



PROGRAMME ASSESSMENT

Lycée Technique d'Ettelbruck

**BTS GESTION D'ENTREPRISE ET DÉVELOPPEMENT
DURABLE**

Final report submitted to the Ministry of Research and Higher
Education on 27 February 2025

Programme Assessment

Lycée Technique d'Ettelbruck (LTETT)

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1 Executive Summary

This document reports on the programme assessment of the 'BTS Gestion d'entreprise et développement durable' programme at the Lycée Technique d'Ettelbruck (LTETT) by an international expert panel convened by NVAO on behalf of the Ministry of Research and Higher Education of Luxembourg.

The programme was accredited for the first time by the Luxembourg authorities following an assessment in 2015. The current panel studied the self-evaluation report submitted by the LTETT and discussed the state of play of the programme with a variety of stakeholders on November 14th, 2024.

The panel commended the strong motivation and expertise of the LTETT teaching staff. It noted that the programme aligns well with the current needs of the professional field, with professors playing an essential role in developing a cohesive curriculum that allows students to acquire relevant knowledge and apply it in practice. The panel appreciated the staff's ongoing efforts to maintain and revise the programme, ensuring its continued relevance and high educational standards. Students and alumni serve as strong advocates for the programme. Additionally, the panel highlighted the staff's openness to self-reflection and continuous improvement, as demonstrated throughout the discussions.

Following the comprehensive investigation into the quality of the 'BTS Gestion d'entreprise et développement durable', the panel 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. The panel concludes that the quality of the BTS programme has been demonstrated in a verifiable manner for the four assessment areas.

The panel encourages the Lycée Technique d'Ettelbruck to take the following **recommendations** into consideration:

- **Assessment area 1**: List specific job opportunities (e.g., *Assistant en gestion d'entreprise*, *Gestionnaire en PME avec spécialité RSE*, *Assistant RSE*, *Coordinateur RSE*) to clarify career pathways and improve communication with students and employers. Additionally, provide detailed documentation on Level 5 competencies for students and consider teacher training to ensure a shared understanding of these qualifications.
- **Assessment area 2**: Introduce peer assessments, structured feedback, and intervision sessions in group assessments to enhance collaboration and learning. Critically evaluate the admission process to address and reduce dropout rates. Maintain the relevance of aligning the final project (projet de fin d'études) with the internship experience.
- **Assessment area 3**: Create a formal workfield committee to provide essential input for keeping the degree and its communication up to date. Optionally, consider developing a competence portfolio (skills matrix) for teachers and encouraging cross-training initiatives among staff.
- **Assessment area 4**: Formalize the functioning of the *groupe curriculaire* by establishing structured agendas, meeting timelines, and minutes to ensure consistency. Develop an alumni network to support internships, promote the degree, and gather feedback on its

relevance. Address the gap between the baseline "*Devenir manager, rester humain*" and the reality of graduates as "*gestionnaires de projets*."

Enhance the existing quality assurance system by transitioning from informal feedback to structured evaluations by students, employers, and peers, including exit interviews to understand student dropouts. Encourage training through Lifelong Learning opportunities to strengthen expertise in quality assurance for small programmes. Given the rapid evolution of Corporate Social Responsibility (CSR) and business management, implement a comprehensive vision for the BTS, promoting collaboration between teachers, reducing redundancies, and addressing overlooked areas. Schedule meetings on a regular basis between staff and external professionals to align efforts and ensure the curriculum reflects current trends and practices.

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, 4 February 2025

On behalf of the international expert panel charged with the programme assessment of the Lycée Technique d'Ettelbruck's – BTS Gestion d'entreprise et développement durable,

Yoneko Nurtantio
Chair

Gwenny Nurtantio
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 Gestion d'entreprise et développement durable (BTS) the Lycée Technique d'Ettelbruck (LTett) is offering. The programme was accredited for the first time on 15 September 2015. The underlying assessment report has the status of an advice to MESR, which will eventually decide on the reaccreditation of the BTS Gestion d'entreprise et développement durable the Lycée Technique d'Ettelbruck is offering.

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

- Ms Yoneko Nurtantio, Belgium, chair;
- Ms Anne Vanmaercke, Belgium, member;
- Ms Diane Ries, Luxembourg, member;
- Mr Nabil Bali, Belgium, student-member.

The composition of the panel reflects the expertise deemed necessary by NVAO for this accreditation exercise. Short CVs of the panel members are provided in annex 1 (5.1). On behalf of NVAO, Ms. Veerle Conings was responsible for the coordination of the assessment process. The external secretary, Ms. Gwenny Nurtantio, 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. Based on NVAO's conclusion, the Minister takes the final accreditation decision. The framework for assessment comprises the criteria under the Higher Education Law of 21 July 2023, which creates the legal basis for the short-cycle programmes leading to the Brevet de Technicien Supérieur (BTS), offered by the Lycées.

The panel members studied the self-evaluation report and submitted their first impressions on the materials prior to the preparatory panel meeting, which was held online on November 8th, 2024. The site visit took place on November 14th, 2024. The panel talked to the management of the Lycée Technique d'Ettelbruck, as well as to teaching staff, administrative staff, students, alumni and representatives of the professional field. The schedule of the visit is presented in annex 2 (5.2). Annex 3 (5.3) lists the materials made available by the programme before the site visit.

Immediately after the discussion, the panel formulated its considerations and preliminary conclusions. These are based on the findings of the site visit and build on the assessment of the documents. The external secretary then drafted the advisory report and circulated it to all panel members for review and feedback. The comments of the panel were incorporated in a second version, which was validated by the chair and submitted to the Lycée Technique d'Ettelbruck 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 Gestion d'entreprise et développement durable

3.1 Assessment area 1: Aims and objectives of the programme

Assessment area 1 is detailed in the following assessment criteria:

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

The *Gestion d'entreprise et Développement durable* programme at the Lycée Technique d'Ettelbruck (Ettelbruck, Luxembourg) is a two-year BTS study (120 ECTS) designed to prepare students for assisting managers in the sustainable management of SMEs, large companies, or organizations. The programme equips students to make decisions in management, human resources, and marketing, with an emphasis on sustainability. Students who wish to pursue further studies after graduation of the BTS gain access to programmes that require BAC +2 qualification. This higher education programme combines theoretical training at the Lycée with an internship in an organization.

The distribution of ECTS credits is as follows: 75% are allocated to theoretical and practical modules delivered at the Lycée, while the remaining 25% are dedicated to a practical module

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>

in a professional environment, an 18-week internship with 40 hours of work per week. This structure ensures a comprehensive education, integrating classroom learning with real-world application. The curriculum also encourages frequent contact with the professional world through visits and guest lectures, as well as active learning through projects and numerous group assignments, fostering both theoretical understanding and a sense of responsibility.

The panel noted that the programme aligns well with the needs of companies, who are seeking versatile profiles with practical knowledge in sustainable development and regulatory processes. Companies particularly value candidates who can handle technical roles, such as managing supplier relationships, regulatory processes, and report writing, while demonstrating the ability to interact effectively within different departments.

There is some reluctance toward using the term "Manager" in the programme's branding as it is more closely associated with higher qualifications (BAC+5). However, the BTS graduates are seen as adaptable specialists or project managers, capable of taking positions in large companies, dealing with human resources, finance, and applying sustainable development issues in practice. They are mature, autonomous, and conscientious, with a solid understanding of diverse challenges and strong communication skills. The increasing focus on sustainable development in politics and business positions the BTS as a key solution for integrating these new realities into companies, especially as employees with a longer seniority might not have been trained in these areas in their initial studies.

The programme is divided into four modules, each worth approximately 30 ECTS. The first two modules focus on communication tools, software, basic economics, and sustainable development, with courses like *Information Technology* (2 ECTS), *Ecology* (3 ECTS), and *Project Management* (3 ECTS). The second year emphasizes business management, including *Human Resource Management* (4 ECTS), *Microeconomics 1-2* (5+3 ECTS), and *Strategic Marketing 1-2* (4+2 ECTS). The final module consists of an 18-week internship (30 ECTS), integrating classroom learning with practical experience. Each course is worth between 1 and 5 ECTS credits.

The panel noted that while the concept of "learning outcomes" is not heavily emphasized, it is integrated into the structure of the programme and is actively applied, even though the terminology may not be widely recognized.

One weakness identified was the lack of a clearly defined student profile, which could make the programme seem too general and potentially lead students to consider other BTS options. The panel recommends fostering more collaboration among the teaching staff to create a shared vision and establish a process for updating the programme, as currently, there seems to be a lack of collective understanding of student projects or an integrated approach to curriculum revision.

The administrative process and use of Microsoft Teams were considered clear.

The curriculum itself is praised for balancing "business management" and "sustainable development," but the panel recommends clarifying possible career paths for students, such as "Assistant in Business Management," "RSE Specialist in SMEs," or "RSE Coordinator." Providing more details on the level 5 qualification, along with targeted training for teachers to ensure consistent terminology, was also suggested.

Conclusion

To conclude, the panel recognizes that the programme effectively **meets** the underlying assessment criteria of assessment area 1 'Aims and objectives of the programme', providing a balanced mix of theoretical and practical training that aligns with industry needs. While the programme is well-received by companies seeking adaptable specialists, the panel recommends clearer definitions of student profiles and potential career paths. Strengthening collaboration among the teaching staff and creating a more unified approach to curriculum development would further enhance the programme's impact, ensuring its continued relevance in the evolving job market.

3.2 Assessment area 2: Admission, evaluation, certification

Assessment area 2 is detailed in the following assessment criteria:

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

The Lycée Technique d'Ettelbruck (LTett) provides comprehensive information regarding its BTS – Gestion d'Entreprise et Développement Durable programme on its dedicated website, bts.ltett.lu, which is regularly updated. This platform outlines key details such as accreditation status, admission requirements, tuition fees, programme costs, study plans, learning outcomes, and the qualifications awarded. Specific information about the BTS programme, including its description, objectives, career prospects, and 18-week internship requirements, is also available.

The website includes a detailed timetable of courses by module, with lesson counts and ECTS credits. Students receive regular updates via Microsoft Teams and official emails, where they can also access BTS regulations on attendance, exams, evaluations, and internships. Additionally, important information relating to the Higher Education Act of July 21, 2023, such as ECTS credit requirements for progression to the second year and the mandatory 80%

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

attendance policy, is communicated via standard and registered mail. The admissions process is managed by the orientation cell, with teachers not directly involved in selection.

The panel recommends refining the objectives of the BTS Gestion d'Entreprise et Développement Durable to enhance specificity and better align with labour market needs. The current goals, such as "understanding the importance of sustainable development," are overly broad, risking an overly generalist profile that does not distinguish the programme from similar offerings. Other vague objectives include "understanding various perspectives and the reasoning behind them" and "managing and training employees." These goals, though valuable, are not clearly defined and may not fully reflect the practical competencies expected by employers.

The programme, the teaching methods, the evaluation methods and the qualification level are organized at level 5 of the European Qualification Framework. However, the commission advises to refine the wording of some competencies. For example, competencies such as "resolving problems with numerous, sometimes unpredictable factors" are mentioned but not sufficiently explained. Strengthening this alignment and clearly connecting the objectives to realistic career outcomes for BTS graduates will enhance the programme's positioning and relevance.

Admission

The admissions process for the BTS Gestion d'Entreprise et Développement Durable faces a paradox: there are more candidates than available positions, yet despite the high volume of applicants, the programme faces a significant dropout rate. In November 2024, 33 candidates applied, 15 were selected, 6 started, but only 4 are continuing. This can be attributed to several factors, including strong recruitment by the public sector like the police and army, which attract potential BTS graduates (as the public sector is the best paying employer in Luxemburg), as well as mismatched expectations and absenteeism, which are linked to student abandonment.

Motivation is the key admission criterion, with assessments based on attendance, behaviour, and grades. Yet, the programme has observed significant differences in students' language proficiency, especially in English, with many struggling to meet the B2 level. This has led to the introduction of a spoken interview to better assess their abilities. Additionally, some applicants lack a basic understanding of sustainable development, central to the programme, highlighting the need for better pre-admission guidance.

This year, although enrolments are lower, the students who have joined are well-suited to the programme. Other BTS programmes have noticed a similar trend, where the increase in available offerings has led to fewer enrolments, as students now have more options to choose from. Feedback from students suggests that the BTS aligns with their expectations. They find the programme practical and clear, and the content discussed during the interview closely matches what is offered in the BTS.

Currently, LTEtt offers VAE (Validation of Acquired Experience) for individuals with professional experience, but there is no equivalent recognition for those who have studied before enrolling in the BTS. However, LTEtt has existing initiatives to establish connections with universities, allowing BTS graduates to continue their studies. For example, agreements with institutions like the University of Metz-Lorraine enable students to complete their

bachelor's degree in one year instead of two. It would be valuable to extend this approach to individuals with prior academic experience by creating similar agreements that grant course exemptions. This would allow students who have studied before the BTS to transition more smoothly, just as BTS graduates benefit from these university connections.

Evaluation

In terms of evaluation, the panel acknowledged the strong use of class exercises, homework, and rephrasing tasks, which align with level 5 (BTS) outcomes. The final project is the internship, where students propose sustainable development initiatives for the company. The internship duration was previously shorter but has been extended to 18 weeks based on feedback from partner companies. Each student has a tutor and three meetings with the supervisor. The evaluation includes grades for the internship supervisor (out of 20), the internship report (out of 20), and the defense (out of 20). The thematic choice of the internship project could benefit from more specific guidelines and clearer support from employers. A platform for exchanging internship learning experiences could help enrich the process, as it currently remains an individual experience.

In addition to the internship, the teaching staff suggested providing opportunities for students to present their work publicly, such as through conferences at the Lycée, to facilitate the sharing of research and knowledge. This idea could extend beyond the internship to other group projects, encouraging students to present their work more openly. Students and alumni also noted that the frequent requirement for two presentations each week can be overwhelming, particularly when they involve independent research on topics not directly covered in class.

Regarding the overall evaluation process, nearly all teachers provide a study guide for exams, and there is a strong link between course content and assessment. Feedback from students confirms that course materials and assignments are mostly clear and well-structured, with a balanced workload and no major stress reported by the students.

The panel noticed that the process of evaluating teachers themselves seems underdeveloped, as there is no culture of teacher evaluations. The panel advises the install teacher evaluation to collect student feedback per course in a more structural way.

Certification

The diploma is compliant with Luxembourgish law.

Conclusion

The panel concludes that the programme **meets** the underlying assessment criteria of this assessment area 2 'Admission, evaluation and certification'. The programme's evaluation methods are coherent and effectively aligned with level 5 standards, ensuring the relevance and rigor of assessments, particularly with the internship serving as a well-suited final project. The use of Teams as a platform is well-integrated into the programme, facilitating clear communication of evaluation methods and requirements. However, to address feedback from stakeholders, improvements could include involving supervisors more actively in stage topic selection, refining admission criteria to better assess candidates' readiness and reduce dropouts, and enhancing clarity about career prospects for graduates. Furthermore,

integrating peer assessments, structured feedback, and intervision in group work could foster collaborative learning and support skill development.

3.3 Assessment area 3: Implementation of the programme

Assessment area 3 is detailed in the following assessment criteria:

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

In terms of resources, the programme benefits from a competent and stable teaching staff, with a clear responsibility placed on each teacher to provide quality education. Teachers are required to complete at least 16 hours of ongoing professional development per year, which is available through a catalog of training programmes. Teachers can also have external training recognized by the government, such as the ESR-certified training. However, the available training programmes in the catalog specifically for the BTS are limited, and further options are chosen individually based on the courses taught. The leadership team organizes pedagogical days to encourage knowledge sharing and further professional development. Additionally, teachers are encouraged to stay updated on technological advances, with opportunities to participate in conferences and workshops (such as the initiative for digital skills in Dublin, which led to the school receiving the Innovative Teaching Award from the EU).

Regarding teaching methods, the programme aims to encourage active student participation, and the approach used by both secondary and BTS teachers is based on shared principles, particularly the promotion of 21st-century skills. It utilizes a combination of internal and external teaching staff. External experts are guest lecturers within the existing courses and have been well-received, as they prepare their materials thoroughly and make a positive contribution to the learning experience. The students appreciate these interventions. These

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

external lecturers have suggested that having a clearer overview of the course context would enable them to tailor their interventions more effectively.

The Lycée provides appropriate infrastructure to meet the needs of the programme, facilitating student access to the necessary resources. The school has a tutoring programme available to support students, although students have expressed interest in having an "on-demand" tutoring option to better address their individual needs. Students are entrusted with more responsibility than in secondary education; they are expected to take their own notes and manage their attendance.

Although not directly within the control of the programme, it is important to note that public transportation delays affect students' timely arrival, which may impact their learning experience.

While the programme provides a solid theoretical and practical framework, some students have found some of the field visits and business site visits to be less engaging. Improved coordination of these activities, as well as better alignment with course content, would likely improve the overall student experience.

Conclusion

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

While the combination of internal and external staff promotes active learning, external lecturers would benefit from a clearer overview of the course context to enhance their contributions. Improved coordination of field visits and better alignment with course content would also further enrich the student experience. Additionally, students have requested more flexible tutoring options to address their individual needs, and logistical issues such as transportation delays may impact timely attendance.

3.4 Assessment area 4: Quality assurance measures

Assessment area 4 is detailed in the following assessment criteria:

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

The BTS GEDD programme at LTett demonstrates strong connections to the professional world through regular interactions such as internships, site visits, and employer feedback. These initiatives ensure alignment with workplace demands, reflected in the high employment rates of graduates. The programme maintains transparency by publishing success and employment rates on its website. However, there is a need for clearer formal engagement with professionals to strengthen these connections. The panel recommends creating a formalised workfield committee to ensure systematic, regular exchange of insights and recommendations, helping the programme stay aligned with industry developments.

The curriculum team plays a central role in programme development, incorporating feedback from students, teachers, and professional partners. While meetings are held as needed to discuss course updates and internship feedback, the process remains largely informal. Efforts to adapt the programme, such as lengthening internships and updating courses, have been made over the past five years, but these changes lack a comprehensive, systematic approach to continuous improvement. The panel recommends developing a more structured approach to curriculum development, ensuring that changes are systematically incorporated and evaluated for continuous improvement.

Feedback mechanisms also rely on informal methods like interviews and discussions, with limited formal evaluations of courses or lecturers. However, the panel noticed that the process of evaluating teachers themselves seems underdeveloped, as there is no culture of teacher evaluations. The panel recommends introducing formal evaluations for courses and lecturers, incorporating feedback from students, alumni, and professionals, to ensure the programme consistently evolves in response to the needs of its stakeholders.

Alumni involvement is underutilised and the absence of a structured alumni network. A more systematic engagement with alumni could provide valuable input for curriculum development, strengthen professional ties, and support programme promotion. The panel suggests establishing a structured alumni network, which would enable the programme to tap into valuable insights and strengthen connections with the professional world.

Although LTEtt has established a quality assurance system, its implementation needs to gain visibility and coherence. The panel encourages to train the staff in quality assurance practices. Building a structured peer evaluation and reinforcing permanent critical reflection should strengthen the programme's potential for ongoing development.

The programme's overall vision and coherence could benefit from enhanced coordination and communication across the curriculum team. This would help minimise redundancies, address gaps, and ensure a cohesive student experience. The panel recommends improved internal coordination to clarify and align the programme's vision, ensuring a more consistent and unified approach to curriculum development.

Finally, the panel encourages the programme to work on strengthening their culture of critical thinking and reflection. Supporting peer and teacher evaluations among students will help develop diagnostic skills necessary for their professional futures. Formalising documentation, such as meeting minutes and annual reports from the curriculum team, would improve transparency and accountability, while supporting continuous improvement. By implementing these measures, LTEtt can ensure its BTS programme remains responsive to the needs of students, society, and the professional world, while fostering a culture of quality and innovation.

Conclusion

The panel judges that the programme **meets** the underlying assessment criteria of assessment area 4 'Quality assurance measures'. LTEtt demonstrates a solid foundation for managing and continuously improving its BTS programme through regular interaction with professional circles, transparent information sharing, and committed teaching staff. However, opportunities remain to formalize and strengthen processes, including the establishment of a structured alumni network, more systematic quality assurance mechanisms, and a more consistent integration of professional feedback into programme development.

4 Judgement

Following the comprehensive investigation into the quality of the BTS Gestion d'entreprise et développement durable, the panel concludes that the programme **meets four assessment areas**. Consequently, the panel recommends a positive re-accreditation conclusion.

The panel commends the BTS programme at LTEtt for its strong ties to the professional field, maintained through regular interactions with companies, stakeholders, and the broader community. These collaborations ensure the programme stays aligned with the evolving demands of the job market, particularly in project management and sustainable development. The staff's commitment to integrating external perspectives and their significant efforts to adapt the programme based on stakeholder feedback are highly commendable. The panel also appreciates the openness and enthusiasm demonstrated by the LTEtt team throughout the evaluation process, reflecting their dedication to continuous improvement.

Overall, the panel concludes that the quality of the programme has been demonstrated in a verifiable manner for all assessment areas: 1 'Aims and objectives of the programme', 2 'Admission, evaluation and certification', 3 'Implementation of the programme' and 4 'Quality assurance measures'. The panel encourages the programme to take the following **recommendations** into consideration:

- **Assessment area 1:** Define student profiles and career paths more clearly, while fostering stronger collaboration among teaching staff to enhance the programme's relevance and impact in the evolving job market.
- **Assessment area 2:** Increase supervisor involvement in stage topic selection and refine admission criteria to better assess readiness. Incorporating peer assessments and structured feedback in group work will strengthen collaborative learning and skill development.
- **Assessment area 3:** Promote a more unified vision across teaching staff and external lecturers to reduce redundancies and better align the curriculum with the programme's intended outcomes.
- **Assessment area 4:** Formalise the current feedback system by establishing structured alumni networks, external advisory committees, and regular course evaluations. These initiatives would help capture valuable insights and improve the programme's responsiveness to professional and societal demands.

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

Annex 1 – Composition of the panel

- Ms Yoneko Nurtantio (chair), consultant in internal quality assurance in Higher Education, social entrepreneur, speaker on sustainability, and trainer in work efficiency, former policy advisor at Agence pour l’Evaluation de la Qualité de l’Enseignement Supérieur (AEQES);
- Ms Anne Vanmaercke, strategic advisor, lecturer, Hogeschool VIVES;
- Ms Diane Ries, senior HR consultant, trainer and coach, HR Services S.A.;
- Mr Nabil Bali, bachelor student in Architecture (Bouwkunde), Luca School of Arts.

The panel was supported by:

- Veerle Conings, NVAO process coordinator
- Gwenny Nurtantio, external secretary

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

Annex 2 – Schedule of the site visit

8u30 – 9u00	Panel arrives at Lycée
9u00 –10u00	Meeting with management of the Lycée and programme manager: director, co-director, coordinator of the programme
10u00 – 10u15	Closed panel meeting/break
10u15 – 11u15	Meeting with groupe curriculaire and (6 members)
11u15 – 11u30	Closed panel meeting/break
11u30 – 12u30	Meeting with teaching/support staff (7 members)
12u30 – 13u15	Lunch and tour of the facilities
13u15 – 14u00	Closed panel meeting
14u00 – 14u45	Meeting with students (1 second year student, 4 first year students)
14u45 – 15u00	Closed panel meeting/break
15u00 – 16u00	Meeting with employers & alumni (3 alumni, 4 employers)
16u00 – 16u15	Backup time: meeting with programme management
16u15 – 17u15	Closed panel meeting
17u15 – 17u45	Mutual dialogue between programme management and the committee

Annex 3 – Documents reviewed

- Accreditation file
- Annexes to the request for accreditation
 - a) Analyse SWOT : Buts et objectifs du programme d'études
 - b) Analyse SWOT : Admission, évaluation, certification
 - c) Analyse SWOT : Mise en œuvre du programme d'études
 - d) Analyse SWOT : Mesures de garantie de la qualité
 - e) Programme d'études
 - f) Heures de formation par cours
 - g) Modules : objectifs et acquis d'apprentissage
 - h) Modèle de calendrier
 - i) Exemple de diplôme et supplément au diplôme
 - j) Modèle d'une convention de stage

- Additional information sent by the Lycée Technique d'Ettelbruck
 - a) Répartition français / anglais – module par semestre
 - b) 21st Century Soft-Skills
 - c) Règlement interne du BTS
 - d) Certificat du Ministère de l'Education nationale, de l'Enfance et de la Jeunesse
 - e) Equipe pédagogique
 - f) Contrat de conférenciers intervenus pendant l'année académique 2022-2023
 - g) Evaluation de la formation BTS par les anciens étudiants
 - h) Evaluation de la formation BTS par les responsables professionnels
 - i) Plan d'études proposé pour l'année 2025/2026

Annex 4 – Abbreviations used

BTS	Brevet de Technicien Supérieur
CSR	Corporate Social Responsibility
ECTS	European Credits Transfer System
GEDD	Gestion d'entreprise et développement durable
LTett	Lycée Technique d'Ettelbruck
RSE	Responsabilité sociétale des entreprises
VAE	Validation des Acquis de l'Expérience

Colophon

Lycée Technique d'Ettelbruck
BTS Gestion d'entreprise et développement durable (LU04A-24)
Programme Assessment

Final report submitted to the Ministry of Research and Higher Education on 27 February 2025



Nederlands-Vlaamse Accreditatieorganisatie
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