

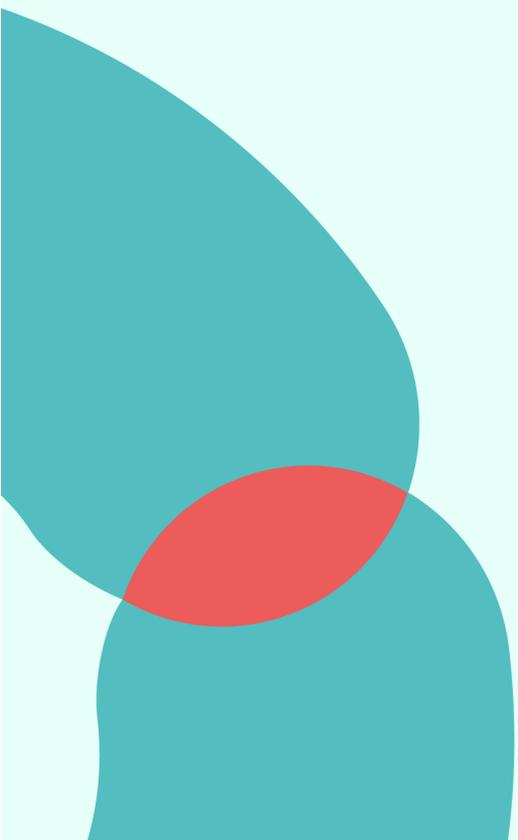


PROGRAMME ASSESSMENT

Lycée des Arts et Métiers (LAM)

BTS Réalisateur graphique

Final report submitted to the Ministry of Research and Higher
Education on 18 February 2026



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BTS RÉALISATEUR GRAPHIQUE

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1 Executive Summary

This document reports on the programme assessment of the 'BTS Réalisateur graphique' at the Lycée des Arts et Métiers by an international expert panel convened by NVAO on behalf of the Ministry of Research and Higher Education of Luxembourg.

The programme was accredited by the Luxembourg Minister of Research and Higher Education following an assessment in 2016 and in 2021. The current panel studied the self-evaluation report submitted by the Lycée des Arts et Métiers (LAM), looked at additional study material during the site-visit, and discussed the state of play of the programme with a variety of stakeholders on October 14th, 2025.

The Lycée des Arts et Métiers has a long tradition in teaching plastic and graphic arts in Luxembourg, and has a wide offer of BTS programmes in the field. The *BTS Réalisateur graphique* is one out of 10 BTS programmes offered by the LAM. The panel confirms the clear vision of the management to (further) reinforce the positioning of the BTS programmes, underline their identity as part of the higher education cycle in the LAM and fully use opportunities for cooperation between the BTS programmes.

The panel appreciates the strong motivation and expertise of the teaching staff of the *BTS Réalisateur graphique* to deliver a coherent and up-to-date curriculum that allows students to acquire relevant knowledge and skills, and grow into technically strong professionals. The curriculum has been designed in a modular structure around 3 main domains (graphic design et webdesign, image processing and graphical workflow) and equip students with a diverse range of hard and soft skills, enabling them to take on a wide range of roles in the graphic design industry. It combines a fair amount of theoretical insights and practical training and assignments at the LAM, with an internship in a company.

The panel appreciates the staff's ongoing efforts and openness to maintain and revise the programme and integrate feedback from the sector, alumni and students, so as to ensure the programme's continued relevance for a field that faces rapid technological changes and repositioning in the light of AI technology.

In response to the difficulties students encounter in finding a relevant internship on time and in light of the importance of the internship in the programme, the panel recommends the management and teaching staff to reinforce their support to students in finding appropriate internships, where necessary backing and tutoring on the job is fully ensured.

Given the low numbers of students in the programme, the panel further advises the management to continue all its efforts to enlarge the admission period, to adequately promote and brand the programme - also in the Lycée, and attract more students to have sufficient critical mass for interaction and learning from peers.

Following the comprehensive investigation into the quality of the *BTS Réalisateur graphique*, the panel concludes that the programme has sufficiently demonstrated the quality in the four assessment areas : 1 'Aims and objectives of the programme', 2 'Admission, evaluation and certification', 3 'Implementation of the programme' and 4 'Quality assurance measures. The

panel concludes that the quality of the BTS programme has been demonstrated in a verifiable manner for the four assessment areas.

Consequently, the panel advises positively on the re-accreditation.

Assessment area		Judgement
1	Aims and objectives of the study programme	MET
2	Admission, evaluation, certification	MET
3	Implementation of the programme	MET
4	Quality assurance measures	MET
Overall judgement		Positive reaccreditation advice

The Hague, 3 November 2025

On behalf of the international expert panel charged with the programme assessment of the Lycée des Arts et Métiers, BTS 'Réalisateur graphique',

Raymonda Verdyck
Chair

Anja Detant
Secretary

2 Introduction

The Ministry of Research and Higher Education of Luxembourg (MESR) requested the Accreditation Organisation of the Netherlands and Flanders (NVAO) to carry out a programme assessment of the BTS Réalisateur graphique, the Lycée des Arts et Métiers (LAM) is offering. The programme was reaccredited in 2021. The underlying assessment report has the status of an advice to the board of NVAO and to MESR, which will decide on the reaccreditation of the BTS Réalisateur graphique.

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

- Ms Raymonda Verdyck, Belgium, chair;
- Ms Carole Bayet, Belgium, panel member;
- Ms Annick Kieffer, Luxembourg, panel member;
- Ms Mayssan Ben Taher, Belgium, student-member.

The composition of the panel reflects the expertise deemed necessary by NVAO for this accreditation exercise. Short CVs of the panel members are provided in annex 1 (5.1). On behalf of NVAO, Mr. Ruben Debusschere was responsible for the coordination of the assessment process. The external secretary, Ms. Anja Detant, drafted this report in close cooperation with all panel members and in agreement with the chair. All panel members and the secretary signed a statement of independence and confidentiality.

The panel carried out the assessment after which the Board of NVAO made a recommendation to the Ministry (MESR). The Minister of Research and Higher Education takes the final accreditation decision. The framework for assessment comprises the criteria under the Higher Education Law of 21 July 2023, which creates the legal basis for the short-cycle programmes leading to the Brevet de Technicien Supérieur (BTS), offered by the Lycées.

The panel members studied the self-evaluation report and submitted their first impressions on the materials prior to the preparatory panel meeting, which was held online on 1 October 2025. The site visit took place on October 14th, 2025. The panel talked to the management of the Lycée and the coordinators of the programme, as well as to teaching staff, students and alumni, and representatives of the professional field. The schedule of the visit is presented in annex 2 (5.2). Annex 3 (5.3) lists the materials made available by the programme before the site visit.

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

3 Programme assessment BTS Réalisateur graphique

3.1 Assessment area 1: Aims and objectives of the programme

Assessment area 1 is detailed in the following assessment criteria:

- a) The programme complies with the provisions relating to programmes leading to the BTS, as defined in Title II¹.
- b) The programme has a **coherent curriculum** which reflects the programme's intended **learning objectives** and the **learning outcomes** to be achieved by the student. It is broken down into **knowledge, specific skills, and transversal skills**.
- c) The programme is defined in accordance with **European standards** and the Bologna Process. It is defined in terms of **ECTS credits**.
- d) The programme is **divided into modules**, each of which is awarded a certain number of ECTS credits. Each module is made up of one or more theoretical or practical units, known as "**courses**". Each course carries a minimum of one ECTS credit and a maximum of 20 ECTS credits. The objectives and learning outcomes of each module and course are clearly defined.
- e) The **workload** is appropriate and balanced between semesters.
- f) The **ratio of theoretical to practical teaching** is consistent with the programme's objectives.
- g) **For each module** of the programme, the appropriateness of the **workload**, the types and methods of **assessment** and the intended **learning outcomes** are determined and documented in relation to the **level 5** descriptors of the Luxembourg Qualifications Framework, in accordance with the amended Law of 28 October 2016 on the recognition of professional qualifications^{2 3}, and in relation to the number of ECTS credits allocated to each module of the programme.
- h) Programmes preparing for **regulated professions** within the meaning of the amended Act of 28 October 2016⁴ on the recognition of professional qualifications **comply with the legislative and regulatory requirements governing the regulated profession concerned**. This compliance is established by means of a detailed **report drawn up by the competent minister responsible** for the profession concerned. This report is a **mandatory part** of the accreditation file.

The BTS 'Réalisateur graphique' is a two-year BTS study (120 ECTS), rooted in the publishing sector, covering both traditional and digital media from creation to production and document preparation for both print and electronic publications.

The BTS *Réalisateur graphique* prepares graduates to enter the visual communication and graphic arts industry as versatile technicians, whether in traditional or digital fields. Holders of the BTS *Réalisateur graphique* qualify for working in graphic design and pre-press roles in printing companies, advertising agencies, graphic design studios, publishing houses or any company with an in-house graphic design/pre-press or communications department (government agencies, banks, industries, commercial companies, cultural institutions, agencies, etc.).

¹ https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#title_2

² <https://legilux.public.lu/eli/etat/leg/loi/2016/10/28/n2/jo>

³ https://legilux.public.lu/eli/etat/leg/loi/2016/10/28/n2/jo#art_69

⁴ <https://legilux.public.lu/eli/etat/leg/loi/2016/10/28/n2/jo>

The curriculum has been designed in a modular structure around 3 main domains (graphic design et webdesign, image processing and graphical workflow) to equip students with a diverse range of hard and soft skills, enabling them to take on a wide range of roles in the graphic design industry. They are provided with knowledge of the methods of manufacturing products for printed or electronic distribution and the most common technical and creative processes used in the sector. The BTS also aims to prepare students for easily integrating into a team and adapting effectively to the constraints and technical specifications of the tasks assigned to them.

The panel appreciates that the curriculum includes specific courses and assignments to train students to become critical and technically strong, well-skilled professionals.

The detailed information provided in the accreditation file shows a coherent and logically structured programme, with a good focus on transdisciplinarity. The programme emphasises both the technical and creative side of the professions for which it prepares the students. It combines a fair amount of theoretical insights and practical training and assignments at the LAM, with an internship in a company. In addition to the practical assignments within the curriculum, students were very positive about the value of the internship, that contributes to learning competences on the workforce, in a real professional setting.

The workload across the different modules and the assessment methods used for the different courses, appeared to be well-defined, clear and balanced. The panel discussed the focus on self-management of students and the level of student autonomy in the learning process during the site-visit. Though the pace of the programme can be challenging, overall it was considered feasible and students feel very much supported and guided by a teaching staff with whom they have easy and direct connections.

During the site-visit, the panel discussed with management and teaching staff how the programme works towards the intended academic level 5 in terms of learning outcomes, curriculum, assessments, internship and final project.

The panel confirms that the management and teaching staff have a clear vision on the objectives of and expectations in a level 5 programme (as compared to level 4), and demonstrated well how the curriculum and teaching process contribute to a higher level of maturity and autonomous learning of BTS students. In the BTS programme, the teaching staff is stepping into the role of a coach that guides students through the learning process and stimulates them to become technically skilled all-round professionals for the field. At the same time, the objective is to equip them with sufficient knowledge and learning capacities, to continue their professional development and further specialise on the job.

The final project (TFE) is an important milestone in the BTS. The panel is of the opinion that the choices made to integrate the final project preparation from the start of the program, allows to prepare the students and build a learning process that leads to the desired end level.

The exchanges with employers confirmed that the broad profile and approach in the BTS programme delivers well-trained and technically strong graduates, who possess the required global knowledge to enter the profession, have a good degree of autonomy to deliver and a

fair degree of creativity. This is attractive for a sector that needs both genuine technical skills and creative competences.

The panel also enquired on the efforts to ensure that the programme remains relevant and responsive in the rapidly changing environment of the sector. The management clarified how the programme has evolved following legislative requirements for the BTS. Modifications and continuous updates of the curriculum and courses have been introduced to align with the technological evolutions in the professional field, as well as with developments in the field of creative and graphic expression. As an example, the BTS management and staff build on their experience and on the feedback from professional networks and students to fine-tune assignments for project work, introduce new topics (e.g. more focus on motion design, less post-production courses, greater attention for the creative components) and adapt the follow-up of students working towards their TFE.

The panel also discussed with the programme management and teaching staff the further evolution and intended changes of the program, to keep pace with a field where technological developments and automation are important and the use of AI will reshape the profession. The panel is positive about the transversal integration of AI in the curriculum. The programme chooses to integrate AI into the existing courses, rather than creating a dedicated course that focuses on AI. Given the rapid changes and developments of AI tools and the many unknowns, the panel confirms that this is a sensible choice. The panel finds it wise that the BTS approaches AI as a tool that offers possibilities for the sector and that can support efficiency of certain parts of the work, but also learns students to look critical at it and to learn to use it sensibly.

The close links between the programme, the teaching staff and the professional field (involved as external lecturers, guest speakers on specific matters, tutors and providers of internships) appear to be a stronghold for the BTS. The strong links are also underlined in the work of the *groupe curriculaire*, that proposes revisions of the curriculum, with new courses and an updated profile for the BTS based on consultations of traditional partners such as the 'Association des Maîtres Imprimeurs du Grand-Duché de Luxembourg' (AMIL) and other professional organisations like 'MarkCom' and 'Design Luxembourg', as well as on feedback from the alumni (see also accreditation file 1.4).

The panel appreciates the efforts of the management to bring the different BTS programmes of the LAM together on one separate campus. This clustering allows to distinguish the BTS offer from the level 4 programmes in the LAM. The panel expects that it can support the branding of the BTS as higher education programmes, reinforce students identification with the BTS and further stimulate the cooperation within the level 5 programmes.

The organisation of the internship raised some questions, in particular because the internship is taking place during the summer period, when companies often operate at a slower pace. The weight of the internship (18 ECTS) was also part of the discussion, as the programme suggested in their SWOT analysis that compared to the other components the internship is taking up many credits (ECTS).

The exchanges with staff and employers helped the panel to better understand the objectives of an 8 weeks internship and the rationale for placing the internship in the summer period.

While the timing can be defied, the professional field confirmed that the integration of interns in summer time (usually being a more quiet period) might be more feasible than during peak times. The employers showed engagement to take up a role in preparing future professionals for the sector, and proved to be motivated to integrate interns from the BTS in their activities, in particular benefiting from their strong technical skills and capacities.

However, a point of concern to the panel is the signal received from students that finding an appropriate internship is a real challenge; to find an internship BTS students enter into competition with other students who might be more 'attractive' for the sector as they can engage in longer internships. Also, timing in summer is sometimes an issue, and in some cases students receive little support on the job during their internship.

Given that the internship is a mandatory and important part of the BTS programme, the panel recommends the management and teaching staff to reinforce the support they can offer to students in finding good internships and ensuring necessary support and tutoring on the job. The panel has seen that this concern is shared and that management is working on solutions, using the professional networks of the BTS, establishing a list of companies and agencies that can offer internship places, and collaborating in a more structural way with professional organisations that can organize calls for interns in the sector.

Conclusion

To conclude, the panel confirms that the programme complies with the provisions for a BTS programme. It acknowledges that the BTS *Réalisateur graphique* effectively meets the underlying assessment criteria of assessment area 1 'Aims and objectives of the programme', providing a good balance of theoretical and practical training that aligns well with the needs of the sector. The versatility of graduates of the BTS is a major asset for employers looking to recruit technically skilled workers who can meet the varied needs in the domain.

The close links between the programme, the teaching staff and the professional field appear to be a stronghold for the BTS. The panel appreciates the open attitude within the BTS to keep up with changes and needs in the workfield, and the great motivation of management and the staff to deliver an up-to-date and relevant programme that results in well-qualified graduates.

Given the importance of the internship in the programme, the panel recommends the management and teaching staff to reinforce their support to students in finding good internships and ensuring necessary backing and tutoring on the job.

3.2 Assessment area 2: Admission, evaluation, certification

Assessment area 2 is detailed in the following assessment criteria:

- a) **The Lycée publishes**, in a clear, precise, and up-to-date manner, **information on its BTS programmes**, the **respective status** of its programmes with regard to accreditation, the **admission requirements** for the various programmes, **the enrolment fees**, the **total cost** to be expected per programme, **the curriculum** for the programmes offered, the **intended learning outcomes** and the **qualifications** leading to said programmes.
- b) The **admission requirements** for the programme of study are clearly defined and published. The modalities of potential **entry examinations** must be published 3 months in advance.
- c) The procedure for the **validation of prior learning or experience** are clearly defined, in accordance with the provisions of Article 11⁵.
- d) **Assessment methods** are defined in relation to the learning objectives and are designed to verify the achievement of the programme's intended learning outcomes.
- e) **The assessment methods** applied in the various modules and courses are clearly **communicated** to the students.
- f) **The degree shall comply with the provisions** of Article 26(2)⁶, and shall be **accompanied by a supplement** complying with the provisions of Article 26(3)⁷.

The LAM disseminates information on the BTS programmes to potential students via its website, social media, information sessions at student fairs, during open days at the LAM, through a brochure, etc. The formal (diploma) requirements for candidates wishing to enrol in this BTS programme and the procedure for the validation of previously acquired experience (validation des acquis de l'expérience, VAE) are clearly outlined.

The panel learned from the accreditation file that candidates for the BTS *Réalisateur graphique* need to pass an entry examination to be allowed to start the programme. The accreditation file also indicates that the student population comes from very diverse educational backgrounds. The panel discussed with the management the admission criteria and the profile of the student population in the BTS. The panel also enquired on pathways of students into the programme and the practice with the validation of former experience ('validation des acquis de l'expérience' (VAE)).

As enrolment in the programme is limited, the panel wanted to understand the most common entry profiles and background of students, besides enquiring about the view and actions of the management on opportunities in programme design, outreach strategies, or partnerships that could be further explored to attract more students to the BTS.

During the exchanges with students and alumni the panel learned that the information provided to interested candidates on admission requirement, enrolment fees and costs is clear and up-to-date. The panel is also positive about information on the curriculum and intended learning outcomes. From a cost perspective, the entry into the BTS is considered democratic. Students and alumni also confirmed that the expectations for the entry exam are

⁵ https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#art_11

⁶ https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#art_26

⁷ https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#art_26

clear. They received sufficient information to understand what is expected and what background knowledge is needed to start the programme.

While initial questions were raised regarding the entry requirements, the panel considers them reasonable based on discussions with management and students. The entry exam and interview allows motivated students from a diversity of backgrounds to enroll in the programme. Publicly available materials on the website of the programme, such as entry exam assignments from previous years, support motivated candidates in preparing adequately for the admission process.

Moreover, there is sufficient and timely communication to the students in terms of evaluation and assessment methods for the different modules; these methods are diversified and aligned with the objectives and intended learning outcomes for a level 5 programme. The students with whom the panel discussed were well aware of what to expect and how assessments are carried out.

The panel understood from the exchanges that some courses are assessed by several examiners in order to make the final mark even more objective: in particular, the interdisciplinary project course (APAU1 1 and 2), the internship (assessed by the supervisor in the company and the school supervisor) and the final project (TFE), which is assessed not only by a committee including the supervisor, but also by all BTS teachers and industry professionals, who are invited to the final presentation in the 4th semester. The transparency of grading and scoring was discussed with students and appears to be clear and well-justified.

The panel has been reassured about the evaluation of the internship and the support offered to students at the level of the school, also in the summer period. Students are evaluated according to a pre-defined scheme by the mentor on the workforce, and within the BTS by the tutor, who visits students at the internship, discusses with the workplace mentor and assess students' reporting and presentation of the internship assignment.

To the panel, the low numbers of students enrolled in the BTS *Réalisateur graphique* is a point of concern that needs follow-up. The panel raises this as an issue for the continuity of the BTS programme as a whole. Few students that enroll in the BTS also impact the implementation of the programme, since low numbers induce reduced possibilities for interaction and peer learning, impacting on group dynamic and altering the type of support and interaction with the teaching staff.

The panel finds it positive that the management has decided to expand the admission period and install 2 moments to enroll into the programme (July and September), in an effort to attract more students. It also heard that the management is reflecting on possibilities for a stronger promotion of the BTS programmes in the LAM itself, to motivate the students from the Lycée to continue at the LAM after level 4, and enroll in the BTS.

From the exchanges, the panel heard that the promotion of BTS courses is difficult, as the level 5 programmes remain largely unknown and little understood/unattractive. Promoting a positive image of the BTS and making the BTS much more visible nationally and internationally appears to be necessary. The panel understands that this goes beyond the responsibility and possibilities of the LAM, but encourages the management to continue investing in promoting the BTS *Réalisateur graphique* as a programme that is challenging, but also fun and creative. The panel also encourages the LAM to invest in regular social media

campaigns and messages that target young people with up-to-date information and attractive content about the BTS.

Conclusion

The panel concludes that the programme meets the underlying assessment criteria of assessment area 2 'Admission, evaluation and certification'. The admission procedure is clear and the entry requirements are considered adequate to allow students to start with the necessary background knowledge and the right motivation.

The programme's evaluation methods are coherent and effectively aligned with level 5 standards, ensuring the relevance of assessments. The panel is also positive about the follow-up provided and the assessment process put in place for the internship. This is a valuable module for students to practice their knowledge and technical and creative skills in a real work environment after the first year, and grow into more mature levels of professionalism in the second year of the BTS.

Given the low numbers of students in the programme, the panel advises the management to continue all its efforts to enlarge the admission period, to adequately promote the programme - also in the Lycée, and attract more students to have sufficient critical mass for interaction and learning from peers.

3.3 Assessment area 3: Implementation of the programme

Assessment area 3 is detailed in the following assessment criteria:

- a) The programme **has sufficient resources in terms of teaching staff and financial and material means** to meet its specific needs and achieve its objectives. These resources are available throughout the entire duration of the programme.
- b) The Lycée has **appropriate infrastructure** to offer the proposed programme and enable its students to do achieve the intended learning outcomes.
- c) Teaching is provided by a **teaching staff that is competent** from a didactic and pedagogical point of view and capable of relating teaching to professional practice in the field concerned and to current research. Teaching is student-centred and encourages active student participation. The suitability of each of the professional profiles of the available and planned teaching staff is clearly demonstrated in relation to the programme's objectives and its intended learning outcomes.
- d) The **proportion between teachers appointed in the Lycée and external contractors** is appropriate to the objectives of the curriculum, it being understood that the **proportion of lessons provided by external contractors may not exceed the threshold of 40% set in Article 9(2)⁸**.
- e) **Continuing training programmes** are provided for teaching staff.
- f) In the case of alternate programmes, the school has a specific and compulsory **training programme for the trainers who deliver the practical teaching modules in the workplace**.
- g) Students benefit from appropriate supervision and full information. A **tutoring programme** is offered to students.

⁸ https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#art_9

From the accreditation file it appeared that the program has good infrastructure and the necessary resources to invest in it. This has also been confirmed during the site-visit. The BTS *Réalisateur graphique* has two different classrooms available to teach the programme and train the students, with all the necessary equipment. If more or other equipment is needed, the programme can benefit from the infrastructure of other BTS programmes in the Lycée.

Students have wide access to the facilities (e.g. student badge to enter the classrooms) and school equipment, which contribute to great flexibility and give them the freedom to work whenever they can. Every student has an own Adobe CC license, which is essential for effective work. During the exchanges, it was confirmed that the material and tools available are constantly updated, which is important to ensure students are trained following latest technology and tools when they enter the workplace.

During the site-visit the panel exchanged with teaching staff on their own experience and continuous training. Most of the permanent staff is involved in the Lycée and teaches in both level 4 and level 5 programmes. Part of the teachers in the BTS *Réalisateur graphique* have experience in the sector; some worked in the field in the past and others are still active. This ensures that specializations from the field are taken into the classes. Additionally, efforts are being made to train the teachers, who have the opportunities to follow latest developments and are signed in for mandatory continuing education. Given the rapid technological changes in the field, due attention is given to the training of the teaching staff, to allow them to keep trace of developments and understand the impact of AI developments on the profession.

The panel also learned that more teachers are involved in the current programme, as compared to before. A bigger and more diverse teaching staff brings in different points of view and triggers the efforts to continuously improve the programme. Moreover, the classes are provided with support of external experts from the professional field. Regular consultations with the field ensures a good understanding of the needs of the sector and close links with the curriculum content.

The *groupe curriculaire* meets regularly and ensures that the necessary adjustments are made to the curriculum, taking into account input from both (internal) teachers and external stakeholders. The permanent link to the professional field is ensured through personal connections of the teaching staff, but also through participation of the BTS to events of the sector, and structured in annual meetings with sector representatives who can provide feedback to the programme.

The panel further acknowledges the efforts of the Lycée to ensure the BTS *Réalisateur graphique* can connect students to associations such as Design Friends, Design Luxembourg or MarkCom. In the programme it is considered important to connect students from the start with the outside world so they can attend conferences, workshops and round-table discussions. The panel is positive about the connections with the professional field from the first year of the BTS. It sees it as a good way of learning and discovering new skills, of stimulating student's curiosity and pushing their limits. Workshops held by external stakeholders are also interesting for students. The panel suggests doing projects with 'real clients' as a relevant option for training the BTS students in cooperation with the professional field.

During the site-visit the panel discussed the support provided to students. In general students are positive: they feel well received by lecturers that are open to conversation. A dedicated tutor is assigned for each student. Tutoring is provided, among other things, for the follow-up of the internship. Overall, the students receive good support. Besides the tutor, there is also a supervisor who acts as a coach throughout the programme and supports students for the final project.

Conclusion

The panel concludes that the programme meets the underlying assessment criteria of assessment area 3 'Implementation of the programme'. It benefits from a competent and well-resourced teaching staff, with professional development opportunities and strong encouragement to stay updated on technological advances and the use of AI.

Students benefit from good information and a strong tutoring and coaching system. The direct connection between students and teachers facilitates the information flow throughout the programme, and the small groups allow frequent interactions and close monitoring of students' learning process and professional development.

3.4 Assessment area 4: Quality assurance measures

Assessment area 4 is detailed in the following assessment criteria:

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

The LAM has a central system for quality assurance for all its BTS programmes. The Lycée also maintains regular and formalised exchanges with professional circles in the Grand Duchy of Luxembourg related to its BTS programmes. This offers a clear framework for the various actors to provide feedback on the quality of the programmes.

The responsibilities in the QA system are clear, with well-defined roles for the management, programme coordinator and the *groupe curriculaire*, including teaching staff and sector representatives. The BTS has a clear procedure to introduce programme modifications. The *groupe curriculaire* ensures regular evaluation of the programme, consulting the sector and graduates on the relevance and quality of the courses offered, and drawing upon the results of surveys. The Lycée includes the companies where the students have their internship in the evaluation process. Efforts to adapt the programme, such as lengthening the internships from 6 to 8 weeks, are a direct result of the feedback from the professional field.

The panel has heard that the learning process and different courses of the BTS *Réalisateur graphique* are constantly reviewed, whereby students are enquired to evaluate the programme every semester, but are also invited to communicate their concerns and reflections on the courses in informal contacts with the teaching staff. Flexibility and an open, adaptive approach of the teaching staff is much appreciated by the students, who indicated that suggestions of students are usually heard. Course content and deadlines can be adapted to accommodate to students' needs and interests. The panel positively notes that the feedback of the students is taken into account for fine-tuning the courses.

The panel also enquired on the efforts to ensure that the programme remains relevant and responsive in a rapidly changing environment of the sector, and has heard good examples of the added value that the collaboration with the professional field brings to the programme. The panel values the involvement of the sector in quality evaluation and acknowledges that there is a rich and well-structured system for collecting feedback from external contributors, internship tutors, final project jury and alumni.

Conclusion

The panel confirms that the programme meets the underlying assessment criteria of assessment area 4 'Quality assurance measures'. The LAM demonstrates a solid foundation for managing and continuously improving its BTS programme through regular interaction with the professional field, transparent information sharing, and committed teaching staff.

4 Judgement

Following the investigation into the quality of the BTS *Réalisateur graphique*, the panel concludes that the programme sufficiently demonstrates its quality across all the assessment areas required for programme accreditation. Consequently, the panel recommends a positive accreditation decision.

The panel praises the BTS programme *Réalisateur graphique* for its clear and ambitious vision to deliver a high quality level 5 programme that corresponds to the needs of the sector. The exchanges with employers confirmed that the broad profile and approach in the BTS delivers well-trained and technically strong graduates, who possess the required global knowledge to enter the profession, have a good degree of autonomy to deliver and a fair degree of creativity. This profile, and especially the strong technical skills, receives appreciation from the sector.

The strong ties to the professional field are maintained through a motivated and well-qualified staff that has experience in the sector and regular interacts with the sector; in addition the involvement of professionals in the courses and the assignments, as well as the internship, allow for a direct connection between the sector and the curriculum and brings relevant input into the course content. These collaborations ensure the programme stays aligned with the evolving demands and needs, particularly with regard to rapid technological changes and the use of AI in the field of graphic design.

The staff's commitment to integrating external perspectives and their significant efforts to adapt the programme based on stakeholder feedback are positive. The panel also appreciates the openness and enthusiasm demonstrated by the team throughout the evaluation process, reflecting their dedication to continuous improvement.

The information provided on different aspect of the programme is clear and sufficient; the information provisions allow interested students to understand well the admission process and entry requirements for the BTS, and provide sufficient insight in the curriculum and assessment methods applied. Students enrolled have direct lines and open communication with the teaching staff; they also benefit from appropriate supervision through a tutoring programme.

In response to the difficulties students encounter in finding a relevant internship on time and in light of the importance of the internship in the programme, the panel recommends the management and teaching staff to reinforce their support to students in finding appropriate internships, where necessary backing and tutoring on the job is fully ensured.

Further, the panel encourages the management to act upon the following point of attention: given the low numbers of students in the programme, the panel advises the management to continue all its efforts to enlarge the admission period, to adequately promote and brand the programme – outside and inside the Lycée, and attract more students to have sufficient critical mass for interaction and learning from peers.

Overall, the panel concludes that the quality of the programme has been demonstrated in a verifiable manner for all assessment areas: 1 'Aims and objectives of the programme', 2

'Admission, evaluation and certification', 3 'Implementation of the programme' and 4 'Quality assurance measures'.

Assessment area		Judgement
1	Aims and objectives of the study programme	MET
2	Admission, evaluation, certification	MET
3	Implementation of the programme	MET
4	Quality assurance measures	MET
Overall judgement		Positive reaccreditation advice

5 Annexes

5.1 Annex 1 – Composition of the panel

- Raymonda Verdyck (chair), Former Executive Director, GO! Education of the Flemish Community;
- Carole Bayet (panel member), Maître-Assistante in Graphic Arts, Haute école Provinciale de Hainaut - Condorcet (Department of Applied Arts);
- Annick Kieffer (panel member), Founder and Design Director, Studio Polenta (Luxembourg);
- Mayssan Ben Taher (student member), Graduate of the Associate Degree in Marketing & Communication Support (Odisee); Student in Graphic Design (LUCA School of Arts)

The panel was supported by:

- Ruben Debusschere, NVAO process coordinator
- Anja Detant, secretary trained and certified by NVAO

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

5.2 Annex 2 – Schedule of the site visit

08:00-08:30	Panel arrival and preparation
08:30-09:30	Meeting with the headmaster and the coordinators
09:30-09:50	Closed panel meeting
09:50-10:50	Meeting with the BTS Réalisateur graphique teachers
10:50-11:10	Closed panel meeting
11:10-12:00	Meeting with employers
12:00-12:20	Closed panel meeting
12:20-13:20	Lunch break (internal meeting)
13:20-14:20	Meeting with students and alumni
14:20-14:40	Closed panel meeting
14:40-15:10	Back-up time
15:10-16:00	Closed panel meeting
16:00-16:30	Feedback meeting with the programme management

5.3 Annex 3 – Documents reviewed

- **Accreditation file**
- **Annexes to the request for accreditation:**
 - Annexe 1 : Analyse SWOT du domaine 1 (Buts et objectifs du programme d'études)
 - Annexe 2 : Analyse SWOT du domaine 2 (Admission, évaluation, certification)
 - Annexe 3 : Analyse SWOT du domaine 3 (Mise en œuvre du programme d'études)
 - Annexe 4 : Analyse SWOT du domaine 4 (Mesures de garantie de la qualité)
 - Annexe 5 : Document central d'assurance de qualité du Lycée des Arts et Métiers
Document « Mentoring Program Guidelines and Responsibilities »
 - Annexe 6 : Nom du programme dans les pays voisins
 - Annexe 7 : Acquis (résultats) d'apprentissage visés par le programme
 - Annexe 8 : Aperçu schématique de l'ensemble du programme d'études
(grille des cours)
 - Annexe 9 : Catalogue des cours (contenu) du programme d'études
 - Annexe 10 : Aperçu schématique des modes d'évaluation (politique d'évaluation)
 - Annexe 11 : Vademecum sur le travail de fin d'études (TFE)
 - Annexe 12 : Vademecum sur le stage
 - Annexe 13 : Vademecum sur la procédure de validation des acquis de l'expérience
 - Annexe 14 : Supplément au diplôme délivré aux étudiants
 - Annexe 15 : Liste des équipements à disposition du programme d'études
 - Annexe 16 : Liste du personnel impliqué dans le programme d'études
 - Annexe 17 : Informations sur la professionnalisation du personnel
 - Annexe 18 : Aperçu des contacts avec le milieu professionnel
 - Annexe 19 : Informations sur le conseil et l'orientation des étudiants
 - Annexe 20 : Activités du BTS Réalisateur graphique
 - Annexe 21 : Analyse du retour des entreprises et des anciens étudiants
 - Annexe 22 : Extraits de la demande de réaccréditation 2020
 - Annexe 23 : Texte intégral du point 1.12 « Le processus d'apprentissage »
- **Additional material consulted**
 1. Travaux fin d'études
 2. Rapports de stage
 3. Visual material produced by students

5.4 Annex 4 – Abbreviations used

AI : Artificial Intelligence
BTS : Brevet de Technicien Supérieur
ECTS : European Credits Transfer System
LAM : Lycée des Arts et Métiers
TFE : Travail fin d'études
VAE : Validation des Acquis de l'Expérience
QA : Quality assurance

Colophon

QUALITY ASSURANCE SYSTEM LUXEMBOURG (LU08A-25 / LAM_BTS_RG)

Assessment framework 'LU Programme Accreditation BTS'

18 February 2026

Compilation: NVAO □ FLANDERS



Nederlands-Vlaamse Accreditatieorganisatie
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