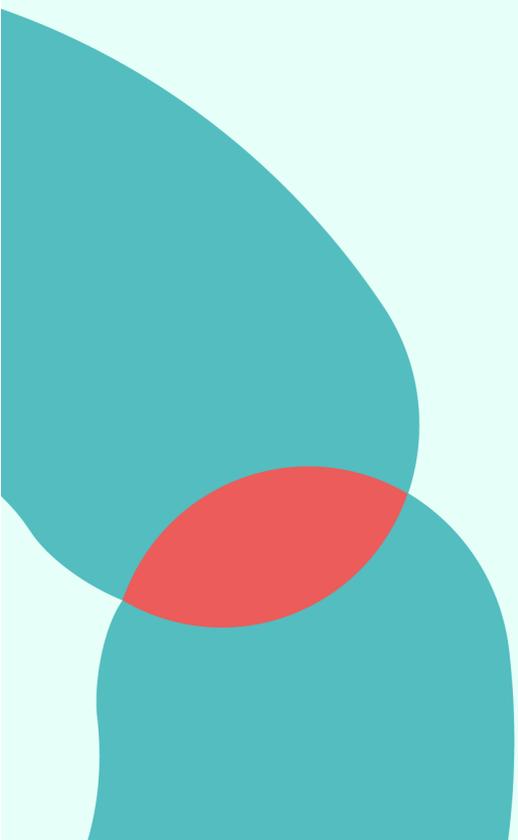**NVAO**

PROGRAMME ASSESSMENT

LYCEE NIC-BIEVER DUDELANGE
BTS DIGITAL CONTENT

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

Programme Assessment

LYCEE NIC-BIEVER

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Content

1 Executive Summary

This document reports on the programme assessment of the BTS Digital content at the Lycée Nic-Biever Dudelange, by an international expert panel convened by NVAO on behalf of the Ministry of Research and Higher Education of Luxemburg. The programme was accredited for the first time by the Luxembourg authorities following an assessment in 2021. The current panel studied the self-evaluation report submitted by the Lycée Nic-Biever for reaccreditation, looked at additional study material and discussed the state of play of the programme with a variety of stakeholders during the site visit on 28 October 2025.

Based on the comprehensive investigation into the quality of the BTS Digital Content, the panel concludes that the quality of the programme has been demonstrated in a verifiable manner for all assessment areas.

The panel was convinced of the programme's strong labour market integration and emphasis on polyvalence, preparing "start-ready" graduates for diverse professional contexts. Its small scale enables personalised learning, close follow-up and rapid adaptation, supported by a dedicated teaching team and active collaboration with external professionals. The programme actively fosters continuous improvement and responsiveness to feedback, combining a clear focus on employability with a strong, locally anchored approach.

The panel advises maintaining the valuable informal feedback loops while exploring complementary formalised structures to support future maturity and growth. It also encourages a more unified communication approach and continued dialogue on emerging technologies such as AI, supported by clear guidelines and team professionalisation, to ensure the programme remains responsive to developments with potentially high impact.

Following its assessment of the quality of the BTS Digital content, the panel thus concludes that the BTS programme meets the four assessment areas: (1) "aims and objectives of the programme", (2) "admission, evaluation and certification", (3) "implementation of the programme" and (4) "quality assurance measures".

Consequently, the panel recommends a positive re-accreditation conclusion.

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

The Hague, 5 january 2026.

On behalf of the international expert panel charged with the assessment of the Lycée Nic-Biever Dudelange – BTS Digital content,

Steven Vos   Dennis Van der Kuylen
Chair   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 Brevet de Technicien Supérieur (BTS) Digital content, offered by the Lycée Nic-Biever. The programme was accredited for the first time in 2021. The underlying assessment report has the status of an advice to the board of NVAO and to MESR, which will decide on the reaccreditation of the BTS Digital content.

Given the particular features of this request, the NVAO convened an international panel of experts consisting of:
- Prof. dr. Steven Vos, Belgium, chair;
- Ms. Veerle Van Hoorick, Belgium, member;
- Ms. Netty Thines, Luxemburg, member;
- Mr. Nabil Bali, Belgium, student-member.

The composition of this panel reflects the expertise deemed necessary by NVAO for this accreditation. Short CVs of the panel members are provided in annex 1 (5.1). On behalf of NVAO, Mr. Ruben Debusschere was responsible for the coordination of the assessment process. The external secretary, Mr. Dennis Van der Kuylen, drafted this report in close collaboration with the 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 minister of education takes the final accreditation decision. The assessment framework comprises the criteria under the Higher Education Law of July 21st, 2023, which has created the legal basis for the short cycle programmes leading to the *Brevet de Technicien Supérieur* (BTS), offered by the Lycées in Luxembourg.

The panel members studied the self-evaluation report, including its appendices, and submitted their first impressions on the materials for discussion during to the preliminary online meeting, which was held on 16 October 2025. The site visit took place on 28 October 2025. The panel talked to the management of the Lycée de Nic-Biever Dudelange and the programme, their teaching staff, a group of alumni and current students and representatives of the professional field. In addition, the panel was given a guided tour of the Lycée's facilities. The schedule of the site visit is presented in annex 2 (5.2). Annex 3 (5.3) lists the materials made available by the programme before the visit.

After the meetings with the various stakeholders, the panel formulated its considerations and preliminary conclusions. These are based on the findings of the site visit and built 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 all panel members were incorporated in a second version, which was validated by the Lycée 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 the NVAO, which in turn will send the report to the Ministry of Research and Higher Education in Luxembourg.

3 Programme assessment BTS Digital content

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 II[1].
b) The programme has a **coherent curriculum** which reflects the programme's intended l**earning 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 2016[4] 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 Digital content at the Lycée Nic-Biever in Dudelange is a full-time two-year study (120 ECTS). The program is specifically designed to respond to a local and regional need in Luxembourg for broadly trained, versatile, and practice-ready digital media professionals.

Its objectives emphasize polyvalence and professionalisation, firmly rooted in awareness of continuous change in the labour market. The programme strategically avoids teaching towards a single profession, aiming instead at versatile graduates capable of operating across diverse professional contexts, including small-to-medium enterprises, public institutions, and organizations with a marketing, communication, or creative component. During the site visit representatives of the professional field confirmed that this approach aligns with their expectations.

To fulfil these varied roles, the programme aims to equip its generalist graduates with a broad set of basic technical and transferable competences, combined with a broader general knowledge framework. Technically, graduates must be able to design, plan, and produce digital content for multiple platforms (video, web, social media), and have basic mastery of professional tools (creation software, CMS, office suites, collaborative applications). These

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[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

technical foundations are complemented by transversal skills such as creativity, teamwork, small project management, technological monitoring, interprofessional communication, ethical attitude, reflexivity, and autonomy. Specifically adapted to the Luxembourgish context, the curriculum requires graduates to understand the local media and communication landscape and be linguistically prepared for the multilingual professional environment.

To progressively deliver the intended versatile professionals, the curriculum is divided into four semesters, each consisting of around 30 ECTS. Every semester, students are taught a mix of theory and practice in the areas of media technology, divided into five clusters: content creation, technologies and tools, languages and communication, economics, social media and marketing. The programme also integrates various internships and transversal projects designed as real-world learning experiences, enabling students to develop autonomy, organizational capacity, and the progressive integration of professional competences.

The BTS programme is centred around 16 disciplinary axes, clustered into the above-mentioned thematic domains which are being taught in every semester. There is a distinction between knowledge (e.g. "stratégies de communication"), specific skills (e.g. "réalisation video: ateliers") and transversal skills (e.g. mini-stage, travail de fin d'études ("TFE"). The combination of theoretical courses with practical assignments, workshops, team projects and workfield experiences aligns with the ambition to train hands-on professionals with the necessary fundamental knowledge and skills. Students confirmed how they are given the chance to put their theoretical knowledge and skills into practice, and representatives of the professional field complemented the BTS with the statement that their alumni are "ready to hire" and that they require little or virtually no assistance or training (apart from organisation culture and specific company workflows). This enables students and alumni to find their way in the professional field and stimulates further development. Employability was further evidenced by professional field representatives who hired BTS alumni, while programme management noted that a few graduates have even established their own agency.

It was clear from the provided documentation that the semesters are balanced, which was also confirmed by the teaching staff and students. While some periods are more intense than other, this is regarded as logical or even as a realistic mirroring of the later professional life.

Moreover, during the site visit the teaching staff mentioned that at the start of the programme students often need some time to adapt to the pace. Because of the practical approach, students are given many opportunities to demonstrate skills, and if necessary, remedy shortcomings based on feedback. Students confirmed the many opportunities for growth this practical approach entails and the professional field representatives also observed this student development between semesters. The panel sees these as indications that the curriculum provides a clear learning progression.

This growth is further aided by the small size of the BTS programme, which stimulates student participation and interaction. As teachers mentioned, this makes it impossible to hide within a crowd, providing an almost individual teaching approach when necessary. The commitment to student development and professional readiness is also supported by the program's extensive allocation of credit and volume to real-world learning. Internships and the TFE account for 19 and 2 ECTS respectively, complemented by numerous practical assignments and activities such as projects, competitions, specialised conferences, and company visits. Stakeholders confirmed the value of this approach, describing the experiences as demanding, relevant, and authentic preparation for professional practice. The program facilitates placements by partnering with the BTS Media Writing to organise an annual professional speed date event.

Since internships are regarded as an essential element, the panel wished to clarify their structure and function, specifically the role of 'mini-stages' and their contribution to the student portfolio. Questions also addressed the uniformity of the internships

(duration/content) and the need to ensure the quality and equitable nature of assignments provided by partner companies. While the innovative, early placement of professional experience (semester 1) provides professional immersion, the panel noted a potential challenge related to students' limited foundational technical skills at this early stage of the programme, which could lead to pressure or assignment to tasks with limited educational value. The panel also examined the assignment and associated study load for the Travail de Fin d'Études (TFE), with particular attention to the focus on reflection on the final project process. The expected work seems to be in line with the 2 ECTS allocated and there were no indications of a mismatch. Given the relatively low number of credits, it may be useful to monitor this over time.

Teaching staff, students, and alumni consistently emphasized that internships are an essential component for student self-discovery and professional orientation. Students reported the experience builds confidence, enhances their ability to assess practical feasibility, and provides a genuine opportunity for professional growth and demonstration of competencies. The teaching staff also noted that these experiences help students identify preferred work areas and specialisations. Reflecting this value, professional field representatives suggested extending the duration of internships to allow students to follow a project through its entire lifecycle (from concept development to final deadline). This suggestion can be considered, while also keeping in mind overall feasibility and student workload.

As a relatively young programme, the BTS Digital content makes use of early implementation experience and feedback to refine its course content. It has also proposed a revised study plan that strengthens the product-oriented approach and practical learning, which integrates contemporary themes such as artificial intelligence and related transversal competences, and enhances the focus on digital content creation. Students and alumni confirmed that the course content has already undergone revisions, following suggestions from students, the labour market and teaching staff. The programme clearly engages in continuous self-evaluation, which has led to necessary adjustments facilitated through an established informal feedback circuit. The panel regards these various informal feedback loops as one of the programme's strengths and therefore advises the BTS management to maintain this strength, while also further exploring how it could be complemented by a more formalised structure.

One member of the teaching staff characterized the curriculum as "nowproof" rather than "futureproof," emphasising the programme's focus on remaining responsive and adaptable in a context where precise future developments are difficult to predict due to rapid technological change. Specifically regarding AI, management and teaching staff view it as an essential tool for optimisation rather than a substitute for foundational knowledge or skills. The programme seeks to teach students how to work differently, make informed choices, and use AI to accelerate workflows where appropriate, while maintaining the importance of core knowledge and skills. Professional field representatives echoed this nuanced approach, noting that AI tools also have limitations in local contexts where authentic image production is often essential. The programme is aware that although initial steps have been taken, AI remains an important area for further development. The panel strongly encourages the programme to strengthen its current efforts and collaboration with partners such as the digital hub to continue addressing ongoing challenges and opportunities in this domain.

During the site visit, programme management and teaching staff explained that recent adjustments and the revised study plan result from dialogue with professional field representatives, students, and thorough internal discussions. Programme coordination leads these processes, with the teaching team actively engaged as co-owners of the curriculum, while input from students and labour market actors is considered. As such, this adaptability reflects not only a key competence for students but also a quality of the BTS programme itself.

The panel considers this a normal and positive evolution for a young programme and values the dynamics of a small structure with close feedback loops. Continuous team discussions to future-proof educational goals and to align learning outcomes and curriculum content with professional needs are seen as a strength. At the same time, the panel advises caution in order to maintain continuity and stability, noting that while this is not currently an issue, excessive or constant adjustments could become a potential pitfall.

Based on the documentation, the panel identified the programme's clear articulation of its objectives and its strong awareness of the regional context as an important strength. However, given the broad and ambitious scope of the polyvalent professional profile, aimed at generalist rather than specialised roles, the panel initially questioned its practical feasibility within a two-year Level 5 programme, as well as the potential risk of training graduates with a superficial skill set with limited professional relevance. During the site visit, the panel used dialogues with the various stakeholders to clarify the operationalisation and relevance of this profile, which provided validation for the programme's positioning.

The panel was initially concerned that the fragmented structure of the curriculum, with many small courses, might limit depth. During the site visit, management and teaching staff further clarified this curriculum design choice, explaining how it aligns with the intended graduate profile. Rather than aiming for exhaustive theoretical content, the programme prioritises developing a solid professional attitude, complemented by basic notions across a range of skills and general culture as a foundation for start-ready professionals. As such, a curriculum built around smaller, practice-focused courses is considered appropriate to support and reflect the programme's ambitions.

Moreover, discussions with professional field representatives confirmed that the programme's generalist approach meets the specific needs of the local and regional market. External partners described alumni as versatile professionals, capable of immediate operational effectiveness and autonomy, and able to realise projects from concept to distribution, which is particularly valued by small and medium-sized enterprises, organisations and NGOs in the region. In some cases this broad profile also enables internship students or alumni to act as intermediaries between specialists within and outside the company. The programme's attention to the Luxembourgish context, including multilingualism and knowledge of the local media landscape, was further highlighted as a key strength.

According to the documentation, the programme's intended learning outcomes correspond to EQF level 5. This is supported by the practice- and product-oriented approach and substantial professional field experience. Teachers also explained a differentiating teaching approach, moving away from a traditional secondary school "checkbox" approach, toward more strongly stimulating autonomy, motivation, and entrepreneurial spirit. Students are encouraged to adopt a professional mindset, take ownership of learning, and justify their choices in projects and assignments, where reflection on the process is considered as important as the final product. This emphasis on independence and exploration was confirmed by students, who reported that it contributed to their confidence and clarity about their professional direction. Based on conversations with students and alumni, the panel noted that, in some cases, elements of the programme appear to slightly exceed the expected level for EQF Level 5.

Finally, the panel observed that the management and the teachers are aware of the inherent tension and challenge in maintaining the generalist approach of the programme. Some students for example would prefer more in-depth training or specialisation in specific skills such as video-editing, while other courses with a more theoretical orientation were perceived as less interesting or relevant. The representatives from the professional field provided a nuanced perspective, noting that they also value some basics in general knowledge, and that further specialisation (e.g. in working with specific tools) can also be developed on-the-job. The programme coordination, together with the teaching team, manage and navigate this tension with a commendable culture of continuous reflexivity, discussion, and deliberation. Combined

with short feedback loops this serves as a vital quality mechanism to monitor the curriculum's feasibility and to keep potential risks of imbalance or misalignment in check. The panel encourages the programme to continue this approach and practice, while also exercising caution regarding the long-term feasibility and workload for the team.

Conclusion
The two-year, 120-credit BTS Digital content successfully delivers polyvalent, production-focused professionals for the local and regional labour market. Feedback from students and labour market representatives confirms that graduates are "ready to hire" due to effective practical training and the programme's close links with the sector, which allow for timely adjustments to an evolving field.

The panel concludes that the curriculum, its modules, and the theoretical-to-practical ratio are consistent with the programme's nature and goals. Furthermore, the strong focus on continuous improvement, by integrating feedback from stakeholders, ensures that the curriculum remains relevant. Overall, the programme functions in line with CLQ Level 5 requirements and the workload is well-balanced and realistic.

The panel concludes that the programme meets the criteria under assessment area 1.

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, i**nformation 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 11[5].

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].

While the BTS Digital content is a relatively small programme, its management clearly indicated that there are different channels through which they try to attract students. The BTS programme utilises Facebook, Instagram, printed folders and a website, which clearly disseminates all relevant information about the programme. The website provides detailed information on the programme concept, the teaching approach, the admission requirements and the campus facilities. It also features portfolios, blogs, and recent events such as the speed dating initiatives and afterwork events. The BTS management stated how they wish to update and improve the website to attract new students and to reflect ongoing changes in the curriculum.

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[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 deemed the website clearly structured and considers it a transparent source of information on lesson plans, internships, assessment criteria and related matters. The panel advises to optimise the website to ensure ongoing up-to-date information in line with the changing curriculum, as it can serve as a point of reference for all information and visual materials. Some of the current content might give the impression that the BTS is more technically oriented, particularly in the fields of photography and videography. The BTS management is aware of this and has already taken steps to improve the website.

The program currently enrols a relatively small group of students. The panel encourages the programme to further explore the underlying and actionable factors influencing enrolment, such as awareness among potential candidates, the admissions process, and the perceived status of the BTS programme and how these elements interact. Regardless of the cause, the current scale is seen as a distinct advantage by teaching staff, management, and students. This scale facilitates a closer community bond between students and their teachers, ensures that low-key visits to external stakeholders are productive and non-intrusive and allows for close, personalized follow-up between students and instructors. A notable benefit of these limited class sizes is the exceptional intern-to-business-partner ratio, which provides students with ample choice during 'speed dates,' allowing them to secure an internship position that specifically aligns with their desired skill development.

The low number of students has its advantages but may also affect the labour market as these alumni are in high demand. Management, teaching staff, and professional field representatives expressed a strong desire for greater visibility and recognition of the BTS programme(s) within Luxembourg. While the need for skilled graduates is evident, they noted that the current challenge is the unfamiliarity of BTS programmes. This lack of recognition can lead to the perception that these qualifications are 'minor', making it difficult to attract the number of students required to meet current labour market demands.

Candidates must pass an entry test to be admitted to the BTS programme. This test consists of a multilingual language assessment, a creativity evaluation and an interview. Candidates are ranked based on their entrance exams. In dialogue with the panel, students indicated that this assessment helped them to find out whether they were ready to enrol in the BTS programme, both in terms of maturity, skills and knowledge. This is only one function of the admission test according to management, which also considers the admission test a "motivational test" rather than a pure skills assessment, which leads to an advisory function. The teaching staff confirmed this viewpoint adding specific context to the testing. The admission test is not only multilingual but also assesses students on different CEFR levels (B2 for German, C1 for French and English). These language requirements might seem strict to an outsider, yet they are considered relevant and even necessary by the teaching staff, professional field representatives and the students, given the high level of language proficiency required in Luxemburg.

The BTS programme is multilingual and devotes great attention to multilingual ability in the admissions process, reflecting the specific linguistic context of Luxembourg and the professional field. The programme clearly communicates these considerations to ensure that students are well-prepared, or can address gaps when necessary, to succeed in a multilingual programme and professional environment.

The panel established that the programme has a clear procedure for the validation of prior learning. This procedure is clearly defined and formalised. During the site visit, the BTS management was open about the fact that they will run the procedure for the first time only now, as there were no potential students who requested it before.

The panel observed that the BTS programme has taken positive steps towards aligning the intended learning outcomes, the targeted competences and the assessment methods. The assessment in the BTS programme is clear to the students and consists of a combination of both

formative and summative assessments, applied in both individual and group-based formats. The teaching staff indicated an ambition to grade students in a similar way they would be evaluated in their later professional life. Students appreciate this approach, as it contributes to their confidence and readiness for their future career. Building on these solid foundations and clearly articulated objectives, the panel encourages the programme to further strengthen its constructive alignment to ensure even greater coherence between learning outcomes, curriculum design and assessment practices.

The evaluation and assessment practices were found to be in compliance with guidelines. Assessment methods are defined in relation to learning outcomes, so the achievement of these can be verified. The way the BTS programme is set up should ensure a coherent alignment between objectives, targeted competences and its evaluation methods. The internships, the final project and TFE can be regarded as integrative assessments, in which learning is evaluated in real-world or authentic contexts.

Furthermore, the programme is transparent in its evaluation practices. Expectations, assessment methods and content outlines are digitally available to students or briefed during classes. Students noted some variety in organisational and communication systems among teachers. This was not seen as a fundamental issue, and some initiatives for stronger alignment have been introduced based on feedback. The panel nevertheless suggests exploring a more unified and structured approach to create more consistency. Choosing and adopting a single integrated platform could contribute to a more consistent experience for all stakeholders and enable both internal and external teachers to communicate with students in a uniform manner. This would be particularly beneficial for students who, due to circumstances, are unable to attend some classes.

Alumni also noted occasional instances in which it was not immediately clear to them why they had received a certain grade. Although they confirmed clarification was readily available through feedback, the panel encourages the programme to build on existing initiatives to make even more explicit to students how learning goals, assignments and grading criteria are aligned and applied in assessment. Clearer communication of this relationship will help students better understand how their individual performance translates into the final grade.

Conclusion
The programme effectively communicates information on its admission requirements, enrolment fees, cost, curriculum and learning outcomes and its accompanying assessments. The entrance examination, comprising a creativity assessment, a multilingual and multilevel language test and an interview is viewed as a motivational test by both management, teaching staff and students, who note the alignment with the demanding Luxembourgish context.

The assessment practices are fit for purpose, combining formative and summative methods in both individual and group formats. Moreover, integrative assessments such as internships and the final project ensure authentic evaluation. While students appreciate the approach to grading, the panel encourages further efforts to enhance consistency in communication and clarify the link between learning goals, assignments and grading criteria. This formalisation could be especially valuable with potential expansion of the programme in mind.

The panel concludes that the programme meets the criteria under assessment area 2.

3.3 Assessment area 3: Implementation of the programme

Assessment Nic 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.

The BTS Digital content programme is structurally and logistically integrated within the Lycée Nic-Biever. This integration ensures that the necessary general facilities of the Lycée are available for student use. During the site visit, the programme coordinators provided the panel members with a guided tour of the facilities, outlining the infrastructure and hardware requirements specific to the BTS Digital content programme. The panel observed that the teaching environments for the BTS programme are spacious and include rooms exclusively designated for BTS students. These facilities comprise dedicated classrooms, access to an open workspace within the library, and specialized rooms such as a photography/green room. Additionally, a separate media library is available for students to borrow cameras and other relevant equipment.

It was also evident that the integration of the BTS programme within the Lycée provides interesting mutual benefits. Through in-house projects, for example, BTS students gain realistic experience by producing the school yearbook and designing campus awareness campaigns, while the Lycée receives professional-quality digital content and services from the programme. At the same time, these initiatives contribute to increasing the visibility of the BTS programme among secondary school students of the Lycée.

Regarding hardware procurement, the Lycée employs a strategy of utilizing (high-)quality second-hand equipment to maximize the availability of cameras for student practice. Students also have access to lighting and PA systems for practice. However, teaching staff noted that skills related to these specific systems are currently less in demand and that comprehensive training in this area requires significant instructional time. With the programme's increasing emphasis on core domains, it is therefore less in use. The BTS programme also has collaborations with external partners (including CAN and RTL), who provide access to state-of-the-art infrastructure and materials. The BTS programme intends to establish additional partnerships to further expand students' practical learning opportunities

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

The panel thus concludes that the BTS programme has access to sufficient resources to facilitate the achievement of its intended learning outcomes.

Those learning outcomes are reached through a multidisciplinary approach, which the panel found to be aligned to the explicit expectations of the professional field. The implementation of this approach is supported by a diverse teaching team with demonstrably complementary expertise, consisting of both internal and external teachers. Most teachers are pedagogically certified, and the programme supports the staff by providing continued professional development in the form of various training sessions, including an annual pedagogical day. Teaching staff fulfil the roles of guides, advisors, and facilitators, providing individualised support to students, which is further facilitated by the programme's relatively small size. During the dialogues, the team was described as highly committed and approachable. Students appreciate that teachers take time to explain concepts, even repeatedly if needed, and offer support when difficulties arise.

The external teachers bring current professional backgrounds directly relevant to the fields they teach, encompassing expertise in areas such as location management, the film industry, cultural agencies, project management, economics, journalism, social media and creative writing. Often these external teachers are also involved in other BTS-programmes, which strengthens their pedagogical experience. Students perceive the involvement of external experts as an enrichment to the educational content and generally describe all teaching staff as professional. While external teachers were regarded as often more demanding, both students and alumni appreciate that they "speak from field experience" and bring "real-world knowledge" into the classroom. Moreover they also help students expand their professional network, which is considered an important added value. As such the external and internal teaching staff are seen as offering valuable complementary perspectives.

In their approach, the programme's teaching team actively encourages students to explore and shape their own learning path, helping them discover what they enjoy and identify interests for future specialisation. They expose students to a wide range of sector-related aspects and skills, with the emphasis on developing an open attitude. Teachers see it as an important part of their role to share their professional experience, guide students, and learn alongside them. Beyond knowledge transmission, they value interaction in their classes: students are asked to research topics and present their findings in class, fostering ownership of their learning. This approach stems from the ambition to stimulate students to reflect on what they like and what they do not like, a process confirmed by students who value the opportunity to try new things, see what works for them, and use these insights to determine their future direction. Representatives of the professional field recognised this approach and its importance. As such, while the programme initially focuses on developing well-rounded generalists, it also lays the foundation for students to specialise later on in their areas of interest.

The management and teaching team are aware that the programme's field is rapidly changing, a challenge they address through continuous professional development and knowledge exchange within the team and with the professional field. The teaching staff acknowledged that being "fully up to date" may be difficult given the pace of change in their sector. They highlighted their strong integration and synergy within a cohesive team, which facilitates continuous mutual learning and knowledge exchange between internal and external teachers that each have professional expertise within their niche. The contact with internship companies further enables staff members to remain closely connected to emerging developments in the professional field. As such, the involvement of external teachers and the broader labour market is also crucial in maintaining the staff's knowledge and skills up-to-date.

The teaching staff expressed confidence in their ability to follow most developments in the field, while acknowledging the challenge posed by rapid changes, particularly the rise of AI. They indicated a proactive commitment to continuous learning and staying up to date.

Furthermore, the staff makes use of national and international networks to monitor major sector changes effectively. Management, students and alumni confirmed that the course content is regularly reviewed and updated to remain aligned with sector developments. Changes to the course content may result from students input, but internships and projects are also utilised as a key mechanism to maintain the staff's connection to the professional field. These internships and projects thus serve as an exchange opportunity for students, companies, and teaching.

At present, the teaching staff do not consider AI to render the future professional roles of BTS graduates obsolete. They acknowledge that graduates' professional practices will be influenced by AI, but emphasised that many alumni are likely to work in small and medium-sized enterprises (SMEs) that are strongly embedded in local contexts, where AI is seen as a complementary tool rather than a direct substitute. Additionally, they wish to develop students' critical judgement regarding when and how to to use AI appropriately, rather than encouraging unreflective reliance on it.

The panel appreciates the teaching staff's nuanced approach to AI and strongly encourages further debate and professionalisation to keep up with unpredictable future developments. This should address both AI's impact on the expertise needed in the professional field and AI's educational applications. During the site visit, professional field representatives confirmed the importance of local integration while acknowledging potential for further exploration of AI-related opportunities and risks. The panel considers the continued protective effect of local or community integration to be uncertain and advises the programme to keep in mind scenarios where AI's impact may be more substantial, which further reinforces the need for ongoing exchange with stakeholders. Regarding educational applications, the programme may also benefit from further refinement of shared guidelines for AI use in classes, assignments, and assessment.

All conversations during the site visit clearly indicated an open culture. The BTS actively promotes student participation, proved by the role students play as providers of feedback on the programme. Alumni have previously pointed out areas for improvement and current students confirmed these were in many cases implemented. They state that their teachers are dedicated and have diverse skills, which contributes to the programme's relevance to the professional field.

The BTS programme places a strong emphasis on a welcoming and supportive learning environment, from the start of the programme. Upon entry, students are introduced to the BTS programme by tutor-teachers who outline the curriculum, the programme structure, the evaluation methods, the internships and assessment methods. Second-year students guide first-years, showing them the specialized rooms and work areas. Every first-year is assigned a reference tutor (a member of the teaching staff), which provides individual support throughout the duration of the BTS programme. This individualized support is reinforced by a weekly tutoring hour ("régence") integrated into the timetable, during which students can ask questions, report any difficulties, or discuss their progress. This tutoring utilises a dedicated Microsoft Teams channel, to centralize documents, share general announcements and facilitate exchanges between students and teachers.

The Lycée provides additional extensive support for personal, social and academic well-being. Students may rely on SePas (psycho-social and academic support) and stated that they could always share concerns with the teaching staff. The small size of the BTS programme no doubt aids in this open-door policy that was welcomed by students and alumni.

Conclusion
The Lycée Nic-Biever furnishes the BTS Digital content programme with appropriately equipped and conducive infrastructure for both students and teaching staff. During the site visit, the panel was granted access to dedicated and segregated teaching spaces, which are deemed

supportive to an effective learning environment. The teaching staff is characterized by significant dedication, strengthened by a pragmatic realism concerning the demands of the professional field. The staff demonstrates a clear commitment to advancing their respective disciplines and adapting to future developments. Evidence of this proactive approach is visible in the recent modifications to the curriculum and the programme's strategic use of partnerships with external teaching experts.

Regarding the rapid evolution of Artificial Intelligence (AI), the panel acknowledges the inherent difficulty in forecasting future requirements. The panel recommends continuing vigilance on the impact of AI. The programme's awareness of AI's uncertain future and its partnerships with stakeholders provide a strong foundation for ongoing dialogue, reflection, and professionalisation of team members.

The programme's relatively small scale has been effectively leveraged to create a high-quality learning experience with scope for adaptability and personalised learning routes. The scale fosters a small, close-knit community among students and their teachers, facilitating follow-up and ensuring productive engagement with external stakeholders.

The panel concludes that the programme meets the criteria under assessment area 3.

3.4 Assessment area 4: Quality assurance measures

Assessment area 4 is detailed in the following assessment criteria:

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a) **The Lycée ensures the collection, analysis, and use of relevant information for the effective management and continuous improvement of its BTS programmes**.

b) The Lycée has a **quality assurance system** for its BTS programmes, which it makes **publicly available**. The quality assurance procedures applied by the Lycée **comply with** the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

c) **The programmes are regularly subjected to internal evaluation to ensure that they take into account the latest research and didactic developments in the relevant field,** achieve the intended learning outcomes, and **meet the constantly evolving needs of students and society**.

d) The Lycée maintains regular and formalised **exchanges with professional circles in the Grand Duchy of Luxembourg** related to its BTS programmes.

e) **Responsibilities, competencies, and decision-making processes related to the BTS programme** are **defined clearly and transparently.**

f) **Teachers and students** have sufficient means to express their positions and **participate** in decision-making through representation in various bodies and committees.

g) In the case of an application for the **reaccreditation** of a programme, it is demonstrated to what extent, and through which means, actions, and decisions **the Lycée has taken into account the recommendations outlined** in the evaluation report and the accreditation decision of the previous period.

The BTS programme collects and systematically analyses data for effective management and organisation. An appropriate quality assurance system is implemented, encompassing both internal and external verification mechanisms. The efficacy of these formal checks is enhanced by the previously mentioned informal feedback loops involving students and the professional field. This approach keeps the BTS firmly rooted and in line with labour market requirements and student needs.

The documentation demonstrates how the programme's quality assurance system corresponds to the criteria set out in the Standards and Guidelines for Assurance in the European Higher Education Area (ESG 2015). The programme also transparently addressed the

recommendations from the initial accreditation in 2020/2021. Based on the documentation and the findings from the site visit, the panel concludes that all recommendations have been carefully followed-up and effectively implemented.

The BTS programme collects annual feedback from students and teaching staff, formally through a questionnaire-based approach and informally throughout conversations during the academic year. This approach is supplemented by meetings of the curriculum group (groupe curriculaire). As previously mentioned, a significant amount of internal evaluation is rather spontaneous and informal. This is regarded as a strength, and the BTS management and teaching staff described it as the advantage of operating within a small organisation. Tools contributing to this process include sself-evaluations and recurring pedagogical days.

The BTS programme actively pursues collaborations with external partners to ensure alignment with the latest sector trends and knowledge. The collaboration with the Digital Learning Hub Belval is a good example of this. There are numerous structured activities which connect the programme to the professional world, including site visits, professional memberships, projects and internships. It can therefore be concluded that the programme maintains a strong relationship with the professional environment (including agencies, media organisations and institutions). Feedback from those partner companies is systematically used for programme improvement. Teaching staff actively seeks out learning opportunities through conferences and international networks.

The programme thus regularly subjects itself to internal evaluation to actively ensure that they integrate trends and developments in the relevant field. This should ensure the BTS's achievement of the intended learning outcomes, in order to successfully meet the evolving labour market's needs.

Roles, responsibilities and decision-making processes within the programme are clearly and transparently defined. The headmaster's decision-making consciously focuses on creating the practical preconditions for the programme's success through facilitation and arrangements (such as enabling the allocation of classrooms), and does not intervene in curriculum design. For pedagogical and curriculum choices, the BTS programme strives towards a joined decision-making process with the teaching staff. The programme is led by two very committed coordinators with a a clear vision. Together with the curriculum group, they take the lead in a participatory process, in which they support the team rather than exercising hierarchical control.

Both teaching staff and students clearly have abundant means to express their positions and participate in the decision-making. The previously mentioned feedback loops and small programme size no doubt are helpful in this regard, with ample opportunities for informal feedback. The BTS programme also ensures formal student participation, through the election of class representatives, who participate in class councils and are represented in the student council. The teaching staff, formally responsible for their courses, is regarded capable of making the necessary changes based on student and labour market input.

Conclusion
The BTS programme employs a robust, albeit largely informal quality assurance system, adhering to the criteria for internal evaluation and involving external stakeholders. Data collection and systematic analysis are central to the program's effective management, utilizing both formal methods and informal feedback loops. The programme's small organizational size is considered an advantage, enabling more immediate responses. Crucially, the BTS maintains a strong and active relationship with all stakeholders, whether students or the professional world.

The programme's management structure is seen as promoting transparency and shared decision-making, with the management acting in a supporting rather than a hierarchical capacity. Decisions regarding curriculum design are made collaboratively with teaching staff, in addition coordinators also handle practical arrangements. Both students and teachers have abundant means to participate in the programme's direction. This comprehensive approach to quality assurance, collaboration, and shared governance actively ensures that the BTS programme integrates the latest developments and successfully meets its intended learning outcomes and the evolving needs of the labour market.

The panel concludes that the programme meets the criteria under assessment area 4.

4   Judgement

Following the investigation into the quality of the BTS Digital content, the panel concludes that the BTS Digital content meets the criteria for all four assessment areas. The panel thus recommends a positive re-accreditation.

The site visit left a strong and positive overall impression. The BTS programme demonstrates a high level of engagement, realism and team spirit. Although relatively young, the programme presents itself as mature, developing rapidly and is well aligned with labour market needs. The self-evaluation report was considered thorough, transparent, and of good quality.

The programme responds effectively to a rapidly evolving professional field and deliberately prioritises polyvalence over narrow specialisation, within a strong, locally anchored multilingual and specific Luxemburgish context. The primary focus on immediate employability and professional maturity of graduates is reflected in the curriculum design, teaching approach, and projects and partnerships.

The extensive network of partners and the close and structural ties with the labour market is a major strength of the BTS programme. Employers described alumni as "start-ready", pragmatic and autonomous, conforming that the intended graduate profile is effectively achieved and meets local and regional needs.

Alumni and students expressed predominantly positive views of the programme. They pointed to certain weaknesses in earlier versions of the curriculum, which were subsequently addressed based on feedback. This illustrates the BTS programme's strong improvement-oriented mindset and an open and constructive feedback culture. Students particularly appreciate the close teacher support, as well as the freedom to shape projects and define individual learning routes.

The teaching staff is dedicated and consists of a balanced combination of internal teachers and external professionals. The involvement of the external teachers significantly enhances the programme's professional orientation. Continuous professional development is clearly embedded (through pedagogical days, conferences, training activities, …) which exceeds the required amount. The panel noted that exchanges take place between internal and external lecturers and emphasises that this is and remains important to ensure alignment and consistent communication of expectations of both groups towards students.

Assessment and evaluation practices are consistent and continuous and are perceived by students as appropriate and supportive of learning. At the same time, the panel notes that, with potential programme growth in mind, further formalisation could enhance consistency and transparency. Clear and explicit communication to students on how learning goals, assignments and grading criteria are aligned and applied in assessment will support students' understanding of how their individual performance translates into the final grade.

The programme benefits from its small scale and motivated staff, which enables close follow-up, rapid adaptation and open communication. This is reflected in effective feedback loops (both formal and informal), supported by regular meetings of the curriculum group and by ongoing informal communication.

The learning environment, infrastructure and partnerships provide a strong foundation for a high-quality educational experience. The panel encourages the programme team to maintain ongoing reflection and professionalisation on developments in the professional field, including the impact of emerging technologies such as AI, as part of its continuous development.

Employers consistently praise graduates for their polyvalence, professional mindset and self-reliance. The BTS graduate profile is well aligned with local and regional labour market needs, where broader employable profiles are highly valued. While professional field representatives indicated that longer internships periods could further enhance workplace integration, this does not detract from the overall strong employability and relevance of the programme. In addition, representatives from the professional field expressed a high level of satisfaction with the quality of interaction and collaboration with both students and teaching staff, which further reinforces the programme's strong external orientation.

As such, overall, the BTS Digital Content programme demonstrates strong educational quality, a clear professional orientation and a proven capacity for continuous improvement, resulting in graduates who are well prepared for the local and regional labour market.

In addition to its positive conclusion, the panel offers the following suggestions to sustain the achieved quality and further strengthen continuous development. These recommendations do not affect the panel's overall positive judgement:

- The panel regards the various informal feedback loops as one of the programme's strengths and advises the programme to maintain this, while also further exploring how it could be complemented by more formalised structures, to support potential expansion, and further maturity of the programme's quality assurance approach.
- To further enhance transparent and structured communication, the panel suggests considering a more unified approach. Exploring options, such as the use of a single platform, could be one possible way to provide a more consistent experience for all stakeholders and enable both internal and external teachers to communicate with students in a uniform manner.
- The panel proposes an ongoing dialogue on developments in the field, with particular attention for the use of AI, accompanied by team professionalisation and the development of clear and formal guidelines on when (not) to use AI. External partners, students and alumni can serve as key contributors to this debate.

Overall, the panel concludes that the quality of the BTS Digital Content has been demonstrated in a clear and verifiable manner across all assessment areas and therefore recommends a positive re-accreditation:

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

5   Annexes

5.1   Annex 1 – Composition of the panel

- **Steven Vos** (chair), Full Professor in Design and Analysis of Intelligent Systems for Vitality and Leisure Time Sports at Eindhoven University of Technology, lead researcher at Fontys School of Sport Studies, and managing director of Ensembleur.
- **Veerle Van Hoorick** (panel member), Program Manager of the bachelor's degree in business management – Creative Media Management at UCLL, Leuven campus.
- **Netty Thines** (panel member), CEO of Mediation, and representative of MarkCom Luxembourg.
- **Nabil Bali** (student member), Bachelor student in Construction Technology at LUCA School of Arts, Sint-Lukas Brussels campus.

The panel was supported by:

- **Ruben Debusschere**, NVAO process coordinator
- **Dennis Van der Kuylen**, secretary trained and certified by NVAO

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

5.2   Annex 2 – Schedule of the site visit

08:15-08:45	Panel arrival and preparation
08:45-09:45	**Meeting with the headmasters and the coordinators**
09:45-10:05	Closed panel meeting
10:05-11:05	**Meeting with the BTS Digital content teachers**
11:05-11:25	Closed panel meeting
11:25-12:00	**Tour of the facilities**
12:00-13:00	Lunch break (internal meeting)
13:00-14:00	**Meeting with students and alumni**
14:00-14:20	Closed panel meeting
14:20-15:20	**Meeting with employers**
15:20-16:30	Closed panel meeting
16:30-17:00	**Feedback meeting with the programme management**

5.3   Annex 3 – Documents reviewed

Accreditation file
Annexes to the request for accredition

- Analyse Swot
- Présentation de quelques projets réalisés
- Description détaillé des modules et axes disciplinaires
- Plan d'études complet
- Grille récapitulative des modules et cours
- Dépendances et agencements des branches
- Analyse au regard du niveau 5 CLQ
- Test d'admission BTS Digital content 2025
- Grille d'évaluation du travail de fin d'études
- Modèle du diplôme et supplément conforme à l'article 26 (2)
- Outil tache (liste des taches)
- Inventaire du matériel technique multimedia
- Attestation du service des infrastructures du MENEJ
- Infrastructures à disposition du LNB
- Assurance qualité, Sondage étudiants
- Assurance qualité Sondage enseignants
- Liste non exhaustive des partenaires externes
- Curricula vitae des intervenant·e·s externes
- Application pour la gestion des cours et modules
- Lettres de soutien
- Suivi des alumni
- Dossier de recevabilité

Additional material consulted

- Data on student population and teaching team composition
- Evaluation grids project S4
- TFE examples

5.4   Annex 4 – Abbreviations used

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