

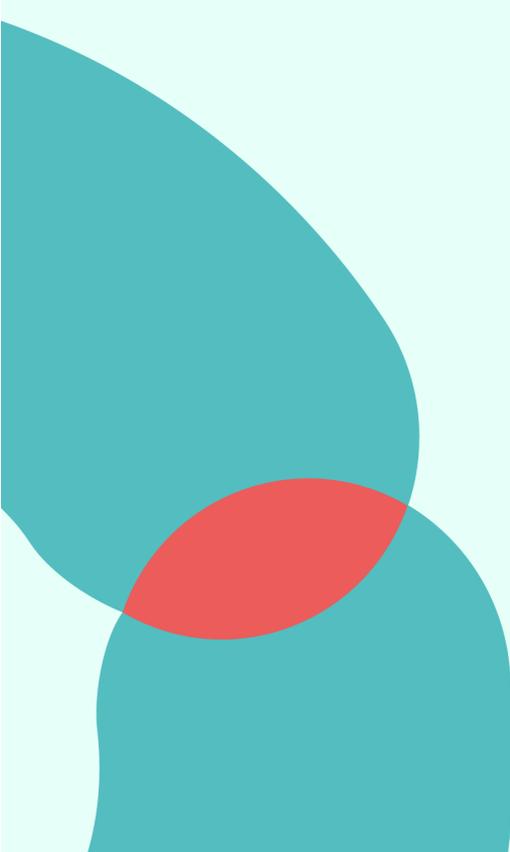


PROGRAMME ASSESSMENT

LYCÉE DES ARTS ET MÉTIERS

BTS DESSIN D'ANIMATION

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



Programme Assessment

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1 Executive Summary

This document reports on the programme assessment of the 'BTS Dessin d'animation' 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 last accredited by the Luxembourg authorities following an assessment in 2021. The current panel studied the self-evaluation report submitted by the Lycée des Arts et Métiers and discussed the state of play of the programme with a variety of stakeholders on November 13th, 2025. Following the comprehensive investigation into the quality of the BTS Dessin d'animation, the panel concludes that the quality of the programme has been demonstrated in a verifiable manner for all assessment areas.

The panel was convinced of the relevance and the quality of the programme and valued its clear vision for the coming years, developed in close dialogue with the professional field. The internship is widely seen as a key strength of the programme as it enables students to gain meaningful professional experience, while adequately supervised by the studios. The panel particularly valued that this BTS offers an important entry pathway into the industry, including for students with more limited financial means, for whom such access might otherwise be difficult. Promotion of the programme is effective. Assessment criteria are made available in good time, and the processes for evaluating the individual project, final-year project and internship are clear. Overall, the professional working environment created for students is highly motivating and supports their creativity. The panel also gained a positive impression of the teaching team – teachers complement one another well, communicate openly, create an approachable environment for students and pursue continuous professional development. Finally, the panel noted that the curricular group plays a key role in the alignment between the programme and the professional field and fosters a rich and genuinely win-win dynamic between the programme and the industry. The panel established that the BTS is highly receptive to professional input and maintains a strong culture of exchange and discussion.

The panel encourages the Lycée des Arts et Métiers to take the following **recommendations** into consideration:

Assessment area 1

- The panel recommends the programme to safeguard that the duration and workload of the internship accurately reflect the reality of a workload of 18 ECTS credits.
- The panel recommends the programme to closely monitor and ensure the continued availability of sufficient internship placements and provide students with clear and transparent information about financial support of Film Fund Luxembourg.

Assessment area 4

- As the programme does not make its QA system publicly available through its website, the panel recommends including information on its accreditation.
- The panel recommends the programme to check whether the implemented changes have the desired effect, in other words, to close the PDCA cycle. This could involve developing a more structured way of giving feedback to students regarding how their input was used, reflecting on the effectiveness of the student committee, or removing possible language

barriers. In doing so, the programme would directly respond to students' wish to be heard and to be treated as adults (see discussion sub-criterion 3g).

Following the comprehensive investigation into the quality of the BTS Dessin d'animation, the panel concludes that the quality of the programme has been demonstrated in a verifiable manner for all assessment areas. Consequently, the panel recommends a positive 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 re-accreditation advice

The Hague, December 15th 2025

On behalf of the international expert panel charged with the programme assessment of the BTS Dessin d'animation of the Lycée des Arts et Métiers,

Yoneko Nurtantio
Chair

Inge Verbeeck
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 Dessin d'animation of the Lycée des Arts et Métiers (LAM) is offering. The programme was last accredited in 2021. The underlying assessment report has the status of an advice to MESR, which will eventually decide on the reaccreditation of the BTS Dessin d'animation.

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

- Yoneko Nurtantio, Belgium, chair;
- Jérôme Lievens, Belgium, member;
- Valentin Grégoire, Belgium, member;
- Luna D'Heere, 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. Inge Verbeeck, drafted this report in close cooperation with all panel members and in agreement with the chair. All panel members and the secretary signed a statement of independence and confidentiality.

The panel carried out the assessment after which the Board of NVAO made a recommendation to the Ministry. The Ministry 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 November 4th, 2025. The site visit took place on November 13th, 2025. The panel talked to the programme coordinators, as well as to teaching staff, students, alumni and representatives of the professional field. The schedule of the visit is presented in annex 2. Annex 3 lists the materials made available by the programme before the site visit.

Immediately after the discussion, 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 then drafted the advisory report and circulated it to all panel members for review and feedback. The comments of the panel were incorporated in a second version, which was validated by the chair and submitted to 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 Dessin d'animation

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.

Findings

a)

The **BTS Dessin d'animation** at the Lycée des Arts et Métiers Luxembourg (LAM) is a two-year BTS programme (120 ECTS) in the field of animation. The programme is part of the Applied Arts domain of BTS programmes offered at LAM, alongside the BTS in Graphic Design, the BTS in Film and Audiovisual Production, and the BTS in Game Art and Game Design.

The aim of the BTS Dessin d'animation is not to train artists, but to develop versatile and technically skilled animation professionals. The programme's learning objectives target the film, TV, gaming, and communication industries, including graphic and advertising agencies, web design, and digital communication.

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 panel learned that the programme focuses on traditional and digital 2D animation, and introduces students to the fundamentals of 3D animation. This is a conscious decision, taken in line with the requirements of the professional studios, who need young people with these skills. Students who further want to develop 3D skills can progress to the Bachelor in Animation Drawing at the University of Luxembourg, which was established in 2018 with the involvement of the curricular group of the BTS Dessin d'animation. BTS students who successfully complete 60 ECTS credits of the first year may enter the second year of the bachelor's programme. BTS graduates may be admitted to the second or third year. For the professional field, the main noteworthy difference between graduates from the BTS and graduates from the bachelor programme is the experience with 3D.

The programme management explained that most graduates enter the labour market immediately after graduating from the BTS.

b)

The **learning objectives** of the BTS Dessin d'animation were defined in alignment with the requirements discussed with the programme's professional partners. The objectives include theoretical knowledge, practical expertise and transversal – personal, social, and professional – competences.

The **curriculum** follows a gradual learning path, beginning with introductory courses, individual assignments, and practical work in pre-production and production during the first semester, and culminating in the fourth semester with modules focused on production and post-production, which prepare the students for the creation of their final-year project, an animated short film. For each course, the objectives, targeted competences, and content are specified in the course descriptions.

The BTS is involved in various **collaborative projects**, both within the confines of this specific programmes and beyond. For example, at the LAM a yearly PowerWeek is organised in which all students from all BTS programmes and the professional field are involved. Heterogeneous groups of students act as think tanks to solve a real business case. Students from different backgrounds and with diverse expertise cooperate to develop and present an answer to the case. For example, students developed a map for the yearly Luxembourg Garden Expo.

The **final-year project** is also a group project. After all students have presented a proposal for a film project, the teachers choose the projects that have the most potential and that will be realised, and they divide the students into small groups. The teachers explained that within their groups, students are responsible for progress and task distribution and for the message they want to convey with their film. Teachers monitor the process and assist in case of difficulties, but they do not influence the artistic direction or the societal message.

The alumni told the panel that being dependent on each other and on each other's progress while working on a project, and having to find solutions together, had been very instructive. They also indicated that in retrospect, working on the final-year project and learning to understand the entire process of making a film, had helped them understand their current studio work better, where they are only responsible for a (small) part of the production process.

They are convinced that understanding how a film-making process works, learning to cope with deadlines and to manage time are amongst the most valuable things they learned in the BTS.

The representatives of the professional field explained that performing individual work while contributing to a group effort is typical for animators, which also calls for monitoring in real life professional practice. They value that BTS students learn to work together, to make timelines, and to discuss each other's and their own strengths and weaknesses, which are all essential competences in the animation industry.

c)

The programme is defined in accordance with European standards and the Bologna Process: it defines the intended learning outcomes and competences (see above, sub-criterion b) and has a clear modular structure (see below, sub-criterion d). The programme comprises **120 ECTS credits**, or 30 credits per semester. Each semester-based module (with a maximum of 30 ECTS credits) consists of one or more theoretical and/or practical courses, each assigned between 1 and 20 ECTS credits. One ECTS corresponds to 25 to 30 hours of student workload.

d)

The programme consists of four modules per semester, except for semester 4, which consists of two modules, 'Préparation au monde professionnel 4' (7 ECTS) and the final-year project (projet de fin d'études, 18 ECTS). The first two semesters include modules on preproduction, production, 3D techniques, and professional preparation. During the third semester the 3D techniques module is replaced by an internship (18 ECTS, see discussion under sub-criterion f).

The spiral curriculum enables students to progressively acquire fundamental drawing skills, theoretical knowledge, and digital techniques specific to animation production. As the professional field expects graduates to have a solid foundation in hand-drawn animation, the first semester is dedicated to traditional drawing and manual animation. From the second semester onwards, **digital techniques and tools** are introduced. During the site visit, the programme explained that it is in constant interaction with the professional field to stay aligned with new developments and software. The programme introduces its students to the common software in the industry, such as Toon Boom Harmony, Storyboard Pro, Moho, Adobe Creative Cloud for 2D and Blender, and Autodesk Maya for the introduction in 3D. The students also have access at home to Toon Boom Harmony, Adobe CC and Storyboard Pro (see discussion under sub-criterion 3b).

The curriculum introduces students to **artificial intelligence (AI)**, for example in the Techniques expérimentales course. The programme explained that its main goal is to inform students about how AI tools (such as Adobe Firefly) work and how they can be used in animation work, but that teachers also discuss their limits, risks, and societal impact. The programme also referred to the existence of the AI module in its Learning Management System Moodle, allowing students to read course texts in their own language. The presence of the BTS in Artificial Intelligence on the school campus ensures that up-to-date knowledge concerning AI is present and shared among teachers.

e)

Each academic year consists of 60 ECTS credits. The **workload** per semester ranges from 750 to 900 hours, corresponding to approximately 1.500 to 1.800 hours per academic year. The increased workload during the third semester results from the higher number of ECTS credits allocated to the internship (see discussion under sub-criterion f).

f)

The BTS Dessin d'animation is a predominantly **practical programme**. According to the documentation approximately 30% of the courses is theoretical and 70% is practical. Theoretical teaching is most intensive during the first and second semesters, where foundational knowledge is acquired. In the third semester, this knowledge and these skills are applied in an individual project. During the summer months – typically between the second and third semesters – students complete an internship. In the fourth semester, the final-year project is realised.

The mandatory full-time **internship** takes place in an animation company or studio during the school holidays following the first year. Before the start of the internship, students receive an internship handbook (vademecum), which contains all the relevant information (objectives, duration, organisation, assessment methods).

The employers and students explained that the internship mainly serves to familiarise students with the professional daily life of a studio animator. Students are usually allowed to focus on what they do best – colour, visual expression, or background, for example – and work on a real project, albeit primarily as a learning experience without an obligation to deliver results (for commercial release). A professional attitude, respect for colleagues and projects were mentioned as crucial competences. For students the internship is important because it opens doors to the industry and gives them the opportunity to get to know studio life.

In accordance with the Law of 21 July 2023 on the organisation of higher education, the allocation of ECTS credits for the internship has been revised. Starting from the 2026/2027 academic year, the internship will be extended from six weeks (9 ECTS) to eight weeks (18 ECTS). To reflect the increase of the number of ECTS credits, the programme removed a number of hours from several courses and extended the internship to eight weeks, which is the legal maximum for an internship during the summer holiday, as students are entitled to two weeks of holiday in the summer months. The programme plans to increase the volume of the final internship report to reflect the higher number of credits. The supervision remains the same: teachers visit the students during the internship and maintain contact with them via Teams.

The panel and the programme discussed the possibility of allowing students to complete the internship in two periods of six weeks, in order to justify the doubling of the number of credits. However, the programme management explained that the programme aims to graduate students in September after the fourth semester, which would not be possible if students had to complete a second internship period after the fourth semester. Some students, however, told the panel they would be interested in doing a second internship after the fourth semester.

However, due to recently introduced legislation, which requires companies to (moderately) compensate students for their work during the internship, the number of available internship places is limited. A possible alternative, namely having students complete an internship abroad

– where internships are unpaid – raises the concern that students would not return to Luxembourg after graduation, which is an issue because it is the programme’s objective to prepare professionals to join and reinforce the local market. Consequently, Luxembourgish stakeholders (Film Fund Luxembourg and Luxembourgish employers) are not in favour of this option.

In the **final-year project**, completed during the fourth semester, students apply all previously acquired knowledge and skills to produce a short animated film. Students manage the full production workflow – from concept to final product – including planning, task distribution, and use of production tools (scheduling, file sharing, pipeline management). The ‘Gestion de projet’ teacher is the main contact for students and acts as the project supervisor (see discussion sub-criterion 1b).

g)

According to the documentation, the combination of theoretical courses, practical work, and professional experience enables students to develop competences at European Qualifications Framework (EQF) **level 5**. During the site visit, the teachers explained that the level and pace in the BTS are higher than in secondary school, and students work more autonomously. The representatives of the professional field explained that they are more interested in the profile, competences and personality of a candidate, than in whether this candidate is a graduate from a BTS or a bachelor. Although generally BTS graduates are more trained in 2D (see discussion above), one employer explained that his best 3D animator was a BTS graduate who continued his further professional trajectory and development in this direction.

h)

The BTS Dessin d’animation does not prepare students for a **regulated profession**.

Reflections and conclusion

The panel established that this programme meets the formal requirements set by the Luxembourg government and corresponds to the European standards of level 5 education. The curriculum reflects a clear learning curve and consists of theoretical and practical components that help students gain the knowledge and develop the skills that the professional field is looking for. Group work and interesting projects such as PowerWeek help to develop collaborative skills, teach students how to deal with deadlines, and bring students into contact with the professional field.

The BTS has a clear view of what it intends to teach in the coming years and makes these choices in consultation with the professional field. As it maintains close contact with the studios and takes well-considered and cautious decisions – such as the choice of software to be taught – it is prepared for the future.

According to the panel, the programme takes a nuanced stance on AI, is well aware of its possibilities and disadvantages. The panel values that the programme also addresses ethical topics concerning AI with its students.

The internship is perceived as an important component of the programme by all stakeholders. The company tutors are aware of the student profiles and guide them actively during the

internships, providing them with the opportunity to get to know the sector and further train their competences. The students are enthusiastic about the internships, which they perceive as an exceptional opportunity to present themselves to the industry and to learn from it. The ongoing contacts with the professional field – during internships, but also during school projects, and the final-year projects – ensure a gradual introduction of the students to the professional world.

The panel understands the legal requirement to increase the number of ECTS credits from 9 to 18, and understands the choice of organising the internship during the summer months after the second semester, in one single block, preferably in Luxembourg. To justify the increase in the number of credits, measures have been taken. However, the panel recommends the programme to safeguard that the duration and workload of the internship accurately reflect the reality of a workload of 18 ECTS credits.

The discussions pointed out that the law requiring studios to provide compensation for students has an impact on the available internship places. Although – post-Covid – the panel did not hear any major issues related to the availability of internship placements, it is clear that the law impacts the willingness or financial capacity of – mostly smaller – studios to take on students. The panel recommends the programme to closely monitor and ensure the continued availability of sufficient internship placements and provide students with clear and transparent information about financial support of Film Fund Luxembourg.

The panel found that the programme **meets** the underlying assessment criteria of this assessment area. The panel therefore concludes that for this assessment area the quality of the programme has been demonstrated in a verifiable manner.

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.

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

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.

Findings

Admission

a)

The LAM disseminates comprehensive **information** to potential students and companies through its website (<https://btshub.lu/>). Each BTS has its own webpage accessible via the main site. The BTS Dessin d'animation website (<https://btsan.lu/>) presents the programme overview, curriculum, course contents, important dates, and specific information on the entrance examination. The cost per semester is 150 euros, with additional material costs (technical equipment and travel expenses for educational trips) amounting to 250 euros. One of the students emphasised during the site visit that she greatly appreciated the programme's affordability for people with limited financial means.

Social media platforms – Facebook, Instagram, YouTube, and Vimeo – are used to communicate about and promote the programme and to showcase the graduates' short films. Printed materials, such as a brochure, are also available to promote the programme. The programme participates in initiatives such as the yearly LAM student fair and 'Porte Ouverte', as well as the Display.ed event organised by the Casino Luxembourg - Forum d'art contemporain, and organises immersion days for candidates, which, according to the programme management, attract many potential students. The programme management mentioned that students themselves promote the programme in their formal secondary schools.

b)

The formal diploma requirements for candidates are outlined. **Admission criteria** are published on the website and include a good graphic design background, fluency in French or German and possibly English and ranking among the top 16 candidates in the **entrance examination**. This examination is organised jointly with the other related BTS programmes offered at LAM in June. It comprises a practical test – drawing from memory, model sheet, decomposition of movement, perspective and analytical drawing – and an oral test where candidates present their personal portfolios and answer questions from the jury concerning their work, previous education, and motivation. The jury assesses the candidate's potential, both in terms of creative and technical development and in terms of social skills. Decisions and results are communicated to candidates by email. The panel learned that some students applied three times before being accepted to the programme.

The impact of Covid – the programme noted that the technical drawing skills had become more challenging for many candidates/students – has now disappeared, and the final-year projects have returned to pre-Covid levels. Representatives of the professional field mentioned that the quality of the final-year projects has been increasing year after year. Last year, three final-year projects were even submitted to festivals. Aside to the potential of students, this was also related to the increased quality and possibilities of the available software.

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

The programme has a maximum capacity of 16 students. It does not wish to exceed this number in order to guarantee intensive supervision of students. Each year, between 30 and 40 candidates apply, most of whom are highly motivated and genuinely wish to work in a Luxembourgish studio.

According to the programme management, the student population is diverse, ranging from 18-year-olds to people in their thirties, from within Luxembourg and abroad, even beyond Europe. The cohorts include young people who have just completed secondary school as well as graduates of bachelor's and even master's programmes. The student population is therefore very diverse, including in terms of gender. The teachers and management value this diversity and welcome the variety, which is also reflected in the students' productions. This was confirmed by the students, who said that most teachers are kind to and understanding for queer people, are willing to translate during classes and allow students to use the elevator if they have a (temporary) physical problem.

c)

Each year, the LAM organises the procedure for the validation of **previously acquired experience** (validation des acquis de l'expérience, VAE). Practical information is made available on the website. Candidates are invited to an obligatory information session where they can discuss their application with the coordinators of the various BTS programmes offered at LAM. However, to date the BTS has never received a VAE application. The programme management attributes this to the fact that most people cannot meet the legal requirements (demonstrating sufficient prior experience and completing 30 ECTS credits upon enrolment), for example because they have other family-related or professional responsibilities.

Evaluation

d)

According to the documentation, the assessment **methods** are aligned with the intended learning outcomes of the courses and include final examinations, continuous assessment, tests, coursework, and class presentations. When courses are co-taught, the assessment is developed jointly by the responsible teachers. There is regular exchange between teachers who build on each other's course content.

As the programme is practice-oriented, **formative assessment** plays a central role. Students receive continuous feedback throughout the semester while working on projects, as well as during the two interim presentations for the personal project and the three interim presentations for the final-year project. These sessions are attended by teachers and professionals.

The **final jury** takes place in two stages: first, an internal evaluation by the BTS teachers, followed by a public jury with representatives from animation studios, Film Fund Luxembourg, ALPA/XR, former students, and invited guests. The audience votes for the Best Creative Contribution Award. Both team performance and individual contributions are assessed. In addition to technical skills, transversal skills such as collective decision-making, collaboration, and effective communication are evaluated.

For their **internships**, students are evaluated jointly by the company tutor and the academic tutor, based on their performance during the internship, their written report, and their oral presentation. The professional competences are detailed in an assessment grid, and evaluation sheets using five-point scales are used to assess both the report and the presentation.

Students who fail exams can retake them at the beginning of the third semester.

e)

According to the documentation, **information about assessment** is communicated to students by the programme coordinator during the induction session on the first day of the academic year. The course catalogue (plan d'études) details the assessment methods and evaluation criteria for each course. A schedule listing all deadlines is distributed at the beginning of the year, and is available on Teams.

During the discussion with the students, the panel learned that in some cases the final grade for their work does not align with their expectations. They sometimes experience that the verbal feedback they receive beforehand is not entirely consistent with the final grade, which can be disappointing.

Certification

f)

The diploma and supplement are compliant with Luxembourgish law.

Reflections and conclusion

The LAM publishes clear information on the BTS. The admission requirements and enrolment procedures are transparent and publicly available on the website. The VAE procedure is also clearly outlined, although the programme has so far never received an application, presumably because candidates who might qualify cannot meet the requirements. The panel learned that the low cost price of the BTS allows people with more limited budgets to access to the studios, which was explicitly mentioned by a student. Promotion of the BTS is effective, and the immersion days are a valuable initiative that adequately promotes the programme. Each year, the programme receives roughly double the number of applicants it can take on.

The programme makes the assessment criteria transparent and available to students in a timely manner. The assessment criteria and procedures for the individual project, the final-year project and the internship are clear. Nonetheless, grades are sometimes unexpected for students. The programme should ensure that disappointment is avoided among students who sometimes receive an average mark after having received very positive oral feedback on their work. Possibly, positive verbal feedback – intended to encourage and support a student's progress – may create expectations regarding the final grade. Therefore, the panel encourages the programme to further align among teachers how and when feedback is given, and to make explicit to students how intermediate feedback relates to the final grade.

The panel found that the programme **meets** the underlying assessment criteria of this assessment area. The panel therefore concludes that for this assessment area the quality of the programme has been demonstrated in a verifiable manner.

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.

Findings

a)

According to the documentation, a total of thirteen **teachers** – six internal staff members and seven permanent external teachers, most of whom are alumni of the programme – are involved in the BTS Dessin d'animation. Due to legal regulations and Lycée policy, the programme sometimes experiences difficulties in finding teachers who meet all the requirements (speaking Luxembourgish, German and French, having the necessary technical expertise and experience, and holding a teachers degree from a recognised institution) and thus can be recruited as full-time teachers. The programme considers it important to bring external expertise into the programme, as external professionals have the best insight into technical developments. Recent collaborations of the University of Luxembourg with foreign schools in the domain are mentioned by the programme as a facilitating factor to identify suitable candidates abroad (see also discussion under sub-criterion 3d)

In terms of **financial and material** resources: as a public institution, the LAM receives an annual allocation from the State. In addition to the budget provided by the Ministry of National Education, Children and Youth, the school also receives a specific allocation from the Ministry of Higher Education and Research. To date, this allocation has covered most of the expenses related to the purchase and maintenance of the necessary equipment.

b)

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

The BTS Dessin d'animation has appropriate **infrastructure** to organise the BTS. There are four dedicated rooms: a drawing room, two computer-equipped classrooms, and a sound room that also serves as a storage space and a small (video) library. Each computer room has 17 individual workstations with graphic tablets, headphones, and industry-standard software. Each student is assigned a workstation for the duration of the academic year. The desks are equipped with light panels to facilitate 2D animation work. Five line-test stations, renewed in 2021, enable students to test animation sequences with multimedia computers and capture cameras. Scanners and photocopiers are also available in each classroom.

The classrooms and equipment are accessible to students outside scheduled hours, so they can work in the evenings. The programme management also explained that it is constantly looking for solutions to enable students to work with state-of-the-art software. It has recently made a deal with ToonBoom so that students have access to Harmony at home. This is greatly appreciated by the students.

Students also have access to all common school facilities, such as a cafeteria and a canteen.

c)

All **teachers** at the LAM have completed the required pedagogical training and possess the relevant academic and/or professional **expertise**. Collaboration between permanent staff and external contributors fosters professional development and exchange.

Permanent external teachers are recruited either from occasional contributors or through selection coordinated by the curricular group in cooperation with ALPA/XR (the Luxembourg Association of Animation and Immersive Experience Producers). Many of these professionals are former BTS graduates who are familiar with the programme's objectives and student needs. Each newly appointed teacher is mentored by the programme coordinator or another teacher during their initial engagement.

The students highly value the presence of external teachers, whose professional experience helps them to "learn the code of the business".

d)

Two retirements followed by an unexpected departure temporarily disrupted the required **balance between external and internal teaching staff** (40-60%). This particularly affected the 2D animation courses, which represent a significant share of the overall teaching load. However, the programme has recently identified additional opportunities to recruit potential candidates from animation schools in neighbouring countries (see discussion under sub-criterion 3a).

Currently, four external lecturers are responsible for teaching 2D animation, three of whom are former BTS Dessin d'animation students. The BTS Dessin d'animation has restored the teaching balance for the 2025-2026 academic year by strengthening its teaching team. In the new curriculum, which will be implemented from the 2026-2027 academic year onwards, the proportion of teaching hours will again be optimised.

e)

To maintain high-quality teaching and given the fast-evolving nature of the animation sector, **continuous professional development** for teachers is essential. Supported by the Institut de Formation de l'Éducation Nationale (IFEN), LAM's internal training team (SCHiLW) responds to staff requests and helps organising teacher training sessions. Additionally, the BTS Dessin d'animation has organised three training sessions in collaboration with Wacom and TVPaint and staff regularly attend conferences at annual festivals such as the Luxembourg City Film Festival and the Annecy International Animation Film Festival. Finally, the frequent involvement of external teachers – studio professionals are regularly invited to work with students over the course of a day – brings professional experience into the classrooms and ensures that teaching remains aligned with current industry practices and technological developments.

f)

The BTS Dessin d'animation is not offered as an alternate programme.

g)

The organisation in small classes allows for personal and intensive supervision and guidance. Additionally, at the start of the first year, the coordinator assigns **tutors** to individual students. Tutors are typically teachers who teach in both years of the programme and can therefore follow up on tutees throughout the entire programme. They act as personal points of contact for both personal or academic matters, monitor students' progress, provide general support, visit students during their internships, and participate in the internship defence and evaluation. At the end of each semester, tutors discuss with their students the informal progress report covering the student's academic performance, work attitude, and social development.

The students reported that relationships between students and teachers are generally close and that they feel very much supported by their teachers, while they would sometimes appreciate a stronger recognition of the difference between secondary-school pupils and higher-education students. They would like to be approached more as adults.

According to the documentation, the programme has invested in more structured **information** sharing. At the beginning of each academic year, the coordinator creates an administrative Teams group providing access to essential documents such as the timetable, academic calendar, tutoring and internship information, and information on guest lectures and film festivals. At the start of each semester, teachers set up dedicated Teams groups for their courses, where course outlines, assignments, and grades are managed. Students indicated that information transfer at the beginning of the academic year is clear, but that sharing of practical day-to-day information via WebUntis – such as the cancellation of classes – could be improved.

Reflections and conclusion

The panel found that the LAM provides adequate facilities for students: they have personalised and fully equipped workstations for which they are responsible and to which they have access outside class hours. They also have access to all the necessary software, which is of high added value for the programme. The panel appreciated the efforts made by the programme management in negotiating agreements with software providers. The professional environment the programme creates for its students is motivating and enhances creativity.

The programme has competent and motivated teachers, and continuing professional development for staff is pursued in a spontaneous manner.

Students feel supported and well guided, but indicated that they would like to be taken more seriously and treated in an adult manner. They sometimes miss clear and timely communication about practical matters. The panel encourages the programme to ensure that clear and timely information about day-to-day practical issues is provided to them.

The panel found that the programme **meets** the underlying assessment criteria of this assessment area. The panel therefore concludes that for this assessment area the quality of the programme has been demonstrated in a verifiable manner.

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.

Findings

a), e)

The LAM has a **quality assurance (QA) document** which defines the responsible committees and the procedures for continuous quality assurance. The QA document is shared across the ten BTS's of the LAM and outlines, among other aspects, the QA responsibilities and procedures carried out by the curricular group.

The **curricular group** is composed of one member of the school management, the programme coordinator, three members of the teaching staff, and two experts from the professional field, thus ensuring exchange between internal and external stakeholders. The panel learned that the programme – which, according to the representatives of the professional field the panel spoke with, organises a meeting of the curricular group at least every two months – uses this

group to gather feedback from the professional field concerning curriculum updates and to adapt it accordingly, if necessary, desirable and feasible. Examples were which software should be used, how the programme could best promote itself, and which cultural background students should acquire so that they have a clear understanding of the type of films that are made in Luxembourg. The employers emphasised the importance of a close relationship with the programme: as the BTS is an important source of new employees for the Luxembourgish film industry, it is essential that its curriculum remains well aligned with professional needs.

b)

For each accredited programme, the LAM submits an annual report to the MESR, which includes statistical data on student enrolment, internships, implementation challenges, staff information, and projected student numbers.

According to the documentation, the publication of final-year projects on the BTS website and social media channels (Vimeo, YouTube, Instagram, and Facebook) is used as an indicator of programme quality.

However, the website does not offer any information about the QA system or accreditation procedures.

c), d)

The BTS Dessin d'animation undertakes several initiatives to involve the **professional field** at all levels: not only the programme management and the studios' management interact, but also studio employees and students are regularly involved with one another. External professionals are engaged as guest lecturers, jury members during student project presentations, and internship tutors. Also the organised study trips to studios and professional events ensure that the programme maintains strong links with professional practice. All stakeholders indicated that this close exchange is necessary and serves the common goal: training professionals who contribute to the Luxembourgish film industry.

Input from animation studios, expert contributors, and programme alumni is also collected through surveys, the results of which are analysed and discussed during meetings of the teaching team and the curricular group.

f)

Through semesterly surveys, **students** evaluate the school, the programme, the teachers, the curriculum, and the quality of external interventions. The students were not able to explain how the feedback they provide through the surveys is followed up by their teachers, although they did mention the licences for home access to certain software as a measure that addressed a voiced concern, which they greatly appreciated. Students are also represented in the BTS student committee of the LAM by a student representative. During the site visit, the students explained that Luxembourgish is spoken during those meetings, a choice that in some years complicated the participation of their representative, who did not master the language well enough to follow the discussions.

Teachers are represented in diverse bodies such as the curricular group, the examination board, and the admission committee. Pedagogical team meetings are organised to ensure that

all teachers are informed and can contribute to decision-making. Additionally, teacher surveys are completed at the end of each semester.

g)

According to the documentation, the programme has addressed the recommendations that were issued after the 2021 evaluation.

Reflections and conclusion

The panel was impressed by the rich dynamics generated by the functioning of the curricular group. This committee ensures alignment with the requirements of the professional field and fosters a strong dynamic between the programme and the film industry. It became clear that the BTS is generally receptive to the input of the professional field and that there is a strong culture of exchange and discussion. Additionally, the Luxembourg studios represented in the curriculum group host one or more BTS interns each year, which offers a strong guarantee of continuity for the programme. The studios clearly support the BTS as it guarantees them a pool of young talent rooted locally and therefore likely to remain in the long term.

As the programme does not make its QA system publicly available through its website, the panel **recommends** including information on its accreditation

The panel values that, in response to a previous recommendation, a student committee has been established. However, the BTS could explore how the functioning of this committee can be further optimised so that students feel that their input is genuinely taken into consideration and understand what is done with their feedback at the level of the school as a whole. The panel therefore recommends the programme to check whether the implemented changes have the desired effect, in other words, to close the PDCA cycle. This could involve developing a more structured way of giving feedback to students regarding how their input was used, reflecting on the effectiveness of the student committee, or removing possible language barriers. In doing so, the programme would directly respond to students' wish to be heard and to be treated as adults (see discussion sub-criterion 3g).

The panel found that the programme **meets** the underlying assessment criteria of this assessment area. The panel therefore concludes that for this assessment area the quality of the programme has been demonstrated in a verifiable manner.

4 Judgement

Following the comprehensive investigation into the quality of the BTS Dessin d'animation, the panel concludes that the quality of the programme has been demonstrated in a verifiable manner for all assessment areas.

The panel confirmed that the programme meets the formal requirements set by the Luxembourg government and aligns with European level 5 standards. The curriculum shows a clear learning curve and combines theory and practice in a way that genuinely prepares students for the expectations of the professional field. Initiatives such as PowerWeek help students develop collaboration skills and experience professional workflows. The panel also valued the programme's clear vision for the coming years, developed in close dialogue with the professional field. Teachers prepare for future needs, for example by using software and tools in alignment with the studios. The programme's nuanced and well-informed approach to AI, is another strong point. The internship is widely seen as a key strength of the programme; students gain meaningful professional experience, studios provide committed supervision, and the contacts built during school projects, internships and final projects help students integrate gradually into the Luxembourgish film industry.

The panel found that the LAM provides clear and accessible information about the BTS. It particularly valued that this BTS offers an important entry pathway into the industry, including for students with more limited financial means, for whom such access might otherwise be difficult. Promotion of the programme is effective. Assessment criteria are made available in good time, and the processes for evaluating the individual project, final-year project and internship are clear.

The panel also found that the LAM offers students excellent facilities. The panel valued the proactive efforts made by programme management to negotiate agreements with software providers. Overall, the professional working environment created for students is highly motivating and supports their creativity. The panel also gained a positive impression of the teaching team – teachers complement one another well, communicate openly, create an approachable environment for students and pursue continuous professional development.

The panel noted that the curricular group plays a key role in the alignment between the programme and the professional field and fosters a rich and genuinely win-win dynamic between the programme and the industry. The panel noted that the BTS is highly receptive to professional input and maintains a strong culture of exchange and discussion.

At the same time, the panel notes a few points that deserve attention. First, the planned increase of the internship to 18 ECTS will require careful monitoring to ensure that its duration and workload truly reflect this credit load. In addition, the legal requirement for studios to financially compensate interns affects the availability of placements. Second, students are not entirely sure how their feedback is used to further shape the programme and they not always feel taken seriously. These considerations lead to the following **recommendations**:

Assessment area 1

- The panel recommends the programme to safeguard that the duration and workload of the internship accurately reflect the reality of a workload of 18 ECTS credits.
- The panel recommends the programme to closely monitor and ensure the continued availability of sufficient internship placements and provide students with clear and transparent information about financial support of Film Fund Luxembourg.

Assessment area 4

- The panel recommends including information on the programme's quality assurance/accreditation on the website.
- The panel recommends the programme to check whether the implemented changes have the desired effect, in other words, to close the PDCA cycle. This could involve developing a more structured way of giving feedback to students regarding how their input was used, reflecting on the effectiveness of the student committee, or removing possible language barriers. In doing so, the programme would directly respond to students' wish to be heard and to be treated as adults (see discussion sub-criterion 3g).

Consequently, the panel recommends a positive 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 RE-ACCREDITATION DECISION

5 Annexes

5.1 Annex 1 – Composition of the panel

- **Yoneko Nurtantio** (chair), Coordinator EU Relations, consultant in Higher Education Quality Assurance, social entrepreneur, author and speaker on sustainability, work efficiency and burn-out prevention.
- **Jérôme Lievens** (member), Coordinator of the 3D Animation Program and teacher at Haute École Albert Jacquard.
- **Valentin Grégoire** (member), Founding partner and creative producer Squarefish.
- **Luna D’Heere** (student member), Bachelor student in Applied Computer Science at EhB.

The panel was supported by:

- **Ruben Debusschere**, NVAO process coordinator.
- **Inge Verbeeck**, external 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

Lycée des Arts et Métiers – Site Limpertsberg (19, rue Guillaume Schneider, L-2522 Luxembourg)

08:00-08:30	Panel arrival and preparation
08:30-09:30	Meeting with the headmistress and the coordinators <ul style="list-style-type: none">- Headmistress LAM- General coordinator of BTSs- Coordinator BTS AN- Co-coordinator BTS AN
09:30-09:50	Closed panel meeting
09:50-10:50	Meeting with the BTS Dessin d'animation teachers <ul style="list-style-type: none">- 4 LAM teachers- 3 external teachers
10:50-11:10	Closed panel meeting
11:10-12:00	Meeting with employers/experts from the professional field <p>Employers</p> <ul style="list-style-type: none">- Producer and cofounder doghouse Films- CEO/Producer Ka Fabrique d'Images- Producer Mélusine Studio- CEO, Producer ZEILT productions, WATT frame <p>Expert</p> <ul style="list-style-type: none">- Project manager, Film Fund Luxembourg
12:00-12:20	Closed panel meeting
12:20-13:20	Lunch break (internal meeting)
13:20-14:20	Meeting with students and alumni <ul style="list-style-type: none">- 4 first year students- 2 second year students- 4 alumni
14:20-14:40	Closed panel meeting
14:40-15:00	Site visit
15:00-15:10	Back-up time
15:10-16:00	Closed panel meeting
16:00-16:30	Feedback meeting with headmistress and coordinators

5.3 Annex 3 – Documents reviewed

Required information

- Accreditation file
- Annexes to the request for accreditation
 - Annexe 1 Les analyses SWOT des quatre domaines d'évaluation
 - Annexe 2 Les résultats d'apprentissage visés par le programme
 - Annexe 3 La désignation correspondante du programme dans les pays voisins
 - Annexe 4 Le plan d'études à partir de la promotion 17(36), rentrée 2026/2027
 - Annexe 5 Les programmes à partir de la promotion 17(36), rentrée 2026/2027
 - Annexe 6 La description du personnel enseignant
 - 1- Le corps enseignant
 - 2- Les intervenants ponctuels et conférenciers
 - Annexe 7 La liste des contacts du monde professionnel
 - Annexe 8 Les directives d'évaluation
 - 1- Les contrôles continus / Les examens
 - 2- Le projet personnel
 - 3- Le projet de fin d'études
 - 4- Le Vademecum Stage
 - Annexe 9 Les informations relatives à la professionnalisation du personnel
 - 1- Les curriculums vitæ des enseignants
 - 2- Les rencontres entre les enseignants et le milieu professionnel favorisant la professionnalisation des enseignants
 - Annexe 10 Les informations sur l'orientation et l'accompagnement des études
 - 1- Les tuteurs
 - 2- Le bilan intermédiaire
 - 3- Le calendrier du projet personnel
 - 4- Le calendrier du projet de fin d'études
 - Annexe 11 Les sondages internes et externes
 - Annexe 12 Le diplôme
 - 1- Le supplément au diplôme
 - 2- Les certificats de participation aux cours d'introduction pour la première et deuxième année d'études
 - Annexe 13 Les commissions
 - 1- Le groupe curriculaire
 - 2- Le jury d'examen
 - 3- La commission adhoc
 - 4- La commission chargée de la validation des acquis de l'expérience dans le cadre du programme d'études menant au BTS Dessin d'animation
 - Annexe 14 Le budget
 - 1- Le plan prévisionnel en matière d'équipement (Demande de recevabilité en vue de la réaccréditation du BTS Dessin d'animation, 15 janvier 2025, page 47)
 - 2- L'attestation du ministère de l'Éducation nationale, de l'Enfance de la Jeunesse pour la disponibilité, au sein du lycée, des surfaces, des infrastructures et de l'équipement nécessaires à l'organisation du programme d'études
 - 3- La description des équipements
 - Annexe 15 Les lettres

- 1- La lettre de l'ALPA/XR
- 2- Les lettres des studios luxembourgeois
-

Dossiers annexés

- 1- Document d'assurance qualité du Lycée des Arts et Métiers
- 2- Mentoring Program Guidelines and Responsibilities du Lycée des Arts et Métiers
- 3- Règlement interne des formations du BTS au Lycée des Arts et Métiers - Informations et instructions aux étudiant(e)s

Additional information

- BTS Dessin d'animation enrolment and drop-out numbers

5.4 Annex 4 – Abbreviations used

BTS	Brevet de Technicien Supérieur
ECTS	European Credits Transfer System
EQF	European Qualifications Framework
LAM	Lycée des Arts et Métiers
QA	Quality assurance
VAE	Validation des acquis de l'expérience

Colophon

QUALITY ASSURANCE SYSTEM LUXEMBOURG
Assessment framework LU Programme Accreditation BTS
Lycée des Arts et Métiers
BTS Dessin d'animation
LU10A-25

18 February 2026

Compilation: NVAO • FLANDERS



Nederlands-Vlaamse Accreditatieorganisatie
Accreditation Organisation of the Netherlands and Flanders