



International evaluation

EVALUATION REPORT

Erasmus Mundus Joint Master GOALS - GOVERNANCE & Administration of Leisure and Sports

University of Lille (France)
the University of Lisbon (Portugal)
Mykolas Romeris University (Lithuania)
Nicolaus Copernicus University (Poland)
LUNEX (Luxembourg)

NOVEMBER 2024



The Erasmus Mundus Joint Master GOALS - GOVERNANCE & ADMINISTRATION OF LEISURE AND SPORTS INTERNATIONAL consortium has mandated the Hcéres to perform the evaluation of its Joint Master programme. The evaluation is based on the "[European Approach for Quality Assurance of Joint Programmes](#)", adopted in May 2015 by European Higher Education Area Ministers. These standards are available on the Hcéres website (hceres.fr).

In the name of the expert committee¹ :

Isabelle FROCHOT, President of the committee

In the name of Hcéres¹ :

Stéphane LE BOULER, Acting President

¹In accordance with articles R. 114-15 and R. 114-10 of the Research Code, evaluation reports are signed by the chairman of the expert committee and countersigned by the President of Hcéres.

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I. STUDY PROGRAMME IDENTITY SHEET

Study programme name: International Master GOALS (Governance and administration of leisure and sports)

Training/speciality: Sport Management

Year of creation and context: first cohort of students recruited in 2022. The Master was created following the recognition of the identified need for internationalisation in sport management training programs, as highlighted during the European Association for Sport Management Workshop in September 2019.

Site(s) where the programme is taught (Town and campus):

Lille (France)
Lisbon (Portugal)
Vilnius (Lithuania)
Toruń (Poland)
Differdange (Luxembourg)

Partner institutions:

University of Lille (France)
University of Lisbon - ULisbon (Portugal)
Mykolas Romeris University - MRU (Lithuania)
Nicolaus Copernicus University- NCU (Poland)
LUNEX – University of Applied Sciences (Luxembourg)

Academic degree(s) awarded: Master

Date of introduction: 2022

Regular study period: Two years (four semesters)

Number of ECTS: 120

Tuition fees/year:

For students residing in European Union countries: 2 000 €/per semester

For students residing in non-European countries: 4 000 €/per semester

Component, faculty or department concerned:

Faculty of Sports Science (Lille - France)
Faculty of Human Kinetics (Lisbon – Portugal)
Institute of Management and Political Sciences (MRU – Lithuania)
Faculty of Economic Sciences and Management (NCU – Poland)
Department of International Sport Management (LUNEX – Luxembourg)

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

No previous accreditation.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

ACADEMIC Staff/Coordinator for the University of Lille

Name	Nature of staff	Institution	Role
CARIN Yann	Assistant Professor	University of Lille	Coordinator for the GOALS programme GOALS' Academic Board Member
WAQUET Arnaud	Associate Professor	University of Lille	Academic lecturer
BODET Guillaume	Professor	University of Lyon1	Academic lecturer
LEOCAT Celian	Financial Manager	Decathlon Croatia	Professional lecturer
HAMIL Sean	Senior Lecturer Management	University of London	Academic lecturer
DEMEYÈRE Caroline	Post-doc	Copenhagen Business School	Academic lecturer
HORNN Benjamin	Marketing and communication director	Decathlon International	Professional lecturer
INNOCENTI Damien	Associate director	Sport Carrière	Professional lecturer
BINIASZCZYK Katarzyna	Head of office and parliamentary adviser to MEP Tomasz Frankowski,	European Parliament	Professional lecturer
LE BESCOND de COATPONT Mathieu	Assistant Professor Faculty of Law	University of Lille	Academic lecturer
DAY Sylvie	Consultant as Coach, trainer, and facilitator	Worldwide	Professional lecturer
ABDOURAZAKOU Yann	Full Professor of Management	California State University	Professional lecturer

ACADEMIC Staff/Coordinator for MRU University

Name	Nature of staff	Institution	Role
ČINGIENĚ Vilma	Professor	MRU University	Coordinator at MRU GOALS' Academic Board Member
ZAKSAITES alomeja	Professor	MRU University	Academic lecturer
GOBIKAS Mindaugas	Lecturer	Lithuanian Academy of Physical Education	Academic lecturer
DILYS Mantas	Associate professor	Kaunas University of Applied Sciences	Academic lecturer

ACADEMIC Staff/Coordinator for NCU University

Name	Nature of staff	Institution	Role
TOMANEK Mateusz	Teaching assistant	Academy of Applied Sciences in Wloclawek, Poland	Academic lecturer GOALS' Academic Board Member
BARAKAT-CHYLEWSKA Lidia	Senior Lecturer	Nicolaus Copernicus University in Toruń, Poland	Academic lecturer
CEGLIŃSKI Pawel	Lawyer (legal advisor)	Urbanski Sp. z o.o.	Professional lecturer
GULAK-LIPKA Patrycja	Teaching assistant	Nicolaus Copernicus University in Toruń, Poland	Academic lecturer
HUTERSKA Agnieszka	Assistant professor in finance	Nicolaus Copernicus University in Toruń, Poland	Academic lecturer

ACADEMIC Staff/Coordinator for LUNEX – University of Applied Sciences

Name	Nature of staff	Institution	Role
WINAND Mathieu	Professor in sport management	LUNEX	Academic lecturer GOALS' Academic Board Member
PERECHUDA Igor	Assistant Professor	LUNEX	Academic lecturer
MERTEN Sebastian	Lecturer / Research Assistant	LUNEX	Academic lecturer

ACADEMIC Staff/Coordinator for University of Lisbon

Name	Nature of staff	Institution	Role
RIBEIRO Tiago	Local coordinator for GOALS	University of Lisbon	GOALS' Academic Board Member
CUNHA Luís Miguel	Chair of Sport Management Graduation Course	FMH-UL	Academic lecturer
MASCARENHAS Margarida	Auxiliary Professor	Faculty of Human Kinetics – University of Lisbon	Academic lecturer
ROSADO António	Professor	FMH-UL	Academic lecturer
SANTOS Ana	Regent of Sport Sociology in Bachelor Degree	FMH-UL	Academic lecturer

Material resources :

In terms of material resources, all the institutions involved in this programme are well-established and offer extensive facilities for course delivery. Each institution is equipped with a broad range of teaching facilities, including lecture auditoriums and rooms, all fitted with video-projectors. Additionally, they provide computer laboratories and libraries with access to both physical and online academic resources, particularly those specialised in sports management.

These institutions are fully capable of accommodating students with mobility issues and visual impairments. Digital resources are also available, including eLearning platforms, online databases, access to open-source office suites, online courses (Moodle), and videoconferencing facilities (Zoom). Furthermore, there is widespread access to WIFI across all campuses.

STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 2/3 YEARS (including number of graduates):

2022: 21 students representing 17 nationalities – 19 graduates

2023: 23 students representing 15 nationalities

2024: 25 students representing 21 nationalities

II. VISIT DESCRIPTION

COMPOSITION OF THE EXPERTS PANEL

- **Isabelle FROCHOT, President of the committee, University of Burgundy.**
- **Renata KORSAKIENĖ, Academic expert, Vilnius Gediminas Technical University.**
- **Léonore PERRUS, Socio-economic expert, Institut national du sport, de l'expertise et de la performance (INSEP).**
- **Manuel AIRES DE MATOS, Student expert, University of Porto.**

Hcéres was represented by Benjamin DAGOT, Head of European Affairs, Europe and International Department.

VISIT DESCRIPTION

The visit, conducted on the 20th of June 2024, was a comprehensive, day-long assessment that included a series of meetings with different stakeholders involved in the GOALS programme. Throughout the day, the visiting team engaged with representatives and coordinators from each university, including administrative staff, personnel involved in quality assurance, lecturers, students, and socio-economic partners. Further details of the day's itinerary and the outcomes of these meetings are outlined in the following section.

VISIT AGENDA

THURSDAY 20 JUNE, 2024

Timetable	Session	Participants
9:30 – 10:00 am	<p>1. Kick-off session</p> <ul style="list-style-type: none"> ▪ Welcome by GOALS representatives (10 min.) ▪ Presentation of the expert committee to the GOALS master's programme representatives ▪ Summary of the online evaluation visit 	<p>GOALS representatives</p> <ul style="list-style-type: none"> • Yann Carin, Senior lecturer, University of Lille School for Health and Sports, University of Lille (France) • Vilma Čingienė, Professor, Institute of Management and Political Sciences, Mykolas Romeris University (Lithuania) • Pr. Vincent Deramecourt, Vice-Dean for International Relations, University of Lille School for Health and Sports, University of Lille (France) • Lucile Brohet, GOALS Erasmus Mundus Officer, International Office for Health and Sports, University of Lille (France) • Mateusz Tomanek, Assistant Professor, Department of Business Excellence, Nicolaus Copernicus University in Toruń (Poland) • Mathieu Winand, Head of Department and Professor of Sport Management, LUNEX (Luxembourg) • Tiago Ribeiro, Assistant Professor at the Faculty of Human Kinetics at the University of Lisbon (Portugal).

		<p>Hcéres : Hcéres committee of experts + Hcéres representative</p>
10:00 – 11:00 am	<p>2. Presentation of the Joint Master Programme GOALS by GOALS representatives (10 min.) & Discussion</p>	<p>GOALS : Programmes coordinators</p> <ul style="list-style-type: none"> • Yann Carin, Senior lecturer, University of Lille School for Health and Sports, University of Lille (France) • Vilma Čingienė, Professor, Institute of Management and Political Sciences, Mykolas Romeris University (Lithuania) • Pr. Vincent Deramecourt, Vice-Dean for International Relations, University of Lille School for Health and Sports, University of Lille (France) • Lucile Brohet, GOALS Erasmus Mundus Officer, International Office for Health and Sports, University of Lille (France) • Angeline Nova, Head of the International Office for Health and Sports, University of Lille • Mateusz Tomanek, Assistant Professor, Department of Business Excellence, Nicolaus Copernicus University in Torun (Poland) • Mathieu Winand, Head of Department and Professor of Sport Management, LUNEX (Luxembourg) • Tiago Ribeiro, Assistant Professor at the Faculty of Human Kinetics at the University of Lisbon (Portugal). <p>Hcéres : Hcéres committee of experts + Hcéres representative</p>
11:00 – 12:00 am	<p>3. Panel of academics (without programme coordinators)</p>	<p>Representative panel of lecturer, academic and research staff involved in the course: permanent, contract and part-time lecturers from the different higher education institutions and different disciplines, excluding programme coordinators.</p> <ul style="list-style-type: none"> • Ana Santos, Assistant Professor at the Faculty of Human Kinetics at the University of Lisbon, UL (Portugal) • Igor Perechuda, Assistant Professor, LUNEX (Luxembourg) • Arnaud Waquet, Senior lecturer, University of Lille School for Health and Sports, University of Lille (France) • Patrycja Gulak-Lipka, Assistant Professor, Department of Business Excellence, Nicolaus Copernicus University in Torun (Poland) <p>Hcéres : Hcéres committee of experts + Hcéres representative</p>
12:00 – 1:00 pm	<p>4. Quality Assurance</p>	<p>Staff involved in quality assurance and course management, excluding programme coordinators.</p>

		<ul style="list-style-type: none"> • Lucile Brohet, GOALS Erasmus Mundus Officer, International Office for Health and Sports, University of Lille • Angeline Nova, Head of the International Office for Health and Sports, University of Lille • Mateusz Tomanek, Assistant Professor, Department of Business Excellence, Nicolaus Copernicus University in Toruń • Milena Miszewska, specialist in the faculty's international cooperation office, NCU Katarzyna Pawlonka, specialist in the Department of International Partnerships, NCU • Vilma Čingienė, Professor, Institute of Management and Political Sciences, Mykolas Romeris University • Simone Digennaro, Associate Professor, University of Cassino and Southern Lazio (External Evaluator) <p>Hcéres : Hcéres committee of experts + Hcéres representative</p>
1:00 – 2:30 pm	Lunch Break	
2:30 – 3:30 pm	5. Students	<p>Representative panel of students: different specialisations, years, gender, nationalities, excluding programme coordinators.</p> <ul style="list-style-type: none"> • MUSKAN – STUDENT REPRESENTATIVE COHORT 1 • THOMAZ – STUDENT REPRESENTATIVE COHORT 1 • OCTAVIO – STUDENT REPRESENTATIVE COHORT 2 • KINGA – STUDENT REPRESENTATIVE COHORT 2 <p>Hcéres: Hcéres committee of experts + Hcéres representative</p>
3:30 – 4:30 pm	6. Socio-economic partners	<p>Representative panel of socio-economic partners (public sector, private sector, national, international) and alumni (recent graduates, employers of current students), excluding programme coordinators.</p> <ul style="list-style-type: none"> • DECATHLON – Benjamin Hornn, Directeur Marketing & Communication chez Decathlon International • TRACS – Frederick Treseler, President & CEO of TRACS • IWORKIN SPORT – João Frigerio, Founder and CEO, iWorkinSport • WECARE - Leonardo Cunha, Administrator and Susana Duarte, Community Manager at WeCare <p>Hcéres : Hcéres committee of experts + Hcéres representative</p>
4:30 – 5:30 pm	7. Debriefing among the expert committee members and preparation for the closing session	

<p>5:30 – 6:30 pm</p>	<p>8. Closing session</p>	<p>Master's programme coordinators and their teams (same persons as for the first session)</p> <ul style="list-style-type: none"> • Yann Carin, Senior lecturer, University of Lille School for Health and Sports, University of Lille (France) • Vilma Čingienė, Professor, Institute of Management and Political Sciences, Mykolas Romeris University (Lithuania) • Pr. Vincent Deramecourt, Vice-Dean for International Relations, University of Lille School for Health and Sports, University of Lille (France) • Lucile Brohet, GOALS Erasmus Mundus Officer, International Office for Health and Sports, University of Lille (France) • Angeline Nova, Head of the International Office for Health and Sports, University of Lille • Mateusz Tomanek, Assistant Professor, Department of Business Excellence, Nicolaus Copernicus University in Toruń (Poland) • Mathieu Winand, Head of Department and Professor of Sport Management, LUNEX (Luxembourg) • Tiago Ribeiro, Assistant Professor at the Faculty of Human Kinetics at the University of Lisbon (Portugal). <p>Hcéres : Hcéres committee of experts + Hcéres representative</p>

III. EVALUATION REPORT

1. ELIGIBILITY

1.1 STATUS

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

The Governance & Administration of Leisure and Sports International (GOALS) Master is a joint Master programme organised by five Higher Education Institutions in the field of sports management. Those five partners include: the University of Lille - ULille (France), the University of Lisbon - ULisbon (Portugal), Mykolas Romeris University - MRU (Lithuania), Nicolaus Copernicus University - NCU (Poland), and LUNEX (Luxembourg). Each of those institutions is recognised as a higher education institution by their respective governments. The consortium awards a Master degree, of European Qualification Framework Level 7. The ISCED field(s) of study are: 0413 - Management and administration ; 1014 – Sports. The Master degree is awarded with a total of 120 ECTS credits.

In 2019, the partner institutions participated in a European Association for Sport Management Workshop where they identified an increasing need for students to acquire international expertise in the field of sports management at Master level. The Master programme was subsequently created to address the need for diversified work skills, whether related to sports' equipment manufacturing, communications, events organisation, or sports/infrastructures management. To date, this is the only Erasmus Mundus Master in Sport Management in Europe.

The main objective of the programme is to improve and reinforce students' sport management expertise, particularly at an international level. This programme also aims to improve their employability by providing them with work experience (internships are compulsory and various conferences/visits of professional enterprises involved in international sport management are part of the programme); and by developing various students' soft skills.

To ensure the programme alignment with market needs, the Master programme collaborates with a consortium of socio-economic partners who assist in the development of the curriculum and the employability of students, including participation in recruitment fairs. Some of these partners may also teach in the programme or organise site visits.

The unique feature of this programme is its emphasis on the international dimension of sports management. The programme spans two years, during which students can choose between two tracks: (1) Sport Industry or (2) Leisure, Sports, and Events Management. The first term is common to all students and takes place at the university of Lille. Term 2, known as the pre-orientation phase, allows students to study either at MRU (track 1) or NCU (track 2). At the end of the first year, academic partners organise a summer school where students can meet with professionals and begin contemplating their Master thesis topics. In Term 3, known as the specialisation phase, students have four options: for track 1, they can study at the University of Lisbon or LUNEX; and for track 2, they can study either at LUNEX or at the University of Lille. The fourth term is dedicated to an internship with a sport organisation or research laboratory, and the completion of a master thesis at one of the teaching institutions. The Master thesis is evaluated based on the regulations of the institution where the student's supervisor is based. The internship is approved by the local internship coordinator at the institution where the student is registered at the time, ensuring that the skills acquired during the internship align with the skills intended in the Master programme.

Students are trained in at least two institutions in two different European countries.

1.2 JOINT DESIGN AND DELIVERY

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

All partner universities are actively involved in both the design and the delivery of courses in the programme. Each university contributes by delivering at least one term of courses in English. The University of Lille serves as the coordinating university, responsible for overseeing the first semester as well as organising the joint integration week that takes place at the start of the first term.

After the first term, the programme continues across different institutions. At the end of the first year, a summer school is organised, bringing together teachers from all five institutions to deliver a week-long session that reunites all students.

This set-up ensures strong coordination among partners at both academic and administrative levels. Academically, the partner institutions have collaborated to create a programme that equips students with a diverse skill set, progressively building upon these as they advance through the terms. Administratively, staff work closely to ensure a seamless transition between institutions for the students involved.

Regular meetings occur to guarantee the alignment of the program across institutions and the WhatsApp group appears to be an efficient mode of communication, especially with students.

At the beginning of their course, students receive guidance on choosing the most suitable track based on their background and professional goals.

The selection process is rigorous, established in collaboration with all partner institutions.

Mobility between institutions is necessarily a prerequisite for the students involved, and is eased and accompanied by the administrative staff. Academic staff also participate in mobility, particularly through their involvement in the summer school and integration week.

1.3 COOPERATION AGREEMENT

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

The partners are bound together by a Consortium Agreement, which includes the five institutions and outlines the operational framework for the entire programme. The Programme Board, responsible for managing all academic affairs, meets physically twice a year and aims to take decisions by consensus. Similarly, the Academic Board also convenes twice annually.

As the coordinating institution, the University of Lille plays a central role in the Coordination Board. It manages the joint secretariat and administration of the programme and serves as the cost centre for the whole programme. This University is responsible for overseeing the application process, handling course administration, managing the budget, and distributing funds. This university also liaises with scholars and associates, organises board meetings, coordinates with the International Relations Offices of participating higher education institutions, and manages the integration week. All funds, including EU scholarship grants, are received by the University of Lille and subsequently transferred to students' bank accounts. The institutional participation fees collected by the University of Lille are then distributed to the respective institutions after the students' official enrolment.

Each partner institution has specific responsibilities within the programme. The University of Lisbon is tasked with organising the summer school, guest lectures, and job search and business creation days. Mykolas Romeris University (MRU) handles external relations development, promotional activities, business planning, and fundraising. Nicolaus Copernicus University (NCU) is responsible for internal and external quality assurance, relations with the external evaluator, and risk management. Finally, LUNEX manages accreditation applications, coordinates site visits, and oversees accreditation, labelling, and the annual report.

Joint programme elements are financed through the central coordination budget, With the budget plan agreed upon annually. The programme has different fee categories: students with fees covered by the scholarship, fee-waiver students, and non-scholarship holders. Non-scholarship holders pay a fee of €2,000 per semester for students from EU Member States and Third countries associated with the Erasmus+ Programme; and €4,000 € per semester for students from Third countries not associated with the Erasmus+ Programme.

The selection procedure includes an administrative check of applications, ranking based on an agreed marking system, and interviews for shortlisted candidates (80 applicants). The final selection, based on both the paper application and interviews, results in 40 selected applicants. In 2024, 25 students were enrolled in the programme, all of whom received some form of funding. At the application stage, students must apply for a specific track and cannot change their track thereafter. Student and teacher mobility is assured throughout the Master programme. Upon completion, the joint diploma is signed by the legal signatories of each university, and a joint certificate featuring the logos of all five HEIs is provided.

In conclusion of part 1:

There is no doubt that the consortium of the five institutions responsible for the GOALS Master has actively worked to provide a well-coordinated programme among all partners involved. The financial and administrative collaborations are clearly structured to ensure that both students and partner institutions benefit. This strong collaboration is evident through the yearly meetings, the collaborative summer school, and the staff mobility initiatives. Students receive excellent support from the International Relation departments. However, while the academic collaboration is robust, particularly regarding course content and student progression, there is room for improvement.

Strengths

- A very strong commitment from the teams involved in each institution.
- There is strong evidence of collaboration between the institutions.
- The teams, including the administrative staff, prioritise students' well-being, ensuring they are well taken care of.
- A real collective effort is evident in distributing tasks among the five institutions.
- A very elaborate and fair student selection process.

Weaknesses

- The interviews with the students indicate that some topics are repeated across institutions, leading to similar teaching experiences when they change institutions.
- Students cannot change tracks after their initial decision.

Recommendations

- Improve the complementarity of courses across institutions to avoid repetitions between different institutions.
- The consortium could consider allowing students to change tracks after their initial choice.

2. LEARNING OUTCOMES

2.1 LEVEL [ESG 1.2]

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

The framework presented by the consortium is well-adapted to the EQF level, with a clear focus on the acquisition of knowledge, skills, responsibility, and autonomy. GOALS' modules are offered at level 7, aligning with the national qualification frameworks of each respective country involved.

Given that the consortium comprises five universities from five different countries, each using its own reference system, the partners opted to use the French national reference system, registered in the *Répertoire National des Certifications Professionnelles* (RNCP).

Significant effort has been invested in aligning this reference framework with those used in the other four national qualifications frameworks, ensuring that the learning objectives targeted in the participating countries are comprehensively covered. Appendix 3 clearly outlines the distribution of the various learning objectives over the three semesters in three different universities, according to the different possible tracks. This demonstrates the consortium's collaborative effort to ensure coherence in the programme's objectives and their distribution. During discussions, the main added value highlighted was the international dimension of the programme, and the ability of the Master's students to integrate a transnational and multicultural environment. However, the added value of other dimensions, when compared to national programmes, was not thoroughly detailed.

Although the self-evaluation report outlines a progression of Master's blocks (1. Common basis, 2. Pre-orientation, 3. Specialisation), this could be more clearly illustrated in practical terms. Additionally, while the visit identified informal good practices in communication between teachers from different universities to avoid overlapping in teaching, the jointness of the programme could be strengthened by providing more detailed explanations on how the progressive nature of the learning outcomes is ensured across the four semesters.

2.2 DISCIPLINARY FIELD

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

The intended learning outcomes are designed to equip students with comprehensive knowledge, skills, and competencies in the field of sports management, with a strong emphasis on international and intercultural management. This preparation is aimed at enabling students to take on leadership roles within international sports organisations. The programme is structured around two distinct tracks: Sport Industry and Leisure Sport & Event Management, each tailored to meet the specific needs and demands of the global sports sector.

The disciplinary curriculum is well-structured, with each track offering two possible specialisations. All learning objectives are clearly outlined according to the four available options, detailing the knowledge, skills, and competencies that students will develop, as well as indicating which university will address these objectives. The competency frameworks for each pathway are consistent with the respective subject areas.

During the visit, two key issues related to future challenges in sports management were highlighted:

- While digitalisation is well-integrated into one specialisation of each track through courses offered at Lunex (Digital Sport Industry Management and Digital Sports Event Management),

there are concerns about whether students not following this specialisation, particularly those in the Leisure, Sports and Event Management track conducted at Lille, Toruń and Lille again, are adequately prepared in this crucial area. The consortium should ensure that all students, regardless of their specialisation, receive sufficient exposure to digitalisation in sports management.

- Currently, environmental issues are addressed in only one course offered in ULisbon within the Sport Industry track ("Sport, sustainability and Tourism"). There is potential for expanding the learning outcomes linked to environmental sustainability across all tracks in the future.

Additionally, the programme benefits from feedback provided by an advisory board, which includes socio-economic partners. Although the structure of this board is not fully formalised, it plays a crucial role in ensuring that the programme remains relevant and aligned with the evolving needs of the sports management industry.

2.3 ACHIEVEMENT [ESG 1.2]

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

Given that the first cohort of the Master's programme is just completing their studies, evaluating the full achievement of the intended learning outcomes is challenging due to the limited availability of key documents (such as cohort follow-up surveys that track professional integration or further study).

Nonetheless, several indicators suggest positive outcomes regarding students' and socio-economic partners' satisfaction with the programme :

- Overall feedback from students is positive, with particular praise for the programme's international dimension and its practical relevance.
- Socio-economic partners have noted the high general level of students: including their rapid learning, adaptability, and autonomy. These attributes make students well-suited for the diploma's targeted sector.
- An international job fair and other networking events organised during the programme have also supported students in finding internships and employment opportunities.

The alignment of the proposed teaching content and methods with the targeted learning objectives is evident. The structured distribution of content across the four semesters appears to support the achievement of these objectives effectively.

2.4 REGULATED PROFESSIONS

Level of compliance		
Non- applicable		

The programme does not qualify for any of the regulated professions; there is no need to address the requirements of the EU Directive 2005/36/EC.

In conclusion of part 2:

The GOALS programme aligns with the European Qualifications Framework and respective national qualification frameworks, offering a comprehensive and international approach to sports management through its two tracks : Sport Industry and Leisure & Sport Events Management. However, to fully ensure the achievement and documentation of intended learning outcomes, several areas might require further attention.

Strengths:

- The programme is well-aligned with EQF Level 7 and national qualification frameworks.
- A strong international dimension and intercultural management focus.
- Comprehensive and structured disciplinary curriculum with practical and theoretical components.
- Positive feedbacks from students and socio-economic partners regarding practical relevance.
- Effective integration of case studies, seminars, mentorship programs, and practical visits.

Weaknesses:

- Lack of clear documentation on the added value of the programme compared to national programmes.
- The progressivity of the courses throughout the master could be better documented.
- The role of the advisory board is unclear in regard to learning objectives' re-evaluations
- The involvement of socio-economic partners needs to be optimized.
- Limited visibility and integration of environmental concerns and digital skills depending on the chosen track.

Recommendations:

- Provide clearer illustrations of the added value and unique aspects of the programme compared to national programmes.
- Clarify the role and structure of the advisory board to enhance the integration of socio-economic partners feedback into the curriculum evolutions.
- Strengthen the jointness of the programme by providing more structured mechanisms to ensure the coherence and progression of learning outcomes across all semesters.
- Provide clear examples and detailed implementation strategies on the progression of the master's blocks.
- Enhance the visibility of sustainability issues and digital skills training across all partner universities to ensure global skill acquisition.
- Check information in documents that does not seem appropriate or up to date:
 - o one of the learning objectives is "Communicate for training or knowledge transfer purposes, orally and in writing, in French and in at least one foreign language". Given the international dimension of the programme, the committee of experts recommends to produce the documentation in English in addition of another language.
 - o Update the RNCP file number in the self-evaluation report to reflect the current "active" reference.

3. STUDY PROGRAMME [ESG 1.2]

3.1 CURRICULUM

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

The GOALS Master's programme is designed to offer an international diploma in sports management, characterised by its global orientation in both the scope of its courses and the location of its partner institutions across five countries. The international focus of the programme is further reinforced by its collaborations with socio-economic professionals on a global scale, addressing the widespread shortage of qualified Sports Management professionals.

In the first semester (Term 1) at the University of Lille, the programme provides foundational skills and knowledge, ensuring that all students reach a uniform level of competency. This semester includes core courses such as Governance, Management, Intercultural management in Sports Organisations, and an introduction to Sport Management.

In the second term (Term 2), students begin their “pre-specialisation” phase by selecting courses at either MRU or NCU. At MRU, which caters to the Sport Industry track, students engage with courses on Legal Issues, Resource Management, Marketing and Communications, and the International Sport Industry Market. Conversely, the Leisure, Sport and Event management track at NCU offers courses in Psychology, Diversity Management, Finance, Marketing, and Legal Aspects. However, there is a notable overlap, as many of the courses offered at NCU, especially those related to events, could be more appropriately aligned with the Sport Industry track at MRU. This overlap suggests that some course contents may be more relevant to the Sport Industry track than to the intended Leisure Sport & Event management track.

In the third term (Term 3), the GOALS Master's programme students face notable differences in course offerings depending on their chosen institution. Those pursuing the Sport Industry track can select between ULisbon or LUNEX, each offering distinct courses. At ULisbon, students engage with leadership, facilities management, sustainability, and the digital age, while at LUNEX, the focus shifts to digital management, analytics, and finance. This disparity raises questions about the consistency and coherence of the curriculum across institutions for the same track.

Similarly, students in the Leisure, Sport and Event management track have the option to study at either the University of Lille or LUNEX. At the University of Lille, the courses emphasise communication, production and project management, sponsoring and decision-making, primarily related to event management. In contrast, LUNEX offers courses in digital management, digital skills, and “Online and Offline Sport Facility and event management”, including overlapping digital content with the Sport Industry track.

This variation in course contents between institutions within the same track creates confusion regarding the rationale behind the differing curricula. Furthermore, with only one distinct course separating the tracks at LUNEX, it is unclear how students are expected to gain meaningful specialisation in their respective fields.

In the last term (Term 4), dedicated to the internship and Master thesis, students must choose a supervisor from one of the five consortium institutions. However, the syllabi for the Master's Thesis modules exhibit significant variability across the institutions, with different learning outcomes and, in some cases, reading lists are not provided. More worryingly, the syllabus at MRU offers references only in Lithuanian, despite the programme being conducted in English, which is problematic for thesis writing.

Moreover, the thesis marking criteria are inconsistent across institutions. While there are common elements, the divergence in criteria suggests a need for greater harmonisation to ensure fairness and standardisation in evaluation across the consortium.

Nonetheless, the staff mobilities across institutions is a strength of the programme through the joint integration week, the summer school, the regular yearly meetings, etc. It is a guarantee of collaboration between the members of the different institutions.

Another notable strength of the program is its focus on equipping students with essential soft skills that enhance their employability upon graduation. The curriculum includes various courses aimed at personal and professional development, such as personal branding in Term 1, interpersonal relationships in Term 3 at ULisbon, and professional integration in Term 3 at the University of Lille. These courses, coupled with participation in recruitment fairs, prepare students to successfully secure internships and navigate the job market. Each internship is validated by an academic tutor to ensure that the responsibilities align with the objectives of the GOALS master. Furthermore, students benefit from dual guidance during their internships, receiving support from both a tutor within their host enterprise and one academic tutor from their university.

It is understood that the consortium works hand in hand with socio-economic partners, but there are some concerns regarding the regularity and clarity of these interactions. The committee of experts therefore wonders how the socio-economic partners' recommendations are taken on board to revise the curriculum contents. The document leads to believe that the contacts with those

professionals is undertaken on a regular basis, but during the visit it appeared that those contacts were not very regular. There is a “grey area” around this aspect and it should be clarified in the document. There is no doubt however that the consortium has understood the richness of close contacts with the industry and they demonstrate that in the introduction week, the summer school, various enterprises’ visits, and by inviting professionals to teach on the Master.

Regarding language and cultural integration, while the programme is primarily taught in English, opportunities exist for students to engage with the local language and culture of their host countries.

A significant concern is the sustainability of the programme, particularly in light of the current reliance on sponsorships. All current students are supported by sponsorships, but there is uncertainty about the programme’s future once these funds are no longer available. Without a clear strategy to attract self-funded students or secure alternative funding sources, the long-term viability of the programme is at risk.

3.2 CREDITS

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

The GOALS Master’s programme, as outlined in Annexe 4, adheres to European standards by covering 120 ECTS over the two-years duration, with each semester carrying 30 ECTS. However, a notable point of concern is the variation in the number of modules and the allocation of ECTS credits across different institutions. For instance, in Term 3, the University of Lille offers six modules, whereas LUNEX offers only three. At LUNEX, each module is valued at 10 ECTS, while at the University of Lille, module values ranges from 4 to 6 ECTS. This discrepancy raises questions about the rationales behind such differences and whether they might affect the consistency of the academic experience across the consortium.

While most semesters demonstrate a balanced distribution of ECTS credits, this variation in module structure could potentially lead to an uneven workload or learning experience for students, depending on the institution they attend. Yet, overall, the Master thesis concentrates 30 ECTS, which is appropriate.

Another area of concern is the evaluation process. The Self-Evaluation Report (SER) states that “each institution follow its internal assessment regulations for the modules it delivers” (page 26). This statement leaves several critical aspects unclear, particularly how these varying regulations might impact students’ achievements and overall success in the Master programme. It is essential to clarify if there are significant differences in assessment regulations between the institutions and how these differences are managed to ensure fairness and consistency in student evaluation. Moreover, the criteria for students to “pass the exam and other exercises” need to be more explicitly defined. The committee of experts is particularly concerned about the potential disparities in what constitutes a “pass” across different countries and institutions within the consortium. Since grading systems and passing thresholds vary between countries, it is crucial for the consortium to establish a common understanding and agreement on what “passing” entails across all institutions involved in the GOALS programme.

3.3 WORKLOAD

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

The GOALS Master's programme is structured to encompass a total workload of 120 ECTS, distributed evenly over two years (60 ECTS each).

The assessment methods are diverse, including written essays, as well as individual and group presentations. The emphasis on controlled group presentations is positive, ensuring that students' success is tied to high rate of individual work.

However, there is a noticeable variation in the total hours across institutions, from 2,070 at the University of Lille to 3,250 at ULisbon, and contact hours ranging from 1,260 at ULisbon to 1,295 at LUNEX. Independent work varies as well, from 1,795 hours at the University of Lille to 2,090 hours at ULisbon. While the SER states that this workload aligns with European Union recommended guidelines, the difference between institutions could affect the consistency of the educational experience.

The programme reflects different teaching traditions : no consultations in LUNEX and ULisbon, and fewer seminars at the University of Lille. However, this is not necessarily a problem, as it reflects different teaching traditions, also motivated by the specificities of the tracks.

In conclusion of part 3:

Overall, the study programme is well-structured, but it requires better alignment of subjects to avoid repetitions. The tracks would benefit from offering courses more closely in line with their specificities, ensuring students clearly understand the specialisation they will gain by choosing particular tracks and institutions. Additionally, it is essential that reading lists include books and articles in English, rather than in local languages. Harmonisation is crucial, especially concerning the thesis.

Strengths

- A well structured consortium with a solid system in place to manage the Master.
- A strong dynamic between institutions
- Students have to study in at least two different countries.
- Strength of the Master thesis both in the preparation through courses and standards expected.
- Strong staff and student mobilities across institutions.
- A good integration of soft skills and employability throughout the programme.
- A broad range of courses providing various competences and skills.
- A truly international Master.
- A real willingness to develop contacts with the industry (visits, seminars, etc.).

Weaknesses

- Students following the same track in different universities follow different courses.
- The courses offered by LUNEX carry limited differences between both tracks (one module out of 3 modules, each worth 10 ECTS).
- Limited harmonisation of thesis syllabi and criteria across institutions.
- No reading lists in English for some modules.
- The unclear plan for the future of the Master once scholarships will no longer be available.
- The evaluation dynamic between institutions is not clearly explained.

Recommendations

- The courses need to be more targeted to each of the tracks followed (reduce generic courses and emphasise tracks-related specialist courses).

- Justify better (and inform students) as to why the same track taught in different universities offer different forms of specialisation.
- Differentiate better the Term 3 courses in LUNEX between both tracks.
- Clarify the evaluation rationale.
- Replace reading lists in local language by English language references.
- Develop a strategy for the post-scholarship recruitment opportunities.

4. ADMISSION AND RECOGNITION [ESG 1.4]

4.1. ADMISSION

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

GOALS is a highly competitive programme, attracting approximately 1,200 applications in the last call, with only 25 admissions, resulting in a 2% acceptance rate.

The programme establishes strict admission criteria. The two primary requirements include a minimum level of English proficiency, and a bachelor degree in one of the following areas: Sport Management, Management, Business Administration, Tourism, Hospitality Management, or Sport Studies.

The selection process is coordinated by the Academic Board of the GOALS International Master, which includes representatives from all the five partner institutions.

The selection process is organised as follows:

- 1) Administrative checking and validation

Incomplete or incorrectly completed applications are rejected at this stage.

- 2) Evaluation

Applications are first screened to ensure they meet the two main criteria - a bachelor's degree in a relevant field and the required English proficiency. For English proficiency, applicants must present valid scores such as IELTS 6.0 to 6.5, TOEFL iBT 88, B2 First Cambridge, TOEIC, or proof of at least two years of full-time studies in English. This requirement is waived for native English speakers.

The other criteria are evaluated as follows:

- Scientific background of previous studies – 20 points
- Academic performance: average classification of previous studies – 30 points
- Motivation letter in English – 5 points
- Recommendation letters (both academic and professional) – 5 points
- Professional experience in sport – 15 points
- Scientific experience – 10 points
- Achievement in competitive sport – 15 points

It is important to note that students who already hold a Master degree or a PhD are rejected at this stage of the selection process. This policy aligns with European guidelines and reflects the programme's intention to maintain a youthful spirit among its students.

- 3) Interview of shortlisted candidates

At this stage, the top 80 applicants are invited for an interview. The interview is assessed based on the following criteria:

- Level of English (10 points, 0 points Native)
- Soft skills (ability to engage - 30 points)
- Motivation to join the programme (20 points)
- Knowledge of the programme and professional tracks (10 points)
- Relevance of the intended topic of the master thesis (10 points)
- Career ambition (career vision - 20 points)

4) Final selection

Finally, the Programme Board selects approximately 40 applicants, with 50% of each student's final grade based on their paper application (step 2) and the remaining 50% on their interview performance.

From these 40 applicants, a final list is established: 20 students are selected to receive Erasmus+ scholarships, and 5 students are chosen to benefit from a waiver of the subscription fee.

In addition to the established admission criteria, the GOALS programme follow specific rules to ensure diversity: no more than 10% of admitted candidates can come from the same country, and at least 40% of the selected students must be female.

4.2. RECOGNITION

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

Candidates for the GOALS programme can apply for recognition of their qualifications and prior studies, including acknowledgement of previous learning experiences. The recognition of previous qualifications and is appropriately addressed, aligning with the standards set by the Lisbon Recognition Convention and its subsidiary documents. This process is facilitated through the University of Lille, as outlined in Annex 7, "Procedure for the recognition of qualifications", specifies the procedure and its associated costs.

In conclusion of part 4:

The admission requirements and the selection procedures are appropriate. The course coordinators are open to introducing slight changes that they find pertinent based on knowledge acquired over time. The process of recognition aligns with the standards set by the Lisbon Recognition Convention.

Strengths

- The admission process is clear, transparent and well structured.
- There is a very high student demand for the Master.
- A very thorough selection process.
- A wide diversity of students' nationalities and backgrounds

Weaknesses

- The programme might not recruit as many students as it could

Recommendations

- The number of vacancies could be widened as the course is highly attractive for students.
- The fact that students who already have a Master degree are automatically rejected could be reconsidered.

5. LEARNING, TEACHING AND ASSESSMENT [ESG 1.3]

5.1 LEARNING AND TEACHING

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

The GOALS programme demonstrates a robust alignment between the targeted learning objectives and the learning and teaching approaches, ensuring that students are well-equipped with essential skills, knowledge, and competencies.

As outlined in Section 2 - Learning Outcomes, significant effort has been made to ensure that the Learning Objectives for each track and specialisation are well-distributed over the three semesters. Annex 5 details these objectives by track, categorising them by skills, knowledge, or competencies, and specifying the corresponding semester, university, and course. Appendix 4 - Course Syllabi provides in-depth information on each course unit, including ECTS credits, workload, contact hours, and independent study hours. It outlines the detailed objectives and learning outcomes (LOs) of each course, along with the teaching and assessment methods. The syllabus specifies the types of teaching activities offered, such as lectures, consultations, seminars, and training exercises, and details the assessment strategies, their weighting, and criteria, followed by bibliographical information.

The programme combines theoretical contributions with practical input from professionals in the field, enabling students to build a solid knowledge base while developing critical thinking and problem-solving skills.

Active assessment methods, such as case studies and event organisation, foster the integration of theoretical knowledge with practical skills and interpersonal competencies. For example, during the visit, a teacher highlighted the use of a case study on organising an Olympic competition to better reflect professional contexts.

Additionally, seminars, mentorship programmes, and practical visits to sports organisations enhance the learning experience and strengthen connections to professional practice and stakeholders.

During interviews with students from the first and second cohorts, it was noted that there is potential for greater coherence and alignment between different classes, such as Sports Marketing in Lille and Lithuania. This highlights the need for improved coordination in lesson progression. However, students also appreciated the diverse teaching methodologies offered across the different universities, which they found valuable. Striking the right balance between structured content progression and maintaining the unique features of the programme is essential.

Academic staff interviews revealed that some teachers are involved in two partner universities, which promotes collaboration and consistency in specific course units. The summer school was highlighted as a key element of the programme, facilitating the exchange of ideas among teachers as well as working on course consistency, curriculum coherence, and teaching methods. Despite the efficiency of informal communication, there was a lack of emphasis on the existence of shared resources, procedures, and documentation to ensure content and methodological consistency between teachers.

The intercultural aspect of the programme is well-supported. The introduction of an online meeting before the start of the first year has been particularly useful. Similarly, the integration week at the

beginning of the Master's programme enhances intercultural awareness and allows students to engage with each other better through tailored activities.

Peer learning is primarily facilitated through group work, presentations, and event organisation. However, methods such as peer-to-peer assessment were not mentioned in the report or during discussions with the Master's programme managers.

Inter-cohort exchanges are seen as beneficial, with student representatives from the first cohort sharing their experiences with the second cohort. This exchange provides valuable insights into challenges and best practices in navigating the transnational programme. The proposed alumni association, as mentioned by the coordinator, is a promising initiative to foster a common culture, build community, and support job placement and relationships among students.

For individual student support, the main administrative coordinator at the University of Lille serves as a well-established point of contact. The central coordination, complemented by local support from partner universities, provides a solid framework for addressing students' specific needs. While operating rules are consistent, there have been adjustments for exceptional situations, demonstrating the consortium's flexibility.

In the second year, the pedagogical coordinator in Lille has introduced individual interviews with students to offer tailored academic support, enhance their understanding of the programme, and anticipate their needs.

5.2 ASSESSMENT OF STUDENTS

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

The examination regulations and assessment of learning outcomes in the GOALS programme should align with the intended learning objectives, and be applied consistently across all partner institutions.

Overall, the assessment methods used by the consortium are effective and generally align with the intended learning outcomes. However, there are areas that require standardisation and further refinement to ensure consistency and fairness.

Each university within the consortium uses its own assessment methods and informs students about these methods. Although, the evaluation methods are reviewed annually during the Academic Board meeting, the details of the review process have not been documented. A centralised rating system, managed by the University of Lille, is intended to ensure uniformity in rating methods.

The consortium agreement stipulates the assessment conditions in Articles 5-8 - Passing exams : "The students are bound to the examination regulations and criteria of the university where they follow their courses. At the start of each teaching period, partner universities provide all students with joint internal examination regulations. In case of conflicting provisions between the consortium agreement and the partner's examination and assessment regulations, the latter shall prevail."

The consortium implements a range of evaluation methods, including individual and group reports, case studies, presentations, event creation, and active participation. These methods are generally complementary and appropriate for the skills and competencies targeted by the programme, particularly in fostering critical thinking and collaborative work.

However, an area that requires further attention is the adaptation of these evaluation methods in response to technological advances and the role of artificial intelligence. This evolution may impact the relevance of some current assessment methods and warrants a deeper exploration.

Moreover, with students having the option to complete their Master's thesis at any of the five consortium universities, standardising the thesis assessment procedure is crucial for ensuring fairness. Currently, each university follows its own process, as detailed in Appendix 4 - Course Syllabi, with specific teaching and assessment methods.

In conclusion of part 5:

The GOALS programme aligns learning outcomes, teaching activities, and assessment procedures effectively. The pedagogical methods, including lectures, case studies, seminars, and practical experiences, are well-integrated to achieve the intended learning outcomes. To further enhance the programme, establishing clear and consistent procedures for re-evaluating assessment methods would complement the existing informal communication practices.

Strengths

- Diversity of learning and teaching methods.
- Integration of theoretical and practical contributions.
- Pre-integration online meeting, integration week, and summer school.
- Central and regional coordination supporting students throughout the programme.
- Involvement of professionals from relevant sectors.
- Emphasis on critical thinking and problem-solving skills.
- Opportunities for inter-cohort exchanges.

Weaknesses

- Lack of common procedures for sharing, discussing, and transforming teaching and assessment methods.
- Limited documentation and communication of assessment criteria across partner institutions.
- Limited standardisation of the Master's thesis criteria across different universities.

Recommendations

- Develop and document a clear procedure for the annual review of evaluation methods during the Academic Board meeting.
- Consider standardising the assessment procedures for the Master's thesis across all partner universities to ensure fair treatment and consistency.
- Explore the impact of artificial intelligence on assessment methods to ensure that they remain relevant and effective.
- Continue with the project of establishing an alumni association to develop a common culture and enhance job placement.
- Introduce peer-to-peer assessment methods to enhance collaborative learning and feedback mechanisms.
- Improve documentation and communication of assessment criteria to ensure consistency and transparency.

6. STUDENT SUPPORT [ESG 1.6]

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

Overall, student support within the GOALS programme appears to be satisfactory. Students generally express contentment with the support provided by the various institutions involved in the programme. This support seems to effectively contribute to achieving the learning outcomes.

According to the self-evaluation report, institutions dedicate time at the beginning of each semester to foster group cohesion and familiarise students with available services. Each institution has an international office to address potential issues encountered during students' time at different universities. This support is particularly evident at ULille, where dedicated staff manage Erasmus

Mundus students' needs. Students also have direct communication channels, such as WhatsApp, for quick resolution of problems.

However, there are areas where improvements are needed. Some students have reported difficulties with obtaining visas on time. While the institution provides support, the limitations of their influence on visa matters are acknowledged. When possible, efforts should be enhanced to address these issues more effectively in the future.

Accommodation is another area of concern. The programme aims to facilitate access to suitable housing, but some students have experienced issues in certain locations. Housing prices are a significant concern in several cities throughout Europe, including Differdange, Luxembourg, and Lisbon, Portugal. At LUNEX, the absence of dormitories makes housing search particularly challenging. Similarly, at University of Lisbon, students with scholarships face difficulties accessing dormitories, and the high cost of living exacerbates this problem.

No major issue has been reported with the payment process. Scholarships are transferred according to the agreed scheme and rules specified in the student agreement. Students who fail academically at the end of the first year will have their grant payments discontinued immediately.

To address structural issues, student representatives collect feedback from their peers and communicate concerns to lecturers and course coordinators. This process is viewed positively by students, who believe that their complaints are heard and resolved.

It was also mentioned during the interviews that there is a plan to establish an alumni association. A student Commission consisting of current and former students is already in place, which is a positive development.

In conclusion of part 6:

Overall, students receive adequate support throughout their studies, and their overall experience is highly valued. The support provided by the various institutions within the GOALS programme is not only adequate but also greatly appreciated, with students expressing satisfaction with the assistance they receive.

Strengths

- Overall, the student support is of high quality, and students are satisfied.
- Communication channels are in place.
- Direct contact lines for students are efficient when they face difficulties.
- The integration week is valued by the students.

Weaknesses

- Students should be informed about the limited affordable accommodation available in some countries.
- The "welcome student guide" (Annex 12) is very well structured but it has only been provided by the University of Lille. The committee expects that each institution produces a similar document to students.

Recommendations

- As student accommodation is not easy to find in specific places (ULisbon and LUNEX), such institutions should try to address this problem (at the very least inform students).

7. RESOURCES [ESG 1.5 & 1.6]

7.1 STAFF

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

The academic staff involved in the GOALS Master's programme possess qualifications, professional backgrounds, and academic experience that are highly relevant to achieving the programme's aims.

The SER provides concise overview of the academic staff from each participating institution. The annexes supplement this information with detailed curricula vitae, showcasing the extensive scientific, didactic, and professional experience of the faculty members. The programme benefits from the substantial resources of the University of Lille with twelve academic staff members contributing to the programme. Mykolas Romeris University has four academic staff members, Nicolaus Copernicus University has five, LUNEX has three, and the University of Lisbon has five academic staff members. Given LUNEX's smaller faculty size, it is more vulnerable to staff turnover. The SER does not provide information on how the need to replace academic staff especially from the smaller institutions would be addressed in the future. Although the SER does not explicitly list additional resources such as guest lecturers, interviews with students revealed that the programme frequently organised meetings with industry representatives and study visits.

The academic staff's qualifications are further evidenced by their active involvement in research, particularly in areas directly related to the sports field:

1) Examples of relevant scientific projects include: "Determinants of Physical Activities in Settings" funded by COST (European Cooperation in Science and Technology), "Supporting Anti-Doping Organizations' Education Plans through Capacity Building" funded by WADA Social Science Research Grant, "Enhancing the connection between sport clubs, schools, sport facilities and day-care centres (*Maison Relais*) in Differdange", funded by the City of Differdange, "Understanding and reducing COVID-19 impact on the sport sector in Luxembourg", funded by the Luxembourgish Ministry of Sports, and the Interreg Med Project "Best MED – Beyond European Sustainable Tourism MED Path" funded by Portuguese Foundation for Science and Technology.

2) Moreover, the academic staff's contributions to the field are evident in their scientific publications, which generally align with the modules they teach. This ensures that the staff are not only well-informed on the latest scientific trends but are also able to integrate this cutting-edge knowledge into their teaching, thereby enhancing the overall educational experience for students.

Experienced professionals in the sports field or related areas, who hold at least a master's degree or equivalent knowledge relevant to the field being taught (with the appropriate professional qualification) and outstanding practical work experience, are actively involved in teaching individual modules. The academic programme staffs generally possess extensive teaching experience, as evidenced by their curricula vitae, which also indicate that all teaching staff members have English language proficiency at least at the advanced (B1/B2) level. Interviews confirmed that some institutions within the consortium employ academic staff members from various countries, with English language skills being a priority in their employment practices. Moreover, the academic staff involved in the programme has accumulated considerable international work experience. This experience includes working in institutions abroad, conducting international scientific and educational projects, or working in international companies.

The SER contains concise information regarding the professional development policies and practices within the participating institutions, indicating that appropriate conditions are in place for the further development of academic staff. Members of the academic board, as presented in the SER, possess relevant scientific and didactic experience in the sports field. The interviews revealed that academic coordinators maintain close and continuous contact, both formally and informally. The programme

board members, who serve as local coordinators for each partner university, regularly engage in discussions with both academic staff and students, addressing academic or personal issues as they arise. Furthermore, administrative staff members from the international departments of the participating institutions play a crucial role in supporting the coordination processes necessary for the successful operation of a programme. This information was corroborated during the interviews.

The staff clearly demonstrate their frequent involvement and contribution in developing courses and the study programme as a whole together; this information was obtained during the interviews. The collaboration among different staff members involved in the programme takes an informal approach through meetings during summer school or personal contacts, which allow discussions on common principles of operation, as well as the exchange of best practices. However, there is no evidence of formal mechanisms of such cooperation at the level of this programme. As was stated during the interview with academic staff members, in order to discuss various questions related to the teaching issues for the next study year, academic staff members hold meetings at each participating institution. The programme is new, and the academic members seem to be very enthusiastic about it; however, in future, it can be recommended to put in place some more formal mechanisms of cooperation, for example, a meeting with the academic board once per semester through the common platform.

7.2 FACILITIES

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

The infrastructure provided for the GOALS Master's programme is considered entirely suitable for its implementation, both in terms of accessibility and quality.

The SER offers a detailed and accurate description of the available infrastructure across all participating institutions. Classrooms at each partner university are described as well-equipped and modern, featuring advanced technologies that should be sufficient for the needs of all students. This ensures that learners have access to modern audio-visual equipment, which enhances their overall learning experience. Additionally, students benefit from a digital workspace that grants them access to all course materials online and allows them to follow video conferences. The libraries at all partner universities are well-stocked with relevant subject matter, scientific literature, textbooks, handbooks, and other publications in English available in both printed and digital formats. The availability of specialised laboratories further enhance the programme, particularly in facilitating sport scientific work. Furthermore, the premises are adapted to meet the needs of students and academic staff with special requirements, including the provision of parking spaces, elevators, and specialised and computerised workstations in the libraries. However, some critical feedback was expressed by students regarding information on housing in Luxembourg and Lisbon. These concerns suggest a potential need to allocate more administrative resources to address these housing-related issues.

In conclusion of part 7:

The GOALS Master's programme is supported by relevant resources including qualified and professional academic staff, scientific support such as specialised laboratories, and comprehensive informational and technical provisions. These resources create a solid foundation for achieving the programme's learning outcomes and indicate the potential to ensure a high-quality study process.

Strengths

- Enthusiastic and devoted leadership.
- The qualification of the teaching staff ensures successful achievement of study programme aims.

Weaknesses

- No formal mechanism of collaboration between academic members, although informal collaboration seems to be in place.

Recommendations

- Develop more formal mechanisms of cooperation for academic staff, for example, a meeting with academic board more often, once per semester for instance, through the common platform.

8. TRANSPARENCY AND DOCUMENTATION [ESG 1.8]

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

The programme is visible to candidates through the GOALS Master's programme website: <https://master-goals.eu/index.html>. The website provides comprehensive information about various aspects of the Master's programme, including general information, the programme structure, participation costs and scholarships, application procedures, and quality assurance. The content on this website is harmonised and maintained by the coordinating institution, the University of Lille.

Overall the website is quite satisfactory, but there are some spelling errors that need to be addressed. Additionally, it could be improved by including more details about the evaluation system. The website also needs updating; it still allows applications for the 2024 academic year, even though applications are now closed.

The presentation of each consortium partner is brief. While this is not a major issue, adding links to each university's website would be a valuable improvement.

Furthermore, the website lists several partners without specifying their roles. For example, a range of university partners is mentioned, but their exact role within the consortium is unclear. This lack of clarity raises questions from the committee of expert about the usefulness of these partnerships for GOALS students. If students are indeed benefiting from those partnerships, this information should be clearly communicated on the website. The same applies to the socio-economic partners listed on the site. The website states that these companies "provide a professional perspective on pinpointing the exact capabilities that GOALS students (potential future employees of these companies) should have after the completion of the Master." However, during the visit, it was understood that these companies are more involved than the website suggests, offering internship fairs, visits, and professional lectures. This additional involvement should be explicitly stated on the website to provide a more accurate picture of the partnerships.

The website should state that the programme does not accept applications from individuals who already hold a Master's or PhD degree or are enrolled in a Master or PhD programme. Since this is an EU regulation, it would be prudent to include this information explicitly on the website.

Currently, there are no direct links on the website to GOALS-related social media platforms. Although the SER mentions the existence of a Facebook page, LinkedIn, and X, these links are difficult to find due to the generic nature of the term "GOALS", which is often associated with football on social media. This makes it nearly impossible for outsiders to locate the Masters' programme by simply typing "GOALS" online.

However, the visit and interviews with students revealed that WhatsApp is an effective communication tool, with consortium staff being highly responsive. Despite this, the website lacks information about sessions and seminars.

In conclusion of part8:

The Master's programme is effectively communicated via its website, which is well-designed and provides a wealth of useful information. However, there is still room for improvement. The role of the listed partners within the GOALS Master's programme needs further clarification, and the social-media communication strategy, while sound, should be more prominently advertised on the website.

Strengths

- An efficient website that provides relevant information about the Master and its consortium.
- A presentation of the curriculum in each partner university.

Weaknesses

- The website needs updated, especially regarding application possibilities.
- No indication of university partners' role in the Master.
- Moderate information on companies' partners role in the Master.
- No indication of application limitations for Master and PhD students.
- No links to social media platforms used by the consortium.

Recommendations

- Formalise the university partners' role in the Master.
- Provide more information on companies' partners implications in the Master.
- Provide links to the different social media platforms.
- Add a link to the alumni association and provide previous students' testimonies (videos for example).
- Update the website.

9. QUALITY ASSURANCE [ESG 1.1 & PART 1]

Level of compliance		
Compliant	Compliant with conditions	Non-compliant

The cooperating institutions employ joint internal quality assurance processes, integrating specific processes and practices of the programme.

The SER provides a concise overview of the internal quality assurance mechanisms, supplemented by the quality management plan and risk management plan included in the annexes. These documents meet the EU funded project requirements and are outlined in Annex 9, covering aspects such as evaluation, education, internships, and stakeholders relationships. The internal quality assurance system is based on the European Standards and Guidelines for Higher Education (ESG), demonstrating a commitment to international quality benchmarks. This alignment ensures that the programme adheres to globally recognised standards.

Interviews focused on the implementation of these joint internal quality assurance processes. The quality assurance system is built upon the existing frameworks of the five participating universities, with particular emphasis on the system established by the coordinating institution, the University of Lille. The quality assurance mechanism relies on the quality policies set by each partner university, As detailed in Annex 2 of the consortium agreement (see Figure 2). The management structure, outlined in Annex 9, included a "quality assurance board responsible for monitoring (programme's progress)". This board consists of "one representative from the five partner universities" who are the local coordinators of each partner university. Interviews revealed that international offices support these local coordinators in the quality assurance process. Additionally, the programme managers subcontracted an external evaluator to ensure the programme's quality and excellence. Quality assurance is carried out at multiple levels: the program, consortium, and institutional levels. This multi-tiered approach includes evaluations of both the overall program and individual modules, ensuring comprehensive oversight and continuous improvement.

Interviews with academic staff members confirm that surveys are conducted at each partner institution, with a new instrument at the programme level being developed. For instance, a questionnaire distributed after first semester by the University of Lille is detailed in annex 17. Feedback from these surveys is provided to academic staff, analysed by local project coordinators, and discussed with institutional management of and academic staff. This feedback loop includes regular meetings where academic staff can suggest changes, such as adjustments to the schedule and

content of modules. Students also provide feedback through surveys about their experiences in partner countries, including social conditions, communication with local coordinators, and the quality of study courses. There is an opportunity for students to develop their own questionnaires, reflecting a proactive approach to gathering feedback and ensuring students have a platform to express their views. Overall, students report high satisfaction with the quality of their studies. The programme coordinators plan to establish an alumni association, which will help maintain relationships with graduates and monitor their satisfaction with the programme. Additionally, the quality management plan includes research into the professional lives of alumni. Employers are actively involved in the development and implementation of the study programme. Their engagement ensures that the programme aligns with labour market needs and promotes employment opportunities, incorporating diverse perspectives are valuable feedback into the decision-making process.

All in all, the SER, annexes, and interviews indicate that a comprehensive framework for quality assurance is in place. This framework effectively supports the achievement of the study programme's aims and learning outcomes while ensuring ongoing improvements and development. Responsibilities for quality assurance are clearly assigned to relevant parties across the participating universities, and structured communication is maintained through both formal and informal channels. However, the details of the quality assurance process require further elaboration. For example, more comprehensive documentation on procedures and tools, such as alumni and employers feedback and periodic updates to the modules, should be developed. Enhancing the current framework will help to prove the efficiency of the quality assurance system moving forward.

In conclusion of part 9:

The cooperating institutions implement joint internal quality assurance processes, integrating specific practices of the programme. Nevertheless, further elaboration is needed, particularly in developing detailed procedural documents.

Strengths

- Compliance of quality assurance framework with the European Standards and Guidelines for Higher Education.
- Student overall satisfaction with teaching and learning processes.

Weaknesses

- The absence of detailed documents on detailed procedures supporting quality assurance framework of this programme.

Recommendations

- It can be recommended to focus on developing documents of detailed procedures. This would help to prove the efficiency of quality assurance system in the future.

IV. CONCLUSION

There is no doubt that the consortium of the five institutions responsible for the GOALS Master has worked actively to create a well-coordinated programme. This Master aims to address the global need for highly qualified professionals in sports management at the master's level. The evidence provided in the self-evaluation report and annexes, combined with insights from interviews conducted during the site visit, and analysis of online information, demonstrates that the objectives of this Master's programme have been successfully achieved. The programme aligns well with EQF Level 7 and national qualification frameworks.

The curriculum balances theoretical and practical dimension of sport management, supported by professional partners who contribute to course delivery through recruitment fairs, sites visits, case studies, and more. It provides students with sector-specific professional skills and a range of soft skills to enhance employability.

The five partner institutions are effectively collaborating to ensure the success of the Master's programme. Regular meetings, collaborative summer schools, and staff mobility all contribute to the programme's efficient operating.

The selection process is well-conceived, and the programme experiences very high demand, although this may change when scholarships are no longer available. Financial and administrative collaborations are well-structured, benefiting both students and partner institutions. Students receive substantial support from institutional representatives, which eases their experience of studying in different countries (e.g., visa applications, accommodation, cultural integration). Efforts to integrate students include pre-integration online meetings, an integration week, and a summer school, contributing to high student satisfaction with the teaching and learning processes.

Information about the Master's programme is disseminated through a common website that outlines the course content, the curriculum for each institution, the application procedure, and details about the five partner institutions. The programme is also promoted on various social networks.

STRENGTHS

- **A very strong commitment and collaboration from the teams involved in each institution.**
- **The programme is well-aligned with EQF Level 7 and national qualification frameworks.**
- **A strong international dimension and intercultural management focus.**
- **A comprehensive and structured disciplinary curriculum with practical and theoretical components.**
- **Positive feedbacks from students and socio-professional partners regarding practical relevance.**
- **Strength of the dissertation both in the preparation through courses and standards expected.**
- **A good integration of soft skills and employability throughout the programme.**
- **Admission process is clear, transparent and well structured.**
- **Diversity of learning and teaching methods.**
- **High quality student support and communication channels.**
- **The qualification of the teaching staff ensures successful achievement of the study programme aims.**
- **An efficient website that provides relevant information about the Master and its consortium.**
- **Compliance of the quality assurance framework with European Standards and Guidelines for Higher Education.**
- **A very thorough selection process.**

WEAKNESSES

- The progressivity of the courses throughout the master could be better documented.
- The relationship with socio-economic partners is not formalised.
- Limited documentation and communication of assessment criteria across partner institutions.
- The detailed documents on the procedures supporting quality assurance framework of this programme.
- The courses offered by LUNEX carry limited differences between both tracks (one module out of 3 modules, each worth 10 ECTS).
- Some students following the same track in different universities experience very different courses.
- No harmonisation of thesis syllabi and evaluation criteria across institutions.
- The interviews with the students indicate that some of the topics taught are repeated across institutions, so when they change institution they might face similar teaching.
- Limited visibility and integration of environmental issues and digital skills in some tracks.
- No reading lists in English for some modules.
- Information about the cost of accommodation should be improved in some destinations.
- The website needs updated, especially regarding application possibilities and partners' role in the Master dynamics.
- No indication of application limitations for Master and PhD students.

RECOMMENDATIONS

- Strengthen the jointness of the programme by providing more structured mechanisms to ensure the coherence and progression of learning outcomes across all semesters.
- Clarify the role and structure of the advisory board to enhance the integration of socio-economic partners feedbacks into the curriculum evolutions.
- Increase the difference in the tracks when students are studying at LUNEX.
- Justify better and inform students as to why the same track taught in different universities offers different forms of specialisation.
- Develop more formal mechanisms of cooperation for academic staff, for example, a meeting with academic board once per semester through the common platform.
- Reduce generic courses and emphasise tracks' related specialist courses (the courses need to be more targeted to each of the tracks).
- Standardise the assessment criteria for the Master's thesis across all partner universities to ensure fair treatment and consistency.
- Improve documentation and communication of assessment criteria to ensure consistency and transparency.
- Develop documents of detailed procedures, to prove the efficiency of the quality assurance system.
- Enhance the visibility of sustainability issues and digital skills training across all partner universities to ensure global skill acquisition.
- Address the shortage of accommodation in specific locations (ULisbon and LUNEX).
- Continue with the project of establishing an alumni association to develop a common culture and enhance job placement.
- Replace reading lists in local language by English language references.
- Increase the number of vacancies since the programme is highly attractive to students.
- Reconsider the fact that students who already have a master's degree are automatically rejected from the application process.
- Provide links to the different social media platforms.

V. COMMENTS OF THE INSTITUTION



Mr. Stéphane Le Bouler
Acting President of the Hcéres
Cc. Mr. Benjamin Dagot

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Subject: Comments on HCERES evaluation report of the Erasmus Mundus Joint Master GOALS - GOVERNANCE & ADMINISTRATION OF LEISURE AND SPORTS

Lille, October, 1st, 2024

Dear Sir,

We have read with attention the evaluation report received on the 18th of September, 2024 with regards to the accreditation of the Erasmus Mundus Joint Master GOALS - GOVERNANCE & ADMINISTRATION OF LEISURE AND SPORTS. We highly value the comments and recommendations made through this evaluation process which will support the continuous improvement of the programme's quality.

We address the following observations which shall contribute to a better understanding of the context and institutional choices of consortium partners of the GOALS programme:

1. While the report identified topics repeated across institutions, it is important to consider that the topics carry different depth and style of teaching across the institutions. Students may perceive repetitions, and we aim to better communicate as to why those repetitions are necessary and whenever possible reduce them to a minimum to ensure a learning pathway that builds from one course to another and from one institution to another.
2. It is expected that students who follow the same track at different universities follow different courses given the focus and staff's expertise of the institutions involved in the consortium. For instance, those taking their 3rd semester at LUNEX will have a deeper focus on digital sport industry and digital skills enhancement. This is provided to all students visiting LUNEX, hence 'limited' variation (10 out of 30 ECTS) for those students between the two tracks.
3. The report suggests student be allowed to change track after their initial choice. There is both a logistical and practical issue with such change given that mobility to semester 2 is organised as soon as the students arrive for their first semester. Moreover, it may create imbalance between tracks and the equal distribution of students



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across tracks and institutions.

4. The report suggests that accommodation should be guaranteed to every GOALS students. Housing is outside the remit of national universities, and the European situation in this area is largely beyond their control. Students must then look for an accommodation that suit their needs by themselves, as it is the case for all Erasmus and study mobility schemes. Students receive support to find an accommodation and are advised very early in the process to search for one suitable accommodation, even through costly contracts with private companies specialising in hosting international students.

The coordinating team of the GOALS Master keeps at your disposal for all further steps.

Yours Sincerely,

Prof. Dominique LACROIX
Dean



The evaluation reports of Hceres
are available online : www.hceres.fr/en

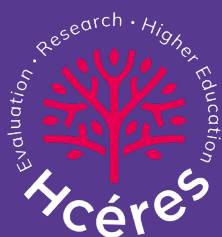
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