



Erasmus Mundus Joint Master of Arts in Sports Ethics and Integrity

MAiSI

Katholieke Universiteit Leuven (KU Leuven), Belgium; Charles University (CUNI), the Czech Republic; Johannes Gutenberg Universität Mainz (JGU), Germany; Swansea University (SU), Wales; Universitat Pompeu Fabra (UPF), Spain and the University of the Peloponnese (UoP), Greece

PROGRAMME ACCREDITATION PANEL REPORT
FRAMEWORK FOR THE EUROPEAN APPROACH FOR QUALITY ASSURANCE OF
JOINT PROGRAMMES

13 June 2023





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1 Executive summary

The self-assessment report, the extensive programme materials previous to the online site-visit and the conversations with highly motivated stakeholders have provided the panel with a comprehensive view of the programme. According to the panel, who based its assessment on the standards of the European Approach for Quality Assurance of Joint Programmes, the Master of Arts in Sports Ethics and Integrity fulfils all standards.

All partners have been actively involved in the development and realization of the joint programme. There is convincing evidence that there is a balanced distribution of work within the consortium. The Consortium Agreement covers all essential aspects to set-up, govern and implement the MAiSI programme as a common endeavour between all participating universities. The panel noticed an impressive commitment of every member of the consortium.

Concerning the admission procedures, the panel finds it very positive that students admitted to the programme will be enrolled in degree-awarding institutions of MAiSI.

The panel has seen sufficient evidence that the learning outcomes are defined at the right level. Throughout the programme, students will gain understanding of the multidisciplinary scientific and the academic field of Sports Ethics and Integrity. The programme provides students with problem-solving skills, which equip them for a rewarding European and international job market in a sector in crisis.

To deliver this programme at the right level and with the required quality and support services, the panel is convinced by the joint resources of the consortium, the competent staff involved in teaching and supporting the programme, the well-designed responsibilities at central and local levels, the good involvement of the students in the quality assurance system, and a governance structure that is rooted in improvement-driven processes.

However, the panel suggests that some adjustments should be considered to further enhance the collaboration and excellence of the programme. Suggestions include improving information on graduate employment opportunities. Employability surveys should be conducted to ensure clarity for students about their role in the labour market. For the sake of clarity, the panel recommends improving the harmonisation of the student assessment system.

There is no compulsory internship in the programme. Both the field and the students experience the added value of an internship during the learning process. The panel recommends that consideration be given to whether a compulsory internship can be made possible.

Finally, the panel encourages MAiSI to complement the common quality assurance structure with formal activities and measures to close the feedback loops and to use the results of quality assurance for programme improvement and management. The panel noted that quality assurance is based on many informal activities.

The Hague 13 June 2023

On behalf of the expert panel convened to assess the Master of Arts in Sports Ethics and Integrity,

Dr. Rolf HEUSSER
(Panel chair)

Ms. Ils AERTS
(Secretary)

2 Assessment – Standards for Quality Assurance of Joint Programmes

2.1 Eligibility

The panel assesses the Eligibility standard as compliant.

2.1.1 Status

The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.

The six higher education institutions collaborating in the consortium are all established and officially recognised universities, both in their respective countries and more widely within the European (and international) higher education field.

The consortium was established in the 2014-2015 academic session to develop a joint master's degree in 'Sports Ethics and Integrity', in response to a call for proposals from the European Commission's Erasmus Mundus programme. The six universities have jointly developed the Master of Arts in Sports Ethics and Integrity. Since 2017, the programme has been offered on a full-time basis. The consortium partners are Katholieke Universiteit Leuven (KU Leuven), in Leuven, Belgium, Charles University (CUNI) in Prague, the Czech Republic; Johannes Gutenberg Universität Mainz (JGU) in Mainz, Germany; Swansea University (SU) in Swansea, Wales; Universitat Pompeu Fabra (UPF) in Barcelona, Spain and the University of the Peloponnese (UoP), in Sparta, Greece. Until 2019 Swansea University was the coordinating institution, but prior to BREXIT Swansea University was replaced by KU Leuven.

The central objective of this Erasmus Mundus Joint master's degree (EMJMD) is to offer a high-level integrated international study programme, delivered by a consortium of excellent higher education institutions, which award full scholarships to master's students under the Erasmus+ programme, thus contributing to the achievement of the objectives of the Europe 2020 Strategy. The EMJMD directly addresses the priority of the Council Resolution on the European Work Plan for Sport (2017-2020) regarding "the integrity of sport, in particular the promotion of good governance, including the protection of minors, the specificity of sport, the fight against corruption and match-fixing, and the fight against doping".

The self-evaluation report has clarified the embeddedness of each of the participating institutions in their respective national accreditation frameworks.

2.1.2 Joint design & delivery

The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.

The six universities involved in MAiSI have a history of close collaboration between their sports-related staff in teaching and research over many years. A proactive engagement between the academic community and professional sports organisations has underpinned the consortium and the design and structure of the programme.

The programme is jointly organised by all, with each institution contributing to the programme from start to finish.

The panel is convinced that there is a strong commitment to deliver an innovative and multidisciplinary programme of study in sport ethics and integrity. The six universities are

bringing their best and there is real added value in the collaborative nature of this programme.

The panel examined the commitment of the partner institutions to the joint design and delivery of the programme. Based on the information provided in the self-evaluation report, the additional documentation and the discussions, the panel confirms its full agreement that the MAiSI programme is the result of intensive preparation and collaboration between the six universities within the framework of the Erasmus Mundus+ programme.

The Panel understands that this good cooperation is reflected in a very precise consortium agreement, which contains all the information relevant for the organisation and implementation of the study programme.

There is convincing evidence that all partners have been actively involved in the development of the programme and are highly committed to its implementation.

Joint delivery is established at different levels in the programme:

- Programme structure and mobility
- Management structure
- Admissions
- Joint Degree
- Programme-wide support services

Mobility is at the heart of the joint offer made by the institutions in this programme. Students move as a cohort to different partners in semesters 1, 2 and 3. In semester 4, each student goes to one of the partner universities based on the specialisation of their thesis. At the end of each year, students from years 1 and 2 come together at the University of the Peloponnese for a summer school. Students from years 1 attend and witness students from year 2 final Master's viva, which is a real added value for the year-1 cohort. By the end of the first year, the students have been taught by 4 of the 6 partners (KU Leuven; SU; CUNI; UoP). In addition, during the Summer School in year 1, students are introduced to the staff of the remaining partners (JGU; UPF).

The joint ownership of the programme has resulted in a fair distribution of workload and responsibilities between the parties and, in turn, a commitment to the high standards expected by the consortium.

The panel noted that the departure of a member of the consortium for political reasons is certainly regrettable and raises some important questions about the reallocation of roles and tasks. However, the panel is convinced that the five remaining partners are strong and experienced enough to deal with these challenging situations. The division of labour among the remaining partners is well thought through and realistic in its ambitions.

The panel encourages the management to continue its efforts to change the management structure in the future as the consortium is well-established by now, making a lighter structure welcome to avoid managerial burden.

2.1.3 Cooperation Agreement

The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:

- *Denomination of the degree(s) awarded in the programme;*
- *Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.);*
- *Admission and selection procedures for students;*
- *Mobility of students and teachers;*
- *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.*

The panel has studied the Consortium Agreement that describes the principles of MAiSI in all its detail. The Consortium Agreement describes the Fundamental Principles of the MAiSI programme, the curriculum, student mobility, the use of the ECTS system, conditions and procedures for amendment of the MAiSI curriculum, examinations, degrees, diploma supplements and certificates, admissions, student agreements, rights and obligations and student support, admission criteria, recruitment and selection, the governance structure, sustainability, financial arrangements, quality assurance and accreditation and finally amendments to the Consortium Agreement, length, termination and settlement of disputes.

The panel confirms that the Consortium Agreement covers all essential aspects to run the MAiSI programme as a joint programme. The panel concludes that the evidence demonstrates that the programme is fully compliant with the different criteria in the Eligibility standard.

2.2 Learning Outcomes

The panel assesses the Learning Outcomes standard as compliant.

2.2.1 Level

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

The Framework for Qualifications in the European Higher Education Area (FQ-EHEA) sets out five core qualifications that each master's graduate should have achieved by the end of the programme. The learning outcomes of the MAiSI programme are aligned with these qualifications as set out in the FQ-EHEA.

The self-evaluation report shows in Table 2.1 that the Master of Arts in Sports Ethics and Integrity meets all the requirements and conditions of the FQ-EHEA. In addition to the FQ-EHEA, the documentation shows how the learning outcomes of the MAiSI meet the requirements of all national qualifications' frameworks under which the partner universities operate and offer this programme.

The intended learning outcomes are clearly identified. The panel saw generic and subject-specific outcomes. The panel understood from the dialogue during the site visit that the programme is regularly revised.

The panel has seen sufficient evidence that learning outcomes are defined at the right level.

2.2.2 Disciplinary field

The intended learning outcomes should comprise knowledge, skills, and competencies in the respective disciplinary field(s).

The self-evaluation report states that the MAiSI programme is organised in the context of the wider multidisciplinary field of sport ethics and integrity. As is characteristic of this field, many different academic disciplines come together and contribute to the conceptual, theoretical and methodological approaches that shape MAiSI as a programme (for example, but not limited to, law, philosophy, criminology, sports science, management).

Students completing the programme will become experts in a multidisciplinary scientific field that has been established over the past decades and is experiencing a profound surge in importance and relevance.

MAiSI graduates will be able to identify and contextualise the key foundational and significant body of applicable knowledge in sport ethics and integrity from a multidisciplinary perspective and use their knowledge to develop their independent research. These skills enable them to understand and manage the complexity of ethics and integrity-related challenges and practices as academics and practitioners. Their ability to deal with complexity and uncertainty when managing or researching sport ethics and integrity is highly valued and much needed in an increasingly complex and globalised sport world. In addition, through mobility, language learning and group work in a multicultural context, students develop transversal skills which are important assets in the international job market in academia and organisational practice.

The panel has noted that the learning outcomes include knowledge, skills and competences in the disciplinary area of sport ethics and integrity. In addition, the learning outcomes include broader transversal skills. The choices made result in an appropriate and adequate set of

essential learning outcomes for the academic and professional field of sport ethics and integrity.

2.2.3 Achievement

The programme should be able to demonstrate that the intended learning outcomes are achieved.

The MAiSI consortium developed a MAiSI Skills map to demonstrate how the intended learning outcomes shown in the programme specification are related to the delivery/assessment of the individual courses.

The panel noticed that there is no mapping between programme learning outcomes and course learning outcomes. Therefore, they advise making an additional mapping. This is important to keep an eye on the continuity of constructive alignment between the intended learning outcomes and student exams desirable.

A master's thesis is foreseen to be developed in two stages. It starts with a 'master thesis market' in year 1 where students can learn the kinds of projects the academic staff supervise, to discuss their own ideas, and to further discuss methodological, theoretical and industry-relevant aspects of their proposed topics. Semester 4 is devoted predominantly to the second and most substantial part of the master thesis, which is seen as the most important academic output of the MAiSI programme. Students submit a substantial piece of work (20,000 words). The thesis defence is the highlight of the programme.

The thesis brings together relevant aspects of ethics, governance, history, law, management and science of sports ethics and integrity on, inter alia, the experience, participation, administration, management and organisation of sport across all levels, and around the globe.

The panel believes that the master's thesis is the "proof of the pudding" that the intended learning outcomes have been achieved at the end of the programme. Nevertheless, the panel believes that including internship can be an additional and equally valuable 'proof' of learning outcomes and an obvious part of the programme.

2.2.4 Regulated Professions

If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account.

Not applicable

2.3 Study Programme

The panel assesses the Study Programme standard as compliant.

The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.

MAiSI has developed several tailor-made learning outcomes that all students achieve by participating in the programme. Each of these learning outcomes have been carefully put at the heart of this programme and are a cornerstone of what students can expect to be learning, when entering the MAiSI programme. MAiSI does not incorporate elective (optional) modules. The entire curriculum is mandatory.

Introduction to Sports Ethics and Integrity Discourses gives students an introduction to the key concepts and language of sports ethics and integrity and enhances the capacity to work and conduct research in English according to relevant academic standards. MAiSI takes the need for oral presentation skills very seriously, and this capacity is valued highly by students and employers alike. Every course contains an assessed element of both oral and written communication. This is emphasised in the Introduction module and especially in the thesis defence, where students must present their 20 000-word theses in a 10-minute PowerPoint presentation, which demands an audio-visual presentation by the student and a public defence of their thesis during which the students also critically reflect on their thesis and how they address the critical comments.

The consortium has placed considerable emphasis on the need for all students to benefit from the integrated approach by designing a structure that emphasises jointness across all four semesters. Academics use their Erasmus Mobility grants to attend lectures given by colleagues in order to better understand the multidisciplinary perspectives, as well as to give guest lectures on areas of their particular expertise that feature elsewhere in the MAiSI curriculum.

The panel had some questions related to the role of research in the consortium. It would have been preferable if its importance for teaching and learning had been emphasised more by the consortium. However, during the dialogue of the site-visit, the panel has gained confidence that this point is well taken into account by the consortium because of the highly ranked researchers involving the programme. A high number of students are continuing their studies at the doctoral level.

The panel recognized in the programme different community building efforts as stated goal. The site visit revealed to the panel that the curriculum is adapting to recent developments in sport, for example, to include aspects of disability sport in the programme and strength in law because of the involvement in match-fixing.

The strong multidisciplinary nature of the programme and the focus on student and staff mobility are unique features of the integrated curriculum.

The option for doing an internship as part of the programme offers attractive opportunities to students to become acquainted with the requirements of a European and international work environment. In the meetings with student representatives and with representatives of the professional field and alumni, the possibilities offered for choosing an internship were acclaimed as a very relevant and attractive component of the programme. The panel therefore advises MAiSI to encourage all students to seriously consider this optional offer. However, the panel recommends that consideration be given to whether a compulsory internship can be made possible and what the barriers are to achieve this goal. Although the panel also understands that it is difficult to make it compulsory and validated by ECTS by the consortium because of the financial and time investment this requires.

The panel is convinced that a unique selling point of the integrated curriculum is the multidisciplinary character of the programme, and the focus on the mobility of students and staff. The structure and content of the curriculum is designed in such a way that it truly enables students to achieve the objectives of the programme.

2.3.1 Credits

The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.

The students follow a 120 ECTS programme spread over 2 years, in line with the Bologna Framework, which is assessed equally over year 1 and year 2 (60 ECTS each year).

The Programme Guide contains the ECTS course description for each course. The panel has seen that the programme has distributed ECTS according to best European practices and MAiSI corresponds to the regular 120 ECTS required for a master's programme.

2.3.2 Workload

A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified. The workload and the average time to complete the programme should be monitored.

MAiSI is taught over two years and equates to 120 ECTS-credits. To successfully finish the programme, 120 ECTS-credits have to be obtained by students enrolled in the programme.

The ECTS attributed to a course in the master's programme represent the total workload of a student. The ECTS include the actual lectures as well as the time spent preparing and evaluating lectures (attending lectures + private study), taking exams, preparing for exams and writing the thesis. The self-evaluation report clearly stated how the six partners defined the workload for ECTS-credits.

The distribution of workload between courses and modules is clear, and in all courses that students can follow, the workload will be the legally required 120 ECTS. Students pointed out that the timetable can be intense in the first few weeks of a semester but becomes more relaxed as the semester progresses.

The workload is monitored by the Academic Board of Studies (ABS) as described in Article 3.3 in the Consortium Agreement. While some local variation is inevitable, the ABS ensures that a common approach to contact hours is adopted to ensure that students have a balanced workload in each semester, irrespective of the host location.

It is clear to the panel that summer schools are an ideal place for students to meet and that they don't put too much of a strain on the programme. There is also the added value for students of cohort-1 to be able to attend cohort-2 students' Master's thesis defence. This was confirmed by the students during the site visit.

2.4 Admission and Recognition

The panel assesses the Admission and Recognition standard as compliant.

2.4.1 Admission

The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.

MAiSi applies two types of criteria when selecting candidates: formal criteria and qualitative criteria. With respect to applications, no particular bachelor's degree is mandated by the Consortium Management Board or the Academic Board of Studies. Rather, the initial interview process selects rigorously on a mandated minimum of 6.5 IELTS score in English language proficiency (or relevant comparator in TOEFL/Cambridge Proficiency Tests), and applicants must achieve/have achieved a bachelor's degree that equates approximately to the top 20% of the relevant academic score. KU Leuven's admissions unit has 'country credential evaluators' that provide expertise on a specific country's grading system when forwarding an application. Thereafter, the audio-visual interview is the critical tool to evaluate the quality of applicants' critical competencies, their knowledge of sports ethics and integrity issues, and their comprehension of their career trajectory and future professional selves. Interviews are arranged according to the region of the world the applicants come from to enable their acceptance of an interview slot. There are always the same two interviewers who interview all candidates on a given year (although they may change in successive years) to ensure equality. The questions for each candidate are standardised to ensure equality.

The panel is convinced that the admission requirements and selection procedures are transparent and clear, they are appropriate to meet the programme level.

2.4.2 Recognition

Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

Qualifications and periods of study are recognised in accordance with the Lisbon Recognition Convention. Students may apply for exemption from a course based on previous study and/or work experience. If the application is approved by the Academic Board of Studies (ABS), the previous studies or work experience will be considered according to the procedures established by the coordinating university. The panel noted during the online site visit that exemptions are rarely used in the programme.

2.5 Learning, Teaching and Assessment

The panel assesses the Learning, Teaching and Assessment standard as compliant.

2.5.1 Learning and teaching

The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

The MAiSI consortium brings together partners with internationally recognised expertise, each contributing their specialism to a fully integrated curriculum. It draws on extensive existing networks with sport organisations to create a unique academic programme that also addresses the strategic and operational needs of sport organisations and responds to the international crisis in sport governance.

The panel believes that MAiSI is right to strive for academic excellence in the consortium. MAiSI is very well placed to achieve this. The panel saw academically excellent partners, a well-functioning flying faculty concept and the benefit of existing links with future sports organisations.

From the self-evaluation report it already was clear that the teaching staff is of excellent quality, throughout the discussions it also became evident how well they function together as a true international and interdisciplinary team. The MAiSI programme uses a variety of learning methods and teaching approaches (e.g. language skills, multicultural needs, awareness and respect, field trips and visits, on-site expertise and classroom teaching, online teaching and blended learning, interactive group work, multidisciplinary and research skills, academic-practical balance, learning in a global classroom, development of autonomy). The number of teaching staff also seems sufficient to achieve the stated objectives. Nevertheless, it will be crucial in the future to continue to recruit the best teachers and to provide sound incentives for them to stay strongly involved in the programme.

The panel is impressed by the special privilege the programme has in the international mix of students and staff and in mobility. This enables the programme to achieve the most ambitious international and intercultural goals. Hence, the panel advises to define ambitious and specific international and intercultural outcomes and to implement activities to achieve them.

2.5.2 Assessment of students

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

Students are assessed in a valid, reliable and transparent manner as set out in Appendix 7 of the Consortium Agreement attached to the self-evaluation report. The Consortium Agreement preserves autonomy in the assessment of all modules, but assessment must be in accordance with a commonly agreed grading scale (0-20), with 10/20 (i.e. 50%) being the minimum pass mark. This is supported by an ECTS-based grade conversion table of national grades to harmonise different national grading scales. This table was revised in 2019, when KU Leuven became the coordinating institution, in light of the experience gained by the Academic Board of Studies (ABS) during the deliberation of the first student cohort (2017-19).

The panel finds it positive that the consortium has central rules but local responsibilities. The panel also endorses that the quality of examinations is closely monitored by the consortium, and that there is a functioning complaints and appeals system.

Throughout the discussions with the students, it was clear to the panel that different marking systems with different expert judgements could still be improved. The panel would advise the consortium to continue monitoring and to consider how to further harmonise the assessment system. Although it was noted during the site visit by the consortium's members that all students of a given cohort are subject to the same learning experience and assessment, this is not the case for students of successive cohorts as they alternate in year 2 between Mainz University and Pompeu Fabra University. Hence a more standardised assessment for this very specific Master's programme across different universities would be advisable and desirable from the students' perspective.

2.6 Student Support

The panel assesses the Student Support standard as compliant.

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.

Proper induction of students into the programme, both within and outside the partner countries, is crucial for the programme. Student support services in the MAiSI programme are both programme-wide and institution-specific. This means that some services are provided jointly by the partners, such as the programme website and admissions support, while other facilities are provided by the universities. MAiSI students have access to student facilities and student support services on the same terms as other students at the universities where they reside.

The panel is delighted with the range of central and local support services that have been developed and are available to students. There is also a student handbook, alumni support, a jointly learning platform (Toledo), orientation days, language courses, etc.

The panel noted the important role of alumni who work on a voluntary basis, in providing peer support to younger students and the special support for students with disabilities. The panel was also positive about the consortium's commitment to equity. However, there is no central policy dealing with students with special needs and anti-discrimination. For this reason, the panel suggested that a central policy document should be drawn up that deals with the problems and solutions for students with special needs, especially in relation but not limited to support during transfer and mobility.

2.7 Resources

The panel assesses the Resources standard as compliant.

2.7.1 Staff

The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.

The consortium is comprised of a team of exceptional quality, with established and leading figures in sports research and scholarship, who have variously pioneered the fields of Olympic and Paralympic Studies, Sports Ethics and Philosophy, Sports History, Sports Organisation and Management, and Sports Science.

The panel values the cooperation of the six partner universities for the exceptional quality and sufficient staff members in this joint programme to implement the MAiSI programme. During the online site visit, the panel was impressed by the high level of student satisfaction with their teachers. The diversity of the teaching staff was raised as an issue by the students and has been addressed by the management during the site visit, who demonstrated they are aware of the issue. However, the panel advises that more active effort should be directed towards inviting more diverse guest lecturers.

The panel is confident that the range of staff expertise is therefore sufficiently broad to cover all the learning outcomes of the programme. Academic assistants, postgraduate researchers and others provide additional expertise and guidance to MAiSI students.

2.7.2 Facilities

The facilities provided should be sufficient and adequate in view of the intended learning outcomes.

The MAiSI partners provide the necessary educational infrastructure to enable teaching and learning on campus (e.g. auditoria, study rooms, etc.) and online (e.g. Wi-Fi, computer access, ICT services, etc.) for all students enrolled in the programme. With leading European universities in the consortium, the quality and facilities of the programme are undoubtedly of academic excellence. Students are entitled to the same rights and privileges (including academic, IT and library resources and student support services) as students normally enrolled at the coordinating or host institution. They also have additional rights as a result of being registered at more than one institution. For example, there are common rules for the programme that apply wherever they study (e.g. for assessment and academic integrity) and they have electronic access to the academic resources of all partners for the entire duration of the MAiSI programme. An overarching online e-learning platform (Toledo) for the MAiSI programme is established, where all pedagogical information is shared.

The panel is confident that the consortium partners will ensure first-class infrastructure and availability of modern equipment. The panel concludes that all partners involved in MAiSI demonstrate sufficient and appropriate facilities for students.

2.8 Transparency and Documentation

The panel assesses the Transparency and Documentation standard as compliant.

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.

MAiSI provides transparent information and documentation jointly and at university level. The consortium has established central information points for student administration and communication.

The panel is satisfied that all relevant information about the programme is documented and published, and that centralised and decentralised information packages are available. The panel has seen a common template for describing the courses and the programme guide (student handbook), which includes curriculum information. KU Leuven also provides a tool for students to measure their progress. Students who need more personal information or guidance can always contact the local administrator in charge of the project.

The panel noted that there is not a lot of information available about career opportunities for graduates. During the site visit it became clear that the career options are very broad (law enforcement, government, sporting federation, commercial world which is another part of the ecosystem of the sporting federations). The panel suggests that the consortium should create a centralised information tool on career options for students based on employability surveys.

2.9 Quality Assurance

The panel assesses the Quality Assurance standard as compliant.

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.

The self-evaluation report provides good insights into the internal quality assurance processes of the programme and explains on which main principles the system is based.

Since 2017 all consortium partners have worked closely together to quality assure the programme both individually (for their respective content) and jointly, to take joint responsibility as is required by the granting of a joint master's degree. Additionally, all consortium partners agreed in 2019 to select parts of the existing COBRA structure (a quality assurance methodology that stands for Cooperation, Reflection and Action, with attention for Checks & Balances) of the coordinating partner KU Leuven that fit the MAiSI programme. The acceptance of a joint quality assurance process for the programme requires minimal agreements to ensure smooth communication and cooperation on enhancement activities between the partners and all relevant stakeholders.

The consortium partners agreed on core practices for a smooth operation of the internal quality assurance. They included overarching monitoring and periodic review of the programme managed by KU Leuven to maintain the quality and set up improvement actions. MAiSI has the following formal evaluations/surveys: periodic programme evaluation, alumni surveys and student evaluation of teaching. In addition, the Programme Director meets with all students for the purposes of information exchange each semester. All this information, supplemented by statistical data, evaluation forms, student cases and teacher and course assessments are considered to assure consistent high-quality processes and outputs.

From the dialogue with the management and the support staff, the panel has learned that the internal quality assurance has only recently been modified. In order to work better together within a monitoring and periodic framework and to arrive at decision-making more effectively, a joint framework is put in place. Although the responsibility for ensuring the high quality of course delivery and for safeguarding standards rests with the individual universities, the consortium established the ABS to manage all academic aspects of the programme, in particular those aspects which will impact on quality standards and the students learning experience. The ABS, which includes a member of each consortium partner, student representatives and one member of the administrative staff, oversees the teaching arrangements, including the quality of staff and methods of delivery, the selection of students, the assessment methods (including ensuring parity in terms of assessment), student feedback, and the students' learning experience.

The various partners are being trained to implement core internal quality assurance practices such as regular programme evaluation, alumni surveys or student evaluation. After conducting both qualitative and quantitative research by an institution, a statement is sent to the ABS. They receive the statement together with the data results. While the recommendations of the external institution are important, the final decision to implement them lies with the ABS representatives. This decision-making process is crucial for the successful implementation of the programme.

A good example of internal quality is that the consortium has now moved to a central digital platform (Toledo) because of student feedback on the different electronic learning platforms for the different institutions.

Nevertheless, the panel noted that there are gaps in the formalised part of internal quality assurance. It remains unclear to the panel whether a management information system (MIS) and a quality assurance manual are in place and how the results of quality assurance are used to improve the programme. The panel notes that the system is based on a lot of informal

activities and goodwill of the consortium's members. Therefore, the panel recommends that the consortium establishes a central quality assurance manual and a central MIS. In addition, the consortium should make it clear that feedback loops are closed and that the results of quality assurance are documented and used for programme management and quality improvement.

3 Final judgement

The panel is positive about the Master of Arts in Sports Ethics and Integrity that is delivered as a joint, English taught programme by the six partner universities.

There is no doubt that the programme satisfies all standards of the framework for the European Approach for quality assurance of joint programmes.

The panel is impressed by the great commitment and enthusiasm of the management of all participating institutions to the implementation of this joint programme as a flagship project. The embeddedness of the programme offers strong guarantees for its sustainability and for the enduring commitment of the institutions.

The programme is offered as an international, multidisciplinary and multilingual programme that has added value, both within academia and in the labour market. The panel found in the MAiSI a very rich, well thought out, student-tailored programme that builds on the expertise and specializations of the different partner universities. The set-up of the programme, the recognized jointness of the partners and the integrated mobility impress the panel.

The joint forces in the consortium and the competent staff involved in teaching and supporting the programme are an asset to deliver this programme at the right level and with the required quality and support services.

The panel finds it positive that the consortium makes use of the partners' existing quality assurance system, adding minimal agreements required to ensure transparency, smooth communication, and cooperation on enhancement activities between the partners. Both at local and central level the monitoring and quality assurance process is clear, with well-designed responsibilities, good involvement of the students, and a structure that is rooted in improvement-driven processes.

The panel has nevertheless formulated a few recommendations that could help the MAiSI partners to improve even more the programme.

First, the panel suggests to improve the information on graduate employment opportunities. Employability surveys should be conducted to ensure clarity for students about their role in the labour market.

Students experience differences in the meaning of assessments. The panel advises the consortium to harmonise the assessment system more and to take steps to address perceived problems.

There is no compulsory internship in the programme. Both the field and the students experience the added value of an internship during the learning process. The panel recommends that consideration be given to whether a compulsory internship can be made possible.

Finally, the panel encourages MAiSI to address actively the issue of diversity of teaching staff, and to complement the common quality assurance structure with formal activities and measures to close the feedback loops and to use the results of quality assurance for programme improvement and management. The panel noted that quality assurance is based on many informal activities.

4 Assessment procedure

The assessment was carried out in line with the 'Framework for the European Approach for Quality Assurance of Joint Programmes – November 2020'.

The panel prepared itself for the assessment based on the Self-Assessment Report and annexes submitted by the institutions when applying for programme accreditation. Prior to the preparatory meeting of the panel, each panel member formulated initial impressions and questions to be discussed. During the preparatory online meeting on Tuesday 25 April 2023, the panel discussed all information received with the application and also prepared the virtual dialogue with the programme (institutions). Impressions and questions were collected and merged into a well-ordered and handy document before the dialogue with the institution.

The virtual dialogue took place on 27 April 2023. The digital platform used was Zoom. The dialogue included discussions with representatives of all cooperating institutions.

During the dialogue the panel investigated the context of the joint programme and the institutions and collected all required information to make a judgement on the quality of the joint programme.

During a closed meeting of the panel on 27 April 2023 the panel discussed all information obtained and translated it into a judgement per standard and for the programme as a whole. The panel took this conclusion in full independence.

All information obtained led to a draft assessment report that has been sent to all panel members. The feedback from the panel members has been processed. The assessment report adopted by the chairperson was submitted to NVAO on 13 June 2023.

5 Overview of the assessments

The panel presents their assessments per standard, as outlined in chapter 2.

Standard	Assessment
1 Eligibility	Compliant
2 Learning Outcomes	Compliant
3 Study Programme	Compliant
4 Admission & Recognition	Compliant
5 Learning, Teaching & Assessment	Compliant
6 Student Support	Compliant
7 Resources	Compliant
8 Transparency & Documentation	Compliant
9 Quality Assurance	Compliant
Programme as a whole	Positive

Annex 1: General information on the programmes

Institutions	Katholieke Universiteit Leuven (KU Leuven) Charles University (CUNI) Johannes Gutenberg Universität Mainz (JGU) Swansea University (SU) Universitat Pompeu Fabra (UPF) University of the Peloponnese (UoP)
Address, institution website	Oude Markt 13, 3000 Leuven www.kuleuven.be
Qualification	Erasmus Mundus Joint Master of Arts in Sports Ethics and Integrity (MAiSI)
(Additional) title	NA
(Parts of) field of study(s)	Physical Education and Rehabilitation Sciences
Specialisations	none
Programme routes	/
Location where the programme is offered	Faculty of Movement and Rehabilitation Sciences Building Gymnasium, Tervuursevest 101, 3001 Heverlee (Belgium) Faculty of Physical Education and Sport Charles University, José Martího 31, Prague 6, 162 52 (Czech Republic) Faculty of Sport Sciences Johannes Gutenberg-Universität, Albert Schweitzer Straße 22, 55128 Mainz (Germany) Faculty of Law (campus de la Ciutadella) Ramon Trias Fargas, 25-27, 08005 Barcelona (Spain), International Olympic Academy (IOA) 52, Dimitrios Vikelas Avenue 152 33 Halandri, Athens 27 065, Ancient Olympia, Ilia (Greece) Swansea University (Bay Campus), Fabian Way, Crymlyn Burrows, SA1 8EN, Swansea (Wales, UK)
Teaching language	English
Study load (in credits)	120 ECTS

Annex 2: Programme-specific Learning Outcomes

At the end of the MAiSI Programme, students should:

1. Understanding of a theorised appreciation of the various approaches to sports ethics
2. Familiarity with the nature and importance of ethical reasoning in sporting contexts
3. Ability to apply ethical reasoning to practical sporting cases
4. Familiarity with “Best Practice” exemplars of ethics and integrity in sport contexts
5. Familiarity with major social research methods and methodologies suitable for research in sports integrity
6. Ability to engage in sophisticated conceptual thinking
7. Ability to analyse critically practical cases in terms of ethically relevant criteria
8. Ability to systematically plan, implement and report research investigations of ethical problems in the field of sports
9. Given the nature of the field, practical skills are embedded within the aforementioned generalised/composite skills
10. Ability to communicate in a professional, theoretically informed, manner in both written and oral formats
11. Ability to independently utilise appropriate forms of information technology
12. Ability to deliver professional presentations apt to research and industry audiences
13. Ability to critically reflect on their own learning in order to ensure continuing improvements

Annex 3: Composition of the panel

The composition of the panel that assessed the quality of the Master in Arts of Sports Ethics and Integrity (MAiSI) was as follows:

Dr. **Rolf Heusser** (*chair*), former Director of the Swiss Accreditation Agency in Higher Education, former President of the European Consortium for Accreditation in Higher Education (ECA), former director of the Swiss National Institute for Cancer Epidemiology and Registration (NICER), lecturer University of Zürich, Switzerland;

Prof. dr. **Silvia Camporesi** (*panel member*), bioethicist with an interdisciplinary background in biotechnology, ethics and philosophy of medicine, visiting professor of Philosophy at King's College London, UK and Senior Research Fellow in Bioethics and Comparative Policy Analysis at Centre for the Study of Contemporary Solidarity, Department of Political Science, University of Vienna, Austria.

Jens De Rycke (*panel member*), policy officer innovation in sports policy and participation measurement – Sport Vlaanderen, Belgium;

Liesl De Pauw (*student panel member*), Master's student in Psychology at the Vrije Universiteit Brussel, Belgium.

The panel was assisted by:

- **Dagmar Provijn**, policy advisor Flanders NVAO, process coordinator;
- **Ils Aerts**, secretary.

All panel members and the process coordinator/secretary have signed NVAO's code of deontology.

Annex 4: Schedule of the site visit

The dialogue and site visit (online) by the panel were organised on 27 April 2023 as part of the external assessment procedure regarding the Master of Arts in Sports Ethics and Integrity of MAiSI. The schedule was as follows:

27 April 2023 – virtual meeting

Time	Meeting
09:00–10:00 AM	session 1: programme management
10:30 –11:30 AM	session 2: teaching staff
12:00–01:00 PM	session 3: representatives for alumni and the professional field
02:00–03:00 PM	session 4: supporting staff
03:30 –04:30 PM	session 5: student representatives
05:00 –05:30 PM	session 6: programme management (limited)

Annex 5: Documents reviewed

During the site visit the programme management presented the following documents:

Information file

- Self-Assessment Report

Annexes to the information file

- Consortium Agreement
- Mapping national qualifications frameworks
- Domain-specific learning outcomes
- Overview programme structure
- ECTS-fiches
- Conversion table grades
- Student services
- Staff CV's
- Internal quality assurance at the Una Europa partner institutions

Documents made available during or leading up to the dialogue

- A 5-minute movie – a kind of virtual introduction for the panel made by students

Annex 6: List of abbreviations

ABS	Academic Board of Studies
COBRA	quality assurance methodology, stands for Cooperation, Reflection and Action, with attention for Checks & Balances
CUNI	Charles University Prague, the Czech Republic
ECTS	European Credit according to the European Credit Transfer and Accumulation System
EMJMD	Erasmus Mundus Joint Master's degree
FQ-EHEA	Framework for Qualifications in the European Higher Education Area
JGU	Johannes Gutenberg Universität Mainz, Germany
KU Leuven	Katholieke Universiteit Leuven, Belgium
MAiSI	Master of Arts in Sports Ethics and Integrity
MIS	Management Information System
NVAO	Accreditation Organisation of the Netherlands and Flanders (Nederlands-Vlaamse Accreditatieorganisatie)
SU	Swansea University, Wales
UPF	Universitat Pompeu Fabra, Spain
UoP	University of the Peloponnese, Greece

The panel report has been ordered by NVAO for the programme accreditation of the Master of Arts in Sports Ethics and Integrity (MAiSI) according to the Framework for the European Approach for Quality Assurance of Joint programmes.

