

# LUNEX Quality Assurance Framework

**Sign-off Page**

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## 1. Foreword

LUNEX is committed to maintaining and continuously improving the quality of its academic provision, governance, and student experience.

This Quality Management and Assurance Framework defines how quality is understood, organised, monitored, lived, and continuously improved across the institution.

The framework brings together:

- institutional quality governance and management principles,
- academic quality assurance and improvement processes,
- systematic stakeholders feedback mechanisms.

## 2. Purpose and Scope of the Framework:

The purpose of this framework is to clearly articulate how LUNEX ensures and improves the quality of its education in a way that is structured, evidence-informed, and student-centred. It aims to:

- describe LUNEX institutional approach to academic quality,
- ensure compliance with the Luxembourg Higher Education Law of 21 July 2023,
- align institutional practices with the European Standards and Guidelines for Quality Assurance in Higher Education (ESG),
- support continuous improvement through reflection, dialogue, and evidence-based decision-making.

The framework applies to all accredited Bachelor and Master programmes, Pre-Bachelor programme and continuous professional development courses, and covers teaching, learning, assessment, student support, and academic governance across the institution.

## 3. Regulatory and Strategic Context

LUNEX quality management and assurance system operates within a clear legal and strategic framework. It is informed by national and European higher education legislation, ESG requirements, and group-level quality management standards, including ISO-certified systems.

The framework is closely aligned with LUNEX institutional strategy, academic regulations, and programme documentation.

## 4. Quality Culture at LUNEX

Quality at LUNEX is rooted in a shared quality culture. We understand quality as something that grows through collaboration, trust, and continuous learning.

This culture is characterised by:

- a shared responsibility for educational quality at all levels,
- respect for academic freedom, integrity, and professionalism,

- openness to feedback and constructive dialogue,
- a strong commitment to inclusivity, equity, and student wellbeing,
- ongoing professional and institutional learning.

The quality assurance processes are designed to monitor standards, but also to support reflection, improvement, and innovation.

## 5. Roles and Responsibilities

Quality assurance is a shared responsibility involving:

- Board of Directors – strategic oversight and accountability
- Academic Director – academic quality and coherence
- Director of Resources and Services – institutional coordination of the Quality Management System
- Quality Assurance team – monitoring, audits, and compliance
- Heads of Department – departmental quality implementation
- Programme Leaders – programme-level quality assurance
- Module Coordinators – teaching and assessment quality
- Institutional bodies – academic governance and review
- Administration - contributes to the quality of academic delivery and student experience
- Students and Alumni – active partners in quality improvement.

## Key Institutional Bodies

Quality assurance is embedded in formal governance bodies, including decisions, recommendations, and actions that are formally minuted and tracked to ensure transparency, accountability, and auditability.

### **The Board of Directors**

Promotes the institution's timely internal and external development.

### **The Senate**

The highest academic authority, deliberative body of the Institution for academic policies, structure, and procedures and is responsible for regulating and directing the academic work of the Institution in teaching, research, and the academic aspects. The Senate reports to the Board of Directors.

### **The Teaching and Learning Council**

Serves to maintain and develop the academic standards of the programmes and the academic activities of the Institution. The Teaching and Learning Council reports to the Senate.

### **The Research Council**

The primary mission is to advise and guide LUNEX on decisions relating to research while maintaining scientific excellence. The Research Council reports to the Senate.

### **The Examination Board**

Organises the provision of examinations and carries out the tasks assigned by virtue of the Assessment Regulations (Bachelor and Master). The Examination Board monitors compliance with and proposes changes specific to the Examination and Assessment Regulation. The Exam Board reports to the Teaching and Learning Council.

### **The Research Ethics Committee (LUREC)**

Institutional body that reviews and oversees all research conducted at or on behalf of LUNEX to safeguard participants' and researchers' rights and welfare and to ensure compliance with LUNEX policies and recognized research-integrity standards (FNR, ALLEA, Singapore and Montreal Statements). Composed of experienced academic staff, LUREC must issue a favorable opinion before any research activity (e.g., advertising, recruitment, data collection) begins, except coursework within accredited modules, and it monitors adherence to approved protocols, requires prior approval for amendments, and may audit study documentation and raw data. Where applicable, LUREC also coordinates with national requirements (e.g., CNER approval) and LUNEX insurers before granting its opinion.

### **The Gender Equality Responsible at LUNEX**

The HR office assumes the Role of Gender Equality Responsible, leads LUNEX gender equality initiatives and ensures legal compliance with policies and regulations.

### **The Staff Delegates**

Are the legally elected representatives of employees within the institution. Their mission is defined mainly by the Labour Code and centres on ensuring the protection of employees' rights and interests.

### **The Institutional Advisory Board**

#### **Structure of the Advisory Board Members**

- Industry Leaders: Executives from relevant industries who can provide insights into current trends and future directions.
- Academic Experts: Distinguished academics from other institutions who can offer perspectives on educational best practices and research opportunities.
- Alumni: Successful graduates who can share their experiences and help bridge the gap between current students and the professional world.
- Community Leaders: Influential individuals from the local community who can help integrate the LUNEX's activities with community needs and opportunities.
- LUNEX Representatives: Senior leaders from LUNEX, such as Member of Board of Directors, Academic Director, Head of Departments and Program Leaders, who provide internal perspectives and updates.

## Functions of the Advisory Boards

### Strategic Guidance

- Offer advice on long-term strategic planning and vision for LUNEX.
- Provide insights into industry trends and future directions that can impact academic programs and research initiatives.

### Curriculum Development:

- Assist in the development and refinement of academic programs to ensure they meet current industry standards and future needs.
- Help establish partnerships for internships, co-op programs, and job placements for students.

### Fundraising and Resource Development:

- Support the LUNEX fundraising efforts by leveraging their networks and influence.
- Advise on strategies to secure funding from various sources, including government grants, private donations, and corporate sponsorships.

### Community and Industry Engagement:

- Facilitate connections between LUNEX and the business community, government agencies, and non-profit organizations.
- Promote LUNEX activities and achievements within their networks to enhance its reputation and influence

### Review and Feedback:

- Provide critical feedback on LUNEX performance and suggest areas for improvement.
- Review the outcomes of key initiatives and programs to ensure they align with LUNEX goals.

### Advocacy and Promotion:

- Act as ambassadors for LUNEX, promoting its mission, programs, and successes to a broader audience.
- Advocate for LUNEX's interests in various forums and help build its public profile.

## Activities of the Institutional Advisory Board Meetings

### Reviewing Progress Reports:

- Assessing updates on ongoing projects, initiatives, and overall performance.

### Discussing Strategic Issues:

- Addressing major strategic issues, such as expansion plans, new program development, and research focus areas.

### Providing Feedback:

- Offering constructive feedback on specific proposals, initiatives, or challenges presented by LUNEX leadership.

### Networking Opportunities:

- Facilitating networking opportunities for board members with faculty, students, and other stakeholders.

**Special Presentations:**

- Attending presentations by faculty or students on recent research, innovative projects, or significant achievements.

**Study Programme Advisory Boards**

Regular and formal exchanges are maintained during the whole year with relevant organizations from the sport sector and the health sector.

Discipline Advisory Boards have been constituted to provide stakeholder input into the ongoing development and quality control of the different study programmes.

**6. Vision on Teaching and Learning**

LUNEX vision on teaching and learning is grounded in its mission is to be an internationally recognised European hub for health, sport science and management. The vision is articulated through three interrelated ambitions:

1. High-quality, evidence-based education aligned with developments in sport, health, and related professions
2. Transformative learning experiences that develop autonomous, reflective, and engaged graduates
3. Employability and societal impact, enhancing national and international career prospects regardless of students' background.

These ambitions guide curriculum design, teaching methods, assessment strategies, and quality assurance processes.

**Teaching Philosophy and Didactic Principles**

Teaching at LUNEX is based on the following principles:

- Student-centred didactics and active learning;
- Research-led and practice-informed teaching;
- Interactive and collaborative learning environments;
- Modular programme design and constructive alignment;
- Holistic development of academic, professional, and personal competences.

Lecturers are expected to create inclusive, engaging learning environments and to continuously reflect on and improve their teaching practice.

**Teaching Excellence and Lecturer Professionalisation**

Teaching excellence is defined through progressive expectations aligned with academic career stages:

- **Lecturer:** high-quality pedagogical skills, innovative teaching approaches, responsiveness to feedback;
- **Senior Lecturer:** excellence in teaching, leadership at module and programme level, integration of research or professional practice;

- **Professorship (Assistant Professor, Associate Professor and Professor):** outstanding teaching and supervision, academic leadership, responsibility for programme quality and accreditation, contribution to institutional education policy.

Teaching excellence is supported through continuing professional development, peer review, and institutional support structures.

### **Ownership, Programme Cohesion, and Inclusivity**

Lecturers and module coordinators hold primary responsibility for teaching quality. Degree programmes are designed using an intended learning outcomes approach, ensuring alignment between learning outcomes, teaching methods, and assessment.

Quality assurance cycles explicitly address diversity, inclusion, accessibility, student wellbeing, and workload feasibility. Student engagement and partnership are integral to teaching and learning at LUNEX.

## **7. Academic Quality Assurance Stakeholders**

The Quality Assurance system at LUNEX is fed by evidence. It operates on data, feedback, and performance indicators collected from or reported by all units of the institution.

### **- Students**

Education at LUNEX is founded on the principle that students are active participants in their own learning. Teaching and learning activities are therefore designed to promote active engagement, autonomy, and responsibility, through student-centred didactic approaches, interactive learning formats, and modular programme structures that support self-management and progressive learning development.

LUNEX seeks to engage students not only through active forms of learning, but also by continuously enhancing educational quality on the basis of student feedback. Students are expected to play an active role in the quality assurance of their learning experience, both at module and programme level, by providing constructive and reflective feedback. This includes participation in surveys, programme committees, and other formal consultation and representation mechanisms.

Student input is systematically considered within quality assurance cycles and contributes directly to the ongoing improvement of teaching, learning, and the overall student experience.

### **- Graduates**

LUNEX values the systematic involvement of alumni and representatives from the professional field in the continuous development of its degree programmes. Alumni feedback provides valuable insight into the extent to which programmes prepare graduates for professional practice and support their transition to the labour market in the context of evolving societal and sectoral needs.

Through structured engagement with alumni and the professional field, LUNEX seeks to future-proof its programmes and exit qualifications, ensuring that graduates are well prepared for a dynamic, interdisciplinary, and international labour market.

- **Academic staff**

The academic staff have opportunities to express their views and participate actively in decision-making processes through structured representation on various bodies and committees.

- **External stakeholders** (institutional / discipline advisory boards, supervisory board)

External stakeholders from the sport, health, and related professional sectors contribute to programme development by sharing perspectives on current and emerging developments within the field. This input supports the ongoing adaptation of curricula, learning outcomes, and assessment strategies to ensure their continued relevance and academic and professional integrity.

- **Administration**

Ensure that support services contribute to the quality of academic delivery and student experience and is subject to quality monitoring and continuous improvement of its own.

Administration contributes to quality assurance by:

- ensuring the accuracy, reliability, and traceability of institutional data
- supporting admissions, enrolment, academic progression, and graduation processes
- maintaining digital systems used for documentation, evaluation, and monitoring
- facilitating student support services, accessibility measures, and wellbeing structures
- providing operational insight to management through reporting and data analysis
- participating in continuous improvement initiatives.

- **Marketing and Communication**

Marketing works closely with academic leadership and administration to ensure that all external communication reflects the approved curriculum, institutional strategy, and regulatory requirements

Its role within the Quality Management System includes:

- compliance with ESG standards regarding public information and transparency
- communicating institutional values, educational vision, and quality commitments
- monitoring market trends and competitor developments to inform strategic planning.

## **8. Tools supporting the Quality Management**

Quality processes are supported by integrated digital systems, including:

- Microsoft 365 (documentation, collaboration, version control)
- Student management software
- Learning management software
- Surveys and evaluations software
- Internship and placement management software
- Student recruitment software

- Human Resources and financial software

These tools ensure data integrity, traceability, and evidence-based quality assurance.

## 9. Quality Assurance Feedback Instruments

### Role within the Framework

Surveys and structured feedback mechanisms form a core pillar of the LUNEX quality system. They operationalise student-centred learning and stakeholder engagement in line with ESG.

All feedback instruments are embedded in quality assurance cycles and systematically translated into improvement actions.

Data is systematically collected, analysed, discussed in management meetings and used to inform:

- Strategic planning
- Programme improvement
- Resource allocation
- Continuous quality improvement

The decisions / action plans are communicated back to the stakeholders.

This creates a cycle of evidence-based improvement that supports both compliance with the standards and a strong quality culture.

### Overview of Instruments

LUNEX implements the following instruments for academic quality.

1. Module Evaluation Surveys
2. Programme Review and Annual Evaluation
3. Student Satisfaction Survey
4. Graduate Survey
5. Internship and Clinical Placement Surveys
6. Student Representation and Consultation Feedback
7. Advisory Board meetings
8. External Evaluation and Accreditation Feedback

#### 1. Module Evaluation Surveys

**Purpose:** Evaluate teaching quality, workload, assessment methods, and alignment with learning outcomes.

**Frequency:** After each module.

**Use:** Immediate improvement actions, aggregation for programme review, staff development.

## **2. Programme Review and Annual Evaluation**

**Purpose:** Assess programme coherence, standards, progression, and relevance.

**Frequency:** Annually.

**Use:** Curriculum enhancement, strategic academic planning, accreditation evidence.

## **3. Student Satisfaction Survey**

**Purpose:** Evaluate services, facilities, wellbeing, and campus life.

**Frequency:** Twice per year.

**Use:** Improvement of student support services and infrastructure.

## **4. Graduate Survey**

**Purpose:** Monitor employability, further study, and programme relevance.

**Frequency:** Annually

**Use:** Curriculum relevance, external reporting, accreditation.

## **5. Internship and Clinical Placement Surveys**

**Purpose:** Assure quality, safety, and learning effectiveness of placements.

**Frequency:** After each placement.

**Use:** Provider approval, risk assessment, enhancement of practice-based learning.

## **6. Student Representation and Consultation**

Student voice is embedded through Programme Committees, councils, and liaison structures. Feedback is documented and integrated into quality processes.

## **7. Advisory Board Meetings**

LUNEX maintains regular, formal exchanges with the professional circles in the Grand Duchy of Luxembourg involved in the study programmes.

## **8. External Evaluation and Accreditation Feedback**

External audits and accreditation reviews provide independent validation and enhancement input, monitored through action plans and follow-up reporting.

## **Integration of Evidence and Continuous Improvement**

Evidence from surveys, assessments, audits, and governance discussions is analysed and used to:

- identify risks and strengths,
- identify and define improvement priorities,
- monitor the effectiveness of implemented actions,
- ensures a transparent and closed quality feedback loop.

## 10. Quality Assurance of Research and Ethics

LUNEX ensures that all research activities are conducted in accordance with the highest standards of scientific quality, integrity, and ethical responsibility. The quality assurance of research is embedded within the institutional Quality Assurance system and aligned with:

- the European Standards and Guidelines for Quality Assurance in Higher Education (ESG),
- internationally recognised research integrity frameworks
- national requirements and funding body expectations.

This section applies to all research conducted by LUNEX staff, students, and collaborators under the institutional remit.

Research quality at LUNEX is defined through:

- Scientific excellence: production of rigorous, peer-reviewed, and impactful research outputs
- Relevance and societal impact: contribution to health, sport science, and management fields
- Integrity and transparency: adherence to ethical standards, reproducibility, and responsible conduct
- Integration with teaching: incorporation of research into curricula and student learning
- Continuous improvement: systematic monitoring of research performance and outcomes.

The Research Council plays a central role in defining standards for research excellence and impact evaluation.

### **Governance and Responsibilities**

Research quality assurance is ensured at the level of:

#### Research Council

- Develops the research strategy, policies, and priorities
- Defines standards for evaluating research quality and impact
- Monitors research performance through defined indicators
- Promotes interdisciplinary collaboration and research development
- Reports to the Academic Director and the Senate.

#### Research Ethics Committee (LUREC)

- Reviews and approves all research involving human participants prior to commencement
- Ensures compliance with ethical, legal, and institutional standards
- Monitors compliance to approved protocols
- Reports to the Academic Director and the Senate.

#### Academic Director and Senate

- Provide oversight of research quality and alignment with institutional strategy.

#### Academic Staff

- Ensure compliance with ethical standards and research integrity principles
- Maintain accurate documentation and data management practices
- Engage in continuous professional development in research methods and ethics.

#### **Research Quality Monitoring**

Research performance is monitored through indicators as defined in the Research Strategy.

#### **Integration into the Quality Assurance Cycle**

The research quality assurance is integrated into the institutional Quality Assurance cycle through:

- Annual reporting and review of research activities
- Research Council evaluations and recommendations
- Feedback loops into teaching and programme development
- Informing the accreditation and external evaluation processes
- Dissemination of research outcomes to stakeholders
- Promoting a culture of research integrity.

The cooperation between the Research Council and the Research Ethics Committee is a guarantee that quality and ethics are not treated separately but as integrated dimensions of research excellence.

### **11. Continuing Professional Development (CPD) and Lifelong Learning**

LUNEX recognises Continuing Professional Development (CPD) as non-degree learning activities. CPDs are integrated within the institutional Quality Assurance framework as follows:

- CPDs are governed by a formal institutional framework ensuring academic quality, ethical standards, and alignment with institutional strategy
- All CPDs follow a structured design and approval process, including defined learning outcomes, pedagogical coherence, and market validation
- Data on participation, completion, satisfaction, and impact of CPDs are systematically collected and used for improvement and strategic decision-making.

#### **Academic Quality and Ethical Standards in CPDs**

All CPDs must comply with:

- academic rigor and evidence-based content
- alignment with European frameworks
- institutional research and ethics standards, where CPDs involve research-related content or data.

Programmes are evaluated against defined quality criteria, including academic coherence, professional relevance, feasibility, and ethical compliance.

#### **Monitoring and Continuous Improvement**

CPDs are monitored using defined indicators, including:

- enrolment and participation rates
- completion and drop-out rates
- learner satisfaction and feedback
- professional impact and employability relevance
- financial and market performance.

## **12. Managing Change and Review**

Changes to policies, procedures, or programmes may be triggered by:

- feedback and evaluation results
- audit or accreditation outcomes
- legal or regulatory changes
- strategic institutional priorities.

All changes follow a controlled process of consultation, approval, documentation, communication, and implementation.

## **13. Use and Audience**

This Integrated Quality Management and Assurance Framework is intended for:

- LUNEX management and staff
- students and student representatives
- external audit and accreditation bodies.

It serves as the single, authoritative reference document for educational quality assurance and enhancement at LUNEX.

## **14. Review and evaluation**

The effectiveness of the policy will be reviewed every three years or as necessary.