

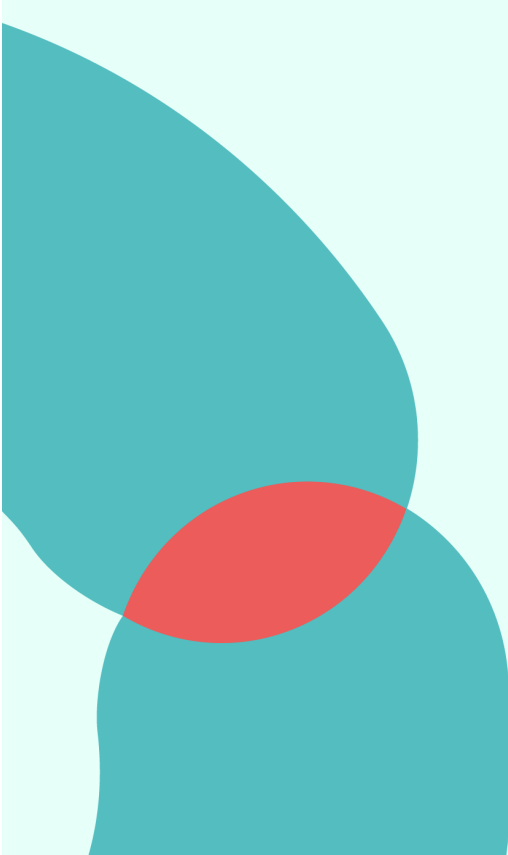


PROGRAMME ASSESSMENT

LYCEE DU NORD

BTS GESTIONNAIRE COMMERCIAL ET ADMINISTRATIF
- FORMATION EN ALTERNANCE

Final report submitted to the Ministry of Research and Higher
Education on 25 March 2026



Programme Assessment

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1 Executive Summary

This document reports on the programme assessment of the 'BTS Gestionnaire commercial et administratif - 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 by the Luxembourg authorities following an assessment in 2021 and received a conditional re-accreditation following an assessment by NVAO in February 2025. The current panel studied the *Rapport de réponse au comité d'accréditation* submitted by the Lycée du Nord and discussed the state of play of the programme with a variety of stakeholders on February 3rd, 2026.

The panel valued the wide range of initiatives undertaken by the programme in response to the recommendations and the condition formulated in the previous procedure. It appreciated the breadth of measures implemented over the past year to address these points. The panel wants to compliment the programme on its engagement in national and international knowledge exchange, including participation in the SynCo training session organised by NVAO and MESR and the study visit to Artevelde University of Applied Sciences. Overall, the panel considered these diverse and sustained efforts as clear evidence of the coordinators' and teachers' motivation to continue developing and strengthening the programme.

However, at the time of the online dialogue, the panel established that these initiatives had not yet resulted in a sufficiently coherent and collectively internalised approach to EQF level 5 across the programme. Although the coordinators demonstrated an improved understanding of the characteristics of EQF level 5 education, this understanding had not yet been fully translated into the overall structure of the curriculum, nor had it been consistently embedded in the teaching vision and practices. While efforts have been made to visualise the intended progression and coherence of the curriculum, these instruments still require refinement and need to become operational working documents shared and understood by all stakeholders. Constructive alignment between the overall programme learning outcomes, pedagogical methods, and assessment methods remains insufficiently developed.

For these reasons, 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 curriculum design, teaching methodology, assessment methods, and student support clearly demonstrate how the programme enables students to progress from qualification level 4 (at enrolment) to EQF level 5 (at graduation), and ensure that this constructive alignment is shared with and understood by all stakeholders (students, teachers, and partner companies).

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 **recommendation** into consideration:

- Assessment area 3: support and professionalise the teachers to teach at level 5.

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, March 2nd, 2026

On behalf of the international expert panel charged with the programme assessment of the Lycée du Nord's BTS Gestionnaire commercial et administratif - formation en alternance,

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. Following a re-accreditation procedure carried out by NVAO, the programme received a conditional re-accreditation in 2025. The underlying assessment report, which discusses the programme's response to the panel's condition and recommendations, has the status of an advice to MESR, which will eventually decide on the re-accreditation of the BTS Gestionnaire commercial et administratif - formation en alternance 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, Mr. David Corradi was responsible for the coordination of the assessment process. Mr. Simon Beentjes 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. The Ministry takes the final re-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 *Rapport de réponse au comité d'accréditation* and submitted their first impressions on the materials prior to the preparatory panel meeting, which was held online on January 16th, 2026. The online dialogue took place on February 3rd, 2026. The panel talked to the management of the Lycée du Nord and the programme, as well as to teaching staff, students, and representatives of the professional field. The schedule of the dialogue is presented in annex 2 (5.2). Annex 3 (5.3) lists the materials made available by the programme before the dialogue.

Immediately after the discussion, the panel formulated its considerations and preliminary conclusions. These are based on the findings of the dialogue 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 Gestionnaire commercial et administratif - formation en alternance

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.

For a complete discussion of this assessment area and its assessment criteria, the panel refers to report LU03A-24. This report focuses on the programme's response to the condition regarding assessment area 1 formulated during the previous procedure, on the actions subsequently taken by the programme, on the discussion with the panel during the online dialogue, and on the panel's evaluation.

With regard to this assessment area, the following condition was formulated in report LU03A-24: "Ensure that your curriculum design, teaching methodology, assessment methods, and student support clearly demonstrate how the programme enables students to progress from

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>

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.”

Findings

In response to the panel’s suggestions to address this condition by establishing networks with Luxembourg stakeholders (e.g. with the Chamber of Commerce and BTS coordinators) and by organising knowledge exchange with partner institutions in neighbouring countries where expertise at EQF level 5 is firmly embedded in higher education programmes, the programme undertook two actions. First, coordinators of two BTS programmes at LN and a member of the school management team participated in the national SynCo training session organised by the NVAO and the MESR, held in May 2025. Second, the programme organised a study visit to Artevelde University of Applied Sciences in Ghent on December 9th and 10th, 2025 to observe EQF level 5 education and to enrich reflection on the programme’s further development.

During the online dialogue, the coordinators explained that the visit to Artevelde helped to enhance their understanding of the progression from EQF level 4 to **EQF level 5** and the specific characteristics of EQF level 5, in terms of students’ development from basic knowledge and competences to a professional attitude, from basic situations to more complex professional contexts, and from guided work to autonomous and responsible decision-making. During the online dialogue, the coordinators also presented a recently developed schedule visualising the coherence between the programme’s modules and the intended gradual progression from fundamentals in the first semester to autonomy in the final semester. The coordinators explained that all courses will be linked to this overall scheme. Training for teachers to assist them in adapting their courses and teaching activities are planned.

In response to the panel’s questions regarding teaching at EQF level 5, the teachers explained that they link theory and practical experience: they give students opportunities to relate internship experiences to the theory covered in class and let them practise simulated professional tasks such as conducting telephone conversations. The teachers indicated that they set the level of difficulty of their lessons somewhat higher than in secondary school, and expect more autonomy and student preparation. However, they were unable to explain to the panel how their courses contribute to achieving the programme’s learning outcomes at EQF level 5 or how they, as a team, ensure or validate that EQF level 5 is achieved by the end of the programme.

The students indicated that the level of the BTS programme is in some cases slightly higher than, but generally similar to, secondary education. They stated that they learn to work autonomously during the internship, but not at the Lycée.

In its *Rapport de réponse au comité d'accréditation*, the programme explains that it has adapted its **assessment** practices. First, since the 2025–2026 academic year, continuous assessment has been complemented by a structured examination period of three revision (*blocus*) days followed by one week of examinations covering all semester content. Students explained to the panel that they experienced difficulties with time management: combining examination preparation with assignments, internship responsibilities, and – in some cases – personal commitments proved challenging. They emphasised that a longer revision period would be desirable.

Second, the programme decided to involve company trainers in the assessment of oral presentations linked to practical courses and of written reports linked to integrated theoretical courses. These reports are now incorporated into the work-study logbook (*livret d'alternance*), so that by the end of the programme the students have a portfolio demonstrating their development and competences. The programme has decided to distribute this work-study logbook among students on paper instead of online. During the discussion, the coordinators explained that they also plan to visualise the progression from EQF level 4 to EQF level 5 in the logbook in order to clarify the programme structure for partner companies.

Considerations

The panel established that the programme has undertaken a number of interesting initiatives which demonstrate the motivation of the coordinators and teachers to continue developing and strengthening the programme. Examples include the study visit to Artevelde University College, participation in the SynCo training session, and strengthened connections with other BTS programmes (see Assessment area 2).

Efforts have been made to improve the overall **curriculum design**, which is now illustrated in two schemes showing the intended progression of students with regard to autonomy, functioning in professional environments, and the application of acquired competences, as well as the overall coherence of the programme and the relationship between modules. However, these instruments require further refinement and development and should become actual working documents, shared with all stakeholders.

With regard to **teaching methodology**, teachers indicated that they use practical cases and increase the level of difficulty compared to EQF level 4 teaching. However, they did not refer to typical characteristics of EQF level 5 education, such as the application of knowledge in practice, the development of problem-solving abilities, communication skills, responsibility, independence, in line with clearly defined programme learning outcomes.

The most significant change implemented concerns the **assessment methods**, namely the introduction of a semester-based examination period with a three-day revision period. The programme is, of course, free to introduce an examination period; however, the panel's primary concern has not yet been addressed. For the panel, the crucial element is that the programme ensures constructive alignment, that is, coherence between intended learning outcomes, pedagogical methods, and assessment methods. The panel understands that the programme is aware that such constructive alignment is currently insufficiently developed

and that it intends to work towards a more precise definition of assessment criteria and gradual alignment with competences expected at EQF level 5.

If the programme decides to retain the semester-based examination period, it could be useful to discuss its duration of the revision period with the students. For the panel, the most important point of attention is the aligning between assessment and learning objectives.

With regard to **student support**, the programme has introduced a tutoring system to assist students in finding internship placements (see Assessment area 2).

To summarise, the discussion with the coordinators revealed an improved understanding of EQF level 5 education, but the teachers were not yet fully able to adequately articulate the specific characteristics of a EQF level 5 programme, nor the relation between their courses and the overall learning objectives at EQF level 5. What progression from EQF level 4 to EQF level 5 entails, was not clear to students or partner companies.

Based on these findings and considerations, the panel imposes the following condition: ensure that curriculum design, teaching methodology, assessment methods, and student support clearly demonstrate how the programme enables students to progress from qualification level 4 (at enrolment) to EQF level 5 (at graduation), and ensure that this constructive alignment is shared with and understood by all stakeholders (students, teachers, and partner companies).

Conclusion

The panel found that the programme does not meet the underlying assessment criteria of this assessment area.

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** is 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.

For a complete discussion of this assessment area and its assessment criteria, the panel refers to report LU03A-24. This report focuses on the programme's response to the recommendations regarding assessment area 2 formulated during the previous procedure, on the actions subsequently taken by the programme, on the discussion with the panel during the online dialogue, and on the panel's evaluation.

After the previous procedure, the following recommendations were formulated in report LU03A-24:

Recommendation 1: 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.

Recommendation 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.

Findings

Recommendation 1: Communication and promotion

In response to the panel's first recommendation, the programme finetuned its two intended **target audiences**. The primary target audience consists of young graduates from general, technical, or vocational Luxembourgish secondary education at EQF level 4. This audience is seeking a professionally oriented higher education programme that enables them, within two years, to obtain an EQF level 5 qualification, thus granting relatively rapid access to the labour market in fields such as sales, administration, and customer relationship management. The secondary target audience consists of students from neighbouring countries (primarily France and Belgium), who wish to obtain an EQF level 5 qualification in Luxembourg. The BTS programme has already welcomed several students from France and one student from Belgium and intends to further expand this collaboration and foster additional cross-border exchange.

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

To **promote** the programme to these target audiences, the programme participates in a range of **events**. These include, first, the annual Student Fair organised by the MESR in October, and second, the BTS fair organised at the Lycée Guillaume Kroll, Esch-sur-Alzette in April 2025, as well as in the BTS fair organised at the Atert-Lycée Redange. LN also takes several initiatives. First, it organises an Orientation Morning in February to promote the two BTS programmes offered at LN to its own pupils and those of other lycées. Second, the BTS programme is also represented at the LN's annual Open Day. Finally, promotional visits were organised to several secondary schools. The coordinators indicated that direct presentations in secondary schools are the most effective promotional activity, whereas interest in the BTS programme at the MESR Student Fair remains more limited. They attribute this limited interest to the fact that BTS programmes are still insufficiently known in Luxembourg and are often perceived as second-choice options. In order to reach the secondary target audience, the programme plans to expand its communication strategy to neighbouring border regions, particularly Belgium.

To strengthen the visibility of the programme, the **communication materials** were updated. The students designed two versions of a flyer, one for prospective students, and one for companies. These flyers are distributed during the promotional events mentioned above and during information sessions for companies. They are also shared digitally via the school's website.

Furthermore, the LN plans to strengthen its collaboration with the *Maison de l'orientation*, ADEM (*Agence pour le développement de l'Emploi*), and with the guidance units of other secondary schools (LTETT, LESC).

The enrolment figures provided by the programme upon request of the panel show an increased interest in the programme. For the current academic year, 25 initial applications were received, a significant increase compared to previous years (on average 12,5 applications per year between 2021 and 2025). Half of the applicants were Luxembourgish and half were foreign students. Thirteen candidates did not meet the entry requirements, mainly due to diploma recognition issues or administrative obstacles. Of the remaining twelve candidates, eight succeeded in finding an internship placement and were able to enrol. According to the teachers, the profile of the enrolled candidates aligns well with the programme's expectations.

The programme noted that, of these eight students, some candidates withdrew, even after having secured an internship placement. According to all stakeholders, this may reflect insufficient maturity among some candidates to function effectively in the workplace. Discussions also indicated a mismatch between students' holiday expectations and programme requirements: to complete the mandatory 22-week internship, BTS students receive only 26 days of leave and no full summer break.

In response to the second part of the first recommendation – regarding the **strengthening of the network of partner companies** – the programme referred to the new flyers which more clearly explain the characteristics and objectives of the programme, and to the organisation of an on-site information session for both company trainers and teachers, where the

programme and its objectives were explained and interaction was possible. The programme also mentioned the information session with the participation of Hornbach on June 3rd, 2025, and the participation in the Jobday in Marnach on June 26th, 2025, as initiatives aimed at strengthening its professional network.

Recommendation 2: Guidance of students

Following to the second recommendation, the programme strengthened the **support of prospective students** in securing an internship placement. First, upon admission, students now receive an expanded list of partner companies (currently comprising ten companies) that are in principle willing to host an intern, as well as the updated flyer discussed above. With these tools, students can immediately (in June) begin searching for an internship placement. Students who wish to complete their internship at a company that is not listed; may propose an alternative organisation, which is then contacted by the programme.

Students explained that the main difficulty in finding an internship placement is the requirement to speak Luxembourgish. They also mentioned that many companies prefer university students as interns and that limited financial resources to host interns can present obstacles for companies. However, according to the two employers the panel spoke with, remuneration is self-evident when students contribute to the operation of the organisation.

Although some teachers are of the opinion that students should be able to prepare a motivation letter and CV prior to the start of the programme, students often do not yet master these skills sufficiently. According to the teachers, foreign students in particular experience greater difficulty in applying effectively for internship placements. Therefore, these documents are now reviewed by a teacher before being sent to the companies. One student reported that the teacher's feedback on her CV had been crucial in finding an internship.

Students who have not secured an internship placement by September 15th are offered individual coaching. During these sessions, students learn how to contact companies by telephone and how to improve the quality of their application documents. In the current academic year, three students participated in the first coaching session and one student in the second. Ultimately, two students did not find an internship placement before the final deadline of November 1st and therefore did not continue in the programme. Students who start their internship after September 15th are required to compensate for the missed internship days so they can obtain the corresponding ECTS credits.

To increase opportunities for contact between students and employers and thus for finding internship placements, the school encourages participation in recruitment events organised in Luxembourg, such as the RTL Jobday or the Brain and More event. Prior to these events, teachers explain how the events operate and prepare students for interactions with recruiters. Participation in such events is strongly recommended for students who have not yet secured an internship company.

Finally, the programme introduced the option of a non-binding internship trial period of two or three days prior to the start of the academic year. This flexible arrangement allows companies to become acquainted with potential interns before committing to a two-year

internship. For students, these trial days offer an opportunity to gain insight into daily life at the company, and confirm their interest in a sector or role. The programme stands by its decision to place students in the same company for the full two-year duration, as this enables students to demonstrate progression over time and gain experience in different departments.

The coordinators are convinced that the combination of all these initiatives has yielded positive results.

Considerations

The panel established that, within a short period of time, the programme has undertaken a range of diverse and effective measures to address the two recommendations. With regard to the first recommendation: discussions clearly showed that the programme has refined its definition of the target audience, distinguishing between a primary Luxembourgish and a secondary foreign target group. The discussions pointed out that foreign students experience greater difficulty in securing internship placements. This is partly related to the language requirements and, according to teachers, also to weaker application skills among some foreign students. While the programme intends to further develop partnerships with French and Belgian higher education institutions in order to stimulate exchange, these plans are not yet concrete. The panel therefore suggests that the programme reflect more explicitly on whether and why it wishes to target foreign students. Should the programme decide to continue doing so, tailored guidance to support these students in securing internship placements, as well as more targeted promotion of the programme abroad, would be advisable.

The panel also encourages the programme to further enhance its communication with prospective students. The practical implications of enrolling in the programme – such as the demanding combination of work and study and the limited number of holiday days – should be communicated clearly in advance.

The increased number of applicants and, ultimately, enrolled students indicates that the programme's promotional efforts have been effective. Significant investment is being made to enhance the programme's visibility. The panel particularly valued the way in which this BTS programme has adopted an open approach and actively fosters cooperation and exchange with companies, the NVAO, partner institutions abroad, and other lycées offering BTS programmes.

The programme is both expanding the number of partner companies in its network and strengthening its cooperation with the professional field. This is illustrated by initiatives such as the collaboration with Hornbach and the decision to highlight this partnership as a success story, an approach that helps build trust among other companies. It is also reflected in the programme's ability to attract reliable internship companies capable of offering students meaningful professional prospects.

With regard to the second recommendation: the programme has put in place a structured support system to assist prospective students in securing internship placements. The panel is convinced that offering a non-binding internship trial period of two or three days is an effective and elegant solution to reduce initial hesitation on the part of both students and

companies. The panel nevertheless suggests that the programme consider alternative internship pathways (e.g., complete internships in more than one company) as well as the possibility of allowing students to complete internships in more than one company, as this could enable students to gain more diverse experiences and develop a broader understanding of the professional field.

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.

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.

For a complete discussion of this assessment area and its assessment criteria, the panel refers to report LU03A-24. This report focuses on the programme's response to the recommendation regarding assessment area 3 formulated during the previous procedure, on the actions subsequently taken by the programme, on the discussion with the panel during the online dialogue, and on the panel's evaluation.

After the previous procedure, the following recommendation was formulated in report LU03A-24: "Further support and professionalise the teachers to teach at EQF level 5. This entails not only time and coordination but also adequate financial resources."

Findings

In response to this recommendation, and in order to ensure a shared understanding of progression towards EQF level 5, two training sessions were organised at the beginning of the 2025-2026 academic year. First, an initial training session for all BTS teachers was organised to present the overall structure of the BTS programme, to clarify the expectations associated with EQF level 5, and to raise awareness among the teaching team of the importance of coherent progression across the semesters. Second, the existing online training session for company trainers was reorganised and delivered in a face-to-face format, bringing together company trainers, tutors, and teachers of integrated courses in order to strengthen a shared understanding of the students' expected progression towards EQF level 5.

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

The coordinators are convinced that the teachers now have a better understanding of what teaching at EQF level 5 entails. However, they acknowledge that translating this understanding into practice remains a challenge. The programme intends to organise coaching and provide guidelines to support teachers in adapting their courses.

During the conversation, the teachers explained that they have already taken initiatives to adapt their teaching methods. For example, one of the teachers invited an HR professional to participate in a class, while another explained that she uses real company data to allow students to carry out accounting analyses. According to the teachers, elements characteristic of EQF level 5 teaching are already present in their courses but still need to be made more explicit. Teachers also indicated their intention to collaborate more closely, also with the other BTS programme at LN, potentially through interdisciplinary projects.

Considerations

The panel established that the coordinators have undertaken useful initiatives to further develop their expertise regarding EQF level 5. They successfully organised a study visit and subsequently shared the insights gained with the teaching team. However, the insights acquired by the coordinators regarding teaching at EQF level 5 have not yet been sufficiently translated into the overall structure of the programme (see discussion under Assessment area 1), nor have they been fully internalised by the teaching staff. While teachers demonstrate an improved understanding of what EQF level 5 entails – for example, by referring to the necessity to link theory and practice and the objective of fostering student autonomy – they do not yet have a sufficiently in-depth understanding of how, in line with the overall programme learning objectives, the course objectives, pedagogical methods, and course assessment are constructively aligned and support students' progression from EQF level 4 to EQF level 5.

The panel therefore considers it advisable to develop a structured professionalisation plan with a clear focus on EQF level 5, enabling the team to continue working towards the development of a coherent, collectively endorsed programme at EQF level 5. Consequently, the recommendation remains to further support and professionalise teachers to teach at level 5. Now that the coordinators have gained a better understanding of EQF 5, it would be relevant to include the teaching team in future training opportunities, whether it be visits to other institutions organising similar level training, or any other initiatives.

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.

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.

For a discussion of this assessment criteria, the panel refers to report LU03A-24. During the previous procedure, the panel did not formulate any conditions or recommendations for this assessment area. Therefore, this assessment area was not discussed during the online dialogue.

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.

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 wide range of initiatives undertaken by the programme in response to the recommendations and the condition formulated in the previous procedure. It appreciated the breadth of measures implemented over the past year to address these points. These include the refinement of the programme's target audiences; the significant investment in visibility and promotion; the expansion and consolidation of the network of partner companies; the structured support established to assist students in securing internship placements; and the introduction of a non-binding internship trial period.

The panel wants to compliment the programme on its engagement in national and international knowledge exchange, including participation in the SynCo training session organised by NVAO and MESR and the study visit to Artevelde University of Applied Sciences. These initiatives have constituted important steps in strengthening the programme's understanding of EQF level 5 education and of the progression from EQF level 4 to EQF level 5. The organisation of training sessions for teachers and company trainers, as well as the plans to further professionalise the teaching team in order to foster a shared understanding of progression towards EQF level 5, were regarded as constructive, forward-looking initiatives.

Overall, the panel considered these diverse and sustained efforts as clear evidence of the coordinators' and teachers' motivation to continue developing and strengthening the programme.

However, at the time of the online dialogue, the panel established that these initiatives had not yet resulted in a sufficiently coherent and collectively internalised approach to EQF level 5 across the programme. Although the coordinators demonstrated an improved understanding of the characteristics of EQF level 5 education, this understanding had not yet been fully translated into the overall structure of the curriculum, nor had it been consistently embedded in the teaching vision and practices. While efforts have been made to visualise the intended progression and coherence of the curriculum, these instruments still require refinement and need to become operational working documents shared and understood by all stakeholders. Constructive alignment between the overall programme learning outcomes, pedagogical methods, and assessment methods remains insufficiently developed.

For these reasons, 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 curriculum design, teaching methodology, assessment methods, and student support clearly demonstrate how the programme enables students to progress from qualification level 4 (at enrolment) to EQF level 5 (at graduation), and ensure that this constructive alignment is shared with and understood by all stakeholders (students, teachers, and partner companies).

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 **recommendation** into consideration:

Assessment area 3: support and professionalise the teachers to teach at level 5.

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 quality assurance in Higher Education, social entrepreneur, speaker on sustainability, and trainer in work efficiency;
- Dr Roland van der Poel, Director of Associate Degrees, Rotterdam Academy;
- Mr Steven Scheuer, Head of Business Development, Sales and Marketing, Stoll Maitre Matelassier;
- Ms Mayssan Ben Taher, student graphic design, LUCA School of Arts.

The panel was supported by:

- David Corradi, NVAO process coordinator
- Simon Beentjes, NVAO process coordinator (observer)
- Inge Verbeeck, 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 dialogue

Meeting Time	Stakeholders	Duration
08:30–09:45	Coordinators School's principal Member of the school's management team Coordinator of the BTS	75min
09:45–10:00	Break	15min
10:00–11:00	Students Five first year students	60 min
11:00–11:35	Reflection	35 min
11:35–12:35	Lunch break	60 min
12:35–13:35	Teachers Five BTS teachers	60 min
13:35–13:55	Break	20 min
13:55–14:55	Employers Two employers	60 min
14:55–15:15	Break	20 min
15:15–15:30	Additional questions	15 min
15:30–16:00	Final reflection	30 min
16:00–16:30	Concluding remarks of the panel	30 min

5.3 Annex 3 – Documents reviewed

- Accreditation file
- Rapport de réponse au comité d'accréditation
- Annexes
 - Annexe 1 – Tableau récapitulatif des actions de communication
 - Annexe 2 – Flyers promotionnels (version étudiants et version entreprises)
 - Annexe 3 – Listes de présence des deux formations
 - Annexe 4 – Calendrier de l'année académique 2025-2026 et 2026-2027
 - Annexe 5 – Programme de la visite d'étude à l'Arteveldehogeschool de Gand
 - Annexe 6 – Ordre du jour de la séance d'information avec HORNBAACH (03/06/2025)
 - Annexe 7 – Liste des entreprises transmise aux candidats lors de l'admission
 - Annexe 8 – Exemples de corrections de CV et lettres de motivation
 - Annexe 9 – Invitation brain&more
- Additional information
 - Statistiques sur les inscriptions

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

Colophon

QUALITY ASSURANCE SYSTEM LUXEMBOURG

Assessment framework LU Programme Accreditation BTS

Lycée du Nord

BTS Gestionnaire commercial et administratif – formation en alternance

LU11A-26

March 2nd, 2026

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Nederlands-Vlaamse Accreditatieorganisatie

Accreditation Organisation of the Netherlands and Flanders