of Higher Education and Research (MESR). LUNEX is positioning itself as a research-led and evidence-based private thematic higher education institution in an applied field. The last few years have been devoted to a further development of the institution and its programmes. In 2018, the vision and mission of LUNEX have been drafted in a participatory process with staff and other stakeholders. The panel noticed that the first focus of LUNEX has always been on delivering high-quality education, while building an international reputation. The international aspect of LUNEX's vision is acknowledged by the professional field, and meets the industry's expectations of graduates. Another strong component of LUNEX's vision and mission is (creating the conditions for) innovative research. Currently, there is more focus on this aspect, with a teaching staff of whom most are active in research. In the near future, LUNEX will be revising its vision and mission with the input of stakeholders such as students.

The panel found the vision and mission of LUNEX to be clearly described in the application form. The strategic objectives, however, were less concretely defined. During the discussions, there appeared to be a strong implicit strategy, which contains main strategic elements and is supported by all staff members. The panel learned that in the past few years, areas of focus have been the development of policies and processes, the identification of stakeholders and the profiling of research. The research strategy of LUNEX is quite extensive and comprises three components of research impact, research education and business and collaboration. There is a focus on dissemination of research outcomes with a societal impact, mainly through publications. To promote science, students are also involved in research projects. In view of this, LUNEX expressed the urgent wish for Luxembourgish legislation to better facilitate students who are pursuing research in a clinical setting. To this end, it would be necessary to set up a proper national legal framework, in order to swiftly process ethics applications for research projects. The institution also voiced the ambition to set up a doctoral programme in the long term (currently, PhD's cannot be offered by a specialised higher education institution). The panel did not explicitly discuss the use of the term *university*, but noted that LUNEX aspires to be an institution that offers high-quality teaching, is both teaching and research focused and covers a wide range of topics.

According to the panel, LUNEX is transparent in its public communication about degree programmes that are accredited by MESR. LUNEX has recently redesigned and updated its website lunex-university.net. The website is education-oriented for students and offers comprehensive and detailed information on the various programmes, including admission requirements, learning outcomes and career perspectives. Tuition fees as well as scholarships

and other funding options are also listed. In addition, one can find information on vision and mission, internationalisation, the pre-bachelor's programme, the campus and student life, quality management and research.

Considerations

The panel considers that LUNEX is very much a mission- and vision-based institution. Offering bachelor's and master's degree education is its *raison d'être*; the focus clearly lies on the quality of academic programmes. In this sense, students are a strong stakeholder. The focus on research is also strongly embedded in LUNEX's vision. The information LUNEX makes publicly available on its website is fully compliant with the requirements of the Luxembourg authorities; amongst other things, admission requirements are clearly communicated.

The panel found the documentation it received in advance to be very descriptive and to a lesser extent self-analytical. During the discussions with management, programme leaders and (teaching) staff members, however, a self-critical attitude and vision were omnipresent. This has given the panel firm confidence that there is a clear identity and ambition that are shared and carried forward by all staff members. LUNEX also demonstrated a clear view on its strengths and weaknesses.

Strategic planning, in all its aspects of organisational management, is still in an early stage, which is to be expected of a young organisation. Although the implicit strategy is a strong and shared one, the panel urges LUNEX to make its strategy more formal and explicit as part of the natural growth process of the institution, thus reinforcing the internal diffusion of the strategic objectives. The panel advises to make more explicit that LUNEX is preparing students for the international labour market *within* Luxembourg, and not only beyond the national borders. Thus, LUNEX can strengthen its position by clarifying its vision and strategy. In addition, it may be worthwhile to define a vision for the longer term (10+ years), also in terms of (larger scale) financial investments. The sound entrepreneurial approach would benefit from a longer term vision. To safeguard the public value of the institution and its scientific integrity, these aspects can be made more explicit, while keeping an eye on the balance between internal processes and external perspectives.

Conclusion

The panel judges that LUNEX International University of Health, Exercise & Sports S.A. **meets** criterion A.

4.2 Criterion B – Origin of financial resources

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

Findings

The panel observed that LUNEX has adequate financial resources to support existing and new programmes. The institution has grown steadily since 2017 and by now has generated enough cash flow to allow for further investments. Detailed information on tuition fees and the payment plan for study programmes is published on the higher education institution's website. The financial results are regularly presented to stakeholders and discussed in regular meetings,

including meetings of the Senate Council with students and staff representatives. LUNEX's accounting system is outsourced and complies with the legal standards and requirements; a yearly auditing process by an external company is also in place. Revenues from tuition fees (90%) and departments expenditures are kept separate from the funds for research projects.

Over the next few years, LUNEX plans to further extend and diversify the education offer. The institution has budgeted adequate financial resources to a project to renovate and adapt the campus, which will also accommodate the new bachelor's programmes. The City of Differdange has been involved in the plans for the modular construction of a student hotel and is willing to co-invest and finance part of the project, with the intention to use part of the rooms for other purposes.

Budgets for research are set annually by the departments and are partly acquired through external funds. Thus far, there has been no necessity to rely on private funds. While LUNEX, as an S.A., cannot be granted the 'Agrément' certifying its eligibility for funding by the Fonds national de la Recherche, it is still eligible for specific funding from the same public organisation (e.g. for conferences). Lunex is however eligible for funding through participation in international programmes e.g. Horizon Europe and other EU funds etc. The panel learned that the biggest challenge for LUNEX is not to find investors, but to be competitive on the market.

Considerations

The panel considers that the quantitative and qualitative information shared by LUNEX on its financial resources is transparent. The institution relies primarily on student fees, supplemented by additional funds and research projects. Clear procedures are in place, involving both internal and external monitoring. Notwithstanding the strong supply-demand-model, the panel feels that scientific neutrality is currently warranted. The expected diversification of educational programmes and growth related to research assignments are the recipe for stability.

The panel trusts that LUNEX will make every effort to ensure the renovation of the campus will be carried out in time and applauds the involvement of the City of Differdange. Nevertheless, the panel invites the institution to set up continuous (financial) checks during this process and to continue to invest in back-up options.

Conclusion

The panel judges that LUNEX International University of Health, Exercise & Sports S.A. **meets** criterion B.

4.3 Criterion C – Regular academic programmes

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

Findings

At the time of the assessment visit, LUNEX is running three bachelor's degree programmes and three master's degree programmes: the 180 ECTS bachelor's programmes in Physiotherapy, Sport and Exercise Science, and International Sport Management, and the 120 ECTS master's

programmes in Physiotherapy, Sport and Exercise Science, and Sport Management and Digitalisation. All programmes are accredited by the Luxembourg authorities (MESR). The small-scale, practice-oriented education at LUNEX can be regarded as student-centred.

Considerations

LUNEX is offering degree programmes at bachelor's and master's level, which in the panel's opinion fulfil the requirements of regular academic programmes according to Luxembourg law. These programmes are accredited by the Luxembourg authorities. The panel is of the opinion that LUNEX is taking a smart approach to the organisation of the new bachelor's programmes, building upon existing programmes and structures.

Conclusion

The panel judges that LUNEX International University of Health, Exercise & Sports S.A. **meets** criterion C.

4.4 Criterion D – Staff recruitment

The recruitment of staff members follows clearly defined procedures.

Findings

In its application form and the annexes, LUNEX has provided extensive information on the recruitment of faculty and staff. For the recruitment of both administrative and academic personnel and the appointment of professorships objective and well defined procedures are in place. According to the documents, the recruitment of new employees is designed to support the strategy of the institution, the basis of which is forward-looking personnel planning and continuous development of personnel. During the visit, the panel noticed that there is a recruitment plan for the near, but not the long-term, future.

Professorships are a central instrument underpinning the structural and development policy of LUNEX. Faculty appointments follow LUNEX's personnel development policy; a recruitment panel is responsible for the selection process. For the (international) recruitment of professors, a public invitation to tender is issued as an extra component to the standard procedure for recruitment of academic staff. Selection criteria guarantee that high-quality faculty is hired. During the recruitment process attention is also paid to diversity, resulting in an increased ratio of highly qualified female academic staff.

Despite having to compete with other institutions with larger HR budgets, LUNEX has proven to be successful in fulfilling vacancies and hiring competent, albeit in some cases less experienced, staff. Whenever specific expertise is not covered by permanent staff, guest lecturers are hired, a solution that is appreciated by the panel. For the two new bachelor's programmes, two programme leaders have been hired and additional staff will be hired. Current faculty will also contribute to both programmes. Further additions to the staff will be made if student numbers increase (these are estimated to grow from 15 students in the first year to a minimum of 20 in the following year).

Considerations

The panel considers that the staff recruitment at LUNEX is organised in line with the requirements of the Luxembourg authorities. A clear recruitment procedure is in place. The panel understands that until this stage, the institution has adopted a rather reactive mode in the recruitment of personnel. Nevertheless, the panel advises LUNEX to define a longer term vision on staff recruitment. This vision should contribute to a more solid and proactive HR policy and strategy, befitting the larger organisation that LUNEX is evolving into – complementary to the current approach and in line with the further development of the programmes.

Conclusion

The panel judges that LUNEX International University of Health, Exercise & Sports S.A. **meets** criterion D.

4.5 Criterion E – Qualified staff

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

Findings

As per the information provided in the application files, the staff at LUNEX has employment contracts according to Luxembourg law. The institution aims to cover as much in-house teaching as possible to facilitate cohesion between different courses. To complement the expertise of the academic team, LUNEX will work with visiting lecturers, regional clinicians and experts from the industry. LUNEX currently employs 33 academic staff members for a total of 31,55 full-time equivalents. They fulfil the quantitative (15 FTE) and qualitative requirements of the Luxembourg authorities to teach in bachelor's and master's level degree programmes, with the necessary scientific and professional qualifications (22 PhD's, 2 PhD students, 6 master's level, 3 bachelor's level). For example, staff teaching bachelor's degree programmes are educated at master's level or above and have research experience and/or are currently research active, drawing on their own research to inform their teaching. Furthermore, faculty are publishing in high-quality peer-reviewed academic journals. In addition, LUNEX can rely on a sufficient number of qualified (18) support staff on their payroll. There are collaborations with around 26 external guest lecturers, which accounts for 2 FTE in total.

The panel observed that the permanent training of staff members is actively considered and organised within LUNEX, for instance regarding didactical skills through ongoing workshops. Needs for more specific staff development are being met by providing tailored tutoring. The panel also values the peer reviews of teaching materials, and the fact that the results of a survey on training needs among the staff served as input for the personal development planning at departmental level. The development of personnel is tracked by the head of HR and the academic director.

During the site visit, the panel was informed that the heads of departments are encouraged to pay attention to the workload of staff. Solutions may vary across programmes and may include the hiring of new teaching staff, support by administrative staff and the streamlining and

digitalisation of processes. For example, new learning management software has been implemented which supports the preparation of learning and exam materials.

During the site visit, the concept of staff and student safety was discussed. The panel emphasises that there was no direct reason to discuss this issue. The panel clarified that safety not only involves a physical component of protection, but also a social one. It is important, amongst other things, to have clear and positive rules, and ways for students and staff to share their concerns. Although some mechanisms are in place at LUNEX (e.g. staff delegates), these are quite rudimentary and for the most part not anonymous, while safety often concerns delicate social and ethical issues. As the discussions on site have shown, issues can also be reported through anonymous staff surveys and are followed up upon. However, the formal complaint procedure that was described is not anonymous. The panel stresses the importance of the sensibilisation of staff and students on this subject, and having anonymous options in place for both students (through student support) and staff (through HR) to voice their concerns.

Considerations

The panel considers that the staff fulfils the requirements of the Luxembourg authorities to teach in bachelor's and master's level degree programmes. LUNEX can rely on a sufficient number of properly qualified support staff, as well as on a considerable pool of disciplinary experts. The staff size is in line with regulations, resulting in a decent student/staff ratio.

The panel explicitly commends LUNEX for its highly competent academic and administrative staff. There is a balanced mix of academic and professional skills among staff members, which aligns with the institution's orientation. The research output of the faculty is of a high quality standard. Moreover, the staff has the aptitude to be change agents and leaders in the thematic content for which LUNEX is recognised by the Luxembourg legislator. Furthermore, the panel appreciates the existing possibilities for staff development, based on the observed needs. Nevertheless, the panel advises to incorporate an IT training, including instructions on the new online learning system, into the training of teachers when they start.

The panel stresses the importance of social safety. Although the LUNEX staff have shown that the concept of social safety is on their minds and some mechanisms are in place, the panel is of the opinion that it is important to think about next steps. A further formalisation of procedures is particularly relevant for a growing organisation.

Conclusion

The panel judges that LUNEX International University of Health, Exercise & Sports S.A. **meets** criterion E.

4.6 Criterion F - Infrastructure

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

Findings

The panel visited the LUNEX campus in Differdange, which encompasses 2,500 sq m. For the campus, in 2016 a 30-year leasehold contract was agreed with the municipality. As part of its strategic development, LUNEX has extended this long-term lease contract with the municipality by 20 years. Following a guided tour of the premises and a presentation of the plans for future additional housing, the panel observed that the infrastructure is suitable to accommodate the current student population and provides the facilities necessary to meet the educational objectives. The campus comprises (practical) classrooms, an auditorium, two larger lecture rooms, office spaces for staff, a small library and a student laboratory equipped with state-of-the-art sport and health-related research and teaching technology. The adjacent local sports facilities can be used for practical teaching sessions.

In addition, students have unlimited access to a wide array of on-line resources through the local library and the Bibliothèque Nationale. They are actively supported by LUNEX in gaining access to these resources. Although education is more hybrid than before COVID-19, it is primarily offered on campus – also based on student feedback - with a few online lectures to offer flexibility for students and lecturers.

The panel was informed that additional infrastructural capacities will be created for the new degree programmes. This includes a teaching kitchen/dietetic laboratory for the planned Nutrition, Fitness and Health study programme. A project has recently started to make better use of existing space. Alternatively, there is a possibility to use the teaching kitchen of the nearby Luxembourg Science Center. The panel was also presented with a five year plan for the construction of a student hotel of around 3000-4000 sq m, including over 100 rooms as well as a student restaurant and additional teaching space and offices. As indicated under standard B, the City of Differdange will finance part of this building project. The construction of the modular building can be realised in phases. This flexible approach makes it possible to respond to changing needs and student numbers (e.g. blended/online versus on campus learning). LUNEX is aware of the importance of adequate facilities and has assured the panel these will be available at all times.

According to the panel, the campus meets the requirements in terms of teaching and research space, as well as central administrative structures. However, social and learning spaces for students are currently limited. Although students were mainly positive about the facilities, the panel observed that main wishes are infrastructure related (e.g. a gym, cafeteria, free parking).

Finally, LUNEX has set up an online learning management system for lecturers and students. The panel was given a demonstration of the online learning system and noticed that it allows students to access information on modules, additional materials, class activities etc. A new online learning system (Canvas) will be used in the future, which offers more (visible) possibilities for student support (through monitoring) and contact/interaction between teaching staff and students. Students were involved in the process of finding an optimal online learning system.

Considerations

The infrastructure has been a focal point for LUNEX. The panel considers that the current infrastructure is adequate for the current number of students and staff and allows LUNEX to deliver its programmes and two new bachelors (subject to decision by the MESR) in a qualitative way. Based on the several realistic housing options LUNEX presented and the strong commitment of the municipality, the panel trusts that the institution is well prepared for a further growth of student numbers and will ensure that necessary additional facilities will be arranged in time. The future additions to the campus will offer ample space and are likely to further increase the attractiveness of LUNEX.

With this said, the panel suggests to be attentive to facilities for students. With an increasing number of students, it is important to strengthen student support services and offer a good environment for students (e.g. leisure areas). Further to what was mentioned under criterion B, the panel recommends continuing to invest in back-up housing options, while closely monitoring the building process. The panel also urges LUNEX to be transparent in its communication to future students and provide realistic information on the facilities.

Conclusion

The panel judges that LUNEX International University of Health, Exercise & Sports S.A. **meets** criterion F.

4.7 Criterion G - Collaborations

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

Findings

The panel gathered from the application materials and the discussions that LUNEX has many links with both the public and the private sector in Luxembourg, including several multinational companies, the public healthcare provider Centre Hospitalier de Luxembourg (CHL) and other clinical partners. It also works closely with a global network of institutes and organisations. LUNEX actively involves this network in its education. As mentioned before, LUNEX relies on external support of guest lecturers to teach certain parts of existing and future programmes. As the panel learned, there is a functioning Advisory Board, which features representatives of the local and international business and academic community and will be extended from 5 to 8 members. Hence, the board seems to be a broad representation of the work field, although the panel has not had the privilege to speak with board representatives.

In this stage in LUNEX institution's existence, LUNEX puts ample effort into both national and international collaborations, for education as well as research purposes. The aim is to strengthen the existing collaborations and to work on agreements with other educational partners. There are plans, for instance, for a formal collaboration with a branch of Miami University in Differdange. One of the goals is a broader student and staff exchange, in order to (further) align the study programmes.

The existing network also provides internships for students, in Luxembourg and beyond. The panel spoke with several companies who are committed to offer these places. Students feel

this is an important part of their education, and stress the relevance of providing sufficient opportunities to gain work experience, in particular in terms of places for English speaking trainees.

LUNEX is regularly approached by stakeholders to conduct research. Over the years, it has been involved in several (international) research projects. Whenever possible, research results are shared publicly for social impact; part of LUNEX's research activities involves contributing to the community.

Considerations

LUNEX has demonstrated to have strong connections with the local sport and health industry. Organisations are sympathetic towards offering internship places for LUNEX students, thus providing them with an educational experience in the work field and enhancing their employability, while at the same time fulfilling the needs of the labour market in the Grand Duchy of Luxembourg. The panel considers the active collaborations with (research) partners a great strength of the institution, contributing to achieving its vision of a leading international university for sport and health in Europe.

Nevertheless, according to the panel there is room for more focused international collaborations – identifying key countries/partners and focus points – as well as for more formal agreements with the industry. These will enhance the opportunities for students to find relevant placement positions, which is after all an important element of the professionally oriented (new) bachelor's programmes. Furthermore, the panel advises to set up a strong community, and to meet key stakeholders on a regular basis.

The panel's impression is that external input of stakeholders is currently mainly gathered in an informal way. It recommends organising external advice in a formal way at the level of the new programmes, in addition to the advisory board at institutional level, in order to regularly assess the quality of the programme from an external perspective, and structurally involve external stakeholders in programme development. The panel is confident that this will be taken up by LUNEX in the near future, since there seems to be a strong sense of the relevancy of this aspect. Finally, LUNEX may want to organise discussions between the three parties involved (student, institution, employer) before students start their internship, to clarify mutual expectations.

Conclusion

The panel judges that LUNEX International University of Health, Exercise & Sports S.A. **meets** criterion G.

4.8 Criterion H – International exchange

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

Findings

In recent years, LUNEX has centralised its internationalisation efforts, mainly through the Erasmus+ programme. The institution was recognised as Erasmus+ institution in 2020 and is now able to get funding for the exchange of students and staff. It has developed partnerships

with universities within and beyond Europe and has signed a series of inter-institutional agreements, which allow the mobility of students and staff. Partnerships are selected on the basis of several criteria, one of which is the quality and content of the study programmes offered. In addition, there are several individual agreements with institutions.

As mentioned before, LUNEX also collaborates internationally in the field of research. Within programmes, international excursions are organised on a regular basis. Moreover, LUNEX has its own international community, with a geographically and culturally very diverse student and staff population. Thus, according to the panel internationalisation is embedded in the programmes and instils a mindset in students that is a sought after by future employers.

Both staff and students feel supported in their international endeavours. The panel noticed that clear procedures and administrative support are in place to facilitate exchanges of incoming and outgoing staff and students, such as the assistance of an agency to apply for funding for outward mobility of staff. For new students, there are several initiatives to support their integration, such as an induction week to get familiar with LUNEX and the student support it offers (study service, mentoring etc.). The Student Support is also active in helping international students, for instance with finding accommodation. Students receive information on the possibility to spend part of their study programme abroad at one of the partner universities. Furthermore, language courses are facilitated through an online language application, and testimonials of students and staff are published to share learning experiences.

The result of mobility programmes at this point is 40 incoming and 40 outgoing students. In the coming years, LUNEX plans to consolidate the culture of academic mobility and to promote the mobility of more students and staff, also beyond the European Union.

Considerations

The panel considers that the international dimension of LUNEX is very important and well established, as is reflected in the very diverse population of faculty and students. The panel finds the existing exchange initiatives, in the framework of international partnerships and networks, convincing. Adequate procedures and facilities support incoming and outgoing staff and students, stimulating them to be internationally mobile. As LUNEX holds an Erasmus+ Charter for Higher Education, an increase of incoming and outgoing mobility of students and staff is to be expected. Furthermore, the panel appreciates the efforts to help integrate the international students. As indicated under criteria A and G, the internationalisation strategy, tailored to a young organisation, could be made more clear (international education for the international market in Luxemburg) and key focus points could be identified.

Conclusion

The panel judges that LUNEX International University of Health, Exercise & Sports S.A. **meets** criterion H.

4.9 Overall conclusion

The panel is impressed with the ambitious and entrepreneurial approach of LUNEX. The institution has evolved into an established higher education institution specialising in health, sports and management, featuring healthy numbers of students and (teaching) staff and an

impressive network of both local and international partners. The focus of LUNEX is on offering high-quality, research-led academic degree programmes.

The new bachelor's programmes are conveniently building upon existing programmes and structures. During the various discussions with management, programme leaders and (teaching) staff, a self-critical attitude, shared vision and ambition and clear view on strengths and weaknesses were very much present. The panel did notice that there is room for improvement in some minor areas. Strategic planning is still to be further developed and formalised, although the basic components are already present, yet to be made more explicit. In the same vein, the panel suggests (further) defining a longer term vision. The need to diversify has been discussed, as well as the strengthening of networks, both of which are on the institution's agenda. To this the panel would add to safeguard the public value of the institution and its scientific integrity, keeping an eye on the balance between internal and external perspectives.

The staff is highly competent and dedicated to the students. Where necessary, they are complemented by external disciplinary experts. In this stage, the panel feels that LUNEX would benefit from a longer term vision on the recruitment of personnel, to reach a more solid and proactive HR strategy. Furthermore, it is relevant for the growing organisation to develop and formalise procedures concerning social safety.

The available infrastructure is a focal point for LUNEX, although it is adequate for the current number of students and staff. Based on the plans it has seen, the panel is convinced that the facilities will be scaled up in time to accommodate the projected growing influx of students. Adding to this, the panel advises LUNEX to be attentive to facilities for students, to provide realistic information to prospective students about the infrastructure and to continue to invest in back-up housing options while closely monitoring the building process.

The international dimension of LUNEX appears to be well established. There are ample structures and networks in place to support the mobility of both staff and students, who themselves constitute a very diverse population. The panel considers the active collaborations with the local industry as well as the international partnerships and networks to be a great strength of the institution. Nevertheless, according to the panel there is room for growth regarding more focused international collaborations, and more formal agreements with the industry, enhancing students' internship opportunities. The panel also suggests setting up a strong community of stakeholders, and recommends formalising structural external advice at the level of the programmes, in addition to the advisory board at institutional level.

The written materials and the discussions on site have convinced the panel that LUNEX fulfils all eight criteria of the framework for institutional assessment. Further to the assessment rules of the Luxembourg authorities, the panel judges that LUNEX International University of Health, Exercise & Sports meets the assessment criteria for institutional accreditation.

4.10 Overview of the assessments

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

5 Programme assessment – Bachelor in Nutrition, Fitness & Health

5.1 Standard 1 – Intended exit level

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

Findings

The three-year bachelor's degree programme Nutrition, Fitness & Health (NFH) has a total study load of 180 ECTS, spread out over six semesters. It is designed to qualify students for the first professional academic degree in the professional fields of (clinical) nutrition and health counselling, incorporating current scientific knowledge and application-based content. The study programme aims to provide students with the skills and abilities of a dietitian/nutritionist while taking into account the legal and regulatory provisions ('Règlement grand-ducal du 22 août 2003 déterminant pour la profession de diététicien'). The expectation is that the majority of the students will be from Luxembourg.

The panel was informed that the programme has been developed by an external advisor, in consultation with (inter)national experts in the fields of nutrition and health, and finalised with the newly acquired programme leader, who is an expert in clinical nutrition. A reference to 'dietitian' has deliberately not been included in the name of the programme, to keep the focus on the separate scientific fields and career paths.

The programme focuses on the advancement of theoretical knowledge and professional competencies that are central to skilled practice in the nutrition, fitness, and health industries. These industries indicated to the panel that they value the broad perspective of the professionally oriented programme, and there is a need for knowledgeable and skilled graduates in this field.

The learning outcomes are based on the level 6 descriptors provided by the MESR. They include knowledge, (specific and transversal) skills and attitudes. The panel has looked into the module handbook, which provides a detailed overview of all modules, including the two internships and the bachelor dissertation. The learning goals and the contents of the respective modules have been described extensively, with an assigned number of ECTS credits per module. The clinical aspect, which the panel initially had some concerns about, is covered in three separate modules. This is more than usual in similar programmes and gives students a broad understanding of the professional field.

During their studies students attend two placements in the fifth and final semesters, which adds up to a minimum of 600 hours, of which 300 hours will be dedicated to the clinical setting. Hence, the programme fully complies with the recommendation of the Luxembourgish Ministry of Health and with the requirements for professional registration as a dietitian in Luxembourg (to this end, one placement should be done in the domain of catering, laboratory and food technology, or health education). As for language skills, the panel learned that in hospitals knowledge of French, German or Luxembourgish is relevant for everyday practice.

A website and brochure for the new programme are under construction. Based on a preview of the website, the panel noted that it includes detailed and clear communication on vision, scope, admission criteria, programme (language, curriculum etc.) and labour market orientation.

Considerations

The panel considers that the NFH programme has a structured curriculum which reflects the objectives of the programme. The learning outcomes reflect the domain, level and orientation of an academic bachelor's programme. Hence, the panel considers that the exit qualifications are in line with level 6 of the Luxembourg Qualification Framework. Although the objectives and learning goals of each module are clearly defined and there is a build-up towards the intended learning outcomes, the panel recommends making the structure of the programme and the coherence of modules more explicit.

According to the panel, the curriculum covers all expected domains within the scientific disciplines of nutrition, fitness and health, including the clinical component. The programme offers a broad, solid base for students. Furthermore, the panel values the focus on the future market: the programme is built on a clear, innovative vision with a broader perspective on nutrition and health.

The clear vision is also reflected in the website being built, which offers clear information on the content and other aspects of the programme. However, to avoid confusion and attract the right students, the panel suggests adding a subtitle to the programme name and to offer an explicit, more visible explanation on the possibility to become a dietitian while marketing the programme; and additionally, to evaluate over time whether the right students are attracted.

The interlocutors convincingly demonstrated that the new programme will benefit Luxembourg's labour market and social environment, and addresses both the residents and the international community. The programme takes into account the language needs of Luxembourg as well, by facilitating language courses. All in all, the panel is of the opinion that the programme shows an innovative approach of the domain and forms a good example of future-proof interdisciplinary, evidence-based education.

Furthermore, the panel considers that the programme fulfils the following reference criteria for accreditation set by the MESR:

- NFH is defined in line with European standards and the Bologna process;
- The programme is designed considering the principles of student-centred learning;
- NFH is divided into modules with which are assigned a certain number of credits.

Conclusion

The panel judges that the Bachelor in Nutrition, Fitness & Health **meets** standard 1.

5.2 Standard 2 – Teaching and learning environment

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

Findings

The programme materials and the discussions showed that the curriculum includes an integrated and multidisciplinary holistic life style approach, addressing aspects of human nutrition, health, food science and fitness. In line with the overall mission and vision of LUNEX, the programme is practice-oriented. The panel observed that the curriculum encompasses theoretical and practical courses and displays a balanced workload between semesters: 5 to 10 ECTS are allocated per course and 15 ECTS for the internships and dissertation, adding up to 30 ECTS per semester. The structure of the curriculum was designed to be in line with international requirements and standards. In order to meet the diverse needs of students, the set-up of the programme will be blended, but at least 70% of education will be on campus. The structure of the programme will be less flexible since different disciplines have to be combined in one programme.

From the discussions the panel gathered that part of the teaching and assessment strategy is working with small groups of 15-25 students (and smaller groups of 4-8 students in cooking classes). Student engagement is also stimulated through peer marking and small tutorial groups of 5-6 students, as is used in the Physiotherapy programme. In clinical modules students will be working on case studies in pairs. Communication skills are an integral part of the programme and will be assessed in several (practical) modules, for instance via presentations and nutritional counselling.

Throughout their studies, students are provided with formative and summative feedback, and are supported by tutors to help them reflect on these evaluations and develop successful plans for their learning and personal and professional development. At the end of their internships, students are required to reflect on their practice, so as to become reflective practitioners. For their guidance during internships, one can also draw on the experiences of students and supervisors in the Physiotherapy programme. When discussing with students, the panel learned that they felt well prepared for their internships in other programmes, having had a broad introduction in various topics in the first semesters. While it was suggested by some of them to incorporate (one of the) internships earlier in the programme, it is also relevant for organisations that students have a sufficient theoretical knowledge base (e.g. psychology, counselling) when they start with an internship, so that they are capable of advising clients under supervision.

During the discussions, employers appeared to be very supportive of hosting trainees, as this can alleviate the shortage of health care providers. To secure sufficient placement opportunities, the programme is in contact with (the federation of) hospitals, rehabilitation centres, retirement homes etc. These organisations have to fulfil certain criteria. Via the Department of Physiotherapy there is a strong network of healthcare institutions in the greater region and beyond. The intention is to use and expand the existing clinical placement infrastructure for the new bachelor's programme.

The research component is reflected in several courses and in the bachelor's dissertation conducted in the final semester. In preparation of the thesis, students are guided in developing ideas and writing a proposal to obtain ethical approval of the government. As discussed under

Criterion A, this may take some time – two months on average – and can prolong the learning process.

During the visit, it was highlighted that LUNEX is very student focused, with its own community, and has a very active students' union (LSU Lunex Student Union) (e.g. group work, sporting activities, social events). The panel observed that student support is organised at several levels and is described as effective and sufficient by the students. The panel appreciates the induction week for students, the open-door policy of teachers and the structural monitoring of students. Their performance in modules and their progression in the programme as a whole is monitored (overseen by the Examination Board), as well as their engagement. Additional qualitative and technical measures to support and mitigate student success are in place as well.

The teaching staff in this professionally regulated degree programme will have up-to-date specialist experience in their areas. In the application documentation, information was included on the expertise of selected currently employed staff members in relation to the module learning outcomes, and the projected recruitment of permanent staff (i.e. a PhD in Nutrition or Health Sciences; a master/PhD in Nutrition and Dietetics; and a bachelor/master in sport studies or management). Some of the modules – mainly clinical ones – will (partly) be outsourced to external lecturers. Also, external registered dietitians will be invited for guest lectures. Additional internal staff will potentially be hired, depending on the development in terms of student numbers. The panel spoke with the programme director and several faculty who will teach in the programme. All staff were very knowledgeable about their tasks and discipline. Moreover, several faculty participate in scientific and research activities.

As discussed under Criterion E, LUNEX is attentive to the permanent training of staff members. In the context of lifelong learning (Continuing Professional Development), the department regularly organises well-attended activities for therapists, alumni and master students with a licensed practice. These activities are partly free of charge.

In the Assessment Regulations, applicable to all bachelor's degree programmes, the admission policy of LUNEX and accreditation of prior learning are described. In order to be admitted to the bachelor's programmes, students should have a general university entrance qualification and sufficient English language proficiency (B2 level). LUNEX has developed a detailed procedure Validation des Acquis de l'Expérience (VAE, recognition of previously acquired experience); the information on the procedure was included in the appendices of the report. The procedure is in line with Luxembourg regulations.

Considerations

The panel considers that the teaching-learning environment of the bachelor's programme NFH enables students to achieve the intended learning outcomes. This appreciation relates to the solidity and coherence of the programme, the curriculum contents, the didactic approach stimulating student engagement, the facilities and the staff responsible for managing, coordinating and teaching the programme. Nonetheless, the programme structure and the coherence of modules could be made more explicit (cf. Standard 1).

The panel values the combination of academic and practical knowledge in the curriculum, with an adequate balance between theoretical and practical modules, in line with the programme

objectives. An additional strong aspect in the panel's opinion is that research and current scientific insights are incorporated in each module. The panel also values the attention to communication and critical analysis skills in the programme, the strong individual guidance of students and the tailored education for students, such as the honours programme. Admission criteria are clear and publicly available on the website. They provide validation of prior experience and are in conformity with legislation.

The panel thinks highly of the competent, approachable and diverse teaching staff, who all fully support LUNEX's mission and vision and are very committed to this programme. Careful consideration has been given to the clinical part of the programme and to which additional teaching expertise is needed. The programme management has set up a substantial network with employers across the country, which will be further expanded. In addition, the programme can benefit from the network and experiences provided by the Physiotherapy programme.

In sum, the panel is convinced that the curriculum, the staff and the facilities form a cohesive teaching-learning environment for the students. The connection with and commitment of hospitals has reassured the panel that students will acquire a sufficiently broad clinical basis, should they want to become a clinical dietitian.

Furthermore, the panel considers that the programme fulfils following reference criteria for accreditation set by the MESR:

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

Conclusion

The panel judges that the Bachelor in Nutrition, Fitness & Health **meets** standard 2.

5.3 Standard 3 – Exit level to be achieved

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

Findings

From the written materials and the subsequent discussions the panel gathered that the assessment methods within modules are based on the educational objectives and learning outcomes of each module and enable students to demonstrate their knowledge in an appropriate way. The module outlines, which are available for students through the learning platform and clarified by the module coordinators at the start of each course, provide detailed information about each module and how it will be assessed, including the assessment criteria. In the module handbook the panel found a clear description of the assessment methods, underpinned by the assessment regulations of the institution. These regulations are implemented for individual modules under the direction of the module coordinators and verified and approved by the Examination Board.

The learning goals are tested in different types of assessments, including written and oral exams, written assignments, presentations, practical exams, two internships (portfolio) and a dissertation. Professional and soft skills are tested in a practical setting. Feedback on assessment constitutes an important source of learning, by challenging students to reflect on their own progress and learning needs. An Assessment of Practice is administered half-way through a clinical placement to provide students with formative feedback, and again at the end of the placement as a summative assessment. This way, students receive independent external feedback as well, for instance on their communication skills. To complete the clinical internship, students conduct a case study, including a reflection on their professional development. The panel takes note of the plans to develop in-house specific assessment tools for clinical placement performance.

In the bachelor's dissertation conducted in the final semester, students demonstrate that they have achieved the programme learning outcomes as knowledgeable research consumers. Students develop a focused research question and conduct a literature search and/or data analysis under supervision, while applying suitable scientific methods and demonstrating academic integrity. Students usually write a critical analysis of existing literature (i.e. secondary research), of which some get published. The bachelor's programme also prepares students for advanced studies such as a master's degree.

The panel is assured that the evaluation is valid, reliable and transparent. For instance, written exams undergo a strict quality control process and oral exams are generally marked by two independent markers. Evaluation rates are regularly analysed by the Teaching and Learning Council, bearing in mind student feedback, attendance rates etc. Students are represented in this Council, and can also raise feedback during biannual programme committee meetings. If warranted, issues are followed up on, for example by adjusting the level or method of an exam. The panel was presented with several concrete examples of this practice. For example, based on student results, a presentation has been included in the summative assessment of the course Research Methods. Thus, student input has led to various changes in (the assessment of) courses. The Examination Board discusses high pass/failure rates and reflects on the appropriateness of the assessment methods for particular modules. Graduates will have an entry level for qualification as a dietitian, but may also be employed in the food industry, nursing homes, prevention etc.

Considerations

The panel considers that the NFH programme has an adequate assessment, testing and examination system in place. There is an in-depth reflection on the purposes and means of assessment, and on the assessment of clinical placements, thus leading to a continuous improvement of the teaching and assessment methods. Students' feedback on the quality of assessments is taken into account as well.

There is a well-thought-out build-up towards the internships, in which competences are assessed. The assessment criteria for knowledge, skills and attitudes are based on level 6 of the Luxembourg Qualification Framework. According to the panel, the bachelor's dissertation functions as a relevant final product. This allows students to demonstrate that they have

achieved the learning outcomes at bachelor's level. Moreover, the programme will monitor how the thesis works out in practice.

The broadness of the programme equips students with diverse knowledge and skills, which prepares them for a variety of jobs in the sector of nutrition, fitness and health.

Furthermore, the panel considers that the programme fulfils following reference criteria for accreditation set by the MESR:

- Evaluation methods are defined on the basis of the educational objectives;
- Evaluation methods are communicated to students, in line with other LUNEX programmes;
- Diplomas and degrees issued by the higher education institution provide information on the acquired qualifications. They are accompanied by a diploma supplement describing the knowledge and skills acquired by the holder.

Conclusion

The panel judges that the Bachelor in Nutrition, Fitness & Health **meets** standard 3.

5.4 Standard 4 – Internal quality assurance

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

Findings

The panel gathered from the description in the application and from the discussions on site that a structured and functional internal quality assurance system is established, with clearly defined responsibilities. Information on this quality policy is clearly communicated on the institution's website. There is an integrated system of feedback to continuously improve the quality of teaching. To this end, there are several surveys among stakeholders, such as alumni. Students are surveyed after each module and can provide feedback in biannual face to face meetings of the programme leader with the cohort representatives. On the basis of the module evaluation surveys, programme committee meetings and additional stakeholders' feedback, since two years module monitoring reports are produced. These are submitted to the programme leader and are also available in a SharePoint environment. On site, the panel was presented with examples of module monitoring reports and found these to include interesting information on possible actions taken and a SWOT-analysis of failure and dropout rates, assessment results etc. Also, the management of LUNEX is provided with key figures on e.g. student and staff movement, student-staff ratios, student success on a structural basis.

Each programme is periodically reviewed in light of new (research) insights and updates are integrated into the new semester module. In addition, all information gathered during the year is collated into an annual programme review report by the programme leader and used as input for the continuous improvement of the academic programme and management. The programme review reports are discussed annually by the Teaching and Learning Council (TLC). In this council, students are represented by three members of the LSU. The panel was informed that meetings of the TLC are approximately four times per year and cover topics relating to quality management, such as the quality of assessment, student support, the training of staff,

the teaching award and peer to peer engagement. Proposals for (minor) programme changes are submitted in a fixed format to the programme leader and are then reviewed by the TLC.

The panel noticed that LUNEX has developed a comprehensive system of governance featuring different bodies and councils. The panel appreciates that the institution has put a peer review process ('buddy system') in place for internal staff as part of their continuous development, where teachers of different departments and levels give each other bidirectional feedback. External lecturers receive feedback through the module coordinators.

The panel applauds that students have ample opportunity to provide feedback on issues such as survey effectiveness, academic and administrative issues, both on an informal and formal basis. In both cases, LUNEX takes their input seriously and tries to accommodate the requests where possible and relevant. For instance, as a consequence currently more information is shared on communication skills to be acquired in study programmes, and in each module questions of students about the examination are discussed. Also, in response to feedback from teaching staff, LUNEX has expanded teachers' training opportunities, in particular regarding assessment methods.

Furthermore, the panel noticed that at institutional level an internal research ethics committee and equality and diversity policy are in place, the latter of which is currently under review with the aim of setting and monitoring clear goals. LUNEX is also subject to an annual internal audit by the Group Quality Management of the institution's major shareholder Cognos AG Group, and an external (ISO accreditation) audit by an appointed external company. All in all, the panel found that solid steps have been taken to achieve a shared quality culture among the management, teaching faculty and administrative staff at LUNEX.

Considerations

The panel considers that the NFH programme can rely on an adequate system of internal quality assurance that is embedded in the institution-wide approach to quality assurance. There are procedures in place to involve students, teachers, staff and external stakeholders in ensuring quality, although the panel recommends organising structural external advice at programme level (cf. Criterion G). The strong focus on internal quality is evident in the structural evaluations and monitoring of the quality of education and assessment, illustrative for the closed PDCA cycle. The panel found the module monitoring reports to be very informative and useful in the quality management process. The quality assurance system is data driven to a substantial extent, client satisfaction being a key component, but it has a broader base. The existing governance system and shared quality culture at LUNEX will be beneficial for the new programme, its modules and courses.

In addition to all positive findings, the panel recommends putting a mechanism in place at the level of the new programme that allows to structurally involve external stakeholders in programme development (cf. Criterion G).

Furthermore, the panel considers that the programme fulfils following reference criteria for accreditation set by the MESR:

- The programme is subject to internal review to ensure it reflects the latest results of research and teaching and fulfils the needs of students and society;

- Teachers and students can voice their opinion and participate in the decision-making process.

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

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

Conclusion

The panel judges that the Bachelor in Nutrition, Fitness & Health **meets** standard 4.

5.5 Standard 5 – Research

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

Findings

As the ambition of LUNEX is to lead innovative research impacting society, it has undertaken several initiatives to support this mission. As part of LUNEX's Research Development Strategy which was implemented in 2019, it has established a Research Council as an advisory body, which sets standards for research. Each department is represented in this council. The panel was struck by their strong vision on ethics. The approach to research is one of scientific excellence and academic neutrality, both of which are acknowledged by the panel. Improvement of the quality of research is reviewed annually against the defined objectives. Furthermore, LUNEX has a relatively high trained staff and actively invests in PhD's as part of their recruitment strategy.

The panel appreciates that institution-wide a lot of effort is spent on knowledge transfer. Current research-based knowledge is included in the teaching materials of the different courses, by a teaching staff of whom a majority is active in research. Also, internal seminars and workshops are organised to present research materials to fellow staff and students. To contribute to society, research results are shared with a broader audience if possible.

A planning and organisation process ensures that research activities within the different departments are a consistent component of the study programmes. To foster cross-departmental, multi-disciplinary research activities of the academic staff, the Research Council has organised the research fields of interest in four specific research areas: Applied Biomechanics and Technology, Neurophysiology and Motor Control, Prevention and Rehabilitation Throughout the Lifespan and Sport Management and Innovation. Furthermore, to respond to specific research development needs from public and private stakeholders, a

further research area of Applied Industrial Research has been developed. LUNEX also actively collaborates with other research institutes.

The application materials provided insight into the research activities of LUNEX faculty in the period 2019-2022. From 2019 to the end of 2021, they have produced a total of 82 peer-reviewed internationally published studies (department ISM, SES and PT combined). In addition, they have contributed to 20 national and international congresses, and have been involved in editorial and reviewing activities in 14 international scientific journals. The panel was also informed of the research project funds per department; LUNEX has been awarded funding for a total of € 1.975M from public and private funding agencies and bodies, including Erasmus+. While LUNEX, as an S.A., cannot be granted the 'Agrément' certifying its eligibility for funding by the Fonds national de la Recherche, it is still eligible for specific funding from the same public organisation (e.g. for conferences). Furthermore, the institution made substantial investments in laboratory facilities.

Further to its findings on criterion A at institutional level, the panel believes that students could be more actively stimulated to participate in research by a proper national legal framework for a smooth processing of ethics applications for clinical research projects.

Considerations

The panel considers that LUNEX is able to fulfil its ambition to be a lead innovative research institute in the relevant areas, as evidenced by the considerable research output in the various scientific domains, the active collaborations with research partners, and apparent research culture. Other obvious features are the presence of the Research Council and a distinct ethical vision. In addition to this, there is a strong vision on ethics in education, research and clinical practice. The measures implemented by LUNEX fully support its teaching faculty to focus on developing high-quality, multi-disciplinary research. This results in a significant amount of peer-reviewed publications and research proposals rewarded. The panel explicitly values the structural integration of research and evidence-based education and the well-thought-out transfer of knowledge to students and a wide audience. All in all, the panel is of the opinion that LUNEX's basic oriented and applied research activities are well developed, and scientific excellence proves to be a key component of its education portfolio.

Conclusion

The panel judges that the Bachelor in Nutrition, Fitness & Health **meets** standard 5.

5.6 Overall conclusion

The panel has seen a well-thought-out, interdisciplinary bachelor's programme in Nutrition, Fitness & Health. Its orientation is geared towards professional academic practice in the professional fields of nutrition and health counselling. The programme is built on a clear, innovative vision, which renders it future-proof. There is a momentum for this bachelor's programme, which will serve the Luxembourg and international labour market well. In line with the programme objectives the curriculum integrates both theoretical and practical knowledge.

According to the panel, the programme offers a broad, solid base for students. Strong assets are, amongst others, the small-scale education enhancing student engagement and student

support, the highly competent and motivated teaching staff, the attention to skills in the programme and the strong link between research and education. During the visit, the panel has been reassured on the clinical component in the programme, which has proven to be more than adequate. The existing connections with the industry, to be further expanded as well, can ensure that students will acquire a sufficiently broad clinical basis. The panel would, however, recommend making the structure of the programme and the coherence of modules more explicit, and making sure that the right students are attracted, also in the longer term.

The programme has an adequate assessment, testing and examination system in place, which enables a continuous improvement of the teaching and assessment methods. The bachelor's dissertation constitutes a relevant way for students to demonstrate their competencies.

Additionally, the programme can rely on an adequate system of internal quality assurance that is embedded in the institution-wide approach to quality assurance and its governance system. The strong focus on internal quality is evident in the structural evaluations and monitoring of the quality of education and assessment, and the structural involvement of all stakeholders. Nonetheless, the panel advises LUNEX to formalise the involvement of external stakeholders in programme development.

LUNEX has demonstrated its ability to fulfil its ambition to be a lead innovative research institute. The panel has found a strong research culture and is impressed with the quantity and quality of the faculty's research output, the active collaborations with research partners, and the broad transfer of knowledge. It encourages LUNEX to explore opportunities to offer tailored talent development to students.

In sum, the panel judges that the NFH programme meets all five standards. Further to the assessment rules of the Luxembourg authorities, the panel judges that the Bachelor in Nutrition, Fitness & Health of LUNEX International University of Health, Exercise & Sports S.A. meets the assessment criteria for programme accreditation.

5.7 Overview of assessments

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

6 Programme assessment – Bachelor in Corporate Health Management & Well-being

6.1 Standard 1 – Intended exit level

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

Findings

The three-year bachelor's degree programme Corporate Health Management & Well-being (CHM) amounts to 180 ECTS, i.e. 60 ECTS per year. The programme aims to prepare students to be highly qualified practitioners, with the theoretical knowledge, skills, and personal attributes to generate trans-disciplinary health interventions and become leaders and change agents in the health management industry. To be able to contribute to the future of work, graduates will integrate knowledge from different fields, such as psychology, nutrition economy, health promotion, risk assessment, management and digitalisation. Skills they will acquire involve, amongst others, critical and ethical thinking, leadership and communication competencies.

During the site visit, the panel was informed that the programme has been developed in close consultation with academic experts as well as the industry. The industry confirms the need for these specific skills – even more so after Covid-19, which raised awareness of the importance of a healthy life-work balance and set in motion a change in mindset. Well-being, as well as physical and mental health of employees, and prevention of health issues, are high on the priority list of businesses, with Luxembourg scoring high on work-related stress – and of western societies at large. According to the work field representatives the panel spoke with, the graduates' main asset will be their capacity to build state-of-the-art health strategies that impact groups or organisations as a whole and support a positive health environment in the workplace. Companies are aware that this health transition is a longer term topic and involves a culture change. The general impression is that both profit and non-profit sectors can benefit from this programme. The expectation is that most graduates will end up working for smaller or medium-sized companies, as internal or external health consultant, coach, project manager etc.

The panel found the described intended exit level to be quite ambitious, but observed that there is a strong understanding of the student profile that needs to be recruited. The learning outcomes are based on the level 6 descriptors provided by the MESR. The module handbook provides a detailed and extensive overview of all modules, including the two internships and the bachelor's dissertation, with an assigned number of ECTS credits per module. For each module, objectives and learning outcomes are clearly defined in terms of knowledge, skills and attitudes, as well as the contents, assessment method etc.

The panel took note of the fact that students can start their studies in October or April, although the second intake will not involve large numbers of students. Since students will take the exact same modules per year (in reverse order per semester), the panel feels reassured that the same exit level will be reached by all students. For all new students an introduction week will be

organised to introduce them to key study skills and facilitate integration. Also, individual students are offered tailor-made solutions via a personal learning agreement. Current students indicated to the panel that they appreciate the flexibility offered and felt well informed.

Based on a preview of the website for the new programme that is under construction, the panel noted that it includes detailed and clear communication on vision, scope, admission criteria, programme and labour market orientation.

Considerations

The panel considers that the programme has a structured curriculum which reflect the objectives of the programme. The learning outcomes reflect the domain, level and orientation of an academic bachelor's programme. Hence, the panel considers that the exit qualifications are in line with level 6 of the Luxembourg Qualification Framework. The objectives and learning goals of each module are clearly defined and there is a coherent build-up towards the intended learning outcomes.

The panel appreciates the clear, innovative vision on which this professionally oriented programme is built, geared towards reshaping the future labour market and providing students with the competencies needed for this transition. The broad, solid base of the programme is validated by employers, who have demonstrated valuable commitment to the programme. Thus, the interlocutors convincingly demonstrated that the new programme will benefit Luxembourg's labour market and social environment.

In addition, clear information on the content and other aspects of the programme will be offered to (prospective) students. All in all, the panel is of the opinion that the programme combines ambitious pioneering with a sense of realism, taking into account students' interests and those of the future national and international labour market.

Furthermore, the panel considers that the programme fulfils the following reference criteria for accreditation set by the MESR:

- CHM is defined in line with European standards and the Bologna process;
- The programme is designed considering the principles of student-centred learning;
- CHM is divided into modules with which are assigned a certain number of credits.

Conclusion

The panel judges that the Bachelor in Corporate Health Management & Well-being **meets** standard 1.

6.2 Standard 2 – Teaching and learning environment

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

Findings

The programme materials and the discussions showed that the programme is structured into six semesters that build upon each other, with basic modules in the first year followed by advanced (applied) modules in the second year and specific modules and the bachelor's

dissertation in the third year. In line with the overall mission and vision of LUNEX, the programme is practice-oriented. The panel was informed that theoretical courses often have a practical component, such as simulations and case studies, where students learn to apply new knowledge. Two internships are also included, of 15 ECTS in total. For students, a document is available with information on the practical components of the programme, to properly prepare and inform them.

As with the intended exit level, the panel had the impression that the curriculum is quite ambitious, counting 29 modules in total, but found this structure to be well-considered. Students take an average of 5 modules per semester and can fully submerge themselves in one course at a time. Additionally, the panel observed that the curriculum displays a balanced workload between semesters: 5 to 10 ECTS are allocated per course and 15 ECTS for the dissertation, adding up to 30 ECTS per semester. The structure of the curriculum was designed to be in line with international requirements and standards. The aim is to encourage lifelong learning, since this is a crucial element for the role graduates will fulfil.

The curriculum is constructed around four components: psychology and well-being as core thread, plus research practice, management and digitalisation. The panel found the structure of the programme, and the connection between modules and skills, to be unclear in the documentation. It was informed that most of the courses, centred around the core components, contribute to the acquisition of academic skills, thus ensuring a structural build-up and progression of competencies.

Part of the programme are two placements in the fourth and fifth semesters, adding up to 375 hours in total. During their internships, students focus on practical and/or research skills, depending on their employer. The panel was notified that there is a large and growing network of connections with corporations in Luxembourg and beyond. Employers indicated to the panel that they appreciate the internships, although some of them would prefer them to encompass more hours in total, allowing students to get to know the organisation well, and enhancing opportunities to reach more impact.

Research is structurally integrated in the courses, compliant with the underlying principle at LUNEX of a research-led teaching environment. Current (international) research findings are abundant and are actively incorporated by the faculty. Students learn how to design a (practice oriented) research project and collect and process information, with access to a wide range of literature, in preparation of their internships and bachelor's dissertation. During their internships, students will engage in both practical and reflective evaluations of their experience, guided by internal and external tutors. In their bachelor's dissertation, conducted in the final semester, students demonstrate that they have achieved the programme learning outcomes.

In the application documentation, information was included on the expertise of selected currently employed staff members in relation to the module learning outcomes, and the projected recruitment of permanent staff (i.e. a PhD in Psychology or Social Sciences; a PhD in Psychology/health management; and a bachelor/master in Psychology or Media Studies, or a master/PhD in Media Psychology or Social marketing). Around 80% of the courses will be covered by permanent staff and the remaining parts by external lecturers, to be hired on a

yearly basis. The panel spoke with the programme director, who started in June 2022 as a consultant for the new programme, and several faculty who will teach in the programme. The panel found them to be very knowledgeable and driven teachers and researchers, with sufficient academic competences to guide students within this programme. The staff appreciates the opportunities they have at LUNEX for combining research activities and developing ideas with hands-on teaching, and feel very supported, with adequate attention to their permanent training.

Student support is organised at several levels and is described as effective and sufficient by the students. The panel appreciates the induction week for students, the open-door policy of teachers and the structural monitoring of students. Their performance in modules and their progression in the programme as a whole is monitored (overseen by the Examination Board), as well as their engagement. Additional qualitative and technical measures to support and mitigate student success are in place as well. During the visit, it was highlighted that LUNEX is very student focused, with its own community, and has a very active students' union (e.g. group work, sporting activities, social events).

In the Assessment Regulations, applicable to all bachelor's degree programmes, the admission policy of LUNEX and accreditation of prior learning are described. In order to be admitted to the bachelor's programmes, student should have a general university entrance qualification and sufficient English language proficiency (B2 level). LUNEX has developed a detailed procedure Validation des Acquis de l'Expérience (VAE, recognition of previously acquired experience); the information on the procedure was included in the appendices of the report. The procedure is in line with Luxembourg regulations.

Considerations

The panel considers that the teaching-learning environment of the bachelor's programme CHM enables students to achieve the intended learning outcomes. This appreciation relates to the curriculum contents, the didactic approach stimulating student engagement, the facilities and the staff responsible for managing, coordinating and teaching the programme. The panel thinks highly of the competent and approachable teaching staff, who all fully support LUNEX's mission and vision and are very committed to this programme. Careful consideration has been given to which additional expertise is needed. Furthermore, the programme can benefit from the network and experiences provided by the Master in Sport Management and Digitalisation.

The design of the curriculum with an adequate balance between theoretical and practical courses is in line with the programme objectives. The panel also values the attention to leadership, communication and critical analysis skills in the programme, and the available student support. An additional strong aspect of the programme is that research and current scientific insights are incorporated on a structural basis. Admission criteria are clear and publicly available on the website. They provide validation of prior experience and are in conformity with legislation. The panel is of the opinion that communication about the exact structure of the programme, with its four pillars and multitude of subjects, could be more clear, as well as the description of the connection between learning outcomes, modules and skills.

In sum, the panel is convinced that the curriculum, the staff and the facilities form a cohesive teaching-learning environment for the students. The connection with the labour market

ensures that students will be able to acquire sufficient practical experience. Nevertheless, the panel would suggest taking into consideration the industry's advice regarding the length of placements. Combining the second internship with the bachelor's thesis would allow students to be in a professional setting for a longer period and enable them to gain even more practical experience.

Furthermore, the panel considers that the programme fulfils following reference criteria for accreditation set by the MESR:

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

Conclusion

The panel judges that the Bachelor in Corporate Health Management & Well-being **meets** standard 2.

6.3 Standard 3 – Exit level to be achieved

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

Findings

From the written materials and the subsequent discussions the panel gathered that the assessment methods within modules are based on the educational objectives and learning outcomes of each module and enable students to demonstrate their knowledge in an appropriate way. The module outlines, which are available for students through the learning platform and clarified by the module coordinators at the start of each course, provide detailed information about each module and how it will be assessed, including the grading criteria. In the module handbook the panel found a clear description of the assessment methods, underpinned by the assessment regulations of the institution. These regulations are implemented for individual modules under the direction of the module coordinators and verified and approved by the Examination Board.

The learning goals are tested in different types of assessments, including written exams, written assignments, oral presentations, practical exams, project work, case study assignments and discussions, process evaluations and, in the last semesters, two internships (portfolio) and a dissertation. Feedback on assessment constitutes an important source of learning, by challenging students to reflect on their own progress and learning needs. Professional development will be evaluated in the third year through a personal career development plan and a video recorded consultation and written reflection. The panel took note that the programme is in the process of embedding more types of formative assessment. Retakes of exams are scheduled at the end of a semester. The panel learned that resits can also be tailor-made, in the form of specific assignments, embedded in a course. Whenever possible, students are not required to retake a whole course.

Within the framework of the bachelor's dissertation, students work independently, under supervision, on a problem from the area of corporate health management using scientific methods. They present their results in the format of an academic paper, thus showcasing that they have achieved the intended exit level.

The panel is assured that the evaluation is valid, reliable and transparent. For instance, written exams undergo a strict quality control process and oral exams are generally marked by two independent markers. Evaluation rates are regularly analysed by the Teaching and Learning Council, bearing in mind student feedback, attendance rates etc. Students are represented in this Council, and can also raise feedback during biannual programme committee meetings. If warranted, issues are followed up on, for example by adjusting the level or method of an exam. The panel was presented with several concrete examples of this practice. For example, based on student results, a presentation has been included in the summative assessment of the course Research Methods. Thus, student input has led to various changes in (the assessment of) courses. The Examination Board discusses high pass/failure rates and reflects on the appropriateness of the assessment methods for particular modules.

Considerations

The panel considers that the CHM programme has an adequate assessment, testing and examination system in place. There is an in-depth reflection on the purposes and means of assessment, and on the assessment of clinical placements, thus leading to a continuous improvement of the teaching and assessment methods. Students' feedback on the quality of assessments is taken into account as well.

The assessment criteria for knowledge, skills and attitudes are based on level 6 of the Luxembourg Qualification Framework. According to the panel, the bachelor's dissertation functions as a relevant final product. This allows students to demonstrate that they have achieved the learning outcomes up to level 6 (bachelor).

The broadness of the programme equips students with diverse knowledge and skills, which prepares them for a variety of jobs in the sector of corporate health management.

Furthermore, the panel considers that the programme fulfils following reference criteria for accreditation set by the MESR:

- Evaluation methods are defined on the basis of the educational objectives;
- Evaluation methods are communicated to students, in line with other LUNEX programmes;
- Diplomas and degrees issued by the higher education institution provide information on the acquired qualifications. They are accompanied by a diploma supplement describing the knowledge and skills acquired by the holder.

Conclusion

The panel judges that the Bachelor in Corporate Health Management & Well-being **meets** standard 3.

6.4 Standard 4 – Internal quality assurance

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

Findings

The panel gathered from the description in the application and from the discussions on site that a structured and functional internal quality assurance system is established, with clearly defined responsibilities. Information on this quality policy is clearly communicated on the institution's website. There is an integrated system of feedback to continuously improve the quality of teaching. To this end, there are several surveys among stakeholders, such as alumni. Students are surveyed after each module and can provide feedback in biannual face to face meetings of the programme leader with the cohort representatives. On the basis of the module evaluation surveys, programme committee meetings and additional stakeholders' feedback, since two years module monitoring reports are produced. These are submitted to the programme leader and are also available in a SharePoint environment. On site, the panel was presented with examples of module monitoring reports and found these to include interesting information on possible actions taken and a SWOT-analysis of failure and dropout rates, assessment results etc. Also, the management of LUNEX is provided with key figures on e.g. student and staff movement, student-staff ratios, student success on a structural basis.

Each programme is periodically reviewed in light of new (research) insights and updates are integrated into the new semester module. In addition, all information gathered during the year is collated into an annual programme review report by the programme leader and used as input for the continuous improvement of the academic programme and management. The programme review reports are discussed annually by the Teaching and Learning Council (TLC). In this council, students are represented by three members of the LSU. The panel was informed that meetings of the TLC are approximately four times per year and cover topics relating to quality management, such as the quality of assessment, student support, the training of staff, the teaching award and peer to peer engagement. Proposals for (minor) programme changes are submitted in a fixed format to the programme leader and are then reviewed by the TLC.

An area for improvement that was mentioned during the discussions is the component of external advice with respect to the permanent evaluation of the programme. The programme management is working on this, and all involved seem to understand the importance and mutual benefit of this input. In addition, the advice is sought of qualified external experts on evaluation of assessment and teaching. As discussed with the panel, the intention is to closely monitor the first students of the new programme and keep an open line of communication. The programme will also benefit from the structural evaluations and feedback sessions with stakeholders, and intends to expand the involvement of students.

The panel noticed that LUNEX has developed a comprehensive system of governance featuring different bodies and councils. The panel appreciates that LUNEX has put a peer review process ('buddy system') in place for internal staff as part of their continuous development, where teachers of different departments and levels give each other bidirectional feedback. External lecturers receive feedback through the module coordinators.

The panel applauds that students have ample opportunity to provide feedback on issues such as survey effectiveness, academic and administrative issues, both on an informal and formal basis. In both cases, LUNEX takes their input seriously and tries to accommodate the requests where possible and relevant. For instance, as a consequence currently more information is shared on communication skills to be acquired in study programmes, and in each module questions of students about the examination are discussed. Also, in response to feedback from teaching staff, LUNEX has expanded teachers' training opportunities, in particular regarding assessment methods.

Furthermore, the panel noticed that at institutional level an internal research ethics committee and equality and diversity policy are in place, the latter of which is currently under review with the aim of setting and monitoring clear goals. LUNEX is also subject to an annual internal audit by the Group Quality Management of LUNEX's major shareholder Cognos AG Group, and an external (ISO accreditation) audit by an appointed external company. All in all, the panel found that solid steps have been taken to achieve a shared quality culture among the management, teaching faculty and administrative staff at LUNEX.

Considerations

The panel considers that the CHM programme can rely on an adequate system of internal quality assurance that is embedded in the institution-wide approach to quality assurance. There are procedures in place to involve students, teachers, staff and external stakeholders in ensuring quality. The strong focus on internal quality is evident in the structural evaluations and monitoring of the quality of education and assessment, illustrative for the closed PDCA cycle. The panel found the module monitoring reports to be very informative and useful in the quality management process. The quality assurance system is data driven to a substantial extent, client satisfaction being a key component, but has a broader base. The existing governance system and shared quality culture at LUNEX will be beneficial for the new programme, its modules and courses.

In addition to all positive findings, the panel advises LUNEX to put a mechanism in place at the level of the new programme that allows to structurally involve external stakeholders in programme development. The panel is confident that this will be taken up by LUNEX in the near future, since there is a strong sense of the relevancy of this aspect (cf. Criterion G).

Furthermore, the panel considers that the programme fulfils following reference criteria for accreditation set by the MESR:

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

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

- It collects, analyses and uses information for the management and improvement of its programmes;
- It has an internal and external QA system that is part of its strategic management;
- The QA system complies with the European Standards and Guidelines (ESG);

- It has defined responsibilities, competencies and decision-making processes;
- It has a staff member dedicated to equal opportunity issues.

Conclusion

The panel judges that the Bachelor in Corporate Health Management & Well-being **meets** standard 4.

6.5 Standard 5 – Research

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

Findings

As the ambition of LUNEX is to lead innovative research impacting society, it has undertaken several initiatives to support this mission. As part of LUNEX's Research Development Strategy which was implemented in 2019, it has established a Research Council as an advisory body, which sets standards for research. Each department is represented in this council. The panel was struck by their strong vision on ethics. The approach to research is one of scientific excellence and academic neutrality, both of which are acknowledged by the panel. Improvement of the quality of research is reviewed annually against the defined objectives. Furthermore, LUNEX has a relatively high trained staff and actively invests in PhD's as part of their recruitment strategy.

The panel appreciates that institution-wide a lot of effort is spent on knowledge transfer. Current research-based knowledge is included in the teaching materials of the different courses, by a teaching staff of whom a majority is active in research. As the faculty emphasised during the discussions, they collaboratively aspire to be in the forefront of current research practice and share their expertise with each other and students, as well as the expertise of (European) industry experts. Internal seminars and workshops are organised to present research materials to fellow staff and students. To contribute to society, research results are shared with a broader audience if possible.

A planning and organisation process ensures that research activities within the different departments are a consistent component of the study programmes. To foster cross-departmental, multi-disciplinary research activities of the academic staff, the Research Council has organised the research fields of interest in four specific research areas: Applied Biomechanics and Technology, Neurophysiology and Motor Control, Prevention and Rehabilitation Throughout the Lifespan and Sport Management and Innovation. For the Corporate Health Management and Well-being programme the fields of Sport Management and Innovation and Prevention and Rehabilitation Throughout the Lifespan seem to be most relevant. Furthermore, to respond to specific research development needs from public and private stakeholders, a further research area of Applied Industrial Research has been developed. LUNEX also actively collaborates with other research institutes.

The application materials provided insight into the research activities of LUNEX faculty in the period 2019-2022. From 2019 to the end of 2021, they have produced a total of 82 peer-reviewed internationally published studies (department ISM, SES and PT combined). In addition, they have contributed to 20 national and international congresses, and have been involved in editorial and reviewing activities in 14 international scientific journals. The panel was also informed of the research project funds per department; LUNEX has been awarded funding for a total of € 1.975M from public and private funding agencies and bodies, including Erasmus+. While LUNEX, as an S.A., cannot be granted the 'Agrément' certifying its eligibility for funding by the Fonds national de la Recherche, it is still eligible for specific funding from the same public organisation (e.g. for conferences). Furthermore, the institution made substantial investments in laboratory facilities.

Considerations

The panel considers that LUNEX is able to fulfil its ambition to be a lead innovative research institute in the relevant areas, as evidenced by the considerable research output in the various scientific domains, the active collaborations with research partners, and apparent research culture. Other obvious features are the presence of the Research Council and a distinct ethical vision. In addition to this, there is a strong vision on ethics in education, research and clinical practice. The measures implemented by LUNEX fully support its teaching faculty to focus on developing high-quality, multi-disciplinary research. This results in a significant amount of peer-reviewed publications and research proposals rewarded. The panel explicitly values the structural integration of research and evidence-based education, and the well-thought-out transfer of knowledge to students and a wide audience. To further strengthen the research component in education, the panel encourages CHM to explore opportunities to offer tailored talent development to students and a wide audience. All in all, the panel is of the opinion that the institution's basic oriented and applied research activities are well developed, and scientific excellence proves to be a key component of its education portfolio.

Conclusion

The panel judges that the Bachelor in Corporate Health Management & Well-being **meets** standard 5.

6.6 Overall conclusion

The Bachelor in Corporate Health Management and Well-being offers an ambitious, comprehensive programme, integrating knowledge from a wide variety of subjects, including psychology, health promotion, law and management. It encompasses both theoretical and practical courses, in line with the programme objectives. The programme aims to educate future leaders and change agents in the health management industry and is built on a clear, innovative vision. According to the panel, there is a momentum for this bachelor's programme, which will serve the Luxembourg and international labour market well.

Future employers are committed to the programme and provide a valuable network for collaboration, to be expanded in the future. Further positives according to the panel are, amongst others, the small-scale education enhancing student engagement and student support, the highly competent and motivated teaching staff, the attention to skills in the

programme and the strong link between research and education. Regarding the aspect of practical experience, the panel suggests reconsidering the length of the internships, to allow students to be in a professional setting for a longer period of time. The panel also feels that communication on the structure of the programme could be more clear.

The programme has an adequate assessment, testing and examination system in place, which enables a continuous improvement of the teaching and assessment methods. The bachelor's dissertation constitutes a relevant way for students to demonstrate their competencies.

Additionally, the programme can rely on an adequate system of internal quality assurance that is embedded in the institution-wide approach to quality assurance and its governance system. The strong focus on internal quality is evident in the structural evaluations and monitoring of the quality of education and assessment, and the structural involvement of all stakeholders. Nonetheless, the panel advises LUNEX to formalise the involvement of external stakeholders in programme development.

LUNEX has demonstrated its ability to fulfil its ambition to be a lead innovative research institute. The panel has found a strong research culture and is impressed with the quantity and quality of the faculty's research output, the active collaborations with research partners, and the broad transfer of knowledge. It encourages LUNEX to explore opportunities to offer tailored talent development to students.

In sum, the panel judges that the CHM programme meets all five standards. Further to the assessment rules of the Luxembourg authorities, the panel judges that the Bachelor in Corporate Health Management and Well-being of LUNEX International University of Health, Exercise & Sports S.A. meets the assessment criteria for programme accreditation.

6.7 Overview of assessments

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

7 Annexes

7.1 Annex 1 – Composition of the panel

- **Prof. dr. ir. Karen Maex (chair)**, former rector magnificus of the University of Amsterdam, Netherlands, former chair of the League of European Research Universities (LERU);
- **Ms. Yoneko Nurtantio**, speaker and burn-out prevention coach, from 2015 to 2021 project leader at AEQES (Agence pour l'évaluation de la qualité de l'enseignement supérieur), Belgium;
- **Prof. dr. Steven Vos**, full professor, chair Design & Analysis of Intelligent Systems for Leisure Time Sports & Vitality at Eindhoven University of Technology, head of research group Move to Be Fontys Sporthogeschool, Netherlands;
- **Dr. Steven Bunt**, senior lecturer and researcher Healthy Ageing, International Healthcare School, Hanze University of Applied Sciences Groningen, Netherlands;
- **Dr. Evelien Mertens**, researcher in Nutrition and Dietetics, Erasmus University College Brussels, scientific collaborator Vrije Universiteit Brussel, Belgium, independent dietitian;
- **Mr. Davide Busato**, student in Medicine and Surgery, University of Padova, Italy, member of the European Students' Union's Experts Pool on Quality Assurance.

The panel was supported by:

- Carlijn Braam, external secretary trained and certified by NVAO, secretary Board of Education Wageningen University & Research;
- Veerle Conings, staff member NVAO.

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

7.2 Annex 2 – Schedule of the online visit

LUNEX International University of Health, Exercise & Sports SA
50, Avenue du Parc des Sports, 4671 Differdange, Luxembourg

The first day and part of the second day the meetings were primarily in view of the institutional assessment. The second and third day the meetings have been mainly dedicated to the assessment of the two bachelor's programmes.

Tuesday 29 November 2022

10.00 – 12.00	Meeting with the Ministry of Higher Education and Research of Luxembourg (MESR) (Luxembourg city)
13.00	Lunch and closed panel meeting, Differdange
15.00	Meeting with institutional management
16.00	Closed panel meeting/break
16.15	Meeting with HRM/staff responsible for staff recruitment and qualifications
17.00	Closed panel meeting/break
17.15	Tour of the facilities and demo of online systems
18.15 – 18.30	Closed panel meeting and review of materials

Wednesday 30 November 2022

09.00	Meeting with the management of the Bachelor in Corporate Health Management & Well-being
10.00	Closed panel meeting/break
10.15	Meeting with staff members of the Bachelor in Corporate Health Management & Well-being
11.15	Closed panel meeting/break
11.30	Meeting with representatives of the Research Council and the Teaching & Learning Council
12.15	Light lunch and closed panel meeting
13.15	Meeting with facilities managers and support staff for the infrastructure
14.00	Closed panel meeting/break
14.15	Meeting with international officers, staff, students (internationalisation)
15.00	Closed panel meeting/break
15.15	Meeting with students of the two bachelor's programmes
16.15	Closed panel meeting/break
16.30	Meeting with employers, alumni and other external stakeholders of the two bachelor's programmes
17.45 – 18.15	Closed panel meeting

Thursday 1 December 2022

09.00	Meeting with the management of the Bachelor in Nutrition, Fitness & Health
10.00	Closed panel meeting/break
10.15	Meeting with staff members of the Bachelor in Nutrition, Fitness & Health
11.15	Closed panel meeting/break
11.30	Closed panel meeting, preparation of preliminary findings and lunch
13.30	Short feedback by the panel on the preliminary findings on the institution and programmes
14.00	End of site visit
14.45 – 16.00	Feedback meeting with MESR (Luxembourg city)

7.3 Annex 3 – Documents reviewed

LUNEX International University of Health, Exercise & Sports, Bachelor in Nutrition, Fitness & Health and Bachelor in Corporate Health Management & Well-being, Request for Institutional and Programme Accreditation, July 2022.

Annexes to the request for accreditation:

- Annex 1 – Bachelor Assessment Regulations
- Annex 2 – Accreditation of Prior Learning and Experience Policy
- Annex 3 – Personnel Recruitment Policy
- Annex 4 – Rules for the Appointment of Professorships
- Annex 5 – HR Continuous Development Policy and Procedure
- Annex 6 – Approach and Policy for Student Support
- Annex 7 – Student Support Operational Process
- Annex 8 – Research Council Constitution
- Annex 9 – Research Outcomes from 2019
- Annex 10 – Research Fundraising Table
- Annex 11 – Current Research Project Table
- Annex 12 – Partnerships & Collaborations Table
- Annex 13 – Equality and Diversity Policy
- Annex 14 – Accreditation Fees
- Annex 15 – Module Handbook Bachelor Nutrition, Fitness and Health
- Annex 16 – Module Handbook Bachelor Corporate Health Management and Well-being

Additional information provided by LUNEX:

- Documents concerning internationalisation policy:
 - LUNEX Internationalisation Strategy: a description of the internationalisation framework at LUNEX (document code: 14-0170-30.07.2020)
 - List of interinstitutional agreements
 - Erasmus+ International Credit Mobility: plans and next steps
 - Outgoing student mobility 21/22: an overview
- Description of the internship in the Bachelor in Corporate Health Management and Well-being
- Curriculum Corporate Health Management and Well-being – thematic pillars
- Template Module Monitoring Report
- Module monitoring report Research Methods BPT02: assessment methods, distribution of grades and other outcomes per cohort, summary of action taken since last report, evaluation of module, analysis of assessment results, summary action plan
- Module monitoring report Scientific Foundations – Chemistry & Biology B-PTY-03.2: assessment methods, distribution of grades and other outcomes per cohort, summary of action taken since last report, evaluation of module, analysis of assessment results, summary action plan
- Template of Annual Programme Review Report
- Annual Programme Review Report Bachelor in International Sport Management

- Module handbook outlines Scientific Foundations BNFH1, results of evaluation of the module (student feedback), lecturer questionnaire
- Presentation infrastructure development: short term options and long term plan

7.4 Annex 4 – Abbreviations used

CHM - Bachelor Corporate Health Management and Well-being

ECTS - European Credit Transfer Scheme

FTE - full-time equivalent

ISM - International Sport Management (department)

LSU - LUNEX Student Union

NFH - Bachelor Nutrition, Fitness and Health

NVAO - Accreditation Organisation of The Netherlands and Flanders

PDCA - Plan-Do-Check-Act

PT - Physiotherapy (department)

SES - Sports and Exercise Science (department)

TLC - Teaching and Learning Council

Colophon

LUNEX International University of Health, Exercise & Sports S.A.
Bachelor in Nutrition, Fitness & Health
Bachelor in Corporate Health Management & Well-being
Institutional and Programme Assessment

FINAL REPORT SUBMITTED TO THE MINISTRY OF HIGHER EDUCATION AND
RESEARCH ON 22 MARCH 2023



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