

COMBINED ASSESSMENT • REPORT

LUNEX S.A.

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

FINAL REPORT SUBMITTED TO THE MINISTRY OF RESEARCH AND
HIGHER EDUCATION ON 23 JANUARY 2025

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17 DECEMBER 2024

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Content

| | | |
|-------|--|----|
| 1 | Executive Summary | 5 |
| 2 | Introduction | 9 |
| 2.1 | Procedure..... | 9 |
| 2.2 | Panel Report | 10 |
| 3 | Description of the institution and the programmes | 11 |
| 3.1 | Overview | 11 |
| 3.2 | Profile of the institution..... | 11 |
| 3.3 | Profile of the programmes..... | 12 |
| 4 | Institutional assessment areas..... | 13 |
| 4.1 | Discussion assessment areas | 13 |
| 4.1.1 | Assessment area 1: Organisation, strategy and sustainability of the SHEI | 13 |
| 4.1.2 | Assessment area 5: Research | 17 |
| 4.1.3 | Assessment area 6: Quality assurance measures..... | 19 |
| 4.2 | Conclusion (institutional assessment areas)..... | 22 |
| 5 | Programme assessment – Bachelor in Physiotherapy | 24 |
| 5.1 | Discussion assessment areas | 24 |
| 5.1.1 | Assessment area 2: Aims and objectives of the study programme | 24 |
| 5.1.2 | Assessment area 3: Admission, evaluation, certification..... | 28 |
| 5.1.3 | Assessment area 4: Implementation of the programme | 30 |
| 5.2 | Conclusion (Bachelor in Physiotherapy) | 32 |
| 6 | Programme assessment – Bachelor in Sport and Exercise Science..... | 34 |
| 6.1 | Discussion assessment areas | 34 |
| 6.1.1 | Assessment area 2: Aims and objectives of the study programme | 34 |
| 6.1.2 | Assessment area 3: Admission, evaluation, certification..... | 37 |
| 6.1.3 | Assessment area 4: Implementation of the programme | 39 |
| 6.2 | Conclusion (Bachelor in Sport and Exercise Science)..... | 41 |
| 7 | Programme assessment – Bachelor in International Sport Management | 43 |
| 7.1 | Discussion assessment areas | 43 |
| 7.1.1 | Assessment area 2: Aims and objectives of the study programme | 43 |
| 7.1.2 | Assessment area 3: Admission, evaluation, certification..... | 46 |
| 7.1.3 | Assessment area 4: Implementation of the programme | 49 |
| 7.2 | Conclusion (Bachelor in International Sport Management) | 51 |
| 8 | Annexes..... | 53 |
| 8.1 | Annex 1: Composition of the panel..... | 53 |

| | | |
|-----|--|----|
| 8.2 | Annex 2 – Schedule of the site visit | 54 |
| 8.3 | Annex 3 – Documents reviewed | 56 |
| 8.4 | Annex 4 – Abbreviations used | 59 |

1 Executive Summary

This document reports on the combined assessment of three bachelor programmes of LUNEX S.A. (Differdange). The assessments were carried out by an international expert panel convened by the Accreditation Organisation of The Netherlands and Flanders (NVAO) on behalf of the Ministry of Research and Higher Education of Luxembourg.

The panel studied the information materials put at disposition by LUNEX and discussed the state of play of the programmes with a variety of stakeholders on 21-23 October 2024 at the LUNEX campus in Differdange. The panel valued LUNEX's hospitality, open attitude during discussions and willingness to provide the panel with additional information.

LUNEX is a private initiative and part of the Germany-based Carl Remigius Fresenius Education Group. It was established in 2014 as a company to become a specialised higher education institution according to the legal framework in force in Luxembourg. Currently, LUNEX is accredited as a specialised higher education institution (SHEI) by the Ministry of Research and Higher Education in Luxembourg and is currently offering five accredited bachelor and three accredited master programmes, as well as one Pre-Bachelor Foundation programme.

The panel judges that LUNEX meets both the institutional assessment areas (1. Organisation, strategy and sustainability of the SHEI, 5. Research and 6. Quality Assurance Measures) and the programme-specific assessment areas (2. Aims and objectives of the study programme, 3. Admission, evaluation, certification and 4. Implementation of the programme).

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

The panel encourages LUNEX to address the recommendations concerning the **institutional assessment areas** arising from the dialogues following a constructive and favourable exchange of perspectives:

- Further develop the policy regarding (mandatory) study abroad and communicate its implications clearly to the students, especially to the numerous international students, for whom it is essential to have a clear understanding of the requirements and any potential exemptions before enrolment at LUNEX.
- Regarding the ethical approval procedure for new research projects:
 - Establish a further specified policy and process description to support and safeguard LUNEX's position in relation to the increasing demand on its research capacity, and in relation to the increasing number of rules and legislation in medical/clinical research, also within Luxembourg.
 - Align this policy with applicable (inter)national legislation and regulations for both medical and non-medical research.
 - This policy may include the establishment of an independent committee of relevant experts (including at minimum a medical doctor, epidemiologist, privacy officer, data expert, and a legal expert with Good Clinical Practice certification) to assess ethical approval applications for LUNEX research.

- Implement follow-up measures for approved applications, ensuring that the research proceeds in accordance with the submitted protocol and necessary safety monitoring.
- Furthermore, the panel suggests that this procedure be developed in collaboration with and endorsed by the Ministry of Health.
- Clearly communicate LUNEX's (Gen)AI policy to students and provide appropriate training for academic staff.

In so far as the **Bachelor in Physiotherapy (BPTY)** is concerned, the panel judges that the programme meets the underlying assessment criteria of the assessment areas. The programme has a coherent curriculum, and its aims and objectives are suitably translated into programme learning outcomes. The panel valued the staff's efforts to increase student participation by adapting teaching methods. The reduction of placement hours allowed for the introduction of clinical tutorials and language courses, both measures which are appreciated by the students and the placement partners. The panel commends the active efforts of the staff in continuously improving and revising aspects of the programme to enhance the student experience and to respond to recommendations of accreditation panels. The panel was also impressed about the extent to which teaching staff, programme leaders, and coordinators make every effort to engage and support students throughout the programme.

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

- Rename the final project to 'Evidence-Based Case Report', a title which more accurately reflects the aims and content of the module.
- Incorporate evidence-based practice within the structure of the modules earlier in the programme, so that students gain relevant experience prior to their final projects.
- Develop a structured plan for the professional development of academic staff, clearly indicating goals, outcomes, outlining a more systematic approach to gathering feedback, and ensuring that information is shared among colleagues.

In so far as the **Bachelor in Sport and Exercise Science (BSES)** is concerned, the panel judges that the programme meets the underlying assessment criteria of the assessment areas. The panel noticed that the BSES has a coherent curriculum with clear objectives and learning outcomes in which communication skills have a central position. The programme fosters the integration of theory and practice by employing interactive learning methods such as practicals, field trips, group projects, peer coaching, and case study-based learning. There is constructive alignment between the programme objectives and the assessment. The panel was impressed about the extent to which teaching staff, programme leaders, and coordinators make every effort to engage and support students throughout the programme.

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

- Concerning the assessment:
 - Diversify assessment types (e.g., written report, written exam, oral exam, presentation, portfolio) to ensure that all learning outcomes are sufficiently addressed.
 - Make efforts to provide sufficient individual scoring of students.
 - In instances where group work is used, consistently implement peer assessment.

- Give special attention to modules which are currently assessed with only one group assessment type.
- Create a detailed overview of the various assessment methods used in each module and their alignment with the learning outcomes and objectives of the programme.
- Make sure that in learning trajectories over the three bachelor years, there is an evolution in educational objectives. A framework that could be used is Bloom's Taxonomy (<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>).
- Make sure any changes to assessments are reflected in the module handbook.
- Continue to focus on integrating the international student body, particularly while additional infrastructure (canteen, student housing) is unavailable.
- Develop a structured plan for the professional development of academic staff, clearly indicating goals, outcomes, outlining a more systematic approach to gathering feedback and ensuring that information is shared among colleagues.

In so far as the **Bachelor in International Sport Management (BISM)** is concerned, the panel judges that the programme meets the underlying assessment criteria of the assessment areas. The programme has a coherent curriculum, to which a module on employability skills, elective modules, and two specialisation tracks have been added. The learning goals of the BISM modules collectively cover the programme's objectives and learning outcomes. The programme includes diverse forms of practical teaching, including seminars, case-studies, meetings, practical learning and field trips. LUNEX ensures constructive alignment between the learning outcomes of each module and the corresponding assessments. The panel was convinced of the quality of the online offerings and of the support students receive while completing them. The panel was impressed about the extent to which teaching staff, programme leaders, and coordinators make every effort to engage and support students throughout the programme.

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

- Support and stimulate students to engage in an exchange programme. Centralise all information on internships and exchange in one module, e.g. on Canvas.
- Concerning the assessment:
 - Reduce the proportion of group assessments to allow students to demonstrate their individual knowledge and skills.
 - Monitor the workload associated with assessments.
 - Develop a matrix providing a clear overview of assessment methods for each module and their alignment with the learning outcomes and objectives of the programme.
 - Make sure that in learning trajectories over the three bachelor years, there is an evolution in educational objectives. A framework that could be used is Bloom's Taxonomy (<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>)
- Develop a structured plan for the professional development of academic staff, clearly indicating goals, outcomes, outlining a more systematic approach to gathering feedback and ensuring that information is shared among colleagues.

In sum, based on the findings and considerations that are summarised above and presented in detail in the report, the panel issues a positive recommendation on the combined accreditation

of LUNEX S.A. The Bachelor in Physiotherapy, the Bachelor in Sport and Exercise Science, and the Bachelor in International Sport Management fulfil the requirements for programme accreditation.

The Hague, 17 December 2024

On behalf of the international expert panel charged with the assessments of the programmes Bachelor in Physiotherapy, Bachelor in Sport and Exercise Science, Bachelor in International Sport Management of LUNEX in Differdange, Luxembourg.

Martine Thomis
Chair

Inge Verbeeck
Secretary

2 Introduction

2.1 Procedure

The Ministry of Research and Higher Education of Luxembourg (MESR) requested the Accreditation Organisation of the Netherlands and Flanders (NVAO) to carry out an assessment of three bachelor programmes LUNEX (Differdange, Luxembourg) is offering. LUNEX is a private initiative, established in 2014 by the German Carl Remigius Fresenius Education Group and provides higher education in the areas of health and fitness, therapy, and preventive medicine. LUNEX has been accredited in 2015 as a specialised higher education institution (SHEI) by the Ministry of Research and Higher Education in Luxembourg and currently offers several programmes that comply with the legal regulations in Luxembourg. The programmes that are subject of this accreditation were last accredited in 2020 for a period of five years.

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

- Prof. Dr. Martine Thomis, Belgium (chair)
- Prof. Dr. Inge Derom, Belgium (member)
- Dr. Jorit Meesters, the Netherlands (member)
- Dr. Emiel van Trijffel, the Netherlands (member)
- Prof. Dr. Pamela Wicker, Germany (member)
- Mr. Ömer Faruk Sönmez, the Netherlands (student member),

The composition of the panel reflects the expertise deemed necessary by NVAO for this accreditation exercise. Short CVs of the panel members are provided in annex 1 (8.1). On behalf of NVAO, Dr. Mark Frederiks was responsible for the coordination of the assessment process. The external secretary, Ms. Inge Verbeeck, drafted this report in close cooperation with all panel members and in agreement with the chair. All panel members and the secretary signed a statement of independence and confidentiality.

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

The panel members studied the accreditation file and the annexes and submitted their first impressions on the materials prior to the preparatory panel meeting, which was held online on October 7th, 2024. The panel also spoke to representatives of the Ministry of Research and Higher Education on October 7th, 2024. During this meeting, the panel discussed the position of LUNEX within the higher education landscape of Luxembourg whereby the representatives of the Ministry provided useful clarifications on the criteria for the assessment. The site visit took place from October 21st to October 23rd, 2024. The panel talked to the management of the institution and the programme, as well as to council members, teaching staff, administrative staff, students, alumni, and representatives of the professional field. The schedule of the visit is presented in annex 2 (8.2). Annex 3 (8.3) lists the materials made available by the programme before and during the site visit.

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

2.2 Panel Report

The following chapter describes the institution, the programmes, and their position within the higher educational system of Luxembourg. The fourth chapter describes the institutional assessment areas (namely assessment areas 1, 5, and 6), the fifth until the seventh chapter describe for each of the programmes the programme-specific assessment areas (assessment areas 2, 3, and 4). The discussion is structured according to the assessment areas and addresses the underlying assessment criteria. After the discussion of the institutional assessment areas and after the discussion of each programme, the panel summarises the findings and issues a judgement. The judgements are based on the findings and the considerations regarding the assessment areas, which can lead to suggestions or recommendations.

3 Description of the institution and the programmes

3.1 Overview

| | |
|---------------------|---------------------------|
| Programme: | Bachelor in Physiotherapy |
| Institution: | LUNEX S.A. |
| Location: | Differdange |
| Country: | Luxembourg |
| Degree: | Bachelor |
| Study load: | 180 ECTS |

| | |
|---------------------|--|
| Programme: | Bachelor in Sport and Exercise Science |
| Institution: | LUNEX S.A. |
| Location: | Differdange |
| Country: | Luxembourg |
| Degree: | Bachelor |
| Study load: | 180 ECTS |

| | |
|---------------------|--|
| Programme: | Bachelor in International Sport Management |
| Institution: | LUNEX S.A. |
| Location: | Differdange |
| Country: | Luxembourg |
| Degree: | Bachelor |
| Study load: | 180 ECTS |

3.2 Profile of the institution

LUNEX was established in 2014 as a Société Anonyme (S.A., public stock company) according to Luxembourg law. It is a 100% subsidiary of the German Carl Remigius Fresenius Education Group. LUNEX is a specialised higher education institution in the areas of health, fitness, sports, therapy and preventive medicine. LUNEX is based in Differdange: it has a lease contract with the city of Differdange for its campus, can use the nearby sports facilities of the municipality, and is located a few kilometres from the Belval campus of the University of Luxembourg.

In its Strategic Plan 2025-2030, LUNEX sets out to be a leading international higher education institution for sport and health in Europe. It aims to achieve excellence in education and innovation, anchored by nine interconnected strategic pillars: academic excellence, innovation and technology, internationalisation, partnerships, diversity, student experience, quality, community culture, and sustainability. LUNEX aims to deliver skilled graduates in the field of sports and health, lead innovative research that has an impact on society, provide students a good quality evidence-based educational experience, and enhance the national and international employability of its graduates. LUNEX is the only higher education institution in

Luxembourg that offers academic degree programmes in physiotherapy, sport and exercise science, as well as international sport management.

Since the start of its activities, LUNEX is recognised by the Luxembourg Ministry of Research and Higher Education as a specialised higher education institution. At the time of the site visit in October 2024, LUNEX is offering five English-language bachelor programmes, three master programmes, to 1060 students from Luxembourg, the neighbouring countries, and beyond. Around 63 academic (34,12 FTE teaching) and administrative staff representing a similar variety of nationalities are on its payroll, who ensure the management of LUNEX and are key to (supporting the) education programmes. These staff belong to either one of the administrative departments, or to one of three academic departments under the leadership of the academic director. The academic departments are set up in line with the educational programme domains Physiotherapy (Department of Health), Exercise and Sport Science (Department of Sport), and International Sport Management (Department of Management).

3.3 Profile of the programmes

LUNEX is currently offering five bachelor and three master programmes, as well as one Pre-Bachelor Foundation programme. The three bachelor programmes this accreditation concerns – Physiotherapy, Sport and Exercise Sciences, and International Sport Management – were last accredited by the Luxembourg authorities in 2020. The other LUNEX programmes – the Master in Physiotherapy, the Master in Sport and Exercise Science, the Master in Sport Management and Digitalisation, the Bachelor in Nutrition Fitness and Health, and the Bachelor in Corporate Health Management and Wellbeing – are all accredited as well.

The bachelor's programme in Physiotherapy (BPTY) is a three-year full-time programme that amounts to 180 ECTS. The BPTY prepares students for a follow-up master programme, which is needed for entrance into the profession of physiotherapist in Luxembourg and most other countries. At the time of the site visit 447 students from Luxembourg, the wider Luxembourg region, and beyond were enrolled in the BPTY. According to the additional documentation 108 students graduated from the programme in 2023.

The bachelor's programme Sport and Exercise Sciences (BSES) is a three-year full-time programme that amounts to 180 ECTS. It has two specialisation profiles: Coaching and Physical Education, and Sport Performance and Training. The BSES prepares both for a master programme and for employment as physical educator, performance sport coach, physical trainer, high performance sport coach, or sport data analyst. Students who continue the master's programme often aspire to become physical education teachers. At the time of the site visit 163 mainly Luxembourgish students were enrolled. In 2023, 31 students graduated from the programme.

The bachelor's programme International Sport Management (BISM) is a three-year full-time programme that amounts to 180 ECTS. The BISM prepares students to be professional sport management practitioners with the theoretical knowledge, skills, and personal attributes to become leaders in the sport industry. Upon graduation, students can either continue a master's programme or enter the labour market in (junior) management positions within the broader sports sector. At the time of the site visit 60 mainly Luxembourgish students were enrolled. In 2023, 12 students graduated from the programme.

4 Institutional assessment areas

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

4.1 Discussion assessment areas

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

Assessment area 1 is detailed in the following assessment criteria:

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

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

The panel noted that LUNEX occupies a **unique position** in Luxembourg's higher education landscape as the sole provider of academic degree programmes in physiotherapy, sport and exercise science, and international sport management, all delivered in English. Its programmes attract secondary school graduates from Luxembourg and neighbouring countries, with 52% of its 1060 students being French and 26% Luxembourgish. The panel learned in the discussions with students that their combined interest in sports and science has contributed to their choice for LUNEX. They value the hands-on practical-professional approach of the programmes. Local students indicated they aim to obtain a qualification with LUNEX which will allow them to take the state exam to become physical education teachers in Luxembourg, while international students appreciate the institution's international perspective and English programmes.

The panel learned from LUNEX's **strategic plan 2025-2030** that the institute aims to achieve excellence in education and innovation, anchored by nine interconnected strategic pillars: academic excellence, innovation and technology, internationalisation, partnerships, diversity, student experience, quality, community culture, and sustainability. During the conversations LUNEX management highlighted that this plan differs from its predecessor by addressing additional strategic pillars such as diversity and sustainability amongst others and provides the institution with operational guidance for institutional decision-making. Although the panel thinks the plan is a valuable instrument, it suggests incorporating key performance indicators (KPIs) to better assess the achievement of strategic goals. Also, LUNEX could benefit from linking their mission and strategy to important societal challenges and knowledge gaps in Luxembourg and vicinity more clearly.

Upon reviewing the institution's **website** (www.lunex.lu), the panel found basic information on the institution and its programmes available in English, French, and German. However, it encountered difficulties accessing certain details and suggests improving the visibility of information regarding its governance, learning outcomes, course content, and tuition fees, as well as information about the departments and research staff. The website notes the programmes' accreditation by the Ministry of Research and Higher Education.

LUNEX is part of the Carl Remigius Fresenius Education Group. **Financially**, the institution relies primarily on tuition fees (97%) and has maintained a positive EBIT since 2019. The panel observed that while the physiotherapy and sport and exercise science programmes are profitable, the international sport management programme is at break-even. However, according to management, the latter programme shows potential for growth. The remaining 3% of revenue derives mostly from research funding, including from the Luxembourg National Research Fund (FNR). In Annex 23 LUNEX mentions the total research projects funds it has received since 2019 and in annex 24 it gives an overview of the cooperation with public and private funding agencies. The panel could however not fully deduce from the documentation, the website or the conversations which company funding it precisely receives. According to the panel, LUNEX could enhance public transparency regarding its research funding sources, particularly those from corporate partnerships. Furthermore, the institution created a non-profit organisation (ASBL) to enable LUNEX to apply for and obtain research grants.

In 2015, LUNEX signed a 30-year lease for its campus in Differdange, recently extended until 2070. An expansion of the **campus** – an additional floor on top of the current building for three additional classrooms and office space – is planned. LUNEX has also secured a bank loan to fund campus renovations, repayable over 25 years, and has arranged to rent facilities from COQUE if needed, for its ISM and SES programmes. Although the facilities at COQUE are well placed in a sports environment context for the students of the ISM and SES programmes, students should be informed about the multi-campus organisation well ahead, given the possible effect on student housing location, especially for international students. Also, there might be risks for decreased “LUNEX community building” when classes are spread over different locations.

During the site visit the panel learned that the budgeting process is bottom-up, with heads of departments proposing budgets to the head of the Board of Directors. The Board of Directors reviews the final budget and asks for clarification only if there is a significant deviation from the previous year. Up until now, institutional management has been able to meet all the

requirements of the heads of departments. Twice a year, after the finalisation of student intakes, the financial status of the institute is discussed with the Senate.

LUNEX's accounting is managed by an external fiduciary and its funding sources are subject to yearly audits, performed by KPMG. A cost-centre-based internal control system provides regular reports.

The panel considers LUNEX's financial situation to be organised adequately, with clear financial transparency and compliance with Luxembourg statutory obligations requirements.

The panel learned from the information that academic and administrative **staff are hired** following standardised appointment procedures detailed in the 'LUNEX Personnel Recruitment Policy' (Annex 01) and 'Rules for the Appointment of Professorships' (Annex 02). The selection process of external lecturers is described in the 'LUNEX Visiting Lecturers Selection and Compensation Policy' (Annex 3). During the site visit the panel learned that hiring procedures initiate from departmental needs. Ideally LUNEX seeks candidates with strong teaching profiles and research expertise aligned with one of the institution's research areas. In specific cases, also professional experience is desirable. Teaching and research responsibilities vary depending on seniority and position. Staff members with a higher level of seniority usually take up more research or more policy-making and managerial duties. Staff members have yearly discussions with their respective Head of Department to discuss their needs and career path.

The panel could not find information on **staff promotion** in the self-evaluation report or the annexes. During the site visit it was explained that both teaching-oriented and research-oriented staff members can apply for promotion every two years. The application is supported by the Head of Department, who takes into account his or her strategic personnel planning for the department when supporting a request for promotion. A committee is appointed to assess whether the staff member applying for promotion meets the requirements although these requirements were not that clear to the panel. The panel found that the procedure is clear, but somewhat vulnerable as proactive Heads of Department may be able to influence when and how many staff members apply for promotion. As people with more senior profiles teach less, the departments with the most senior profiles will need to hire more junior profiles to teach, hence disincentivising promotion of junior staff from an organisational perspective. A more strategic personnel-promotion plan might need to be in place when the organisation is growing and equal chances of promotion in different departments is aimed for. Overall, the panel considers that staff recruitment at LUNEX is well organised. The institution has developed adequate recruitment policies which are clearly defined in the documents.

In its main accreditation file and in Annex 04 'LUNEX Partnerships & Collaborations Table' LUNEX indicates it works closely with a **national and global network** of domain-specific professional organisations, including sports organisations, clubs and associations, training centres, clinics, therapists, and commercial companies. These collaborations include Erasmus partners, research collaborations, supervision of postgraduate students and partners who offer internship placements to students. The meeting with the professional field showed the variety of stakeholders LUNEX is dealing with, as well as the dedication of these organisations to LUNEX and its students. The panel learned that the professional field feels involved and values their cooperation with LUNEX. In response to the previous visitation, LUNEX has established **Professional Advisory Boards** consisting of employers and industry experts to gather

stakeholder input into the ongoing development and quality control of the programmes. Overall, the panel established that LUNEX has strengthened its interaction with its national and international partners and has formalised the way in which the professional field can contribute to the programmes.

LUNEX positions itself as a specialised higher education institution with an outspoken **international dimension**. Its programmes are offered in English, and its staff and students are international. The English proficiency level of staff and students was quite high. LUNEX also provides a preparatory programme for students to prepare for higher education in English. More than 35 different nationalities are represented: over 50% of the students are French, 23% are Luxembourgish, 10% come from other European countries and 13% from non-EU countries. LUNEX has centralised its international student and academic staff exchange programmes, mainly through the Erasmus+ programme. The first Erasmus Charter for Higher Education (ECHE) was signed in 2020, and it was renewed until 2027 in 2021. Additionally, LUNEX has signed a series of interinstitutional agreements, allowing for the mobility of students for periods of study and traineeship and the mobility of staff for training and teaching, with institutions in France, Italy, Portugal, and others. In addition to the exchange periods based on interinstitutional agreements, there are also international partners that host students and personnel through individual agreements for periods of traineeship, training, or teaching. In its main accreditation file, LUNEX lists the main scientific projects with international partners in which it is involved through the Erasmus programme.

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

Following the implementation of the Luxembourgish Higher Education Law of July 21st, 2023, from the beginning of 2025 onwards, all students in Luxembourg will be expected to study 30 ECTS credits at a foreign institution of higher education. According to the draft version of the 'Policy for student period of study abroad' (Annex 08), students may carry out a period of study abroad through the Erasmus+ programme, through a bilateral agreement with a partner institution or by autonomously searching for a higher education institution abroad. Included in the law is the possibility for students to apply for exemptions. The panel learned from the additional information that currently, very few students undertake a study abroad. During the 2023-2024 academic year, for example, 13 students of the PT, SES, and ISM programmes (out of 610 enrolled in these three programmes) completed their traineeships abroad, and only 3 spent a study period abroad. The panel learned during the conversations that securing placements abroad is more feasible than finding international institutions that offer programmes with equivalent courses at the required level. Programmes with electives, such as the BISM programme, may have an advantage as these electives are easier to replace with courses abroad. However, LUNEX mentioned that many LUNEX students (in the BPTY even 71%) are French, making Luxembourg a foreign country for them and their study at LUNEX an international experience in itself. Since these students have already taken out loans to finance their studies, it is highly probable that many will apply for an exemption.

The panel holds LUNEX's international profile in high regard and views the multi-lingual and multi-cultural community of staff, lecturers, and students as a significant asset to the various programmes. The panel appreciates the growth in collaborative agreements that enable students to participate in exchange programmes.

The panel recommends that LUNEX further develops its policy regarding study abroad and communicate its implications clearly to its students, especially to its numerous international students, for whom it is essential to have a clear understanding of the requirements and any potential exemptions before enrolment at LUNEX.

4.1.1.1 Conclusion assessment area 1

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

4.1.2 Assessment area 5: Research

Assessment area 5 is detailed in the following assessment criteria:

- a. *The SHEI has a research strategy in the fields that are the subject of its Bachelor's and Master's programmes. In the fields that are of relevance to the institution, it conducts fundamental research or applied research activities, as defined in Article 1 of the amended Law of 3 December 2014¹⁴ on the organisation of public research centres. These research activities give rise to publications on behalf of the SHEI in international peer-reviewed scientific journals.*
- b. *The SHEI incorporates the results of its research into its education.*

In the self-evaluation report, LUNEX states that its academic staff engage in **cross-departmental fundamental and applied research** across four specific research areas: Neurophysiology and motor control, Applied biomechanics & technology, Sport management & innovation, and Prevention & rehabilitation throughout the lifespan. This research results in publications in peer-reviewed international scientific journals and scientific contributions to congresses, symposia, and conferences. LUNEX identifies growth in research output as a key component of its research strategy. Annex 23 shows that, for example, in 2023, the ISM, SES, and PT departments collectively produced 38 publications, with 19 appearing in Q1 journals. The table indicates that the PT department has the highest productivity in publishing in international peer-reviewed journals, while the SES department is the most active in national and international congresses and secures the highest amount of research project funding. The panel learned that, as part of its research strategy, LUNEX is currently setting targets for each department, research area, and individual staff member who has dedicated research time as included in their contract.

In the documents LUNEX demonstrates how **research findings** have been **incorporated in** the modules of its **programmes**. During its preliminary review, the panel indeed noted a substantial degree of overlap, but it also observed discrepancies between the programme's contents, e.g. the specialisation in sport management – the football business and athlete management and sport marketing and event management – which are not all reflected in the research strategy. Conversely, some research appears not to directly support the curricula. During the conversations, the panel learned that research areas were indeed shaped around the research interests and competencies of the available and current academic staff. However, as LUNEX currently ensures sufficient overlap between the curricula and the research, this is not problematic.

The more fundamentally oriented researchers are provided with the time and space to conduct their research and are encouraged to **disseminate** their knowledge by communicating and translating it for a broader audience. LUNEX disseminates its research findings **internally** by organising seminars or workshops and integrating them into the teaching materials of the various programmes. Students reported that they are involved in research activities at LUNEX and told the panel that they are invited to participate, for example, by assisting with patient-related activities and by visiting the research labs at the campus. They appreciated LUNEX's research-oriented approach and the opportunities to be involved in it.

The panel is convinced that LUNEX places considerable emphasis on research and demonstrates a strong research output. However, the panel encourages LUNEX to develop a more detailed roadmap that more explicitly articulates its research aspirations. Although four research domains have been identified, the research activities span a broad range of subjects and LUNEX's research focus did not become entirely clear. The panel advises to further align its research and programme strategies and to cultivate an ongoing focus on these research lines to ensure that research consistently informs the programmes.

During the site visit, the panel sought to better understand the **ethical approval procedure** for new research projects undertaken by both staff and students. The panel learned that the Ethics Committee (EC) – comprising the Chair and three other appointed members among the Faculty – evaluates research proposals from academic staff or students, which include a screening form indicating the project's risk level (low, medium, or high). The EC is responsible for the protocol approval: it decides whether a research project can be approved internally or requires review by the Comité National d'Ethique de Recherche (CNER) and the Ministry of Health. In the latter case, research proposals undergo a rigorous external review process, requiring considerable resources and patience as recommendations from both bodies must be addressed in successive rounds of the application procedure. Whereas the EC is responsible for the decision on the protocol, the responsibility for conducting the research project lies with the principal researcher.

Following the conversation during the clarification meeting, the panel recommends establishing a more detailed policy and process description to support and safeguard LUNEX's position in relation to the increasing demand on its research capacity, and in relation to the increasing number of rules and legislation in medical/clinical research, also within Luxembourg. This policy should be aligned with constantly developing (inter)national legislation and regulations for both medical and non-medical research. It could also involve the establishment of an independent committee of relevant experts (including at minimum a medical doctor, epidemiologist, privacy officer, data expert and a legal expert with Good Clinical Practice certification) to assess ethical approval applications for LUNEX research by staff members as well as research conducted by students that is part of their education (Bachelor's thesis, Master's thesis).

An associated issue is to implement follow-up measures for approved applications, ensuring that the research proceeds in accordance with the submitted protocol and necessary safety monitoring. The procedure should also include a clear outline of the process, roles, tasks, and responsibilities of those involved at LUNEX. Furthermore, the panel suggests that this procedure be developed in collaboration with and endorsed by the Ministry of Health.

4.1.2.1 Conclusion assessment area 5

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

4.1.3 Assessment area 6: Quality assurance measures

Assessment area 6 is detailed in the following assessment criteria:

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

LUNEX employs various methods aimed at **continuous improvement** to gather relevant information about its programmes and research activities. The institute collects feedback from diverse stakeholders through regular surveys. Students' feedback is obtained at the end of each module and discussed with the responsible academic staff. LUNEX also uses its newly established professional advisory boards to gather feedback from the professional field regarding the relevance and applicability of its programmes. Feedback from academic staff is collected during departmental meetings or through various committees and councils (as described in Annex 33). Additionally, LUNEX monitors the research outputs of its academic staff by tracking activities such as editorial and reviewing work, publications in international peer-reviewed journals, contributions to scientific conferences and symposia, citations, research project submissions, funded research projects, the amount of funds raised through research activities, and the supervision of PhD students. LUNEX also conducts market research and gathers information from graduates. This data is used to inform strategic planning, to ensure that study programmes remain relevant, to introduce new programmes, to make sure that resources are allocated appropriately, and to ensure that a culture of continuous improvement is fostered.

The panel holds a high opinion of LUNEX's extensive efforts to gather information in support of continuous improvement. The panel noted that LUNEX could take further steps to expand and more actively engage its alumni network. As a young institution, feedback from recent alumni can clarify win-win aspects for the alumni and the institution and decide on the objectives of an alumni network. Also alumni engagement is one of the ways to learn and cater the needs of the job market which could enhance the programmes' attractiveness.

During the site visit, the panel learned that **quality assurance (QA)** at LUNEX is considered a collective and shared responsibility. The panel learned that the **Teaching and Learning Council (TLC)**, which includes representatives from the academic and the administrative staff as well as from the student body, is the body responsible for internal quality assurance, safeguarding the academic standards of the programmes and the institution's academic activities. The QA Manager and a data specialist form the team that is responsible for data collection, managing accreditation processes, communication with the Ministry, and processing and following up on all relevant information. As LUNEX continues to grow and the management of these processes becomes increasingly challenging, the institute plans to expand this team with an academic representative. As LUNEX has many different committees in place, close monitoring of the feasibility of the QA process remains important, possibly by cutting down the number of committees to avoid increasing the burden of bureaucracy.

The panel gathered from the documentation that LUNEX complies with all **formal requirements** for the establishment, implementation, and follow-up of both its Quality Management System (QMS) and QA, as outlined in the QA Framework (Annex 27). Furthermore, the panel noted that governance responsibilities and decision-making processes are clearly described. In response to the previous panel's recommendations, LUNEX has made information regarding its governance structure available on its website.

LUNEX has a feedback system for the **internal evaluation** of academic teaching quality across its various programmes. Student surveys are conducted on all academic aspects of each module. Twice a year, programme leaders hold face-to-face meetings with cohort representatives, providing students with an opportunity to discuss their feedback directly. As part of programme review at the end of each period, relevant new information from recent internal or external research is considered. This data is consolidated into a programme review report by the programme leader, serving as input for the annual programme reviews where improvements are discussed and then implemented in teaching (or administration) for the subsequent period. Students reported that their feedback is welcomed by staff and addressed when possible. During the discussions, they demonstrated awareness of the adjustments made to modules based on their feedback.

The panel learned that LUNEX has strengthened its **formal engagement with the professional field**. In response to feedback from the previous review, professional advisory boards have been created. In addition to an advisory board at the institutional level, specific professional advisory boards have been established. The Discipline Advisory Board – Physiotherapy provides stakeholder input into the ongoing development and quality control of the physiotherapy programme, related to clinical placements and patient care. The Sport Advisory Board is consulted regularly and meets twice a year to discuss programme development in response to sector needs. Agreements with partners, including those who serve as internship supervisors and guest lecturers, are also in place. Through the discussion with professional field

representatives, the panel noted that LUNEX distinguishes itself from other institutions by being highly receptive to feedback and frequently seeking input. Representatives described LUNEX as accessible, collaborative in curriculum development, and a reliable partner in research projects.

From the discussions and the materials provided, the panel learned that LUNEX's **governance** is transparently organised. The Academic Director is the head of all academic affairs. All academic department heads and council chairs report to him. The Academic Director is a member of the Board of Directors and reports jointly to the Supervisory Board. The LUNEX Board of Directors has policymaking authority, oversees institutional development planning, and supervises institutional activities. It authorises recommendations made by the Senate, LUNEX's highest academic authority.

During the site visit the evolution, the composition of the **Senate**, and its impact on decision making processes were extensively discussed. The panel learned that the Senate's initial focus was to develop and discuss overarching institutional policies applicable to all programmes and departments. Some policies have since been delegated to other councils, which are all represented in the Senate. The Chair of the Teaching and Learning Council, the Chair of the Research Council and the heads of department are permanent members of the Senate, which also includes an academic elected member, administrative staff representatives, and three students (who share one vote). The students are responsible for collecting relevant student concerns prior to Senate meetings and communicating outcomes back to the student body.

Today, the Senate serves as the forum for discussing fundamental policies that impact the institution in its entirety, such as academic excellence and mandatory study abroad requirements, and for making decisions on policy amendments. The Senate has final responsibility for policies that are not under the purview of other councils and provides input for and monitors the implementation of policies drafted by other councils. Assessment regulations, for example, are developed by the TLC and reviewed by the Senate.

LUNEX has defined **disciplinary procedures and anti-fraud measures**, detailed in the LUNEX Student Code of Conduct (Annex 28), in the Academic Misconduct Policy (Annex 29), in the Grievance Policy (Annex 30) and in the Whistleblower policy (Annex 31). The panel learned that these policies are communicated to both staff and students via the Learning Management System (LMS) and the staff document library.

During the site visit, the use of (Gen)AI was discussed. The panel learned that LUNEX uses Turnitin to check students' written work for academic misconduct, such as plagiarism and unauthorised AI use. Although academic dishonesty, including cheating and fabrication, is addressed in the extensive Code of Conduct (Annex 28), the use of AI is not explicitly mentioned. The panel recommends that LUNEX clearly communicate its AI policy to students and provides appropriate training for academic staff.

LUNEX places considerable emphasis on **student representation** and ensures that students are represented in key bodies such as the Senate, the TLC, the Research Council (RC), the Programme Committee (where students can discuss their programmes with the Programme Leader), and the Students-Staff Liaison Committee (SSLC), which is organised by Student Support to address issues related to study and campus life. The purpose of these committees,

along with students' responsibilities, monitoring, and policy review, is clearly outlined in the document 'Student Representation at LUNEX' (Annex 32).

The LUNEX Student Union (LSU) represents student interests within the Senate and Teaching and Learning Council. LSU members meet regularly with the QA team, the Academic Director, and the Head of Administration to provide input and feedback on matters such as survey effectiveness and academic and administrative issues. LSU has dedicated representatives for academic matters, holding permanent voting seats in the Senate and TLC. During the discussions on the day of the site visit, students noted that a student representative department was established two or three years ago, leading to more structured information collection through cohort representatives and a more organised election process. Relevant communications, such as decisions made in the Senate, are shared with the student body through an internal newsletter and social media. For example, students reported that response rates to end-of-module surveys improved after switching from a Google form to a QR code scanned immediately post-exam.

The panel commends the structured representation system, voting rights, and high student engagement in various committees. The students with whom the panel discussed this topic demonstrated a good understanding of student representation at both programme and institutional levels.

LUNEX has established a structured procedure for appointing a Gender Equality Officer (GEO) and has defined the roles and responsibilities for this position. This position was recently appointed. The panel advises that contact information of the GEO needs to be made publicly available to students and staff members. During discussions, the panel observed that most staff in managerial or senior roles are male. While all Senate members, except student members, and all department heads are male, three of the eight programme leaders are female. Although LUNEX values and strives for gender equality, it faces challenges in recruitment, as 80% of applicants are male, making it more difficult to hire women.

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

4.1.3.1 *Conclusion assessment area 6*

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

4.2 **Conclusion (institutional assessment areas)**

To conclude, the panel is convinced of the overall quality of the institutional assessment areas, which meets all the underlying criteria of the assessment areas. LUNEX occupies a unique position in Luxembourg's higher education landscape and has clear ambitions regarding its education and research. The institution has strengthened its interaction with its national and international partners and has formalised the way in which the professional field can contribute to the programmes. The panel valued that in response to the previous visitation, LUNEX has established Professional Advisory Boards consisting of employers and industry experts. The panel holds LUNEX's international profile in high regard and views the multi-lingual and multi-

cultural community of staff, lecturers, and students as a significant asset to the various programmes. LUNEX has a strong research output, which consistently feeds its educational offerings and takes adequate quality assurance measures. The panel holds a high opinion of LUNEX's extensive efforts to gather information in support of continuous improvement and commends the structured representation system, voting rights, and high student engagement in various committees.

The programme management could enhance LUNEX's quality even more by addressing the following recommendations:

- Further develop the policy regarding (mandatory) study abroad and communicate its implications clearly to the students, especially to the numerous international students, for whom it is essential to have a clear understanding of the requirements and any potential exemptions before enrolment at LUNEX.
- Regarding the ethical approval procedure for new research projects:
 - Establish a policy and process description to support and safeguard LUNEX's position in relation to the increasing demand on its research capacity, and in relation to the increasing number of rules and legislation in medical research, also within Luxemburg.
 - Align this policy with applicable (inter)national legislation and regulations for both medical and non-medical research.
 - Make sure the policy involves the establishment of an independent committee of relevant experts (including at minimum a medical doctor, epidemiologist, privacy officer, data expert and a legal expert with Good Clinical Practice certification) to assess ethical approval applications for LUNEX research.
 - Implement follow-up measures for approved applications, ensuring that the research proceeds in accordance with the submitted protocol and necessary safety monitoring.
 - Make sure the procedure includes a clear outline of the process, roles, tasks, and responsibilities of those involved at LUNEX. Furthermore, the panel suggests that this procedure be developed in collaboration with and endorsed by the Ministry of Health.
- Clearly communicate LUNEX's AI policy to students – especially for written assessments without oral explanation/defence - and provides appropriate training for academic staff.

Overview assessments:

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

Besides the institutional assessment areas as defined by the MESR, the panel advises LUNEX to explore/invest in a food corner/canteen and to fully engage in the building of student housing as planned in the coming years.

5 Programme assessment – Bachelor in Physiotherapy

5.1 Discussion assessment areas

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

Assessment area 2 is detailed in the following assessment criteria:

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

The Bachelor of Physiotherapy (BPTY) is a three-year, 180 ECTS programme offered by LUNEX since 2016. Since November 2021, to be eligible to join the regulated profession of physiotherapy in Luxembourg, physiotherapists must hold a master's degree in the field of physiotherapy and have completed at least 300 ECTS or a higher education qualification equivalent to a master's degree in physiotherapy. Candidates with foreign qualifications must have their credentials recognised in accordance with Directive 2005/36/EC. Prior to the previous accreditation procedure, the **curriculum** was adjusted to prepare students for the subsequent master's programme, with both the bachelor's and master's curricula aligned to ensure that students meet all formal requirements for professional registration upon graduating from the master's programme.

Since the last accreditation in 2020, several adaptations have been implemented. In response to the growing diversity in work settings, both in Luxembourg and internationally, the focus on internationalisation and intercultural competencies has been strengthened. A clinical language course (2 ECTS) has been incorporated into the Clinical Placement I module to support students in acquiring clinical and anatomical vocabulary in French, German, or Luxembourgish for those who do not already speak one of these languages. The clinical placement hours in this module have been reduced from 300 to 150 hours to accommodate the language courses, as well as briefing and debriefing sessions before and after the clinical placement. During the site visit, the panel learned that the BPTY13 'Physiotherapy through the Life Course' module (10 ECTS) in the fourth semester is now a combination of two previous modules, an adaptation to enhance students' understanding of the physical evolution during the entire lifespan and to promote cooperation of the lecturers who were previously involved in two separate modules. Assessment of the module has been adapted to align more closely with expectations at the end of the fourth semester, with a more applied focus. Presentations have been added to encourage class attendance.

According to the accreditation document, the primary aim of the BPTY programme is to ensure that graduates develop the knowledge, skills, attitudes, responsibility, and autonomy (cross-disciplinary skills) outlined in the World Physiotherapy guidelines, preparing them to engage effectively in the required secondary cycle (master's level). To support this aim, the bachelor's programme has identified six key **objectives** and eight sets of **programme learning outcomes**. Some of these learning outcomes are introduced at the bachelor's level and then reinforced or assessed at the master's level, while others are fully covered within the bachelor's programme and subsequently expanded upon in the master's. According to the panel, the aims and objectives of the BPTY are suitably translated into learning outcomes at the programme level. However, as the master's programme has been structured according to the International Federation of Orthopaedic Manipulative Physical Therapists (IFOMPT), the panel recommends that LUNEX adopts a similar approach for the bachelor's programme. From the documentation, it appears that the competencies described for the EQF Level 6 PT seem to aim higher than those achieved in the programme. For instance, manual therapy techniques are no part or should not be part of a Bachelor programme (1.5); the same holds for conducting research (4.3).

The **programme** is organised into six semesters of 30 ECTS credits, comprising a total of 19 modules. Modules are taught sequentially. The module hours (25–30 hours per ECTS credit) are calculated based on approximately eight hours of direct contact per ECTS credit (through lectures, practicals, seminars, and laboratory sessions) and 17 hours of self-directed study (including readings, practice, tasks, and exam preparation). The first semester consists of four modules, each worth between 5 and 10 ECTS credits. Semesters two to five each comprise three modules of 10 ECTS credits. In the final semester, the two clinical placements are worth 12 ECTS credits each, and the final project is allocated 6 ECTS credits.

The panel found, based on the reaccreditation document and its annexes, that the learning goals of the BPTY modules collectively cover the programme's objectives and learning outcomes. However, the panel suggests creating a matrix for each module that clearly indicates how each module contributes to achieving the programme's learning outcomes.

The panel initially questioned the ratio of 8 hours of contact time per ECTS credit compared to 17 hours of **self-directed study**. However, it found that a comprehensive overview and description of self-study, in relation to workload, is provided alongside contact hours, and that students consider the balance between self-study time and workload to be both feasible and effective. The students also highlighted the importance of extensive practice during self-study time as essential preparation for passing practical exams.

According to the documentation, all clinically oriented modules in the BPTY programme include a **practical** component, ranging between 40% and 70%. Based on its examination of the documentation, however, the panel initially perceived that the practical component in the programme, particularly in the first two years, remains quite limited. During discussions, both staff and students emphasised that **theoretical** modules also contain practical elements. The staff further highlighted that it is essential to dedicate sufficient time at the beginning of the programme to establish the scientific foundations, and that the volume of practical content increases as the programme progresses after the foundational theoretical content is introduced. The staff also referred to clinical placements, where students gain practical experience, and to feedback from clinical educators who indicated that even first-year students arrive at placements sufficiently prepared.

The panel noted from the programme's SWOT analysis that student **attendance rates** are reportedly low, and it sought to understand this issue in more depth. During the discussions, it became clear that this problem is more pronounced in certain cohorts than in others and primarily affects theoretical modules. As LUNEX has identified a link between class attendance and pass rates, it is making efforts to encourage students to attend lessons by increasing the use of formative assessments, awarding bonus points for attendance, and employing active learning methods such as real-life simulations and in-class quizzes. As reasons for absenteeism, LUNEX pointed to factors such as students underestimating the importance of attendance and engaging in other activities, including part-time jobs. The students noted that attendance in practical sessions is mandatory.

The panel observed that the capacity of the **infrastructure** is fully utilised. Students indicated that they generally work in pairs or groups of three at a bench during practical sessions, and that there are usually sufficient beds available on campus for practice during self-study time.

Previously, students completed three clinical **placements** of eight weeks, totalling 950 hours. Combined with the master's allocation (formerly 650 hours), this exceeded the 1125 hours required by Luxembourgish law, providing a total of 1600 hours. Consequently, LUNEX has reduced the total hours in the bachelor's programme to 750 placement contact hours. Students now undertake four weeks of clinical placement (150 hours) in the fifth semester, eight weeks split across the fifth and sixth semesters (300 hours), and eight weeks in the sixth semester (300 hours). With this new structure, students will graduate from the combined Bachelor and Master in Physiotherapy programmes with a minimum of 1150 hours and up to a maximum of 1600 hours of clinical placement. In both scenarios, compliance with the legal requirements to practise in Luxembourg is maintained.

During discussions, the panel learned that the first placement is more observational in nature, allowing students to familiarise themselves with the environment, procedures, and policies. During this initial period, briefing and debriefing sessions are provided to closely monitor

students' progress. In the second placement, students begin assessing patients under supervision, while in the third placement, they are expected to apply all acquired knowledge and skills, autonomously assessing and treating patients with supervision. Students explained to the panel that compared to interns from other countries, they felt more prepared, as they had been trained to conduct objective assessments and clinical reviews.

The students reported that LUNEX provides a **list of potential placements** that they can consult. Students are also permitted to suggest their own placements. The approval of placements is managed by the Internship Officer, or in more complex cases, by the Head of Department, and the Head of Administration. To ensure that bachelor's students achieve the intended learning outcomes, the Practice Placement Office (PPO) ensures that across the three placements, students complete at least 70% of the required hours for each primary specialty, which are clearly outlined in the Practice Placements Guideline PT (Appendix 7). LUNEX employs placement agreements that regulate the placement experience and delineate precise roles and responsibilities for all stakeholders involved. LUNEX staff monitor and guide students throughout their placements via clinical tutorials, self-review questionnaires completed by students (which prompt support and guidance from the PPO if issues are raised), and evaluations by clinical educators.

To ensure the **quality of clinical placements**, the clinical educator submits qualitative reports to the PPO after each placement. These reports enable the PPO to make informed decisions regarding the quality of the placements. Additionally, the PPO contacts all placements annually to inquire about potential placement opportunities, organisational changes, or any other information that might necessitate a revision of the placement's risk profile. The panel acknowledges that organisation of clinical placements is complex and not always aligned with the expectations of students. The appointment of a specific Practice Placement Office and the Quality Assurance procedures that are in place, facilitate the organisation of qualitative clinical placements for the PT students.

Clinical tutorials are conducted in groups of four to six students, with a LUNEX academic staff member serving as the tutor. Attendance is mandatory, and the tutorials are organised as a space for debriefing and discussing students' experiences in the placement environment. The sessions aim to support students' development in patient assessment, treatment, and reflective abilities within the placement and to offer feedback on challenging cases, situations, or aspects of clinical education. The tutorials are comprehensively described in the Practice Placement Guidelines (Annex 07). According to LUNEX management, these clinical tutorials enable staff to closely monitor each student's experience and success during placements, allowing for timely intervention when issues arise, which has a positive impact on academic success. The panel is convinced that the tutoring programme is well-organised and effectively supports students throughout their placement periods.

The panel briefly discussed the **language requirements** for placements. Although English is commonly spoken in the capital and French throughout much of the country, it is often the case that elderly patients primarily speak German or Luxembourgish. Both staff and students noted that students select placements where they are proficient in the required languages. Students also mentioned the recently introduced language course. Representatives from the field emphasised the importance of language skills for effective patient communication and expressed a wish to receive students who are fluent in at least two or three languages.

In response to the Higher Education Law of 21st July 2023, at the time of the site visit, LUNEX was in the process of formalising the procedure for the **compulsory study abroad** component, by defining the conditions for course validation and individual exemptions. The panel learned from the additional information that currently, very few students undertake a study abroad. During the 2023-2024 academic year, for example, in total 13 students of the PT, SES, and ISM programmes, (out of 610 enrolled in these three programmes) completed their traineeships abroad, and only 3 spent a study period abroad. The panel learned during the conversations that securing placements abroad is more feasible than finding international institutions that offer programmes with equivalent courses at the required level. However, LUNEX mentioned that many LUNEX students (in the BPTY even 71%) are French, making Luxembourg a foreign country for them and their study at LUNEX an international experience in itself. Since these students have already taken out loans to finance their studies, it is highly probable that many will apply for an exemption.

The Ministry of Health has reviewed and approved the submission of the proposed programme for the reaccreditation of the Bachelor in Physiotherapy.

5.1.1.1 Conclusion assessment area 2 for the BPTY programme

The BPTY programme **meets** the assessment criteria of Assessment area 2.

5.1.2 Assessment area 3: Admission, evaluation, certification

Assessment area 3 is detailed in the following assessment criteria:

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

The panel learned that in order to be **admitted** to the BPTY programme, applicants must hold a secondary school diploma and possess a B2 level of English proficiency, as per the Common European Framework of Reference for Languages. The general requirements are publicly available on LUNEX's website, while more detailed information can be found in the brochure.

During the online Application Days, candidates are required to pass both an English language and a science test, as the BPTY programme is taught in English and a basic knowledge of chemistry and physics is necessary to follow the scientific modules in the first year. Applicants who do not meet the admission criteria may enrol in the Pre-Bachelor Foundation Programme, which lasts one semester and equips students with the necessary foundational knowledge in both English and science. The panel was informed that the BPTY programme can admit up to 160 students annually. LUNEX conducts the online entrance tests weekly throughout the year and operates on a first-come, first-served basis. Although the panel found the information regarding tuition fees – which are listed on the website as monthly fees but could be interpreted as yearly fees – somewhat unclear, students reported that the financial requirements are otherwise transparent to them.

Prior bachelor-level learning and professional experience can be accredited through a formalised **Accreditation of Prior Learning** Experience (APLE) process, which is clearly described in Annex 10.

From the documentation, the panel determined that LUNEX ensures constructive alignment between the learning outcomes of each module and the corresponding **assessments**. Both summative and formative assessments and diverse methods such as written and practical exams, case studies, group assignments, and written assignments (summative assessments), as well as various formative evaluation forms (e.g., small group tutorials and in-class clinical analysis) are used. The panel noted that written exams dominate the assessments, which does not entirely reflect the emphasis placed on skills, competencies, and attitudes within the programme. However, staff members clarified that modules with a practical component feature combined assessments, integrating both theoretical and practical elements.

During the discussion, the panel learned that the **BPTY13 module** is a significant challenge for many students due to its extensive content, which covers a wide range of knowledge. It is an integration of two modules (as discussed above), and the assessment has been adapted accordingly. Staff members indicated that the module still receives considerable attention from the teaching team, which is still considering interventions to make it more engaging for students, such as by including workshops with real-life situations.

Following changes made to the BPTY13 module (Physiotherapy through the Life Course, 10 ECTS) and the BPTY19 module (**Final Project**: Critically Appraised Topic or CAT, 6 ECTS) prior to the site visit, the panel requested additional information on the evaluation of these modules. In line with the previous panel's recommendations, LUNEX replaced the former bachelor's dissertation with a paper on a CAT. Students select a case from their final placement, apply evidence-based practice principles to the case, and write a 3500-word paper. The panel found that this format better aligns with the research objectives of the programme, as it is directly related to students' placement experiences and the skills they will require as practitioners. The panel commended LUNEX for its efforts in responding to the previous panel's recommendations. It further recommends that LUNEX rename the final project to 'Evidence-Based Case Report', a title which more accurately reflects the aims and content of the module. The panel also suggests that this new designation be implemented before 2027, as planned at the time of the site visit due to the approval of the Ministry this adaptation requires. In this context, the panel also recommends that LUNEX incorporate evidence-based practice within

the structure of the modules earlier in the programme, so that students gain relevant experience prior to their final projects.

Assessment procedures are communicated to students through the student portal, the detailed module handbook, and during the Induction Session on the first day of the academic year, as well as during the introductory lecture of each module. At the end of each module, an exam information session is held. Students reported that information about assessments is very clear. They also mentioned that many students have failed a module once or even more than once but were able to retake it within the same academic year, either in the same semester or the following semester, as all modules are offered twice a year.

The panel considers that student assessment is well-organised within the BPTY programme: course assessments are transparent and aligned with the learning outcomes of the respective modules. The panel commends the active efforts of the staff in continuously improving and revising aspects of the programme to enhance the student experience.

Distance learning constitutes a minor component of the Bachelor in Physiotherapy. Most modules involve less than 10% of contact time delivered through distance learning.

As discussed in the institutional assessment areas section, **internationalisation** is a strategic goal at LUNEX. The 'Action Plan for Recruiting, Managing and Integrating International Students at LUNEX' (Annex 11) addresses all aspects of the international student experience. The panel learned from international students that LUNEX's focus on the integration of international students has increased. The integration days, various welcome activities, and assistance with administrative procedures are highly appreciated. However, international students indicated that integration into the predominantly French-speaking student body can sometimes still be challenging, particularly due to the limited student facilities, such as student accommodation and a canteen that would contribute to integration.

The **diploma** is accompanied by a **diploma supplement** and complies with legal provisions.

5.1.2.1 Conclusion assessment area 3 for the BPTY programme

The BPTY programme **meets** the assessment criteria of Assessment area 3.

5.1.3 Assessment area 4: Implementation of the programme

Assessment area 4 is detailed in the following assessment criteria:

- a. *(In the case of the initial accreditation of a programme of study, the SHEI has a forecast plan for the recruitment of full-time equivalent permanent teaching staff covering the accreditation period in question.)*
- b. *Teaching is provided by a teaching staff that is competent from a didactic and pedagogical point of view and capable of relating teaching to professional practice in the field concerned and to current research. Teaching is student-centred and encourages active student participation. The suitability of each of the professional profiles of the available and planned teaching staff is clearly demonstrated in relation to the programme's objectives and its intended learning outcomes.*
- c. *The proportion between permanent teachers and external contractors is appropriate to the objectives of the curriculum, it being understood that the proportion of lessons provided by external contractors may not exceed the threshold of 40% set in Article 54(2).*
- d. *Continuing training programmes are provided for teaching staff.*

- e. *Students benefit from appropriate supervision and full information. A tutoring programme is offered to students.*
- f. *The SHEI has a policy on inclusion and provides reasonable adjustments for a student with a particular impairment or disability, the effects of which hinder normal progress in studies or prevent the student from using acquired knowledge and competences in assessment tests, and which is such that these hindrances and impediments can be compensated for by reasonable adjustments.*

The BPTY programme is run with 9,63 FTE. The overview 'Staff Expertise Matching Learning Outcomes of the Bachelor in Physiotherapy' (Annex 12), which includes brief biographies, knowledge, skills, attitudes, and expertise of each academic staff member linked to the programme's learning outcomes, demonstrates that the teaching staff at LUNEX possesses the necessary expertise to effectively teach the modules and enrich them with relevant clinical and/or research experience. The panel deduced from this overview, as well as from the staff's academic qualifications (Annex 36), that the teaching staff is diverse in terms of nationality, research expertise, and academic qualifications, and that they exhibit a high level of expertise. The panel suggests integrating Annexes 36 and 12 to provide a more practical overview of LUNEX's staff. Modules are predominantly taught by permanent lecturers, with less than 10% of the modules delivered by external lecturers.

The panel learned from the documentation that PT staff attended eight hours of curriculum development workshops in November 2023 and take part in a workshop on assessment before the start of each semester. Additionally, **staff training** is regularly offered on a range of academic topics, and staff members are encouraged to participate in national and international conferences as well as in the ERASMUS+ programme. While the panel welcomes these initiatives, it recommends LUNEX to develop a structured plan for the professional development of academic staff, clearly indicating goals, outcomes, outlining a more systematic approach to gathering feedback and ensuring that information is shared among colleagues.

From the materials and discussions, the panel learned that teaching staff, programme leaders, and coordinators make every effort to engage and **support students** throughout the programme. They are highly approachable, offering assistance to students who have questions or require advice. LUNEX uses a Student Portal and the LMS Canvas, which the panel found well-organised, and which indicates, for each module, who to contact for further information. Additionally, teaching assistants are present during practical classes to ensure that the student-to-staff ratio remains below 1:25.

LUNEX has introduced several measures to enhance students' academic success and integration into student life. The members of the Student Experience Team explained that they are responsible for ensuring that students can transition smoothly into their studies. They assist students with scholarship documents, access to necessary platforms, and accommodations for people with disabilities. Throughout the year, they organise activities such as Integration Day—a day for non-EU students aimed at community building—Induction Day, which helps students familiarise themselves with the institution and its systems, and Network Thursdays, among others. The institution has created support mechanisms for students facing personal or academic difficulties. Students reported positive experiences with the Student Support Officer, who is available for individual or group advice. LUNEX also collaborates with an external psychologist specialised in stress and anxiety related to exams. According to the students, this individual provides workshops on psychological issues, and each student is entitled to one free

session of individual counselling. The Student Union (LSU) also plays an important role in student integration: in addition to organising social events, it offers peer tutoring, for example, to help international students learn French. Finally, students who are struggling academically can have their study loads reduced, thus providing them with more time to gain their credits. LUNEX identifies students with such difficulties quickly, typically after the first semester. The panel learned from the discussions that approximately 130 students are currently on individual trajectories. According to LUNEX, the reduced dropout rates – from 20% to 12% – are a result of the institution’s significant investments in student support measures like these.

LUNEX has also implemented a comprehensive **inclusion policy** in line with the Convention on the Rights of Persons with Disabilities (CRPD), ensuring that students with disabilities – defined as those with long-term physical, mental, intellectual, or sensory impairments – can fully and effectively participate in academic life. Students for example noted that exam accommodations are provided for dyslexic students.

5.1.3.1 *Conclusion assessment area 3 for the BPTY programme*

The BPTY programme **meets** the assessment criteria of Assessment area 3.

5.2 **Conclusion (Bachelor in Physiotherapy)**

To conclude, the panel is convinced of the overall quality of the BPTY, which meets all the underlying criteria of the assessment areas. The programme has a coherent curriculum, and its aims and objectives are suitably translated into programme learning outcomes. The panel valued the staff’s efforts to increase student participation by adapting teaching methods. The reduction of placement hours allowed for the introduction of clinical tutorials and language courses, both measures which are appreciated by the students and the placement partners. The panel commends the active efforts of the staff in continuously improving and revising aspects of the programme to enhance the student experience and to respond to recommendations of accreditation panels. The panel was also impressed about the extent to which teaching staff, programme leaders, and coordinators make every effort to engage and support students throughout the programme.

The programme management could enhance the quality of the programme even more by addressing the following recommendations:

- Rename the final project to ‘Evidence-Based Case Report’, a title which more accurately reflects the aims and content of the module.
- Incorporate evidence-based practice within the structure of the modules earlier in the programme, so that students gain relevant experience prior to their final projects
- Develop a structured plan for the professional development of academic staff, clearly indicating goals, outcomes, outlining a more systematic approach to gathering feedback and ensuring that information is shared among colleagues.

The institutional recommendations listed in paragraph 4.2 also apply to each of the programmes.

Overview assessments:

| Assessment area | | Judgement |
|--------------------------|---|------------------|
| 1 | Organisation, strategy and sustainability of the SHEI | MET |
| 2 | Aims and objectives of the study programme | MET |
| 3 | Admission, evaluation, certification | MET |
| 4 | Implementation of the programme | MET |
| 5 | Research | MET |
| 6 | Quality assurance measures | MET |
| Overall judgement | | MET |

6 Programme assessment – Bachelor in Sport and Exercise Science

6.1 Discussion assessment areas

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

Assessment area 2 is detailed in the following assessment criteria:

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

The Bachelor in Sport and Exercise Science (BSES) is a three-year, 180 ECTS programme offered by LUNEX since 2016. The documentation indicates a substantial increase of the need for scientifically trained people in the field of Sport and Exercise Science (SES) over recent years and graduates from the BSES programme are being highly sought after. The BSES aims to equip students with evidence-based, multidisciplinary knowledge that allows them to combine practical sport competencies with essential workplace skills such as critical thinking, communication, planning, and organisational skills. The programme prepares students for roles in coaching, physical education, sports-related entrepreneurship, or positions within public and private sports organisations.

Since the previous accreditation procedure, the core of the **curriculum** has been maintained, although adjustments have been made following consultation with key stakeholders. Firstly, the BSES has a common semester one, two, three and five and will allow students in the fourth and sixth semester to choose either of two **specialisation tracks** of 25 ECTS credits: 'Coaching and Physical Education' or 'Sport Performance and Training'. The panel learned that half of the students opt for each specialisation. Secondly, the two professional internships in semesters 2 and 4 are integrated into one **longer internship** in semester 5. This change is intended to ensure students having a more effective and engaging learning experience within their workplace environments. The internship will be tailored to the chosen specialty. The students welcomed this proposal, noting that a longer internship offers more substantial opportunities for practice and contribution within the host organisation.

To foster a comprehensive understanding of the complex nature of human movement from various perspectives, the bachelor's programme has established four specific **programme objectives** along with eight programme **learning outcomes**. The panel observed that these programme objectives and learning outcomes are somewhat broadly defined and do not explicitly reference the specific sub-disciplines within SES, such as physiology, psychology, biomechanics, exercise prescription, and teaching. However, the learning goals of the BSES modules collectively cover the programme's objectives and learning outcomes.

The panel learned that according to the staff, BSES students have a higher than average physical level and are active in sports. The programme brochure specifies that candidates should have a genuine interest in exercise and sport, and a basic level of fitness as they will need to be required to perform and demonstrate various exercises as part of their future roles as coaches or sports teachers. Students conveyed to the panel their desire to integrate more **sports-oriented activities in the curriculum**, such as competing with university sports clubs or mastering specific techniques so they can teach them to others. Consequently, the panel suggests LUNEX to (re)consider incorporating a sports practice component into the curriculum to address this interest.

The students emphasised that the programme offers substantial opportunities to develop their **communication skills**, which are essential to the learning outcomes of the programme. They cited interactive teaching formats used during lectures, presentations, and leading discussions as examples of methods that support this development.

The **programme** is organised into six semesters of 30 ECTS credits, comprising a total of 27 modules. Modules are taught sequentially. The module hours (25–30 hours per ECTS credit) are calculated based on approximately eight hours of direct contact per ECTS credit (through lectures, practical sessions, seminars, and laboratory sessions) and 17 hours of self-directed study (including readings, practice, tasks, and exam preparation). The first semester and fourth semester consist of four modules, each worth 5 or 10 ECTS credits. Semesters two and three comprise four modules of 5 ECTS credits and one module of 10 ECTS credits. The fifth semester includes a professional internship of 15 ECTS and in the final semester, there are three modules of which the bachelor dissertation is allocated 15 ECTS credits.

The panel initially questioned the ratio of 8 hours of contact time per ECTS credit compared to 17 hours of **self-directed study**. In certain modules, such as Applied Sport Psychology – which,

according to the Module Handbook, includes only ten hours of lectures alongside 60 hours of tutorials and independent study – the amount of self-directed study appears notably low in relation to lecture hours. Staff clarified that the self-directed study is approached in a highly diverse manner and also includes preparation for coursework and exams. Students expressed that they would sometimes appreciate additional classroom time with staff, yet overall, they regard the balance between self-study and contact time as effective, and the workload manageable.

The programme fosters the **integration of theory and practice** by employing interactive learning methods such as practicals, field trips, group projects, peer coaching, and case study-based learning. Students highlighted that they are frequently encouraged to interact, exchange ideas, and apply knowledge in (group) assignments. The programme, therefore, places significant importance on the inclusion of a practical component within all modules.

The 120-hour **professional internship** (15 ECTS) undertaken during semester 5, in one of the sectors relevant to future employment – education, training/coaching, health or industry – further supports students' practical learning. Students can rely on LUNEX's network to secure an internship, or they can arrange one independently. Internship approval is handled by the Internship Officer or, in more complex cases, by the Head of Department and the Head of Administration. LUNEX employs internship agreements that regulate the internship experience and delineate roles and responsibilities for all stakeholders. LUNEX Internship Mentors and Internship Officers oversee students during their internships. Following the internship, students submit a reflective internship report, along with video submissions and an hour log. Students are assessed by both the Internship Mentors and host internship coordinators, who evaluate the students' performance via a questionnaire. The panel noted that LUNEX maintains the quality of internships by establishing strong relationships with partner organisations, by having an internship charter to clarify roles and responsibilities in place, and by enabling efficient mutual feedback through the Internship Office. The programme acknowledges that maintaining close ties with professional partners may become increasingly challenging as student numbers grow.

The panel learned that student **attendance rates** can sometimes be low (cohort dependent). Nevertheless, the academic staff make concerted efforts to increase attendance by adapting teaching methods (including process evaluations and in-class tests), as they have observed a clear correlation between attendance, academic success, and group cohesion.

In response to the Higher Education Law of 21st July 2023, at the time of the site visit, LUNEX was in the process of formalising the procedure for the **compulsory study abroad** component, by defining the conditions for course validation and individual exemptions. The panel learned from the additional information that currently, very few students undertake a study abroad. During the 2023-2024 academic year, for example, 13 students of the PT, SES, and ISM programmes, (out of 610 enrolled in these three programmes) completed their traineeships abroad, and only 3 spent a study period abroad. The panel learned during the conversations that securing placements abroad is more feasible than finding international institutions that offer programmes with equivalent courses at the required level. However, LUNEX mentioned that many LUNEX students are French, making Luxembourg a foreign country for them and their study at LUNEX an international experience in itself. Since these students have already

taken out loans to finance their studies, it is highly probable that many will apply for an exemption.

6.1.1.1 Conclusion assessment area 2 for the BSES programme

The BSES programme **meets** the assessment criteria of Assessment area 2.

6.1.2 Assessment area 3: Admission, evaluation, certification

Assessment area 3 is detailed in the following assessment criteria:

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

The panel gathered that in order to be **admitted** to the BSES programme, applicants must hold a secondary school diploma and possess a B2 level of English proficiency, as per the Common European Framework of Reference for Languages. A certain level of fitness is also expected. The general admission requirements are publicly available on LUNEX's website, while more detailed information can be found in the brochure. During the online Application Days, candidates are required to pass an English language test, as the BSES programme is taught in English. Unlike in the BPTY programme, a science test is not part of the admission process, as the BSES programme provides the necessary foundational knowledge in the initial modules for those without prior experience, while offering additional challenges for students with prior knowledge.

Applicants who do not meet the admission criteria may enrol in the Pre-Bachelor Foundation Programme, which lasts one semester and equips students with the necessary foundational knowledge in English. The target enrolment for the BSES programme was set at 50 students. However, as the programme is growing considerably, 60 to 70 students are currently admitted. LUNEX conducts the online entrance tests weekly throughout the year and operates on a first-come, first-served basis. Although the panel found the information regarding tuition fees unclear – which are listed on the website as monthly fees but could be interpreted as yearly

fees – somewhat students reported that the financial requirements are otherwise transparent to them.

Prior bachelor-level learning and professional experience can be accredited through a formalised **Accreditation of Prior Learning** Experience (APLE) process, which is clearly described in Annex 10.

Upon reviewing the documentation, the panel observed that the types of **assessment** appeared less varied than expected for a programme with both scientific/theoretical and practical objectives. It noted a possible underemphasis on individual and on theoretical assessments. Consequently, the panel requested additional information (evaluation rubrics, assignments, and exam questions) concerning the modules ‘Health and Physical Activity Promotion’ (BESS11), ‘Performance Analysis and Assessment in Sports’ (BESS19), and ‘Bachelor Dissertation’ (BESS21). This information indicated that the programme relies heavily on presentations and that many modules are assessed solely through group work. Furthermore, a considerable number of modules employ only one form of assessment, often a presentation. During discussions, the academic staff explained that they had deliberately opted for alternative assessment types and sought more practical assessment methods aligned with the programme’s objectives and the characteristics of its student body.

The panel explored the assessment of the ‘Health and Physical Activity Promotion’ (BESS11) module in greater depth. The assessment for this module comprises a poster presentation created by groups of five students. The panel questioned this evaluation method, as while the intended learning outcomes of this module are assessed, poster creation/development requires certain specific skills that fall outside the intended learning outcomes. The staff however, defended this choice, stating that students aspiring to work in promotional roles would benefit from the acquired skills. Additionally, only 10% of the grade for this module is awarded based on the poster’s quality, with the remaining 90% assigned to content-based criteria and the students’ presentation skills.

For modules incorporating group work, the panel suggests consistently utilising the peer-evaluation function in the Canvas learning management system to ensure equitable contribution among group members and to enable lecturers to identify any potential issues.

While the panel is confident that there is constructive alignment between the programme objectives and the assessment, it recommends that the programme diversifies assessment types to ensure that all learning outcomes are sufficiently addressed. Efforts should be made to provide sufficient individual scoring of students. In instances where group work is used, the programme should consistently implement peer assessment. Special attention should be given to modules currently assessed with only one group assessment type. To maintain a clear overview, it would be advisable for the programme to create a detailed overview of the various assessment methods used in each module and their alignment with the learning outcomes. Any changes to assessments should be reflected in the module handbook.

The programme culminates in a 4500-word **bachelor dissertation** (15 ECTS). In this work students conduct either a literature review or collect and analyse research data in a chosen topic related to exercise and sport science. Students receive up to eight hours of supervision

from their assigned supervisor. During the fifth semester, the Research methods module (10 ECTS) prepares students by guiding them through the research process.

Assessment procedures are communicated to students through the student portal, the detailed module handbook, and during the Induction Session on the first day of the academic year, as well as during the introductory lecture of each module. At the end of each module, an exam information session is held. Students reported that information about assessments is very transparent, and they valued the diversity of assessment methods, allowing them to compensate for weaknesses in one area with strengths in another. They appreciate that their lecturers are approachable for feedback.

Although none of the modules are delivered entirely through distance learning, module BESS20 'Employability Skills for Sport Professionals' includes **distance-learning** components. The module extends over two to four weeks, starting with a preparatory week where students engage with core readings and materials on the online platform, followed by two to three weeks of teaching which includes lectures, online sessions, and seminars, and concluding with a study period of up to one week. Online sessions (up to 1/5 of contact time) may be used for short individual meetings with the lecturer or questions-and-answers session.

As discussed in the institutional assessment areas section, **internationalisation** is a strategic goal at LUNEX. The 'Action Plan for Recruiting, Managing and Integrating International Students at LUNEX' (Annex 11) addresses all aspects of the international student experience. The panel learned from international students that LUNEX's focus on the integration of international students has increased. The integration days, various welcome activities, and assistance with administrative procedures are highly appreciated. However, international students in this programme, who constitute 30% of the student body, indicated that integration with the predominantly French-speaking student body (70% of students in this programme are Luxembourgish) can sometimes be challenging, particularly due to the limited student facilities, such as the lack of on-campus accommodation and a canteen, which would facilitate integration. They feel that LUNEX could do more to support their adjustment and integration, and they suggest that LUNEX could also enhance international diversity by actively recruiting more international students. The panel recommends that the programme continues to focus on integrating the international student body, particularly while additional infrastructure (canteen, student housing) remains unavailable.

The **diploma** is accompanied by a **diploma supplement** and complies with legal provisions. The panel learned that half of the graduates continue their studies in the Master's programme at LUNEX, 30% go to another university, and 20% start working.

6.1.2.1 Conclusion assessment area 3 for the BSES programme

The BSES programme **meets** the assessment criteria of Assessment area 3.

6.1.3 Assessment area 4: Implementation of the programme

Assessment area 4 is detailed in the following assessment criteria:

- a. *In the case of the initial accreditation of a programme of study, the SHEI has a forecast plan for the recruitment of full-time equivalent permanent teaching staff covering the accreditation period in question.*

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

The BSES programme is run with 4,70 FTE. The overview 'Staff Expertise Matching Learning Outcomes of the Bachelor in Sport and Exercise Science' (Annex 18), which includes brief biographies, knowledge, skills, attitudes, and expertise of each academic staff member linked to the programme's learning outcomes, demonstrates that the teaching staff at LUNEX possesses the necessary expertise to effectively teach the modules and enrich them with relevant theoretical, practical and/or research experience. The panel deduced from this overview, as well as from the staff's academic qualifications (Annex 36), that the teaching staff is diverse in terms of nationality, research expertise, and academic qualifications, and that they exhibit a high level of expertise. The panel suggests integrating Annexes 36 and 18 to provide a more practical overview of LUNEX's staff. Modules are predominantly taught by permanent lecturers, with less than 10% of the modules delivered by external lecturers.

The panel observed that staff members coordinate a high volume of modules and that the programme is run with a team of six staff members. During the discussions, the panel was informed that some staff members carry a heavier teaching load, while others are more engaged in internships, research, or are working on their PhDs. Overall, the panel found that the teaching workload of staff is quite high. This corresponds well for staff with a full-time teaching assignment in their contract.

The panel learned from the documentation that staff attended eight hours of curriculum development workshops in November 2023 and takes part in a workshop on assessment before the start of each semester. Additionally, **staff training** is regularly offered on a range of academic topics, and staff members are encouraged to participate in national and international conferences as well as in the ERASMUS+ programme. While the panel welcomes these initiatives, it recommends LUNEX develop a structured plan for the professional development of academic staff, clearly indicating goals, outcomes, outlining a more systematic approach to gathering feedback and ensuring that information is shared among colleagues. Ideally this is aligned to a personal development plan and possible academic promotion.

From the materials and discussions, the panel learned that teaching staff, programme leaders, and coordinators make every effort to engage and **support students** throughout the programme. They are highly approachable, offering assistance to students who have questions

or require advice. LUNEX uses a Student Portal and the LMS Canvas, which the panel found well-organised, and which indicates, for each module, who to contact for further information.

LUNEX has introduced several measures to enhance students' academic success and integration into student life. The members of the Student Experience Team explained that they are responsible for ensuring that students can transition smoothly into their studies. They assist students with scholarship documents, access to necessary platforms, and accommodations for disabilities. Throughout the year, they organise activities such as Integration Day – a day for non-EU students aimed at community building – Induction Day, which helps students familiarise themselves with the institution and its systems, and Network Thursdays, among others. The institution has created support mechanisms for students facing personal or academic difficulties. Students reported positive experiences with the Student Support Officer, who is available for individual or group advice. LUNEX also collaborates with an external psychologist specialised in stress and anxiety related to exams. According to the students, this individual provides workshops on psychological issues, and each student is entitled to one free session of individual counselling. The Student Union (LSU) also plays an important role in student integration: in addition to organising social events, it offers peer tutoring, for example, to help international students learn French. Finally, students who are struggling academically can have their study loads reduced, thus providing them with more time to gain their credits. LUNEX identifies students with such difficulties quickly, typically after the first semester. The panel learned from the discussions that approximately 130 students are currently on individual trajectories. According to LUNEX, the reduced dropout rates – from 20% to 12% – are a result of the institution's significant investments in student support measures like these.

LUNEX has also implemented a comprehensive **inclusion policy** in line with the Convention on the Rights of Persons with Disabilities (CRPD), ensuring that students with disabilities – defined as those with long-term physical, mental, intellectual, or sensory impairments – can fully and effectively participate in academic life. Across LUNEX, 30 to 40 student athletes are enrolled. Many of them are enrolled in the Bachelor's and Master's SES programmes. To align their academic progressions with their training and competition schedules, LUNEX can adapt their study programmes, postpone their assessments or allowing them an extra year to complete their bachelor's degrees.

6.1.3.1 Conclusion assessment area 4 for the BSES programme

The BSES programme **meets** the assessment criteria of Assessment area 4.

6.2 Conclusion (Bachelor in Sport and Exercise Science)

To conclude, the panel is convinced of the overall quality of the BSES, which meets all the underlying criteria of the assessment areas. The panel noticed that the BSES has a coherent curriculum with clear objectives and learning outcomes in which communication skills have a central position. The programme fosters the integration of theory and practice by employing interactive learning methods such as practicals, field trips, group projects, peer coaching, and case study-based learning. There is constructive alignment between the programme objectives and the assessment. The panel was impressed about the extent to which teaching staff, programme leaders, and coordinators make every effort to engage and support students throughout the programme.

The programme management could enhance the quality of the programme even more by addressing the following recommendations:

- Concerning the assessment:
 - Diversify assessment types to ensure that all learning outcomes are sufficiently addressed.
 - Make efforts to provide sufficient individual scoring of students.
 - In instances where group work is used, consistently implement peer assessment.
 - Give special attention to modules which are currently assessed with only one group assessment type.
 - Create a detailed overview of the various assessment methods used in each module and their alignment with the learning outcomes.
 - Make sure that in learning trajectories over the three bachelor years, there is an evolution in educational objectives. A framework that could be used is Bloom's Taxonomy (<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>).
 - Make sure any changes to assessments are reflected in the module handbook.
- Continue to focus on integrating the international student body, particularly while additional infrastructure (canteen, student housing) is unavailable.
- Develop a structured plan for the professional development of academic staff, clearly indicating goals, outcomes, outlining a more systematic approach to gathering feedback and ensuring that information is shared among colleagues.

The institutional recommendations listed in paragraph 4.2 also apply to each of the programmes.

Overview assessments:

| Assessment area | | Judgement |
|--------------------------|---|------------|
| 1 | Organisation, strategy and sustainability of the SHEI | MET |
| 2 | Aims and objectives of the study programme | MET |
| 3 | Admission, evaluation, certification | MET |
| 4 | Implementation of the programme | MET |
| 5 | Research | MET |
| 6 | Quality assurance measures | MET |
| Overall judgement | | MET |

7 Programme assessment – Bachelor in International Sport Management

7.1 Discussion assessment areas

7.1.1 Assessment area 2: Aims and objectives of the study programme

Assessment area 2 is detailed in the following assessment criteria:

- a. *The programme complies with the provisions relating to programmes leading to the Bachelor's and Master's degrees as defined in Title IV.*
- b. *The programme has a coherent curriculum which reflects the programme's intended learning objectives and the learning outcomes to be achieved by the student. It is broken down into knowledge, specific skills, and transversal skills.*
- c. *The programme is defined in accordance with European standards and the Bologna Process. It is defined in terms of ECTS credits.*
- d. *The programme is divided into modules, each of which is awarded a certain number of ECTS credits. Each module is made up of one or more theoretical or practical units, known as "courses". Each course carries a minimum of one ECTS credit and a maximum of 20 ECTS credits. The objectives and learning outcomes of each module and course are clearly defined.*
- e. *The workload is appropriate and balanced between semesters.*
- f. *The ratio of theoretical to practical teaching is consistent with the programme's objectives. Depending on the objectives of the programme, internships are an integral part of the curriculum. These internships fall within the scope of the provisions of Book 1, Title V, Chapter II, Sections 1 and 3 of the Luxembourgish Labour Code ("Code du travail").*
- g. *For each module of the programme, the appropriateness of the workload, the types and methods of assessment and the intended learning outcomes are determined and documented in relation to the descriptors for the corresponding level of the Luxembourg Qualifications Framework, in accordance with the amended Law of 28 October 2016 on the recognition of professional qualifications, and in relation to the number of ECTS credits allocated to each module of the programme.*
- h. *As part of the study programmes leading to the Bachelor's degree, a compulsory period of study at a university or higher education institution abroad, recognised by the competent authority of the State concerned, leads to validation of the courses completed outside the home institution. The conditions under which individual exemptions may be granted to a student are clearly defined.*
- i. *Programmes preparing for regulated professions within the meaning of the amended Law of 28 October 2016 on the recognition of professional qualifications⁸ comply with the legislative and regulatory requirements governing the regulated profession concerned. This compliance is established by means of a detailed report drawn up by the competent minister responsible for the profession concerned. This report is a mandatory part of the accreditation file.*

The Bachelor in International Sport Management (BISM) is a three-year, 180 ECTS programme offered by LUNEX since 2017. The documentation indicates a substantial increase in the need for people for managing, coordinating, and administrating sporting organisations and organisations involved in sport. The BISM aims to equip students with business skills involving event management, marketing, financial planning, operations, human resources, and community engagement planning, organising, applied to sports settings and with the necessary knowledge in areas such as sport analytics, ethics, sustainability, and the social impact of sports. The programme prepares students for the role of sport manager, which is not a regulated profession in Luxembourg or other countries.

Since the previous accreditation procedure, 75% of the modules, corresponding to 85-90% of the ECTS credits have been maintained. The adjustments of the **curriculum** include the addition of a module on employability skills and elective modules. Also, two new specialisation tracks, 'Football Business & Athlete Management' and 'Sport Marketing & Event Management' students can choose from the second year onwards, have been introduced. The panel learned that the latter is the more popular track and that specialisations are only run when they are chosen by at least five students.

The **programme** is organised into six semesters of 30 ECTS credits, comprising a total of 27 modules, including 22 core modules, five specialisation modules and additional electives (15 ECTS). Modules are taught sequentially. Students explicitly expressed their appreciation for this approach, that allows them to focus on one subject at the time and study a course in depth. The module hours (25–30 hours per ECTS credit) are calculated based on approximately eight hours of direct contact per ECTS credit (through lectures, practical sessions, seminars, and laboratory sessions) and 17 hours of self-directed study (including readings, practice, tasks, and exam preparation). The first, second and fourth semester consist of six modules, each worth 5 ECTS credits. The third semester consists of an elective, two core modules and a specialisation module each of 5 ECTS credits, and a core module of 10 ECTS. The fourth semester consists of electives for 10 ECTS, two core modules and two specialisation modules of 5 ECTS. The fifth semester comprises two core modules and two specialisation modules of 5 ECTS and of the professional internship of 15 ECTS. The final module concludes the study with two core modules (of 5 and 10 ECTS) and the bachelor dissertation of 15 ECTS. Students can choose of the specialisations or a generic path without specialisation.

The BISM programme has identified 4 **programme learning objectives** and 12 corresponding **programme learning outcomes**, which are divided into knowledge, specific skills and attitude. The panel found, based on the reaccreditation document and its annexes, that the learning goals of the BISM modules collectively cover the programme's objectives and learning outcomes. A table indicating how the modules contribute to achieving the programme's learning outcomes is provided.

The panel had some questions about the programme's focus. Firstly, according to the panel the programme objectives insufficiently demonstrated the international focus of the programme and could be suitable for a 'regular' sport management programme. The programme management clarified that both contextual and content factors contribute to the programme's international nature. Regarding the former, the international nature of the staff and the fact that LUNEX attracts international students were mentioned. Currently, only 38% of the student body is Luxembourgish, while the others are a diverse, international group. Regarding the latter: the modules contain international components on EU policies and multicultural aspects in the workplace.

Secondly, the panel inquired how the programme addresses the diverse sectors – profit and non-profit – that it prepares its students to enter. The staff explained that the business skills students acquire are essential across all sectors. While some modules are more focused on non-profit contexts and other more on business-oriented setting, they are convinced that all modules add value regardless of the sector in which students pursue their careers after graduation.

Thirdly, the panel wanted to better understand the extent to which the societal impact of sport management e.g. the social return on events, the creation of social cohesion, the impact on vulnerable population groups, has been incorporated in the programme. The staff explained that elements such as constructive interaction with people, sports sustainability, the PPP framework, corporate responsibility and the creation of social ties are at the core of the programme. While the panel appreciates the attention paid to these topics, it suggests making the programme's focus on these aspects more explicitly visible.

The panel initially questioned the ratio of 8 hours of contact time per ECTS credit compared to 17 hours of **self-directed study**. However, it found that a comprehensive overview and description of self-study, in relation to workload, is provided alongside contact hours, and that students consider the balance between self-study time and workload to be both feasible and effective. The students said they feel comfortable with the practical organisation of the modules: during the first weeks of the module the focus is on in-class hours, whereas in the consecutive weeks there is time to process the course material. Students indicated that the **workload** progressively increases throughout the programme.

The BISM programme includes diverse forms of **practical** teaching. According to the documentation, around 60% of the total contact hours are related to seminars, case-studies, meetings and practical learning. Additionally, diverse field trips are organised to give students the opportunity to engage and gain experience with their future professional work field. The students were enthusiastic about their trip to the Roland Garros facilities in Paris and appreciate the practical experience they gain at LUNEX, through guest lectures and through the diverse curriculum in which diverse sports are addressed. They feel prepared for professional roles in the sport management world. However, overall, they would welcome a more hands-on approach and even more opportunities to gain practical experience.

In the fifth semester, students engage in an **internship** in a sport organisation, where they are assigned specific projects in which they can integrate their knowledge and skills. The students the panel could speak with indicated that their internship had been too short, but in the meantime, it has been prolonged to 360 hours. Students are provided with a list of approved Host Organisations from which they may choose, or they can arrange a placement independently. Internship approval is handled by the Internship Officer or, in case of higher risk, by the Head of Department and the Head of Administration. LUNEX employs internship agreements that regulate the internship experience and delineate roles and responsibilities for all stakeholders. LUNEX Internship Mentors and Internship Officers oversee students during their internships. Following the internship, students submit a reflective internship report, along with video submissions and an hour log. Students are assessed by both the Internship Mentors and host internship coordinators, who evaluate the students' performance via a questionnaire. The panel noted that LUNEX maintains the quality of internships by establishing strong relationships with partner organisations, by having an internship charter to clarify roles and responsibilities in place, and by enabling efficient mutual feedback through the Internship Office.

The panel learned that student **attendance rates** can sometimes be low. Students told the panel that sometimes only five out of the 20 enrolled students are present because some of the students work part-time or have obligations as athletes. Nevertheless, the academic staff make concerted efforts to increase attendance, as they have observed a clear correlation

between attendance, academic success, and group cohesion. Examples are process evaluation and in-class tasks which require attendance and personal contact with absent students.

In response to the Higher Education Law of 21st July 2023, at the time of the site visit, LUNEX was in the process of formalising the procedure for the **compulsory study abroad** component, by defining the conditions for course validation and individual exemptions. The panel learned from the additional information that currently, very few students undertake a study abroad. During the 2023-2024 academic year, for example, 13 students of the PT, SES, and ISM programmes, (out of 610 enrolled in these three programmes) completed their traineeships abroad, and only 3 spent a study period abroad. The panel learned during the conversations that securing placements abroad is more feasible than finding international institutions that offer programmes with equivalent courses at the required level. Programmes with electives, such as the BISM programme, may have an advantage as these electives are easier to replace with courses abroad. However, LUNEX mentioned that many LUNEX students are French, making Luxembourg a foreign country for them and their study at LUNEX an international experience in itself. Since these students have already taken out loans to finance their studies, it is highly probable that many will apply for an exemption.

The students of the BISM programme are convinced that spending time abroad brings added value to one's study. They reported some issues during their attempts to find a partner institute: they experienced that the list of partner universities was not up to date, and they missed practical information concerning the application process. The panel recommends LUNEX to support and stimulate students to engage in an exchange programme and centralize all information at one location, e.g. as a module on Canvas. In doing so, students can access up to date information at any time and be informed about all procedures.

7.1.1.1 Conclusion assessment area 2 for the BISM programme

The BISM programme **meets** the assessment criteria of Assessment area 2.

7.1.2 Assessment area 3: Admission, evaluation, certification

Assessment area 3 is detailed in the following assessment criteria:

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

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

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

The panel was informed that **admission** to the BISM programme requires applicants to possess a secondary school diploma and demonstrate B2-level English proficiency, as defined by the Common European Framework of Reference for Languages. General requirements are publicly accessible on the LUNEX website, with more detailed information provided in the programme brochure. During the online Application Days, candidates must pass an English language test, as the BISM programme is delivered entirely in English. Applicants who do not meet the admission criteria may enrol in the Pre-Bachelor Foundation Programme, a one-semester course designed to provide foundational knowledge in English.

The panel was informed that the BISM programme currently enrolls 20 to 30 students, but with this number the programme has not yet reached its maximum capacity. Only one in four students is female. To address this **gender** imbalance, LUNEX implements specific measures, such as portraying a more balanced mix of students in promotional materials. The panel observed that the programme operates in a highly competitive market, with universities in Germany and France offering similar programmes at lower tuition fees. The panel encourages LUNEX to more clearly define its key performance indicators for the programme and enhance promotional efforts to attract a larger and even more diversified student cohort.

LUNEX conducts the online entrance tests weekly throughout the year and operates on a first-come, first-served basis. Although the panel found the information regarding tuition fees – which are listed on the website as monthly fees but could be interpreted as yearly fees – somewhat unclear, students reported that the financial requirements are otherwise transparent to them.

Prior bachelor-level learning and professional experience can be accredited through a formalised **Accreditation of Prior Learning** Experience (APLE) process, which is clearly described in Annex 10.

From the documentation, the panel determined that LUNEX ensures constructive alignment between module learning outcomes and corresponding **assessments**. The BISM programme employs both summative and formative assessment methods, including written and oral exams as well as presentations, to evaluate knowledge and practical application. However, the panel noted a predominance of presentations and group work in assessments. Faculty explained that public speaking is a critical skill for future sport managers and is therefore frequently practiced, although presentations typically constitute a small portion of module evaluations. Students reported that the programme has already incorporated their feedback by complementing presentations with short papers (1,000 to 2,000 words). They also communicated their concerns regarding the prevalence of group assessments to the programme management.

Additionally, the panel had concerns about the workload of certain modules. For instance, the 5 ECTS Digital Sport Marketing module (BSM-ME04) provides 40 hours of independent preparation for a 1500-word paper and 20 hours for process evaluations, including in-class tasks. Possibly, the allocated hours for these tasks are overly generous.

Consequently, regarding the assessment of the BISM programme, the panel recommends that LUNEX reduce the proportion of group assessments to allow students to demonstrate their individual knowledge and skills, monitor the workload associated with assessments, and develop a matrix providing a clear overview of assessment methods for each module.

The programme culminates in a 7000-word **bachelor's dissertation** (15 ECTS), which may take the form of a research article or a business report analysing a sport organisation's issue through data collection and analysis. Students receive up to eight hours of supervision from an assigned supervisor. The dissertation builds upon foundational academic skills introduced in the Learning in Sport (BSM01) module, data analysis techniques from the Sport Analytics (BSM09) module, and research methods covered in the Research Methods for Collective and Exploiting Data module (BSM17).

Assessment procedures are communicated to students through the student portal, the detailed module handbook, and during the Induction Session on the first day of the academic year, as well as during the introductory lecture of each module. At the end of each module, an exam information session is held. Students reported that information about assessments is transparent, and they valued that their feedback regarding assessments is taken into consideration. In modules with diverse assessment methods, they feel they can compensate for weaknesses in one area with strengths in another. They appreciate that their lecturers are approachable for feedback.

Core modules of the BISM programme incorporate up to one-fifth of synchronous online sessions and asynchronous activities, such as online Q&A sessions or seminars. Additionally, the curriculum includes fully **online** elective modules in the final semester, accounting for 15 ECTS in total. Students complete these modules at their own pace, utilising course materials accessible via the learning platform. These materials include core readings, video content, exercises, and tasks designed to replicate on-campus activities and track students' progress. Students must pass tests to advance, after which they complete assessments. Module coordinators provide support for online modules.

While the panel was convinced of the quality of the online offerings, it noted that LUNEX occasionally relies on online classes due to insufficient room availability on campus. Students reported that space constraints sometimes were 'a bit tricky'. They explained they often resort to using the national library, staying on campus after lectures, or forming online Teams groups for group work during self-study periods. Although students have found solutions, the panel observed that students sometimes are compelled to adopt creative measures due to lack of on-campus space. As indicated earlier, although the facilities at COQUE are well placed in a sports environment context for the students of the ISM programme, students should be informed about the multi-campus organisation well ahead, given the possible effect on student housing location, especially for international students. Also, there might be risks for decreased "LUNEX community building" when classes are spread over different locations. If LUNEX's strategic plans incorporate expanding on additional educational programmes, LUNEX should act upon creating more space for teaching purposes.

As discussed in the institutional assessment areas section, **internationalisation** is a strategic goal at LUNEX. The 'Action Plan for Recruiting, Managing and Integrating International Students at LUNEX' (Annex 11) addresses all aspects of the international student experience. The panel learned from international students that LUNEX's focus on the integration of international students has increased. The integration days, various welcome activities, and assistance with administrative procedures are highly appreciated. However, international students indicated that integration into the predominantly French-speaking student body can sometimes still be challenging, particularly due to the limited student facilities, such as student accommodation and a canteen that would contribute to integration.

The **diploma** is accompanied by a **diploma supplement** and complies with legal provisions.

7.1.2.1 Conclusion assessment area 3 for the BISM programme

The BISM programme **meets** the assessment criteria of Assessment area 3.

7.1.3 Assessment area 4: Implementation of the programme

Assessment area 4 is detailed in the following assessment criteria:

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

The overview '**Staff Expertise** Matching Learning Outcomes Bachelor in International Sport Management (Annex 22), which includes brief biographies, knowledge, skills, attitudes, and expertise of each academic staff member linked to the programme's learning outcomes, demonstrates that the teaching staff at LUNEX possesses the necessary expertise to effectively teach the modules and enrich them with relevant research experience and (sport) management knowledge. The panel deduced from this overview, as well as from the staff's academic qualifications (Annex 36), that the teaching staff is diverse in terms of nationality, research expertise, and academic qualifications, and that they exhibit a high level of expertise. The panel notices that research experience and expertise is very diverse in this team. At the time of the site visit, the BISM programme is run with five people (3 FTE). As one staff member left LUNEX, the institute intends to hire a new senior staff member and a PhD student. The link with the professional field will be intensified because the programme intends to hire people who also have relevant professional experience. The panel suggests integrating Annexes 36 and 22 to

provide a more practical overview of LUNEX's staff. Also, the panel wishes to stimulate LUNEX to be more proactive in engaging female lecturers. Modules are predominantly taught by permanent lecturers, with less than 10% of the modules delivered by external lecturers.

The panel learned from the documentation that BISM staff attended eight hours of curriculum development workshops in November 2023 and takes part in a workshop on assessment before the start of each semester. Additionally, **staff training** is regularly offered on a range of academic topics, and staff members are encouraged to participate in national and international conferences as well as in the ERASMUS+ programme. While the panel welcomes these initiatives, it recommends LUNEX develop a structured plan for the professional development of academic staff, clearly indicating goals, outcomes, outlining a more systematic approach to gathering feedback and ensuring that information is shared among colleagues.

The conversation with the BISM students revealed that overall students feel well-informed about practical matters. They mentioned LUNEX's use of emails, for example to communicate internship opportunities, and the Canvas platform for general **information** regarding modules and assessments. Module outlines generally are made available two weeks before the courses start. However, students noted that timetables for the upcoming semester are sometimes communicated late and may be subject to changes of timing and location. This occasionally makes it challenging for students to organise their schedules effectively. International students, in particular, who need to book flights to their home countries in advance, emphasised that receiving the schedule further in advance would be of great help. The panel had the impression that the delayed communication of somewhat dynamic schedules might be related to space constraints. It suggests LUNEX to overcome this and provide students a set timetable enough in advance so that students can do personal plannings.

From the materials and discussions, the panel learned that teaching staff, programme leaders, and coordinators make every effort to engage and **support students** throughout the programme. They are highly approachable, offering assistance to students who have questions or require advice. LUNEX uses a Student Portal and the LMS Canvas, which the panel found well-organised, and which indicates, for each module, who to contact for further information. Additionally, teaching assistants are present during practical classes to ensure that the student-to-staff ratio remains below 1:25.

LUNEX has introduced several measures to enhance students' academic success and integration into student life. The members of the **Student Experience Team** explained that they are responsible for ensuring that students can transition smoothly into their studies. They assist students with scholarship documents, access to necessary platforms, and accommodations for disabilities. Throughout the year, they organise activities such as Integration Day – a day for non-EU students aimed at community building – Induction Day, which helps students familiarise themselves with the institution and its systems, and Network Thursdays, among others. The institution has created support mechanisms for students facing personal or academic difficulties. Students reported positive experiences with the **Student Support Officer**, who is available for individual or group advice. LUNEX also collaborates with an external psychologist specialised in stress and anxiety related to exams. According to the students, this individual provides workshops on psychological issues, and each student is entitled to one free session of individual counselling. The **Student Union (LSU)** also plays an important role in student integration: in addition to organising social events, it offers peer tutoring, for example,

to help international students learn French. Finally, students who are struggling academically can have their study loads reduced, thus providing them with more time to gain their credits. LUNEX identifies students with such difficulties quickly, typically after the first semester. The panel learned from the discussions that approximately 130 students are currently on individual trajectories. According to LUNEX, the reduced dropout rates – from 20% to 12% – are a result of the institution’s significant investments in student support measures like these.

LUNEX has also implemented a comprehensive **inclusion policy** in line with the Convention on the Rights of Persons with Disabilities (CRPD), ensuring that students with disabilities – defined as those with long-term physical, mental, intellectual, or sensory impairments – can fully and effectively participate in academic life. Students for example noted that exam accommodations are provided for dyslexic students.

7.1.3.1 *Conclusion assessment area 4 for the BISM programme*

The BISM programme **meets** the assessment criteria of Assessment area 4.

7.2 **Conclusion (Bachelor in International Sport Management)**

To conclude, the panel is convinced of the overall quality of the BISM, which meets all the underlying criteria of the assessment areas. The programme has a coherent curriculum, to which a module on employability skills, elective modules, and two specialisation tracks have been added. The learning goals of the BISM modules collectively cover the programme’s objectives and learning outcomes. The programme includes diverse forms of practical teaching, including seminars, case-studies, meetings, practical learning and field trips. LUNEX ensures constructive alignment between the learning outcomes of each module and the corresponding assessments. The panel was convinced of the quality of the online offerings and of the support students receive while completing them. The panel was impressed about the extent to which teaching staff, programme leaders, and coordinators make every effort to engage and support students throughout the programme.

The programme management could enhance the quality of the programme even more by addressing the following recommendations:

- Support and stimulate students to engage in an exchange programme. Centralise all information on internships and exchange in one module, e.g. on Canvas.
- Concerning the assessment:
 - Reduce the proportion of group assessments to allow students to demonstrate their individual knowledge and skills.
 - Monitor the workload associated with assessments.
 - Develop a matrix providing a clear overview of assessment methods for each module and their alignment with the learning outcomes and objectives of the programme.
 - Make sure that in learning trajectories over the three bachelor years, there is an evolution in educational objectives. A framework that could be used is Bloom’s Taxonomy (<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>)
- Develop a structured plan for the professional development of academic staff, clearly indicating goals, outcomes, outlining a more systematic approach to gathering feedback and ensuring that information is shared among colleagues.

The institutional recommendations listed in paragraph 4.2 also apply to each of the programmes.

Overview assessments:

| Assessment area | | Judgement |
|--------------------------|---|------------------|
| 1 | Organisation, strategy and sustainability of the SHEI | MET |
| 2 | Aims and objectives of the study programme | MET |
| 3 | Admission, evaluation, certification | MET |
| 4 | Implementation of the programme | MET |
| 5 | Research | MET |
| 6 | Quality assurance measures | MET |
| Overall judgement | | MET |

8 Annexes

8.1 Annex 1: Composition of the panel

- Prof. Dr. Martine Thomis (chair), Full Professor and Vice Dean for Education of the Faculty of Movement and Rehabilitation Sciences, KU Leuven, Belgium
- Prof. Dr. Inge Derom, Associate Professor at the Department of Movement and Sport Sciences in the Faculty of Physical Education and Physiotherapy at the Vrije Universiteit Brussel, Belgium
- Dr. Jorit Meesters, Professor of Applied Sciences Rehabilitation and Technology at The Hague University of Applied Sciences, the Netherlands
- Dr. Emiel van Trijffel, Manager ZGT Academy, Hospital Group Twente and Board member, Civo Zorgopleiders, the Netherlands
- Prof. Dr. Pamela Wicker, Professor for Sport Management and Sport Sociology in the Faculty of Psychology and Sports Science, Bielefeld University, Germany
- Mr. Ömer Faruk Sönmez (student), MSc in Governance and Leadership in European Public Health (2024-2025), Maastricht University, the Netherlands; Master of Public Health (2023-2024), University of Sheffield, UK.

The panel was supported by:

- Inge Verbeeck, secretary trained and certified by NVAO
- Mark Frederiks, senior NVAO process coordinator

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

8.2 Annex 2 – Schedule of the site visit

Monday 21 October 2024

Venue: 50, avenue du Parc des Sports L-4671 Differdange

| | |
|---------------|--|
| 08.30 – 09.30 | Arrival of the panel and preparatory panel meeting (closed) |
| 09.30 – 10.30 | Meeting with institutional management/Board of Directors |
| 10.30 – 10.45 | Break |
| 10.45 – 11.30 | Meeting with the LUNEX Student Council |
| 11.30 – 11.45 | Break |
| 11.45 – 12.45 | Meeting with representatives of the Research Council and the Teaching & Learning Council and Ethics Committee |
| 12.45 – 13.45 | Lunch and panel meeting (closed) |
| 13.45 – 14.45 | Tour of facilities, meeting with facilities managers/staff and demo of online systems |
| 14.45 – 15.30 | Meeting with representatives of the Senate and Staff Delegation |
| 15.30 – 15.45 | Break |
| 15.45 – 16.30 | Meeting with (support) staff members for HR/staff recruitment, internationalisation, student admission and quality assurance |
| 16.30 – 16.45 | Break |
| 16.45 – 17.30 | Meeting with employers and other external stakeholders |
| 17.30 – 18.30 | Panel meeting (closed) |

Tuesday 22 October 2024

Venue: 50, avenue du Parc des Sports L-4671 Differdange

| | |
|---------------|--|
| 08.30 – 09.00 | Arrival of the panel and preparatory panel meeting (closed) |
| 09.00 – 10.00 | Meeting with management of Bachelor in Physiotherapy |
| 10.00 - 10.15 | Break |
| 10.15 - 11.00 | Meeting with students and alumni of Bachelor in Physiotherapy |
| 11.00 - 11.15 | Break |
| 11.15 – 12.00 | Meeting with staff members of Bachelor in Physiotherapy |
| 12.00 – 13.00 | Lunch and panel meeting (closed) |
| 13.00 – 14.00 | Meeting with management of Bachelor in Sport and Exercise Science |
| 14.00 - 14.15 | Break |
| 14.15 - 15.00 | Meeting with students and alumni of Bachelor in Sport and Exercise Science |
| 15.00 - 15.15 | Break |
| 15.15 – 16.00 | Meeting with staff members of Bachelor in Sport and Exercise Science |
| 16.00 - 16.15 | Break |
| 16.15 – 17.15 | Meeting with management of Bachelor in International Sport |
| 17.15 – 18.15 | Panel meeting (closed) |

Wednesday 23 October 2024

Venue: 50, avenue du Parc des Sports L-4671 Differdange

| | |
|---------------|--|
| 08.30 – 09.00 | Arrival of the panel and preparatory panel meeting (closed) |
| 09.00 – 09.45 | Meeting with students and alumni of Bachelor in International Sport Management |
| 09.45 - 10.00 | Break |
| 10.00 – 10.45 | Meeting with staff members of Bachelor in International Sport Management |

- 10.45 – 11.00 Break
11.00 - 11.30 Optional clarification meeting with institutional or programme management
11.30 – 13.40 Panel meeting and lunch (closed)
13.40 - 14.00 Short feedback by the panel to LUNEX regarding the preliminary findings

Only for panel chair, secretary and process coordinator:

- 15.00 - 15.30 Briefing at the Ministry of Research and Higher Education of Luxembourg
18-20 Mont de la Pétrusse, 2327 Luxembourg

8.3 Annex 3 – Documents reviewed

- Accreditation file
- Annexes to the request for accreditation:
 - ANNEX 01 - LUNEX Personnel Recruitment Policy
 - ANNEX 02 - LUNEX Rules for the Appointment of Professorships
 - ANNEX 03 - LUNEX Visiting Lecturers Selection and Compensation Policy
 - ANNEX 04 - LUNEX Partnerships & Collaborations Table
 - ANNEX 05 - Module Handbook - Bachelor in Physiotherapy 2025 - 2029
 - ANNEX 06 - Response to Ministry of Health Report
 - ANNEX 07 - LUNEX Practice Placements Implementation Guideline – Bachelor in Physiotherapy
 - ANNEX 08 - Policy for Student Period of Study Abroad
 - ANNEX 09 - Student Recruitment, Selection and Admissions Policy
 - ANNEX 10 - Policy for the Accreditation of Prior Learning and Experience
 - ANNEX 11 - Action Plan for Recruiting, Managing and Integrating International Students at LUNEX
 - ANNEX 12 - Staff Expertise Matching Outcomes - Bachelor in Physiotherapy
 - ANNEX 13 - Assessment and Learning Regulations for Students with Disabilities
 - ANNEX 14 - Module Handbook - Bachelor in Sport and Exercise Science 2025-2029
 - ANNEX 15 - Programme Workload Bachelor Sport and Exercise Science
 - ANNEX 16 - Internship Implementation Guideline - Bachelor in Sport and Exercise Science
 - ANNEX 17 - Bachelor in Sport and Exercise Science – Programme Objectives and Programme Learning Objectives Alignment
 - ANNEX 18 - Staff Expertise Matching Learning Outcomes of the Bachelor in Sport and Exercise Science
 - ANNEX 19 - Module Handbook - International Sport Management 2025 - 2029
 - ANNEX 20 - Workload Overview - Bachelor in International Sport Management
 - ANNEX 21 - Internship Implementation Guideline - Bachelor in International Sport Management
 - ANNEX 22 - Staff Expertise Matching Outcomes - Bachelor in International Sport Management
 - ANNEX 23 - LUNEX Research Outcomes from 2019
 - ANNEX 24 - LUNEX Research Fundraising Table
 - ANNEX 25 - LUNEX University Ongoing Research Project Table
 - ANNEX 26 - Mapping of Evidence Based Practice – Bachelor in Physiotherapy
 - ANNEX 27 - Quality Assurance Framework
 - ANNEX 28 - LUNEX Student Code of Conduct
 - ANNEX 29 - Academic Misconduct
 - ANNEX 30 - Grievance Policy
 - ANNEX 31 - Whistleblower Policy
 - ANNEX 32 - Student Representation at LUNEX
 - ANNEX 33 - Academic Staff representation at LUNEX
 - ANNEX 34 - Expansion Project Timetable
 - ANNEX 36 -Teaching Staff Highest Qualifications and Academic Recognition
- Additional information sent by LUNEX:
 - Administrative data regarding the SHEI and the programme

- Annex 1 2024.06.18 Response of the Ministry of Health – BPTY
- Annex 2 Strategic Plan 2025-2030
- Annex 3 LUNEX P&L 2023 2024 and 2025
- Annex 4 KPMG Audit Report_31.12.2023_PDFa
- Annex 5 Expansion project timetable
- Annex 6 EXAMPLE OF DIPLOMA
- LUNEX-Assessment regulations
- ON Research Proposals:
 - o LUNEX REC Application Form FULL_v7
 - o Templates for assessment of complexity and risks of a research project
 - o Example 1, use of the short form - survey online
 - o Example 2, use of the short form - Interviews
 - o Example 3, CNER - application to the Ministry of Health, under scrutiny by the Ministry of Health and CNER

On the BPTY Programme:

- BPTY Appendix 4_BPTY19 bachelor final project handbook
- BPTY Main Response Document - Additional Information
- BPTY_Appendix 1.1 BPTY-13_Assignment._Feedback for High Mark
- BPTY_Appendix 1.2 BPTY-13_Assignment._Feedback for High Mark
- BPTY_Appendix 1.3 BPTY-13_Assignment._Feedback for Median 2
- BPTY_Appendix 1.4 BPTY-13_Assignment._Feedback for Median
- BPTY_Appendix 1.5 BPTY-13_Assignment._Feedback for RANDOM
- BPTY_Appendix 1.6 BPTY-13_Assignment_INSTRUCTIONS
- BPTY_Appendix 1.7 BPTY-13_SUBMISSION_High_Mark 2
- BPTY_Appendix 1.8 BPTY-13_SUBMISSION_High_Mark
- BPTY_Appendix 1.9 BPTY-13_SUBMISSION_Median_Mark 2
- BPTY_Appendix 1.10 BPTY-13_SUBMISSION_Median_Mark
- BPTY_Appendix 1.11 BPTY-13_SUBMISSION_RANDOM_Mark
- BPTY_Appendix 2.1. BPTY 13 Grading scheme · sample exam
- BPTY_Appendix 2.2 BPTY 13 sample exam
- BPTY_Appendix 3.1 BPTY13_Palliative care tutorial_answers
- BPTY_Appendix 3.2 BPTY13_Palliative Care
- BPTY_Appendix 3.4 BPTY13_Palliative care tutorial
- BPTY SWOT 2024

On the BSES Programme:

- BSES Main Response Document - Additional Information
- BSES SWOT 2024
- BSES_Appendix 1_BSES14 Assessment Brief and Marking Criteria
- BSES_Appendix 2_BESS19 Performance analysis_Assessment details
- BSES_Appendix 3_BESS21 Dissertation Handbook and Marking Criteria
- BSES_Appendix 4_BESS21_Bachelor dissertation_Examples

On the BISM Programme:

- BISM Appendix 1_BSM11 - Exam questions
- BISM Appendix 2_BSM11-Fundamentals of Sport Marketing_Assignment_brief
- BISM Appendix 3_BSM-ME05- Sport Marketing Project Portfolio_Assignment_brief

- BISM Main Response Document - Additional Information
- BISM SWOT 2024

8.4 Annex 4 – Abbreviations used

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|------|--|
| BISM | Bachelor in International Sport Management |
| BPTY | Bachelor in Physiotherapy |
| BSES | Bachelor in Sport and Exercise Science |
| CAT | Critically Appraised Topic |
| CNER | Comité National d’Ethique de Recherche |
| EC | Ethics Committee |
| ECTS | European Credits Transfer System |
| GEO | Gender Equality Officer |
| LMS | Learning Management System |
| LSU | LUNEX Student Union |
| QA | Quality Assurance |
| QMS | Quality Management System |
| RC | Research Council |
| SHEI | Specialised Higher Education Institution |
| SSLC | Students-Staff Liaison Committee |
| TLC | Teaching and Learning Council |

Colophon

LUNEX S.A.
Combined Assessment • Report
17 December 2024
LU01A-24, LU02A-24 & LU06A-24

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