



PROGRAMME ASSESSMENT

Lycée du Nord

BTS Gestionnaire commercial et administratif –
formation en alternance (new name)
(Current name : BTS Commerce)

Final report submitted to the Ministry of Research and Higher
Education on March 13, 2025

Programme Assessment

LYCEE DU NORD

**BTS GESTIONNAIRE COMMERCIAL ET
ADMINISTRATIF – FORMATION EN ALTERNANCE
(NEW NAME)
(CURRENT NAME: BTS COMMERCE)**

Final report submitted to the Ministry of Research and Higher
Education on March 13, 2025



Content

1	Executive Summary	5
2	Introduction	7
3	Programme assessment BTS <opleiding>	9
3.1	Assessment area 1: Aims and objectives of the programme	9
3.2	Assessment area 2: Admission, evaluation, certification.....	12
3.3	Assessment area 3: Implementation of the programme	12
3.4	Assessment area 4: Quality assurance measures	15
4	Judgement.....	20
5	Annexes.....	22
5.1	Annex 1 – Composition of the panel.....	22
5.2	Annex 2 – Schedule of the site visit	23
5.3	Annex 3 – Documents reviewed	23
5.4	Annex 4 – Abbreviations used	25

1 Executive Summary

This document reports on the programme assessment of the 'BTS Gestionnaire commercial et administratif (current name: BTS Commerce) - formation en alternance' programme at the Lycée du Nord by an international expert panel convened by NVAO on behalf of the Ministry of Research and Higher Education of Luxembourg.

The programme was accredited for the first time by the Luxembourg Minister of Research and Higher Education following an assessment in 2020. The current panel studied the self-evaluation report submitted by the Lycée du Nord (LN) and discussed the state of play of the programme with a variety of stakeholders on October 10th, 2024.

The panel valued the strong collaboration and communication the Lycée has established with its partner companies. It established that the programme as a result aligns with the needs of the professional field. The panel appreciated the significant efforts made by the staff at LN to establish and continuously revise the programme in response to external feedback from companies, the Chamber of Commerce, the Ministry, and previous accreditation panels. The adaptations reflect the team's dedication to implementing recommendations and to delivering high standards of education. The team's transparent and thoughtful SWOT analyses, along with their attitude during discussions, reveal a commendable level of self-reflection. The students and alumni are ambassadors for the programme. The panel also wishes to emphasise the responsiveness of the staff at LN during the preparatory phase, their willingness to collaborate, and the openness demonstrated in conversations.

Following the comprehensive investigation into the quality of the BTS Gestionnaire commercial et administratif – formation en alternance, the panel concludes that the programme meets three assessment areas. The quality of the programme cannot be demonstrated in a verifiable manner for assessment area 1 'Aims and objectives of the study programme'. For the identified shortcoming in this assessment area the corresponding condition will have to be met and remedied within one year:

- Ensure that your curriculum design, teaching methodology, assessment methods, and student support clearly demonstrate how the programme enables students to progress from qualification level 4 (at the time of enrolment) to qualification level 5 (at the time of graduation).
To accomplish this, it is advisable to establish networks and provide support to facilitate structured knowledge exchange among stakeholders, including the Ministry of Research and Higher Education (MESR), the Chamber of Commerce, and a network of BTS coordinators. Additionally, collaboration and knowledge exchange with neighbouring countries where expertise at qualification level 5 is firmly embedded in higher education programmes are highly recommended.

Overall, the panel concludes that the quality of the programme has been demonstrated in a verifiable manner for the assessment areas 2 'Admission, evaluation and certification', 3 'Implementation of the programme' and 4 'Quality assurance measures'. The panel encourages the Lycée du Nord to take the following **recommendations** into consideration:

- Assessment area 2: strengthen the communication with various stakeholders. First, the programme should be promoted to a well-defined target audience of prospective students. A robust organisational structure should be established to promote the programme through the most effective channels. Collaboration with other Lycées, the Ministry of Research and Higher Education, and higher education institutions – such as the university’s orientation services for students who have dropped out – should be reinforced to ensure that this BTS programme is recognised as a valuable higher education choice. Second, communication with and information for companies must be improved. The LN’s network of partner companies should be expanded to ensure a greater availability of internship placements. Diverse initiatives, such as the partnership with the Luxemburg Retail Federation, need to be fostered and expanded to that end.
- Assessment area 2: clearly define the profiles of students the programme seeks to attract and enhance support and guidance to enable students to successfully enrol in the programme and complete it.
- Assessment area 3: further support and professionalise the teachers to teach at level 5. This entails not only time and coordination but also adequate financial resources.

Consequently, the panel recommends a conditional re-accreditation.

Assessment area		Judgement
1	Aims and objectives of the study programme	MET if the condition can be met within one year following the current accreditation period
2	Admission, evaluation, certification	MET
3	Implementation of the programme	MET
4	Quality assurance measures	MET
Overall judgement		Conditional re-accreditation advice

The Hague, 4 February 2025

On behalf of the international expert panel charged with the programme assessment of the Lycée du Nord’s BTS Gestionnaire commercial et administratif,

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 Gestionnaire commercial et administratif - formation en alternance (BTS) the Lycée du Nord (LN) is offering. The programme was accredited for the first time in 2020. The underlying assessment report has the status of an advice to MESR, which will eventually decide on the reaccreditation of the BTS Gestionnaire commercial et administratif the Lycée du Nord is offering.

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

- Ms Yoneko Nurtantio, Belgium, chair;
- Dr Roland van der Poel, The Netherlands, member;
- Mr Steven Scheuer, Luxembourg, 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, Ms. Veerle Conings was responsible for the coordination of the assessment process. Ms. Sigrid Depoorter participated as an observer for the NVAO. 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 (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 October 7th, 2024. The site visit took place on October 10th, 2024. The panel talked to the management of the Lycée du Nord and the programme, as well as to teaching staff, administrative staff, students, 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 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 du Nord 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 <opleiding>

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 'Gestionnaire commercial et administratif – formation en alternance' programme at the Lycée du Nord (Wiltz, Luxembourg) is a two-year BTS study (120 ECTS) in the field of commerce and administration, designed to develop the professional skills of students aspiring to assume responsible roles in commercial or craft enterprises, retail or wholesale businesses, as assistant managers, sales assistants, account managers, and similar positions. Students who wish to pursue further studies after graduation of the BTS gain access to programmes that require BAC+2 qualification. This higher education programme combines theoretical training at the Lycée with an internship in a company. Students alternate between one week at the LN and one week at their internship placements. It is the only existing BTS 'in alternance' in Luxembourg.

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** consists of four types of courses. The theoretical courses, delivered at the LN, provide a foundation of academic knowledge. The integrated theory courses, also taught at the LN, link the subjects learned at the Lycée with the practical experience students gain during their **internships**. The integrated practical courses complement the integrated theory courses and allow students to apply the acquired knowledge in the workplace. The practical courses are offered in the partner companies by the tutors. Because students spend one week at the LN and one week at their internship placements, the integration of theoretical knowledge with practical application is enhanced and skills are trained efficiently.

It was clear to the panel that the programme aligns with the needs of the companies, who are urgently seeking young employees who already gained some professional training and experience. From the discussions, it was evident that there is a close interaction between the LN and the companies: the programme equips the students with the knowledge and skills the companies look for in potential employees and the companies are aware of the programme requirements and content and adapt to these. To ensure that students complete various assignments and gain the diverse experience the programme requires, companies offer students opportunities to work in different departments.

The programme is divided into four **semesters or modules**, each worth approximately 30 ECTS credits. The two modules in the first year consist of the components 'Languages', 'Economics, Accountancy and Mathematics', 'Management', and 'Business Practice'. The two modules in the second year consist of the components 'Languages', 'Economics, Law and Statistics', 'Business Management and Communication', 'Management', and 'Business Practice'. During the fourth module, 5 ECTS are allocated for the final project. Students earn 16 ECTS per module at the LN and 13 ECTS (for modules 1, 3, and 4) or 15 ECTS (for module 2) in the companies. Each course is worth between 1 and 2,5 ECTS credits.

Following a previous assessment, the LN introduced the livret d'alternance, a **digital work-study logbook** on Microsoft Teams in which students document their activities in the companies. According to the panel this tool supports the communication between the company and the school: for the in-company trainers, the logbook provides an overview of the tasks to be performed within the company, allowing them to plan on-the-job training and adjust their teaching methods. For the programme it ensures that the skills developed in the company are aligned with the academic requirements. The logbook contains assessment grids for all the courses students undertake in the company. These grids specify the assessment criteria for each course, allowing both the students and the trainers to evaluate the students' progress and achievements per criterion. Nevertheless, the panel found that a transparent build-up in competencies was missing. The activities and self-evaluations of the students in the logbook are reviewed by the company trainer, the tutor, and the coordinator at the LN. As MS Teams is not the most practical tool for this type of use, the LN plans to adopt a more suitable platform.

According to the documentation file, the **expected learning outcomes** are formulated at level 5 of the European Qualifications Framework (EQF) and are defined in terms of theoretical knowledge, practical and technical skills, and professional and behavioural competencies that students are expected to master by the end of their study. During the discussions, the panel learned that the programme responsables and staff hold regular meetings to monitor the EFQ

level 5 of the programme and established that the programme outcomes are indeed at level 5. However, the panel noticed that the teachers were not able to articulate the specific characteristics of a level 5 programme. Furthermore, graduates indicated that they perceived the curriculum to be somewhat more difficult than secondary school, but overall, too similar to it. They would have liked to have experienced a different kind of education with more real life case studies, group work and diverse teaching methods.

The panel established that the achievement of level 5 in this programme is primarily due to the high entry requirements for incoming students. In other words, only students who already possess (certain) level 5 competencies before entering the programme, are admitted. Students who do not meet this standard either do not start or drop out (see discussion assessment area 2).

The absence of a learning curve (from level 4 to level 5) is visible in the structure of the curriculum, which does not show a clear coherence between the courses nor a building up of the required competences. It is also apparent in the livret d'alternance, which does not show a progression in learning levels. The teachers do not have a clear vision of constructive alignment: the coherence between teaching methods to achieve the learning outcomes and assessment is missing.

To conclude, the panel could not establish that the programme's didactical organisation (teaching methods, supervision, assessment) is designed in such a way that it brings students to level 5. The panel is convinced that the programme could benefit from enhanced exchange with other BTS programmes, for example but not only with Flanders and the Netherlands, who have significant experience with developing and running associate degrees, and from increased involvement and support from the Chambre de Commerce, with the aim of strengthening the teachers' expertise regarding level 5 educational design.

Conclusion

As outlined above, the panel has identified a shortcoming, specifically for criterion g. This shortcoming can be remedied within one year if the programme fulfills the corresponding condition formulated by the panel. The panel concludes that for this assessment area the quality of the programme cannot be demonstrated in a verifiable manner.

The panel imposes the following **condition**:

Ensure that your curriculum design, teaching methodology, assessment methods, and student support clearly demonstrate how the programme enables students to progress from qualification level 4 (at the time of enrolment) to qualification level 5 (at the time of graduation). For example, the programme could demonstrate this by using activating teaching methods and authentic contexts or by structuring, based on the learning outcomes, an increasing level of difficulty in the *livret d'alternance*.

To accomplish this, it is advisable to establish networks and provide support to facilitate structured knowledge exchange among stakeholders, including the Ministry of Research and Higher Education (MESR), the Chamber of Commerce, and a network of BTS coordinators. Additionally, collaboration and knowledge exchange with neighbouring countries where expertise at qualification level 5 is firmly embedded in higher education programmes are highly recommended.

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.

Admission

The programme disseminates **information** to potential students and companies via its website and through a brochure. The formal (diploma) **requirements** for candidates wishing to enrol in this programme and the procedure for the validation of previously acquired experience (*validation des acquis de l'expérience*, VAE) are clearly outlined. **Admission** to the programme depends upon securing an internship. Therefore, before the programme begins, candidates are required to apply independently to companies and secure an internship placement. In addition to the language requirements set by the LN – English and French at B2 level – some companies expect students to be proficient in Luxembourgish and/or German.

The panel determined that the **profile** of prospective students, as well as the growth in their competencies throughout the programme, are not adequately defined. As entrance to the programme is dependent on the student's ability to secure an internship, many students who do not possess the skills needed to successfully complete that mission (such as multilingualism and the ability to write a compelling motivational letter) drop out of the programme by the end of October. At the time of the site visit 80% of the students in their first year were still searching for a position. The panel is convinced that level 5 students should be given the opportunity to learn these essential skills during the first months of the programme, instead of being rejected because they have not yet acquired them. In essence, the programme may be missing out on enrolling motivated individuals who, with some guidance and additional time to acquire the necessary competencies, could have been able to graduate from the programme successfully. Such an approach would be advantageous not only for the students, but also for the companies who lack skilled personnel, and for the programme itself, which aspires to increase its student intake.

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

The panel also learned that from the students who managed to find an internship and could start the programme, one-third of the students (in academic year 22-23) and half of the students (in academic year 23-24) left the programme because they had underestimated the effort they would have to put in to succeed. During the site visit the groupe curriculaire suggested that the drop-out rate demonstrates that the programme's level is higher than EQF level 4. However, the panel wishes to stress that student drop-out rates are not an indicator of the level of the programme and wants to invite LN to consider how it could better support its students, so they are more likely to successfully complete the programme.

The panel formulates the recommendation that the programme clearly defines the profiles of students it seeks to attract and enhances its support and guidance to enable these students to successfully enrol in the programme and complete it. This presupposes that the programme considers ways to strengthen support for students in securing internship placements. The programme could decouple the company's requirements from the admission process. The workplace representatives suggested to restructure the organisation of the internships, allowing students to spend several months at the LN before starting to work at a company. These measures would give students the time to prepare adequately, gain a deeper understanding of the programme, familiarise themselves with the courses, and learn how to present themselves effectively to potential employers.

Next to the required competencies, the alumni named two additional difficulties explaining why securing an internship had been challenging for them: although the programme provides a shortlist of companies, this list is limited and not all the companies on the list can offer all the requirements set by the programme. When looking for other companies, they experienced that most companies are not aware of the existence of the programme, did not see the added value of taking in students and refused to act as training companies.

The low number of graduates – three in 2021-22 and 2022-23, and only one in 2023-24 – underscores the need to strengthen the **communication with various stakeholders**. First, the programme should be promoted to a well-defined target audience of prospective students. A robust organisational structure should be established to promote the programme through the most effective channels. According to the panel, the collaboration with other Lycées, the Ministry of Research and Higher Education and higher education institutions – such as the university's orientation services for students who have dropped out – could be reinforced to ensure that this BTS programme is recognised as a valuable higher education choice. Second, communication with and information for companies must be improved. The LN's network of partner companies should be expanded to ensure a greater availability of internship placements. Diverse initiatives, such as the partnership with the Luxemburg Retail Federation, need to be fostered and expanded to that end.

Evaluation

According to the documentation, **assessment methods** include continuous assessment, written examinations, oral presentations, and practical projects. The assessment procedures for each course are outlined in the syllabus and can also be consulted by the company trainers in the logbook. A global assessment at the end of each semester has been introduced after student feedback. During the third semester, students undertake a practical **final**

project at their internship companies. They are required to write a reflection on the execution of their project (*travail de fin d'études*) worth 5 ECTS in the fourth semester. A week free of lectures or internship, with guidance, is provided to allow students to complete their writing. Throughout this project, the students are supervised by their company trainers and their tutors. The assessment of the written work accounts for 75% of the final grade, while the oral presentation before the trainer and tutor comprises the remaining 25%.

The panel established that the programme's assessment organisation is clear and valid but encourages the programme to specify more clearly which competencies are expected at the end of each module and how these are evaluated. As the students and alumni could not adequately explain how retakes are organised, the panel encourages the programme to provide clear information on the retake system to students and ensure this information is included in the course syllabi.

Certification

The diploma and supplement are compliant with Luxembourgish law.

Conclusion

The panel concludes that the programme **meets** assessment area 2, but recommends the programme to clearly define the profiles of students the programme seeks to attract and enhance support and guidance to enable students to successfully enrol in the programme and complete it. Determine, for example, which prior secondary school education or prior professional experience are relevant for students targeted by the programme. The programme could elaborate on these different profiles by developing personas that serve as the basis for appealing communication with relevant target groups.

Furthermore, the panel recommends strengthening the communication with various stakeholders in order to enhance admissions to the programme and facilitate securing internship positions. First, the programme should be promoted to a well-defined target audience of prospective students. A robust organisational structure should be established to promote the programme through the most effective channels. Collaboration with other Lycées, the Ministry of Research and Higher Education, and higher education institutions – such as the university's orientation services for students who have dropped out – should be reinforced to ensure that this BTS programme is recognised as a valuable higher education choice. Second, communication with and information for companies must be improved. The LN's network of partner companies should be expanded to ensure a greater availability of internship placements. Diverse initiatives, such as the partnership with the Luxemburg Retail Federation, need to be fostered and expanded to that end.

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.

In terms of **infrastructure**, the LN provides a dedicated classroom reserved exclusively for the BTS programme, equipped with an electronic blackboard, plus a fully equipped computer lab, and a spacious room for group work. Each year, LN submits budget proposals and cost estimates for the acquisition of equipment for the BTS programme, as required by the Ministry of Research and Higher Education. The documentation highlights the desirability of additional funding to implement a new online tool to enhance communication concerning internships with companies and students.

The panel established that the LN **campus** is spacious and fully equipped to accommodate the programme's needs. Nevertheless – and while this matter extends beyond the scope of a programme assessment – the panel explores the best way to organise a BTS programme within a secondary school environment. If BTS programmes are intended to be a viable first-choice option for higher education, it may be worth considering a more adult-oriented setting, where BTS students can interact with peers from other academic backgrounds and experience student life.

The **teaching staff** involved in the BTS programme are all competent LN teachers (in languages, economic and social sciences, or in computer science) who have completed a teaching programme and hold a university degree at the Master's level or equivalent. Although the teachers undergo specific training on the distinctive features of the BTS programme and some advice is provided by the Chamber of Commerce and the Ministry, the panel is convinced that further support and training are necessary to professionalise the

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

teachers to teach at level 5 (see discussion assessment area 1). This entails not only time and coordination but also adequate financial resources.

Companies that train interns appoint a **trainer** who oversees the students' learning process and serves as the primary point of contact with the programme. The right to train (*le droit de former*) is granted to companies by the Chamber of Commerce, following their participation in three courses. During the site visit, the representatives of the professional field agreed that communication with the programme is very smooth and that their input and suggestions are taken into consideration. It became clear to the panel that the programme has established a strong collaboration and communication with its partner companies. Although the extended training with an additional information session focused on the BTS programme is both relevant and useful, the panel advises to avoid making the training so demanding that it discourages companies from participating.

Programme **tutors** monitor students throughout their studies and serve as the primary liaison between the companies and the teaching staff. Tutors are also appointed as the supervisors of the students' final projects. Upon student request, teachers offer supervision and mentoring sessions. The BTS coordinator organises office hours during which students can seek guidance on general queries. The trainers at the companies act as the main point of contact for students during their internship days and students facing personal issues that impact their academic work can access the psychosocial services.

Conclusion

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. However, the panel recommends the programme to further support and professionalise the teachers to teach at level 5. This entails not only time and coordination but also adequate financial resources

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.

Conclusion

The programme regularly conducts **surveys** among students, companies, and teachers to gather feedback on various aspects such as programme quality, internships, and the support provided by the programme to both students and companies. This information enables the programme to continually adapt different elements of the programme to meet evolving requirements. It has established several **groups** and **committees** and a **partnership** with the Luxembourg Retail Federation to gather information and monitor quality.

The Quality Assurance Group, which oversees both BTS programmes at LN ('BTS Technologie Bois' and 'BTS Gestionnaire commercial et administratif'), comprises the Director, the Programme Coordinator, a teacher, a member of the Curricular Group, two student committee representatives, and representatives from the Chambre de Commerce and the Chambre des Salariés. This group is responsible for implementing recommendations based on survey results and for monitoring and analysing various aspects relating to students, staff, internship placements, and collaborating companies. The Curricular Group, consisting of a Chair (the Deputy Director), a Coordinator, teachers, trainers, and representatives from professional chambers, provides input and feedback from the field. This ensures that the programme aligns with professional requirements and student needs. If necessary, this group takes the initiative to update or revise the programme. The programme advisors regularly visit companies to assess whether the internships align with the programme's goals. They also act as the point of contact for the Coordinator in case of any conflicts between the trainer and the student. The Student Committee represents the interests of students in various matters and can directly contact the Coordinator or Director when necessary. This committee serves as a bridge between the students and the school administration, ensuring that

students' concerns and suggestions are considered and addressed. The partnership with the Luxembourg Retail Federation enables the programme to find internships.

The programme has taken on board the **recommendations from the previous BTS accreditation committee and the MESR**, resulting in adaptations to the programme. Firstly, the programme's name has been revised to include the term 'administratif,' reflecting its broader scope and the emphasis on administrative tasks within a commercial environment. Secondly, to attract students from neighbouring French-speaking regions, the language requirements have been adjusted. Proficiency in French and English is now required only for the theoretical part offered at LN. Companies can still demand knowledge of Luxembourgish and/or German. Thirdly, students now alternate between one week of classes at LN and one week of in-company internships, instead of the previous system of alternating every two or three days. Fourthly, co-evaluation between trainers and LN staff for the workplace-based courses is introduced. Fifthly, the *livret d'alternance* has been implemented to monitor and document students' progress throughout their internships and to enhance communication between LN and companies. Sixthly, certain courses and modules have been restructured to better reflect the programme's administrative focus. Seventhly, examination periods at the end of each module have been introduced, which assess the courses taught at LN and account for two-thirds of the total assessment. Finally, continuous training for both teachers and in-company trainers, in collaboration with the Chamber of Commerce, is in place.

The programme also responded to the **admissibility committee's requests** for 1) a detailed study of similar or complementary programmes available in the Grand Duchy and the Greater Region, 2) for clarification on the strategy for attracting more students and 3) for clarification on the decision to reduce language requirements for admission. 1) The programme has undertaken a benchmarking exercise, comparing its programme with those in Belgium, France, and Germany. This might be improved by considering the associate degrees which exist in Flanders and in the Netherlands. 2) To attract more students, the programme has established a new strategic partnership with the Luxembourg Retail Federation, plans to distribute promotional leaflets in nearby shopping centres and businesses as well as in the Bastogne region of Belgium, and will intensify its promotional efforts in other secondary schools across Luxembourg and through social media platforms. A better-defined communication plan might help to reach the right public with the right message. In addition, the panel believes that contextual factors (budget, location in the North of the country, secondary school setting, etc.) play a role in attracting students. 3) In response to the admissibility committee's third query about language requirements, the programme now requires that all applicants have a minimum B2 proficiency level in French and English for enrolment. Courses are taught in French, except for the English course, although companies may require proficiency in other languages, such as German, as a prerequisite for the internship. The programme also includes an optional language course that allows students to learn or improve the language required by their internship company, increasing their chances of selection. Furthermore, the programme has extended the time allocated to studying a third language from two semesters (under the previous BTS structure) to four semesters.

The panel appreciated the significant efforts made by the staff at LN to establish and continuously revise the programme in response to external feedback from companies, the Chamber of Commerce, the Ministry of Research and Higher Education, and previous

accreditation panels. The adaptations reflect the team's dedication to implementing recommendations and to delivering high standards of education. The panel observed that the programme remains sensitive to the needs of the companies, which are well-represented within the programme. The team's transparent and thoughtful SWOT analyses, along with their attitude during discussions, reveal a commendable level of self-reflection. The panel also wishes to emphasise the responsiveness of the staff at LN during the preparatory phase, their willingness to collaborate, and the openness demonstrated in conversations.

However, the panel noted the absence of a clearly defined programme vision that is collectively shared by the team. Key questions such as the intended target audience for this BTS programme, how the programme will evolve in the near future or how it will address its weaknesses and threats, remain somewhat vague. While many structures are in place to follow PDCA (Plan-Do-Check-Act) cycles, given the small number of students enrolled thus far, many aspects remain at the planning stage. The panel encourages the programme to collect detailed qualitative data from both internal and external stakeholders, as well as from peer institutions to address the recommendations. Finally, the panel encourages the programme to consider aiming for a higher student success rate as an indicator of quality.

Conclusion

The panel found that the programme meets the underlying assessment criteria of this assessment area. The panel therefore concludes that for this assessment area 4 the quality of the programme has been demonstrated in a verifiable manner.

4 Judgement

Following the comprehensive investigation into the quality of the BTS Gestionnaire commercial et administratif – formation en alternance, the panel concludes that the programme meets three assessment areas. The panel formulates a condition for assessment area 1. Consequently, the panel recommends a conditional re-accreditation.

The panel valued the strong collaboration and communication the programme has established with its partner companies. It established that the programme as a result aligns with the needs of the professional field. The panel appreciated the significant efforts made by the staff at LN to establish and continuously revise the programme in response to external feedback from companies, the Chamber of Commerce, the Ministry of Research and Higher Education, and previous accreditation panels. The adaptations reflect the team's dedication to implementing recommendations and to delivering high standards of education. The team's transparent and thoughtful SWOT analyses, along with their attitude during discussions, reveal a commendable level of self-reflection. The students and alumni are ambassadors for the programme. The panel also wishes to emphasise the responsiveness of the staff at LN during the preparatory phase, their willingness to collaborate, and the openness demonstrated in conversations.

The quality of the programme cannot be demonstrated in a verifiable manner for assessment area 1 'Aims and objectives of the study programme'. For the identified shortcoming in this assessment area the corresponding condition will have to be met and remedied within one year:

- **Assessment area 1:** ensure that your curriculum design, teaching methodology, assessment methods, and student support clearly demonstrate how the programme enables students to progress from qualification level 4 (at the time of enrolment) to qualification level 5 (at the time of graduation).
For example, the programme could demonstrate this by using activating teaching methods and authentic contexts or by structuring, based on the learning outcomes, an increasing level of difficulty in the *livret d'alternance*.
To accomplish this, it is advisable to establish networks and provide support to facilitate structured knowledge exchange among stakeholders, including the Ministry of Research and Higher Education (MESR), the Chamber of Commerce, and a network of BTS coordinators. Additionally, collaboration and knowledge exchange with neighbouring countries where expertise at qualification level 5 is firmly embedded in higher education programmes are highly recommended.

Overall, the panel concludes that the quality of the programme has been demonstrated in a verifiable manner for the assessment areas 2 'Admission, evaluation and certification', 3 'Implementation of the programme' and 4 'Quality assurance measures. The panel encourages the programme to take the following **recommendations** into consideration:

- **Assessment area 2:** strengthen the communication with various stakeholders. First, the programme should be promoted to a well-defined target audience of prospective students. A robust organisational structure should be established to

promote the programme through the most effective channels. Collaboration with other Lycées, the Ministry of Research and Higher Education, and higher education institutions – such as the university’s orientation services for students who have dropped out – should be reinforced to ensure that this BTS programme is recognised as a valuable higher education choice.

Second, communication with and information for companies must be improved. The LN’s network of partner companies should be expanded to ensure a greater availability of internship placements. Diverse initiatives, such as the partnership with the Luxemburg Retail Federation, need to be fostered and expanded to that end.

- Assessment area 2: clearly define the profiles of students the programme seeks to attract and enhance support and guidance to enable students to successfully enrol in the programme and complete it. Determine, for example, which prior secondary school education or prior professional experience are relevant for students targeted by the programme. The programme could elaborate on these different profiles by developing personas that serve as the basis for appealing communication with relevant target groups.
- Assessment area 3: further support and professionalise the teachers to teach at level 5. This entails not only time and coordination but also adequate financial resources.

Consequently, the panel recommends a conditional re-accreditation.

Assessment area		Judgement
1	Aims and objectives of the study programme	MET if the condition can be met within one year following the current accreditation period
2	Admission, evaluation, certification	MET
3	Implementation of the programme	MET
4	Quality assurance measures	MET
Overall judgement		Conditional re-accreditation advice

5 Annexes

5.1 Annex 1 – Composition of the panel

- Ms Yoneko Nurtantio (chair), consultant in internal quality assurance in Higher Education, social entrepreneur, speaker on sustainability, and trainer in work efficiency, former policy advisor at Agence pour l’Evaluation de la Qualité de l’Enseignement Supérieur (AEQES);
- Dr Roland van der Poel, Director of Associate Degrees, Rotterdam Academy;
- Mr Steven Scheuer, Federation Manager, Luxembourg Retail Federation;
- Ms Mayssan Ben Taher, student in graduate marketing and communication support, Odisee.

The panel was supported by:

- Veerle Conings, NVAO process coordinator
- Inge Verbeeck, secretary trained and certified by NVAO
- Sigrid Depoorter, NVAO, observer

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

5.2 Annex 2 – Schedule of the site visit

08:30 – 09:00	Panel arrives at Lycée
09:00 – 10:00	Meeting with management of the Lycée and programme manager: director, co-director, coordinator of the programme
10:00 – 10:15	Closed panel meeting/break
10:15 – 11:15	Meeting with groupe curriculaire and teaching/support staff (seven members)
11:15 – 11:30	Closed panel meeting/break
11:30 – 12:30	Meeting with employers (four internship tutors and two members of the Chamber of Commerce)
12:30 – 13:45	Lunch and closed panel meeting
13:45 – 14:15	Tour of the facilities
14:15 – 14:30	Closed panel meeting/break
14:30 – 15:15	Meeting with students (one second year student, two first year students)
15:15 – 15:30	Closed panel meeting/break
15:30 – 16:15	Meeting with alumni (four alumni)
16:15 – 16:45	Backup time: meeting with program management
16:15 – 17:15	Closed panel meeting
17:15 – 17:45	Mutual dialogue between programme management and the committee

5.3 Annex 3 – Documents reviewed

- Accreditation file
- Annexes to the request for accreditation
 - Analyse SWOT : Buts et objectifs du programme d'études
 - Analyse SWOT : Admission, évaluation, certification
 - Analyse SWOT : Mise en oeuvre du programme d'études
 - Analyse SWOT : Mesures de garantie de la qualité
 - Programme d'études
 - Heures de formation par cours
 - Modules : objectifs et acquis d'apprentissage
 - Modèle de calendrier
 - Exemple de diplôme et supplément au diplôme
 - Modèle d'une convention de stage
- Additional information provided by the Lycée du Nord
 - Evolution et analyse des étudiants
 - Rapports de stage – Internship reports
 - Travaux de fin d'études – diploma theses
 - Course materials
 - Evaluation grids

5.4 Annex 4 – Abbreviations used

BTS	Brevet de Technicien Supérieur
ECTS	European Credits Transfer System
EQF	European Qualifications Framework (EQF)
LN	Lycée du Nord
VAE	Validation des Acquis de l'Expérience

Colophon

QUALITY ASSURANCE SYSTEM LUXEMBOURG
Assessment framework BTS
13 March 2025

Compilation: NVAO □ FLANDERS



Nederlands-Vlaamse Accreditatieorganisatie
Accreditation Organisation of the Netherlands and Flanders

Parkstraat 83 □ 2514 JG The Hague
The Netherlands □ www.info@nvaio.org