



PROGRAMME ASSESSMENT

ÉCOLE DE COMMERCE ET DE GESTION – SCHOOL OF  
BUSINESS AND MANAGEMENT (ECG)

BTS GESTIONNAIRE EN COMMERCE ET MARKETING

Final report submitted to the Ministry of Research and Higher  
Education on 29 January 2026

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# 1 Executive Summary

This document reports on the programme assessment of the 'BTS Gestionnaire en commerce et marketing' (BCM) at the École de Commerce et de Gestion – School of Business and Management (ECG) by an international expert panel convened by NVAO on behalf of the Ministry of Research and Higher Education of Luxembourg.

The programme was last accredited by the Luxembourg authorities following an assessment in 2021. The current panel studied the self-evaluation report submitted by the École de Commerce et de Gestion Luxembourg and discussed the state of play of the programme with a variety of stakeholders on October 30<sup>th</sup>, 2025.

The panel established that this programme helps the students develop a broad skill set and a solid foundational knowledge in commerce and marketing, which are aligned with the needs of the professional field. The internship and final-year project are well organised and are of added value to the companies. This BTS has a strong entrepreneurial orientation, and places emphasis on the development of soft skills. Graduates are practically employable generalists and competent professionals, who are highly valued and find jobs easily. All stakeholders with whom the panel spoke – staff, representatives of the professional field, students and alumni – showed enthusiasm about the programme, and acted as true ambassadors.

The panel found that some elements of level 5 education are present: there is the practical orientation in the courses, the internship, and the link with level 4 education. The panel is confident that the learning objectives are articulated at level 5, that the didactical methods are consistent with level 5, and that the skills and knowledge of graduates correspond to level 5. However, as course objectives and assessments are not linked with the overall programme objectives or with each other, the panel noted that the programme was not able to demonstrate how it ensures it operates at level 5 in an aligned and structured way.

The panel noted that the BTS team is dedicated to delivering a high-quality programme and demonstrates a reflective attitude focused on continuous improvement. All staff are attentive to the needs of both students and professional field and various – mostly informal – tools are available to monitor programme quality. Nevertheless, it was not clear how the programme systematises and formalises its QA processes. It was not evident how feedback is translated into action with a clear PDCA cycle that consistently documents improvement plans and progress.

Therefore, the panel encourages the École de Commerce et de Gestion Luxembourg to take the following **recommendations** into consideration:

## Area 1

- The panel recommends making explicit how the programme ensures it operates at level 5 in an aligned and structured way.

## Area 4

- The panel recommends that the programme adopts a more systematic approach to quality assurance and enhancement, for example by developing a phased and formal improvement roadmap with SMART objectives, clear responsibilities, and defined

timeframes, or by establishing a groupe curriculaire bringing together all stakeholders, with the aim of promoting more structured and collective decision-making.

Following the comprehensive investigation into the quality of the BTS Gestionnaire en commerce et marketing, the panel concludes that the quality of the programme has been demonstrated in a verifiable manner for all assessment areas. Consequently, the panel recommends a positive re-accreditation.

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

The Hague, December 11th 2025

On behalf of the international expert panel charged with the programme assessment of the BTS Gestionnaire en commerce et marketing of the École de Commerce et de Gestion Luxembourg,

Dirk Kerckhoven  
Chair

Inge Verbeeck  
Secretary

## 2 Introduction

The Ministry of Research and Higher Education of Luxembourg (MESR) requested the Accreditation Organisation of the Netherlands and Flanders (NVAO) to carry out a programme assessment of the BTS Gestionnaire en commerce et marketing (BCM) of the the École de Commerce et de Gestion – School of Business and Management (ECG) is offering. The programme was last accredited in 2021. The underlying assessment report has the status of an advice to MESR, which will eventually decide on the reaccreditation of the BTS Gestionnaire en commerce et marketing the École de Commerce et de Gestion – School of Business and Management (ECG).

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

- Dirk Kerckhoven, Belgium, chair;
- Roland van der Poel, The Netherlands, member;
- Olga Meaurault, Luxembourg, member;
- Yaness Potloot, 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. Genoveva Ravijts was responsible for the coordination of the assessment process. The external secretary, Ms. Inge Verbeeck, drafted this report in close cooperation with all panel members and in agreement with the chair. All panel members and the secretary signed a statement of independence and confidentiality.

The panel carried out the assessment after which the Board of NVAO made a recommendation to the Ministry. The Ministry takes the final accreditation decision. The framework for assessment comprises the criteria under the Higher Education Law of 21 July 2023, which creates the legal basis for the short-cycle programmes leading to the Brevet de Technicien Supérieur (BTS), offered by the Lycées.

The panel members studied the self-evaluation report and submitted their first impressions on the materials prior to the preparatory panel meeting, which was held online on October 24<sup>th</sup>, 2025. The site visit took place on October 30<sup>th</sup>, 2025. The panel talked to the programme management, as well as to teaching staff, representatives of the professional field, and students. The schedule of the visit is presented in annex 2. Annex 3 lists the materials made available by the programme before the site visit.

Immediately after the discussion, the panel formulated its considerations and preliminary conclusions. These are based on the assessment of the documents and the findings of the site visit. The external secretary 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 consequently submitted to the École de Commerce et de Gestion – School of Business and Management (ECG) for comments on factual errors. The MESR afterwards 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 sent the report to the MESR.

## 3 Programme assessment BTS Gestionnaire en commerce et marketing

### 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<sup>1</sup>.
- 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<sup>2 3</sup>, 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<sup>4</sup> on the recognition of professional qualifications **comply with the legislative and regulatory requirements governing the regulated profession concerned**. This compliance is established by means of a detailed **report drawn up by the competent minister responsible** for the profession concerned. This report is a **mandatory part** of the accreditation file.

#### Findings

- a) The **BTS Gestionnaire en commerce et marketing (BCM)** at the École de Commerce et de Gestion – School of Business and Management (ECG) is a two-year BTS programme (120 ECTS) in the field of commerce and marketing. The programme aims to train generalist professionals who are immediately employable and capable of functioning effectively within the rapidly changing economic and commercial Luxembourgish environment.

During the conversations on the day of the site visit, the programme management explained that some students find employment in multinational companies, where English is spoken, but others end up in marketing agencies, which, in Luxembourg, are

<sup>1</sup> [https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#title\\_2](https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#title_2)

<sup>2</sup> <https://legilux.public.lu/eli/etat/leg/loi/2016/10/28/n2/jo>

<sup>3</sup> [https://legilux.public.lu/eli/etat/leg/loi/2016/10/28/n2/jo#art\\_69](https://legilux.public.lu/eli/etat/leg/loi/2016/10/28/n2/jo#art_69)

<sup>4</sup> <https://legilux.public.lu/eli/etat/leg/loi/2016/10/28/n2/jo>

typically relatively small and value employees who are multilingual and versatile. Consequently, the curriculum is broad and includes subjects such as law and accounting, as well as entrepreneurial competences, which students particularly appreciate (see discussion under Criterion f).

The polyvalent nature of the programme aligns well with the diverse range of sectors in which alumni are employed – including banking, transport, and marketing, among others. Professionals from the field with whom the panel spoke confirmed that graduates have received a comprehensive and practice-oriented education, and can easily be integrated into the workplace. Expressions such as “plug and play” and “ready to work” were used to describe the employability of these graduates.

Graduates wishing to **pursue further studies** after completing the BTS have access to programmes requiring a BAC +2 qualification, such as Bachelor’s degrees in marketing, commerce, communication, or related domains. A relatively large proportion of the students and alumni who met with the panel plans to continue studying after the BTS. The possibility of completing a bachelor’s degree within one year is an important factor: most of the students and alumni appeared to view the BTS as a stepping stone towards a bachelor’s degree, which is appealing to them because they expect better employment prospects and higher remuneration (at A1 and A2 levels rather than at B level).

The panel discussed with the representatives from the professional field the **‘branding’** of the BTS. The general perception was that BTS programmes are not yet sufficiently recognised as a valuable higher education choice in Luxembourg, and are to those unknown to the potential of it, overall regarded as less valuable than bachelor’s degrees. Furthermore, many companies appear to be unaware of the existence of BTS programmes and of the competencies of their graduates. It was brought forward during the conversation that the title *“technicien supérieur”* may be an unfortunate designation, as alumni are not ‘technicians’ in the narrow sense, but rather broadly employable and practically trained professionals.

- b) In line with the intended **learning outcomes**, the BCM curriculum combines the acquisition of knowledge, the development of professional competences specific to commerce and marketing, and the integration of transversal skills that are essential to professional practice.

The curriculum covers the broad foundational **knowledge** of strategic and operational marketing, media and non-media communication, sales and negotiation techniques, market research, consumer behaviour, retail management, distribution, digital communication, management, commercial and labour law, economics, and digital tools (such as Adobe and Google Ads) applied to marketing.

The targeted **specific competences** include the ability to design and implement a marketing strategy, analyse market conditions, use digital and collaborative marketing tools, manage omnichannel customer relationships, organise a sales force, and lead communication campaigns. Students also learn to use relevant professional software,

analyse and interpret marketing data, and adapt to multicultural and multilingual environments.

The **transversal competences** include the ability to work effectively in teams, communicate with accuracy and professionalism, manage projects, meet deadlines, critically analyse commercial situations, and demonstrate autonomy, initiative, and a sense of responsibility. These competences are strengthened through collaborative projects, oral presentations, group assignments, seminars, management simulations, entrepreneurial challenges, the internship and the completion of a final-year project.

The École de Commerce et de Gestion – School of Business and Management (ECG) identifies itself as an **entrepreneurial** school and places strong emphasis on the development of entrepreneurial competences. The management clarified that this does not imply that every graduate is expected to start his or her own business; rather, the aim is to cultivate a mindset characterised by initiative and collaboration, and to build the confidence to present before an audience. The École de Commerce et de Gestion – School of Business and Management (ECG) pursues this objective not only through its regular courses but also by participating in initiatives organised by Jonk Entrepreneuren Luxembourg and by hosting an Entrepreneurial Week twice a year. During this week, all BTS students, together with pupils from the secondary school on campus, work collaboratively in groups on a business case provided and presented by companies at the École de Commerce et de Gestion – School of Business and Management (ECG). At the end of the week, all students present their outcomes before an audience of peers, teachers, and professionals from the field.

Students reported that seeing their ideas implemented by companies was both gratifying and motivating. They also explained that these initiatives enabled them to identify their strengths, develop their competences, and enhance their self-confidence. These outcomes align precisely with the programme objectives.

The panel also briefly discussed the impact of **artificial intelligence** (AI). The programme teaches students to use it as a tool, for example to enhance the quality of texts. When AI is used as a tool within the professional field – for example, in the context of search engine optimisation in marketing – this is addressed within the relevant course. Where necessary, teachers receive additional training, or external experts are invited to deliver guest lectures. Teachers and management, however, emphasised that the programme's primary focus lies on soft skills – human interaction, presentation, and interpersonal communication – which cannot be replaced by AI.

- c) The programme is defined in accordance with European standards and the Bologna Process: it defines the intended learning outcomes and competences (see above, sub-criterion b) and has a clear modular structure (see below, sub-criterion d).

The BCM programme comprises 120 **ECTS credits**, or 30 credits per semester, spread over five modules. Each module consists of several courses carrying between 2 and 5 ECTS credits, of which most are worth 3 ECTS. The internship module is divided into three courses, of which the main course is weighted at 20 ECTS:

- Part 1: Workplace immersion (4 weeks, 5 ECTS)
- Part 2: Main internship phase (14 weeks, 20 ECTS)
- Part 3: Final-year project (TFE) and oral defence (5 ECTS)

The internship is discussed under sub-criterion f.

d) The programme is divided into five **modules**, consisting of courses of progressive difficulty delivered over the first three semesters. The fourth semester is dedicated to the 18-week internship in a company:

1. Techniques et outils de marketing (25 ECTS)
2. Commerce international, économie et droit (21 ECTS)
3. Techniques et outils de gestion (26 ECTS)
4. Langues (18 ECTS)
5. Stage (30 ECTS)

The module 'Techniques et outils de marketing' consists of courses on communication (mass, media and crisis communication), market research, and marketing strategies. The module 'Commerce international, économie et droit' addresses (international) management, economics, and law. The module 'Techniques et outils de gestion' includes courses on entrepreneurship, mathematics and statistics, accountancy, and Microsoft Office tools. The languages module includes French and English professional communication.

e) The overall student **workload** is calculated on the basis of an equivalent of 25 to 30 hours per ECTS credit. This includes class attendance, individual study, group work, and the completion of assignments.

During semesters 1 to 3, students have approximately 30 weekly lessons (each lasting 50 minutes) over a 17-week period. Time for personal study and group work is estimated at around 14 hours per week. The fourth semester is divided into three parts and is entirely dedicated to the company internship, lasting 18 weeks at 40 hours per week.

Students agreed that they have sufficient time to process the course content without having their personal lives affected. A student indicated that she experienced the requirement of physical attendance in classes, within the structured environment of the school, as guiding and motivating.

f) Every course includes both **theoretical** and **practical** teaching and learning. The teaching methods – group work, projects, oral presentations, case studies, simulations, and entrepreneurial projects – aim for a direct transfer of knowledge into practice. The participation of external professionals and industry experts involved in teaching contributes to this objective and is highly valued by the students, who also told the panel they appreciate the practical focus of many courses. The internship is the culmination of this integration between academic learning and professional practice and allows students to apply their competences in a professional context.

In November, the École de Commerce et de Gestion – School of Business and Management (ECG) organises an **internship** fair on campus. In preparation for this

event, students are taught how to apply for a job, write a CV and present themselves professionally. Ideally, students find internships placements autonomously and choose a sector in which they are most interested. A list of available internship placements at companies in the École de Commerce et de Gestion – School of Business and Managements (ECG) network is available for students who experience difficulties in securing a position. However, during the site visit the students mentioned that in the past, some students graduated later than planned because they were unable to find a placement in time. Particularly for marketing, placements are sometimes difficult to find.

During the internship, students are guided by a tutor from the company and a tutor from the school. The École de Commerce et de Gestion – School of Business and Management (ECG) tutor visits the student at least twice during the internship to check on the student's progress and the development of the final-year project. Both the teachers and the students indicated that the intensity of the supervision and the frequency of contact depend on the individual needs of students.

The representatives of the professional field mentioned open-mindedness, coaching skills, attentiveness and communications skills as important competences or characteristics of a company tutor. They agreed that acting as a tutor is intensive, but that these interns give something valuable back to the organisation. All participants in this discussion group said that the companies aim to integrate interns immediately into their regular day-to-day operations.

Due to new legislation, students now receive moderate compensation for their work during the internship. According to the programme, the companies do not mind paying this fee at all, but expect a return on investment. The professional field confirmed that these students bring relevant expertise and added value and therefore should be paid for their work. They specifically mentioned the relevance of their final-year project for their companies.

During their **final-year projects** (TFE), students analyse a professional issue regarding commerce or marketing in collaboration with their internship company, propose solutions, and present their findings. The École de Commerce et de Gestion – School of Business and Management (ECG) tutor helps define the scope of the project and supervises the project during the internship.

The students were aware of how the programme assesses the internship and the TFE. They referred to the 'aide-mémoire', which contains all the relevant information. At the end of the first two internship periods, both tutors fill out an assessment form. The representatives of the professional field mentioned that this form does not play a central role in supervising the student. It is completed at the end of the internship periods because the École de Commerce et de Gestion – School of Business and Management (ECG) requires it. At the end of the third internship period, the TFE and the presentation are assessed by a jury. The criteria for these assignments are set out in the aide-mémoire document.

- g) During the site visit, the panel wanted to explore to what extent awareness of what level 5 education entails is shared among the stakeholders.

According to the documentation, the combination of theoretical courses, practical work, and professional experience enables students to develop the competences at European Qualifications Framework (EQF) **level 5**. For each module of the BCM programme, the workload, assessment methods, intended learning outcomes, EQF level 5 descriptors, and the number of ECTS credits are documented in the Course Catalogue.

The programme is confident that the course learning outcomes are systematically formulated in alignment with the EQF level 5 descriptors, namely: mastery of practical knowledge within a defined professional field, ability to apply knowledge in practical work contexts under supervision, and the development of autonomy in carrying out tasks and partial responsibility for managing activities or solving problems. During the site visit the programme management explained that the decades-long experience, the exchange with companies during internships, and the presence of the external teachers who best understand the expectations of the professional field, ensure alignment with level 5. The teachers mentioned the spiral curriculum, in which the same courses are repeated with increasing levels of difficulty, autonomy and practical application. They also described creativity and adaptability as typical characteristics of a student able to operate at level 5. The representatives of the professional field unanimously identified the immediate employability of graduates as the main characteristic of an alumnus at level 5. In this respect, according to the professional field, these graduates distinguish themselves from those of bachelor's programmes, who are often less strong in soft skills and less practically trained.

According to the programme, also the assessment system corresponds to the characteristics of level 5 education for several reasons: 1) it involves continuous assessment combined with continuous feedback through a series of smaller tests during the semester, 2) 10% of the overall grade is based on cooperation and assignments, and 3) teachers use the assessments to test insight, understanding, and application, rather than mere reproduction of knowledge.

- h) The BTS Gestionnaire en commerce et marketing does not prepare students for a **regulated profession**.

#### *Considerations and conclusion*

The panel established that this programme meets the formal requirements set by the Luxembourg government and has a clear vision of the professionals it aims to train. The curriculum is well structured and helps the students develop a broad skill set and a solid foundational knowledge in commerce and marketing. Theoretical and practical elements in the courses are well integrated. The acquired knowledge and competences are aligned with the needs of the professional field. Graduates are practically employable generalists, who are highly valued and find jobs easily.

This BTS has a strong entrepreneurial orientation, which entails opportunities for internationalisation. The École de Commerce et de Gestion – School of Business and

Management (ECG) is part of the *Entrepreneurial Schools* network and participates in various (international) entrepreneurship initiatives. This is a clear hallmark of the programme, which is appreciated by the students and by the professional field.

The programme makes good use of AI and is at the same time aware that it only works as a useful tool when humans play a role at the beginning and at the end of the process. The panel appreciated that the programme teaches students how to use it, but does not neglect the importance of soft skills, which cannot be taken over by any tool.

The internship and final-year project are well organised, and help stimulate the students' creativity and the autonomy. Both are of added value to the companies.

All stakeholders with whom the panel spoke – staff, representatives of the professional field, students and alumni – showed enthusiasm about the programme, and acted as true ambassadors.

During the discussion with the representatives of the professional field, it became clear to the panel that the programme could improve its visibility and the communication of the specific value its graduates bring to the labour market. It appeared that companies are not sufficiently aware of the existence and content of the programme or of what its graduates can contribute. The title *techniciens supérieurs* was said to have a somewhat pejorative connotation and not to reflect adequately the graduates' abilities. The panel somehow regretted that many students view this programme as a stepping stone towards a bachelor's degree, mainly because only then can they be remunerated at A level.

The panel found that some elements of level 5 education are clearly present: there is the practical orientation in the courses, the internship, and the link with level 4 education. The panel is confident that the learning objectives are articulated at level 5, that the didactical methods are consistent with level 5, and that the skills and knowledge of graduates correspond to level 5.

However, although these aspects are embedded in the programme, the panel noted that the programme was not able to transparently demonstrate how it ensures it operates at level 5, as there appears to be an absence of constructive alignment from programme goals over course objectives to assessment. The panel therefore **recommends** making explicit how the programme ensures it operates at level 5 in an aligned and structured way.

The panel found that the programme meets the underlying assessment criteria of this assessment area. The panel therefore concludes that for this assessment area the quality of the programme has been demonstrated in a verifiable manner. The panel judges that the programme **meets** criterion 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, **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 11<sup>5</sup>.
- 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)<sup>6</sup>, and shall be **accompanied by a supplement** complying with the provisions of Article 26(3)<sup>7</sup>.

### Admission

- f) All **information** relating to the BCM programme is **published** on the school website. A dedicated webpage (<https://www.ecg.lu/p/122/1>) presents the BCM programme and contains detailed information such as the programme description, objectives, modules, and career opportunities.

The admission requirements and enrolment procedures (including an example of the preliminary access test) are available online. The website also provides relevant information for prospective students on practical matters such as attendance requirements, assessment, internship arrangements, module descriptions, intended learning outcomes, career prospects and further study opportunities after graduating from the BTS.

- f) All holders of a Luxembourgish classical or general secondary school diploma are eligible for direct **admission** to a BTS program. Graduates of the Technician's Diploma in the Administrative and Commercial Division and of the Vocational Aptitude Diploma (DAP) in commerce are also eligible, provided they complete and validate the required preparatory modules as well as certifications of knowledge of English (Level B1) and French (Level B2). Students who fail the language test in April, can retake it.

For foreign diplomas, an equivalency statement issued by the Ministry of National Education is required. Applicants who are nationals of third countries must also provide a valid residence permit for Luxembourg. All required application documents – both for

<sup>5</sup> [https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#art\\_11](https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#art_11)

<sup>6</sup> [https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#art\\_26](https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#art_26)

<sup>7</sup> [https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#art\\_26](https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#art_26)

Luxembourgish and international applicants – are listed on the website. These include secondary school grades and a handwritten motivation letter.

When the number of applicants exceeds the number of available places, a ranking procedure is applied. This ranking is based on the application materials submitted by the candidate. The criteria the admission committee applies, are not explicitly stated.

During the site visit, the teachers clarified the types of students the programme seeks to attract. The programme is open to people with an interest in economics and commerce who wish to develop a broad range of competences. It also provides an alternative for those who did not succeed at the university or for those who do not yet feel ready to enter the labour market and wish to pursue a shorter cycle of higher education. The programme further appeals to students who, after completing secondary school, do not yet feel prepared to leave Luxembourg and want to continue their studies locally. The panel spoke with several students who continued their studies abroad after completing the BTS. They explained that the programme had been an important stepping stone because it had helped them to build confidence.

- f) All information relating to the **Validation of Acquired Experience procedure (VAE)** – including eligibility requirements, application forms, deadlines, and information on the procedure – is published on the École de Commerce et de Gestion – School of Business and Managements (ECG) website (<https://www.ecg.lu/p/123>). The VAE procedure is initiated upon request by the candidate, who submits an application (portfolio) describing their professional background and other relevant activities through which they have acquired the competences listed in the BTS programme. The VAE committee reviews the eligibility and admissibility of applications, and may invite candidates to an interview. The programme management clarified that, regardless if a candidate has proven experience for over 90 ECTS, candidates must complete minimum 30 ECTS credits upon enrolment. Most candidates are unable to meet these requirements (for example because they cannot attend enough courses on site while working), which makes it difficult to enrol in the programme through the VAE procedure.

### Evaluation

- f) According to the documentation, teachers use the course objectives as the starting point for developing a variety of continuous **assessment methods**. These include written, oral, and practical tests, either individually or in groups. Some teachers also make use of formative assessments.

All courses are subject to continuous assessment. There is no formal examination period at the end of the semester. However, if students fail a course, they can resit the exam at the end of the academic year, either in June or September. The students informed the panel that they appreciate this assessment system, as it helps to reduce stress and enables them to process the courses gradually and in smaller portions. They also mentioned that teachers provide additional support and guidance after a failed test, which they appreciate.

- f) The assessment methods are **communicated to students** at the beginning of each semester by the course teachers. This communication is generally provided verbally in class, although all general assessment modalities are also published in the course catalogue available on the École de Commerce et de Gestion – School of Business and Management (ECG) website. Each course description specifies the types of assessment used (written, oral, practical, group or individual work). For certain courses, a detailed weighting (e.g. final examination, coursework, participation) is also indicated.

The general criteria for progression (validation, compensation, additional assessments, exclusion) are presented to students at the start of the academic year during an information session led by the BTS coordinator.

### Certification

- f) The **diploma and supplement** are compliant with Luxembourgish law.

#### *Considerations and conclusion*

The panel found that the programme is clearly aware of the characteristics of its diverse student body. The admission requirements and enrolment procedures are transparent and publicly available on the École de Commerce et de Gestion – School of Business and Managements (ECG) website. The school could be more transparent regarding the committees's decision-making process and criteria.

The assessment approach, which is based on a system of continuous evaluation, reduces pressure on students and encourages consistent effort and steady progress. Although individual teachers design meaningful assessments within their respective courses, the panel found that an overarching vision on assessment – specifically how the assessment of each individual course connects to the programme learning outcomes and to the programme as a whole – remained insufficiently articulated (see recommendation under Assessment Area 1 and discussion under Assessment Area 4). In this respect the École de Commerce et de Gestion – School of Business and Management (ECG) could consider using the Entrepreneurial weeks for assessing the progress of students' soft skills (e.g. cooperation and presenting).

The panel found that the programme meets the underlying assessment criteria of this assessment area. The panel therefore concludes that for this assessment area the quality of the programme has been demonstrated in a verifiable manner. The panel judges that the programme **meets** criterion 2.

### 3.3 Assessment area 3: Implementation of the programme

Assessment area 3 is detailed in the following assessment criteria:

- |   |
|---|
| <p>a) The programme <b>has sufficient resources in terms of teaching staff and financial and material means</b> to meet its specific needs and achieve its objectives. These resources are available throughout the entire duration of the programme.</p> <p>b) The Lycée has <b>appropriate infrastructure</b> to offer the proposed programme and enable its students to do achieve the intended learning outcomes.</p> |
|---|

- 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)<sup>8</sup>**.
- 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.

- a) The programme is delivered by a **teaching team** of around twenty teachers, all of whom possess the required qualifications. Most courses are taught by permanent École de Commerce et de Gestion – School of Business and Management (ECG) staff, and according to the documentation, two external contributors, active in the fields of commerce and marketing, are involved in five courses (11 ECTS in total) of the 'Techniques et outils de marketing' module.

The programme is funded through tuition and administrative fees, as well as through the general **budget** allocated to the École de Commerce et de Gestion – School of Business and Management (ECG) by the MESR. According to the documentation, these resources cover all operational costs and ensure the programme's long-term sustainability.

- b) **Equipment** is renewed every five years, and each student has access to an individual workstation during sessions and to work spaces on campus.

The **classrooms** are equipped with whiteboards, projectors, and computers, and can accommodate up to 25 students. The École de Commerce et de Gestion – School of Business and Management (ECG) has eight fully equipped computer rooms available to BTS students. Due to a lack of space, classrooms are shared with the secondary school pupils.

During the site visit, the panel learned that the idea of establishing a Fachhochschule in Luxembourg has previously been discussed with the MESR. According to the programme management, bringing together all BTS programmes on a single campus could offer significant added value, both in terms of exchange and collaboration between existing programmes and interaction among students from different BTSs. It was also noted, however, that most teachers of the BTSs at École de Commerce et de Gestion – School of Business and Management (ECG) also teach in the secondary school. Having to commute between campuses would be highly unpractical or even impossible.

<sup>8</sup> [https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#art\\_9](https://legilux.public.lu/eli/etat/leg/loi/2023/07/21/a470/jo#art_9)

- c) Teaching is delivered by a team with professional **expertise** and pedagogical competences. The majority of teachers hold a master's degree in their respective specialisations. All internal École de Commerce et de Gestion – School of Business and Management (ECG) teachers have successfully completed the pedagogical examinations required to teach within the Luxembourgish education system.

Several teachers have professional experience in business, directly related to the subjects they teach. For specialised courses, external teachers from the professional field are involved.

- d) **External** teachers, two or three are engaged each year, are selected for their expertise, formally approved by the Ministry. Their contribution does not exceed 40% of the total teaching load. The students indicated that the lectures delivered by these external teachers are particularly valuable, because they bring practical experience and real-life examples into the programme.
- e) **Continuous professional development** forms an integral part of the job description of Luxembourgish teachers. The teachers explained to the panel that they each follow an individual development plan and have access to the training courses offered by the Institut de Formation de l'Éducation Nationale (IFEN). Participation in these courses is encouraged and monitored by the École de Commerce et de Gestion – School of Business and Management (ECG) management. The school also organises in-house training sessions for its teaching staff, focusing on entrepreneurship and teachers' well-being. One teacher referred to a training session addressing the applications of artificial intelligence within education.
- f) This programme is not organised as an alternate programme.
- g) At the start of the academic year, an induction day is organised for all first- and second-year students, during which they receive practical information about the programme. Throughout the academic year, students are kept informed via Microsoft Teams groups, managed by each teacher, and through the class tutor. Students indicated that they receive all necessary material in time and that communication through the Teams groups work well.

Each student is also assigned a personal **tutor**. A more robust tutoring system from semester 1 onwards and a tutoring follow-up sheet (*fiche tutorat BTS*) have been introduced after the BTS recently experienced a significant dropout after the first year. With the new system the programme aims to better monitor the students' motivation, progress and general wellbeing. The sheet is completed three times per semester during the first three semesters and serves as a basis for discussions between the tutor and the student.

The students explained that the tutors also help their students to find an internship placement and monitor the progress of the final-year project. They indicated that it is an advantage when the tutor is a teacher with subject-specific knowledge of the project

topic (e.g. marketing), although they understood that this is not always possible. The teachers mentioned that they exchange suggestions and advice among themselves when needed.

The students appreciated the tutoring system and the strong support provided by the school, which they described as both safe and motivating.

If needed, additional support is provided by the Département éducatif et psycho-social (EPS) or, where necessary, by the École de Commerce et de Gestion – School of Business and Managements (ECG) Cellule d'orientation (COI).

#### *Considerations and conclusion*

The panel found that the École de Commerce et de Gestion – School of Business and Management (ECG) provides adequate facilities to support the delivery of the programme. Students indicated they chose this controlled, smaller-scale environment and see it as a step toward a bachelor's programme environment. Nevertheless, the campus seems to have reached its maximum capacity.

The panel observed a strong sense of community among BTS students and staff, as well as a high level of enthusiasm among all stakeholders. The balance between teaching staff with a pedagogical background and external teachers with a business background is in line with the requirements.

The programme has a clearly structured tutoring system, and pays attention to providing high-quality guidance and support to its students. Teachers are accessible, committed, and genuinely concerned for their students' well-being, a quality that students explicitly expressed their appreciation for.

The panel found that the programme meets the underlying assessment criteria of this assessment area. The panel therefore concludes that for this assessment area the quality of the programme has been demonstrated in a verifiable manner. The panel judges that the programme **meets** criterion 3.

### 3.4 Assessment area 4: Quality assurance measures

Assessment area 4 is detailed in the following assessment criteria:

- g) **The Lycée ensures the collection, analysis, and use of relevant information for the effective management and continuous improvement of its BTS programmes.**
- g) 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).
- g) **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.**
- g) The Lycée maintains regular and formalised **exchanges with professional circles in the Grand Duchy of Luxembourg** related to its BTS programmes.

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

b) According to the documentation, the quality assurance (QA) of this programme is embedded in the **QA system** of the École de Commerce et de Gestion – School of Business and Management (ECG) , which is based on 1) internal procedures covering admission, assessment, certification, absence management, and dispute resolution; 2) on student involvement, through anonymous course evaluations, meetings with class representatives, and individual exchanges with the tutors; 3) on coordination by the BTS coordinator; 4) on transparency of information on the school’s website; and 5) on the preparation and submission of an annual overarching BTS report to the MESR.

a), c), e) Overall **responsibility** for all BTS’s lies with the École de Commerce et de Gestion – School of Business and Management (ECG) principal. The BTS’s have a coordinator who manages day-to-day operations and pedagogical coordination. The BTS coordinator collects and analyses information to support the continuous improvement of the BCM programme. In consultation with the teachers, the coordinator proposes pedagogical decisions (such as course allocation and content adjustments) to the school principal. The school not only consults with teachers, but also involves students (see f), and maintains an active connection with the Luxembourgish professional field (see d). These consultations may lead to adjustments to course content or teaching methods. In recent years, for example, the digitalisation in the field of marketing and the importance of soft skills – such as adaptability, openness, and creativity – have become even more important.

According to the documentation, there is a **curricular group** consisting of the principal, three teachers and two external representatives. However, this group does not currently meet as a full group. Contrary to the panel’s expectations, the external representatives whom the panel spoke with were not members of the curricular group. They nevertheless expressed willingness to participate in it, if it were installed. During the clarification meeting the coordinator explained that, following insights from an earlier accreditation procedure this group will begin meeting from January 2026 onwards. An established and well-functioning curriculum group could help setting up a formal PDCA cycle between the École de Commerce et de Gestion – School of Business and Management (ECG) and the professional field, allowing the school to address changing requirements from the professional field in a timely and efficient manner.

There is **no formal QA committee** bringing together teachers, students, coordinators and employers, to address QA-related matters. During the clarification meeting, it was

suggested that a QA committee composed of coordinators of the various BTS's on campus could yield valuable insights.

During the discussions, the panel learned that – despite there being no formal QA committee – the principal, coordinator, and teachers have regular exchanges about QA matters. The École de Commerce et de Gestion – School of Business and Management (ECG) is a small school and, as everyone is easily approachable, the collection, analysis, and use of information take place spontaneously and organically. When urgent matters arise – for example, the need to strengthen the tutoring system or the necessity of agreeing on an AI charter – actions are taken immediately. So, the programme is confident that the currently existing more informal mechanisms and formats enable the École de Commerce et de Gestion – School of Business and Management (ECG) to monitor its quality adequately.

- d) Each year, the École de Commerce et de Gestion – School of Business and Management (ECG) organises several events that involve Luxembourg's **professional community**. The Internship Fair and the Business Days enable direct contact between students and companies, and the Entrepreneurial Weeks bring together companies on campus from across the national business sector. During these weeks all classes at school are cancelled and secondary school pupils and BTS students work together in heterogeneous groups on business cases, which they present at the end of the week in front of an audience of peers, teachers and professionals. The programme also organises company visits.

External experts provide feedback on course content, and external teachers from partner companies co-develop and deliver courses. Feedback from external stakeholders is also collected from company internship tutors during internship visits and from jury members during the presentations of the final-year projects. During the discussions it became clear that these interactions occur informally and the information they generate is shared with others at the teachers' initiative.

- f) At the beginning of each academic year, each class elects two **student** representatives, who participate in semesterly meetings with the BTS coordinator to share feedback, suggestions, or concerns. Students gave the example that when they experienced problems with one of the external teachers who spoke very quickly and did not provide course materials, the class representatives raised the issue.

Additionally, feedback from students on courses is gathered through anonymous semesterly course evaluations.

Also, each class has a class tutor responsible for communication between students, teachers, and the BTS coordinator. Finally, the students mentioned that they feel free to express themselves at École de Commerce et de Gestion – School of Business and Management (ECG) and that relationships between teachers and students are close. They also noted that the principal is approachable and actively involved when intermediation between students and teachers is required.

**Teachers** participate in pedagogical meetings where course content and assessment methods are discussed collectively.

- g) The programme addressed the **recommendations** made by the previous accreditation committee. However, despite additional efforts, the programme reports that participation rates in surveys among students, alumni and employers remain low.

#### *Considerations and conclusion*

The panel noted that there are various tools available to monitor programme quality. These include feedback from teachers and students, as well as regular exchanges with partners from the professional field during visits to companies or on campus. The panel found that the BTS team is dedicated to delivering a high-quality programme and values the input of both students and external stakeholders. The team is clearly attentive to their needs, is open to feedback, and demonstrates a reflective attitude focused on continuous improvement. The students feel heard and expressed satisfaction with the programme's content and the guidance provided by their teachers. Representatives of the professional field confirmed that graduates are ready to enter the workforce. Their support and trust are illustrated by the letters of partnership from major companies (Chamber of Commerce, Luxlait, Enovos, etc.), included in the documentation.

Nevertheless, it was not clear how the programme systematises and formalises its QA processes. It was not evident how feedback – although collected and informally shared – is translated into action with a clear PDCA cycle that consistently documents improvement plans and progress. The panel therefore **recommends** that the programme adopts a more systematic approach to quality assurance and enhancement, for example by developing a phased and formal improvement roadmap with SMART objectives, clear responsibilities, and defined timeframes, or by establishing a groupe curriculaire bringing together all stakeholders, with the aim of promoting more structured and collective decision-making.

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

## 4 Judgement

Following the comprehensive investigation into the quality of the BTS Gestionnaire en commerce et marketing, the panel concludes that the quality of the programme has been demonstrated in a verifiable manner for all assessment areas.

The panel established that this programme helps the students develop a broad skill set and a solid foundational knowledge in commerce and marketing, which are aligned with the needs of the professional field. The internship and final-year project are well organised and are of added value to the companies. This BTS has a strong entrepreneurial orientation, and places emphasis on the development of soft skills. Graduates are practically employable generalists and competent professionals, who are highly valued and find jobs easily. All stakeholders with whom the panel spoke – staff, representatives of the professional field, students and alumni – showed enthusiasm about the programme and acted as true ambassadors.

The panel found that some elements of level 5 education are present: there is the practical orientation in the courses, the internship, and the link with level 4 education. The panel is confident that the learning objectives are articulated at level 5, that the didactical methods are consistent with level 5, and that the skills and knowledge of graduates correspond to level 5. However, as course objectives and assessments are not linked with the overall programme objectives or with each other, the panel noted that the programme was not able to demonstrate how it ensures it operates at level 5 in an aligned and structured way.

The panel noted that the BTS team is dedicated to delivering a high-quality programme and demonstrates a reflective attitude focused on continuous improvement. All staff are attentive to the needs of both students and professional field and various – mostly informal – tools are available to monitor programme quality. Nevertheless, it was not clear how the programme systematises and formalises its QA processes. It was not evident how feedback is translated into action with a clear PDCA cycle that consistently documents improvement plans and progress.

The panel encourages the programme to take the following **recommendations** into consideration.

### Area 1

- The panel recommends making explicit how the programme ensures it operates at level 5 in an aligned and structured way.

### Area 4

- The panel recommends that the programme adopts a more systematic approach to quality assurance and enhancement, for example by developing a phased and formal improvement roadmap with SMART objectives, clear responsibilities, and defined timeframes, or by establishing a groupe curriculaire bringing together all stakeholders, with the aim of promoting more structured and collective decision-making.

Consequently, the panel recommends a positive re-accreditation.

<b>Assessment area</b>		<b>Judgement</b>
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
<b>Overall judgement</b>		<b>Positive re-accreditation advice</b>

## 5 Annexes

### 5.1 Annex 1 – Composition of the panel

- **Dirk Kerckhoven** (chair), Advisor staff dpt. of the director general of the Catholic education. Former Director Don Bosco Sint-Pieters Woluwe;
- **Roland van der Poel** (member), Director Associate degrees Rotterdam Academy, Member of the Executive Committee of Chain5, MBA Nyenrode Business University Experience as member and as chairman of accreditation procedures in The Netherlands, Flanders and The Grand Duchy of Luxembourg;
- **Olga Meaurault** (member), Head of Marketing at Cascade, Luxembourg based Member of Women in Finance & Technology program;
- **Yaness Potloot** (student member), Student AD in marketing and communication support Odisee University College.

The panel was supported by:

- **Geneveva Ravijts**, NVAO process coordinator;
- **Inge Verbeeck**, external secretary trained and certified by NVAO.

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

## 5.2 Annex 2 – Schedule of the site visit

Time	Programme	
08.15-08.30	Panel arrives at Lycée	
08.30-08.45	Closed panel meeting	
08.45-09.35	Dialogue with management/coordination of the Lycée and the programme	Directeur Coordintateur BTS Coordinateur BTS adjoint
09.35-09.55	Closed panel meeting/break	
09.55-10.55	Dialogue with teaching staff /support staff	4 professeurs en sciences économiques 1 professeur en informatique 1 professeur en langue anglaise
10.55-11.15	Closed panel meeting/break	
11.15-11.45	Tour of the facilities	
11.45-12.00	Closed panel meeting	
12.00-13.00	Light lunch/closed panel meeting	
13.00-14.00	Dialogue with employers	Sales director Wedo Gérant Garage Roby Cruciani Managing partner Laidebeur & Partners Responsable de Marketing Digital, LaLux Assurances Brand Marketing Manager, mediahuis Luxembourg SA
14.00-14.20	Closed panel meeting/break	
14.20-15.20	Meeting with students and alumni	2 first year students 3 second year students 4 alumni
15.20-15.30	Closed panel meeting/break	
15.30–16.00	Backup time: meeting with programme management	Directeur Coordinateur BTS Coordinateur BTS adjoint
16.00-17.00	Closed panel meeting	
17.00 - 17.30	Mutual dialogue programme management and panel regarding the findings of the day	
17.30	End of day	

### 5.3 Annex 3 – Documents reviewed

#### Required information

- Accreditation file
- Annexes to the request for accreditation
  - ANNEXE 1.1.: Analyse SWOT: Buts et objectifs du programme BCM
  - ANNEXE 1.2.: Analyse SWOT: Admission, évaluation, certification BCM
  - ANNEXE 1.3.: Analyse SWOT: Mise en œuvre du programme BCM
  - ANNEXE 1.4.: Analyse SWOT: Mesures de garantie de qualité BCM
  - ANNEXE 2: Catalogue des cours BCM
  - ANNEXE 3.1.: Demande de renouvellement de l'accréditation BCM
  - ANNEXE 3.2.: Demande de recevabilité BCM
  - ANNEXE 3.3.: Demande de recevabilité BCM - accord
  - ANNEXE 3.4.: Rapport d'évaluation de la demande de recevabilité BCM
  - ANNEXE 4: Convention de stage 2025
  - ANNEXE 5: Attestation sur l'honneur lien de parenté
  - ANNEXE 6: Modèle grille d'évaluation soutenance et TFE
  - ANNEXE 7: Aide-mémoire stage 2025
  - ANNEXE 8: Fiche entretien tutorat
  - ANNEXE 9: Règlement interne
  - ANNEXE 10: Fraude – Rapport titulaire
  - ANNEXE 11: Fraude – Procès-verbal
  - ANNEXE 12: Supplément au diplôme BCM
  - ANNEXE 13: Formulaire d'évaluation d'un cours
  - ANNEXE 14 .1.: Évaluation stage partie 1 – entreprise
  - ANNEXE 14.2.: Évaluation stage partie 2 – entreprise
  - ANNEXE 15: Liste des enseignants et spécialisation 2024-2025
  - ANNEXE 16: Liste des intervenants externes BCM 2025-2026
  - ANNEXE 17: Attestation MENJE infrastructures
  - ANNEXE 18: Partenaires École de Commerce et de Gestion – School of Business and Management (ECG)
  - ANNEXE 19: Proportion entre enseignants École de Commerce et de Gestion – School of Business and Management (ECG) et prestataires externes
  - ANNEXE 20: Courriel réunion coordination BTS et délégués de classe
  - ANNEXE 21: Rapport annuel 2023-2024
  - ANNEXE 22.1.: Lettre de soutien - Régie publicitaire publi.lux Sàrl
  - ANNEXE 22.2.: Lettre de soutien - IP Luxembourg
  - ANNEXE 22.3.: Lettre de soutien - Enovos Luxembourg S.A
  - ANNEXE 22.4.: Lettre de soutien - Chambre de Commerce du Luxembourg
  - ANNEXE 22.5.: Lettre de soutien - Regie.lu (Groupe Mediahuis Luxembourg)
  - ANNEXE 22.7.: Lettre de soutien – Luxlait A.A
  - ANNEXE 22.7.: Lettre de soutien – Edita S.A
  - ANNEXE 23: Entreprises d'accueil stages BCM
  - ANNEXE 24: Rapport d'évaluation 2020-2021 BCM

#### Additional information (during the site visit)

- Trois dossiers de stage & travaux fin de l'année récents

#### 5.4 Annex 4 – Abbreviations used

BCM	BTS Gestionnaire en commerce et marketing
BTS	Brevet de Technicien Supérieur
ECG	École de Commerce et de Gestion – School of Business and Management (ECG)
ECTS	European Credits Transfer System
EQF	European Qualifications Framework
MESR	Ministry of Research and Higher Education of Luxembourg
QA	Quality Assurance
TFE	Travail de fin d'études or final-year project
VAE	Validation des acquis de l'expérience

## Colophon

QUALITY ASSURANCE SYSTEM LUXEMBOURG  
Assessment Framework LU Programme Accreditation BTS  
École de Commerce et de Gestion Luxembourg  
BTS Gestionnaire en commerce et marketing  
LU05A-25

*December 11th 2025*

Compilation: NVAO • FLANDERS



Nederlands-Vlaamse Accreditatieorganisatie  
Accreditation Organisation of the Netherlands and Flanders

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