



PROGRAMME ASSESSMENT

École de Commerce et de Gestion – School of  
Business and Management (ECG)

BTS Assistant juridique

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

Programme Assessment

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

**BTS ASSISTANT JURIDIQUE**

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# 1 Executive Summary

This document reports on the programme assessment of the ‘BTS Assistant juridique’ programme 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 ECG and discussed the state of play of the programme with a variety of stakeholders on November 20<sup>th</sup>, 2025.

The panel praised ECG for its supportive, professionally oriented learning environment. Students value company visits and a diverse range of external guest speakers from different professional functions. The personalised tutoring system effectively supports academic and professional preparation. The curriculum aligns well with labour-market needs, and initiatives such as the internship fair and entrepreneurial activities strengthen students’ professional engagement. The panel also highlighted the staff’s responsiveness and collaborative approach.

## **Assessment Area 1 – Aims and objectives of the programme**

The two-year BTS (120 ECTS) offers a coherent and professionally oriented curriculum. This structure supports the development of legal knowledge, professional and digital skills, autonomy, and initiative, preparing graduates for both immediate employment and further studies.

Students demonstrate competencies that transfer effectively to professional contexts, and the involvement of external lecturers strengthens professional relevance. The panel confirms that the programme framework is aligned with the European Qualifications Framework (EQF) level 5 descriptors. To further consolidate this alignment in practice, the panel encourages fostering a shared understanding of programme objectives among internal and external teachers and strengthening coordination.

The panel notes positively that course content is regularly updated in response to evolving professional requirements. At the same time, it encourages ensuring that course descriptions accurately reflect the content currently taught, so as to enhance transparency and student appeal.

Internships are well integrated into the curriculum and constitute a central component of professional learning. While all students ultimately secure an internship, the panel notes that students aiming for further studies may encounter additional challenges in identifying suitable placements. The panel recommends continuing to strengthen and increase the visibility of the support structures to ensure equitable access to internships.

## **Assessment Area 2 – Admission, evaluation and certification**

With regard to **admission**, the panel finds that requirements and procedures are clearly defined and publicly communicated. The programme attracts students from diverse educational backgrounds and shows potential to accommodate a larger intake. At the same time, the panel notes that the BTS pathway could be made more visible in parts of secondary education. It therefore recommends strengthening communication and outreach activities,

possible avenues include greater involvement of current students, highlighting information on progression opportunities to higher education, and enhanced collaboration with other schools.

In relation to **assessment and evaluation**, the panel concludes that methods are transparent, coherent, and aligned with intended learning outcomes. Assessment practices are harmonised across courses and supported by effective coordination. Students demonstrate strong written and oral language competences, including legal and administrative terminology. Building on this strength, the panel encourages reflection with relevant partners on language exit levels, their possible formal recognition, and opportunities for further language development beyond the core curriculum.

### **Assessment Area 3 – Implementation of the programme**

Concerning **implementation and resources**, the panel highlights the supportive learning environment, effective communication channels, and the commitment of both internal teachers and external professionals. The balance between internal teaching staff and external contributors ensures curricular coherence while maintaining strong links to professional practice. The tutoring system, particularly during the internship and final project, is considered highly effective in supporting student progress, preventing drop-out, and fostering a sense of belonging.

### **Assessment Area 4 – Quality assurance**

Regarding **quality assurance**, the panel notes that ECG systematically collects feedback from students, alumni, and employers and uses this input to improve the programme. Since the previous accreditation, several recommendations have been implemented, notably in language requirements, tutoring, and adaptation of course content to professional practice. These measures demonstrate a clear commitment to continuous improvement. At the same time, the panel considers that the programme would benefit from a more clearly articulated and collectively shared strategic vision, as well as from a more explicit and systematic use of PDCA cycles to support long-term development.

Following the comprehensive investigation into the quality of the BTS Assistant juridique, the panel concludes that the programme meets all assessment areas.

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>Re-accreditation advice</b>

The Hague, xx December 2025

On behalf of the international expert panel charged with the programme assessment of the  
École de Commerce et de Gestion – School of Business and Management’s BTS Assistant  
juridique,

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 Assistant juridique (BTS) the École de Commerce et de Gestion – School of Business and Management (ECG) is offering. This is a re-accreditation following an earlier accreditation in 2021. The underlying assessment report has the status of an advice to MESR, which will eventually decide on the reaccreditation of the BTS Assistant juridique the ECG 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 Diane Ries, Luxembourg, member;
- Ms Vera Pletincx, Belgium, member;
- Ms Arwa Boukili, Belgium, student-member.

The composition of the panel reflects the expertise deemed necessary by NVAO for this accreditation exercise. Short CVs of the panel members are provided in annex 1 (5.1). On behalf of NVAO, Mr Ruben Debusschere 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. 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 November 7<sup>th</sup>, 2025. The site visit took place on November 20<sup>th</sup>, 2025. The panel talked to the management of the ECG and the programme, as well as to teaching 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 ECG 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 Assistant juridique

### 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.

The *Assistant juridique* programme at the ECG is a two-year BTS (120 ECTS) designed to train competent and adaptable professionals who can support legal practitioners in a variety of settings, including law firms, notary offices, courts, companies, and public administrations. The curriculum combines legal knowledge with administrative skills, initiative, and adaptability, preparing students to operate effectively in a rapidly evolving legal and digital environment. While the programme is geared towards immediate professional integration, it also offers graduates the possibility to pursue further studies in legal or related fields in Luxembourg or abroad. This higher education pathway combines theoretical instruction at

<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>

the ECG with practical experience gained through an 18-week full-time internship in the fourth semester.

The BAJ curriculum is structured into five main modules delivered across the four semesters. The learning objectives and outcomes of each module are aligned with the programme's overarching aims, including mastery of legal tools, professional autonomy, digital proficiency in a legal context, and the development of initiative and adaptability. Semesters 1 to 3 offer a common core built around four recurring modules, while the fourth semester is fully dedicated to the internship module, centred on professional immersion and the completion of the final thesis.

The panel found that the programme is well attuned to labour-market needs, effectively responding to professional demand. Activities such as company visits, guest lectures, and the internship fair enhance its relevance. The panel particularly valued the diversity of professional sectors represented—including fiduciaries, the judiciary, lawyers, and bailiffs—and the numerous visits, which students reported were engaging. The curriculum aligns closely with employer expectations, and students demonstrate impressive competencies that transfer directly to professional settings. The panel also highlighted the guidance provided for professional interactions, which supports students' smooth transition into the workplace.

The panel considers the programme's entrepreneurship component—a combination of the entrepreneurial week and dedicated courses—a major strength. Case studies effectively allow students to apply and develop their soft skills in practical scenarios.

The programme is organised into five main modules delivered over four semesters, for a total of 120 ECTS. Semesters 1 to 3 form a common core combining legal tools, management and communication skills, languages and professional terminology, and technical and professional tools, with an average workload of around 30 lessons per week and sufficient time for individual and group work. Semester 4 is fully dedicated to the internship module, comprising an 18-week full-time placement and the final thesis, which together account for 30 ECTS. In line with regulatory requirements, at least 60% of the credits are linked to courses taught at the ECG, while at least 25% are devoted to practical training in a professional environment. This modular structure ensures progressive learning, strong professional orientation, and coherence with the competencies expected of legal assistants.

The workload is generally balanced, though some peaks occur in the first semester. The schedule itself is shared in advance through the digital platform and discussed with students. While the workload is mostly even, students occasionally express some concerns about long days and access to study spaces. The attendance policy allows two authorised personal absences per semester, which some students find restrictive.

The programme aligns with the European Qualifications Framework (EQF) level 5, with opportunities to further develop a shared implementation across the teaching team. While not always explicitly framed in terms of the EQF, feedback from the professional field indicates noticeable differences in competencies between level 4 and level 5. Employers reported that BAJ students demonstrate strong language skills, ease in oral communication, and solid subject-matter knowledge. They are highly motivated, have clear expectations for

their internship, and engage in tasks beyond basic administrative work, such as conducting basic research and dossier handling. The professional field praised students for showing advanced competencies, familiarity with professional terminology, innovative approaches to tasks (including in some cases data management and AI-assisted processes), and the ability to integrate quickly and efficiently into the business environment, resulting in significant time savings for host organisations.

Regarding curriculum design, the panel noted strong engagement from external professionals and high student satisfaction. Management highlighted the quality and continuity of collaboration with professional stakeholders, including fiduciaries and members of the judiciary, many of whom have remained involved in the programme over several years. This continuity contributes to students' confidence regarding employability and ensures sustained professional input into the curriculum. Regular exchanges with external lecturers are organised to monitor content coherence and avoid overlap between subjects, and student evaluations of external contributors are generally very positive.

The management observed that, in some cases, external lecturers who are teaching in the programme for the first time may initially adopt a more university-oriented, academic approach that is not fully aligned with the applied focus expected at EQF level 5. However, these lecturers were described as highly open to feedback and responsive to adjustments, which are often implemented quickly through direct exchanges.

At the same time, the integration of new competences remains largely informal, and external lecturers do not always have a comprehensive overview of the full curriculum. The panel therefore recommends further strengthening a shared vision of programme objectives among internal and external teachers, systematising consultation within the curricular group, and establishing a more structured approach.

Courses in the programme are regularly updated to reflect evolving professional requirements and student needs. For example, the "Organisation" course has been digitalised to include practical use of Outlook; marketing classes now incorporate generative (GEO) approaches alongside SEO-focused content; and language courses cover relevant topics such as ethics. The panel encourages course descriptions to provide a clear and concrete picture of the content taught. While general descriptions allow flexibility, they should accurately reflect what is delivered in the classroom. For instance, a course titled "Keyboard Training" appears outdated, as it now covers more advanced digital skills, and the description does not correspond to the current teaching reality. Providing a more detailed overview and visual summary of modules and courses would help students and stakeholders understand the specific skills, topics, and learning outcomes covered.

The panel noted promising initial steps regarding AI, such as internal professional development sessions for teachers, the planned collaboration with an external partner (e.g., Digital Learning Hub), and the intention to develop an AI charter. The panel strongly encourages the programme to formalise these efforts into a coherent framework for the pedagogical use of AI and the integration of AI-related competences in the curriculum. While representatives from the professional field noted nuances and constraints in certain contexts, particularly concerning privacy and security, both the panel and employers emphasise the

importance of integrating AI into the curriculum. The panel believes that complementing this approach with a training plan aligned with the programme's strategic vision and a competency portfolio could help ensure long-term continuity, coherence, and transparency.

The panel noted that this BTS programme provides a strong pathway to employment, with employers actively promoting professional opportunities. At the same time, students who wish to pursue further studies sometimes encounter greater challenges in securing suitable internship placements, and some reported difficulties in finding an internship, despite all students ultimately securing one. The programme offers several support measures including structured tutoring during internships, guidance from external contributors connected to employer expectations, and access to the internship fair and the Datalumni platform. The panel observed that Datalumni's potential to support students' internship searches is currently not fully realised. The panel recommends continuing these efforts and enhancing the visibility and effectiveness of existing support structures to ensure that all students can access internships aligned with their career or academic goals, balancing professional integration with opportunities for further study.

### *Conclusion*

The panel concludes that the Assistant juridique programme at the ECG meets the requirements of Assessment Area 1. The two-year BTS (120 ECTS) provides a coherent and professionally oriented curriculum that combines theoretical instruction with an 18-week full-time internship, developing legal knowledge, professional skills, digital proficiency, and initiative. The programme aligns with labour-market needs, and students demonstrate competencies that transfer effectively to professional contexts, with external lecturers contributing to professional relevance. The framework is confirmed to be aligned with EQF level 5 descriptors.

To further consolidate the implementation of level 5 in practice, the panel recommends fostering a shared vision of programme objectives among internal and external teachers, and enhancing coordination to ensure consistent application of intended learning outcomes.

The panel also notes that course content is regularly updated to respond to evolving professional requirements. The panel encourages ensuring that course descriptions accurately reflect the current content.

Internships are well integrated into the programme, providing valuable professional experience. While all students ultimately secure placements, those pursuing further studies sometimes face challenges in finding internships. Existing support measures—including structured tutoring, guidance from external contributors, the internship fair, and the Datalumni platform—help mitigate these challenges. The panel recommends continuing to strengthen and make more visible these support structures to ensure equitable access to internships that align with both professional integration and academic progression.

## 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

The ECG provides information to prospective students and companies via its website and a flyer. Admission requirements, enrolment fees, and the procedure for validating prior experience (VAE) are clearly outlined.

The BAJ programme is open to holders of a Luxembourgish secondary school diploma (classical or general tracks), graduates of the Administrative and Commercial Technician programme (Technicien en division administrative et commerciale), or the Vocational Aptitude Diploma in commerce (Diplôme d'aptitude professionnelle, section commerce) subject to completion of complementary modules. Candidates may also need to complete preparatory modules and present language certifications (B2 French, B1 English). For foreign diplomas, equivalence must be confirmed by the Ministry of Education.

The panel notes that BTS BAJ graduates benefit from strong employability due to high labour-market demand, with capacity to accommodate a larger number of students. To further strengthen recruitment, the panel recommends building on effective outreach practices and actively involving students in communication initiatives. Students reported that short videos and content shared on platforms such as Instagram, as well as open days and online searches, played an important role in discovering the programme. However, several noted that the BTS pathway remains insufficiently visible in secondary education, where university studies are often perceived as the default option. According to students, clearer communication about

<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)

the possibility of accessing university studies after the BTS, together with more targeted outreach to technical secondary classes through presentations by coordinators or current students, could help ensure that prospective candidates are better informed. Strengthening communication about BTS programmes across Luxembourg and enhancing collaboration with other schools were identified as possible key levers to increase visibility and attract a broader pool of applicants.

The panel also notes that many students view the BTS BAJ as a stepping stone towards further studies, particularly in the legal field, with most expressing a desire to continue in a Bachelor's program or similar higher education. On the other hand, employers in the professional field emphasise the value of the BTS profile, underlining its strong relevance for the labour market. Exploring this dynamic between student aspirations for academic progression and employer demand for skilled legal assistants could provide valuable insights.

### Evaluation

Assessment methods are defined in the course syllabi and communicated to students at the start of each semester. They include written, oral, practical, individual, and group evaluations, aligned with the intended learning outcomes. Overall rules for validation and supplementary exams are presented by the BTS coordinator. Assessment practices are harmonised across teachers to ensure coherence and fairness. Students can seek clarifications or discuss grading with the coordinator. Formative assessments are used where appropriate, and the coordinator oversees consistency, alignment with programme objectives, and adherence to the published evaluation criteria.

From the dialogues with professional field representatives, the panel notes that students demonstrate a very good level of language proficiency, including mastery of legal and administrative terminology and strong writing skills. Building on this, the panel recommends engaging in discussions and reflection with relevant partners to explore the specific needs regarding language exit levels and their formal recognition. This would be valuable to assess the demand and feasibility of implementing recognised language certifications. Additionally, the panel encourages expanding opportunities for students to undertake further language training outside the core curriculum.

### Certification

The diploma and supplement are compliant with Luxembourgish law.

### Conclusion

The panel concludes that the Assistant juridique programme at the ECG meets Assessment Area 2. Assessment methods are clearly defined, harmonised, and aligned with learning outcomes. Admission criteria, enrolment procedures, and recognition of prior experience are well communicated, and students benefit from strong employability. Recruitment could be further enhanced through improved outreach and communication to secondary schools and prospective students. Students demonstrate high language proficiency, and the panel encourages exploring formal recognition of language skills and further training opportunities. The diploma and supplement comply with Luxembourgish law, confirming the programme's legal and professional validity.

### 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)<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.

The panel established that the ECG infrastructure is spacious and fully equipped to accommodate the programme's needs. At the same time, creating a dedicated space for BTS students - for studying or for gathering - could further support their ability to develop an autonomous higher education student identity. While the institution values mutual support between BTS students and secondary-school pupils, it may be worth considering the creation of a specific space that better reflects the expectations of post-secondary learners.

Communication between students and teachers is facilitated through dedicated Teams groups and other digital tools. The BTS coordinator, the deputy coordinator, and the BTS office are easily accessible if needed.

The BTS BAJ is delivered primarily by internal teachers, who cover the common core and specialised courses—including languages, economics, law, and management—ensuring pedagogical stability and curricular coherence. External professionals are brought in selectively to provide practical, real-world perspectives directly linked to the role of a legal assistant, while remaining within regulatory limits of 40% of the total teaching load. Students expressed strong appreciation for the contribution of these external professionals, noting that although practitioners such as lawyers or judges may have limited availability, they remain approachable, responsive, and respectful, with easy and constructive contact. The

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<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)

panel also noted that no differences were reported in assessment practices between internal and external teachers, which supports consistency and fairness in evaluation across the programme.

During the panel's dialogues, it was noted that internal teachers engage in professional development, including ongoing training through IFEN and other continuous education opportunities, and hold regular internal meetings within each specialisation—at least twice per semester—to discuss evaluation methods and share pedagogical approaches. The panel acknowledges these existing efforts and considers that building further on them, with additional structured support and training, would help professionalise the teaching team even more and ensure consistent delivery at the level-5 standard.

Students benefit from individual tutoring, with one tutor in the first year and another in the second guiding the internship and final project. Tutoring during the first three semesters is being formalised through a follow-up sheet completed at three key points, structuring discussions on engagement, performance, study methods, and orientation. Additional support is available from the Educational and Psychosocial Department or the Lycée's Orientation Unit. This system fosters trust and a sense of belonging between students and teachers.

The panel considers the tutoring system highly effective. Strengthening support from the first year helps prevent drop-out while fostering a sense of belonging among students. The staff's benevolence, availability, and structured guidance—particularly during the internship and final project, with incremental feedback—clearly respond to student needs.

#### *Conclusion*

The panel finds that the programme meets the assessment criteria for this area 3. The ECG infrastructure is well equipped, though a dedicated space for BTS students could better support their autonomy and sense of belonging. Communication with staff is effective, and the teaching staff combines internal expertise with valuable contributions by external teachers on more specialised topics. Teachers engage in continuous professional development. The team, and especially external teachers, are encouraged to deepen shared familiarity with level 5.

The tutoring system is highly effective, providing structured support, fostering trust, and strengthening student retention. Overall, the programme demonstrates high quality and strong support for student development.

### 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.

ECG systematically collects and analyses feedback from multiple sources to support the continuous development of the BTS BAJ. Semesterly anonymous course evaluations provide student insights on teaching quality and methods, while regular meetings between the BTS coordination team and class representatives offer a structured space to discuss organisational issues and suggest improvements. The panel welcomes these meetings and encourages expanding them to strengthen dialogue and alignment further.

Student support and follow-up are generally well managed. Systematic exit interviews are conducted with students leaving the programme, and guidance is provided for those considering reorientation. To monitor Alumni outcomes, six and eighteen months after graduation, the programme distributes questionnaires to alumni through its Datalumni platform. This platform's potential to maintain contact with alumni and to connect students, alumni and the professional field for internship or job opportunities could be further explored. Student representation is active, and feedback from surveys informs programme adjustments, including communication improvements and course material preferences.

Feedback from companies is gathered via internship tutor evaluations, assessing students' professional competencies and the alignment of training with workplace expectations. Additional input comes from teachers and external contributors during pedagogical meetings, tutoring sessions, alumni feedback, and company visits associated with internships or final project defences. The annual BTS report synthesises information on programme quality,

student performance, pedagogy, and professional links. The panel recommends further formalising exchanges with employers and enhancing communication among all stakeholders to build a shared strategic vision, supported by targeted teacher training and exploring the usefulness of a competency portfolio as a possible tool to coordinate teaching responsibilities.

Since the 2021 accreditation, ECG has progressively implemented the recommendations. Measures include raising the minimum English requirement, enhancing the language programme, providing comprehensive access to legal resources, and adapting case studies to professional practice. Tutoring is being further formalised from 2025, and teacher training is planned to update internal staff knowledge. Internship evaluations, student meetings, and curricular adjustments strengthen quality assurance. Most measures are in place, while some remain under consolidation, reflecting ECG's ongoing commitment to programme improvement.

The panel praises ECG staff for their continuous efforts to develop and improve the programme in response to feedback from students, companies, and previous evaluation panels. These measures show a clear commitment to implementing recommendations and upholding high educational standards. The programme continues to align with professional needs, and the team's transparent use of SWOT analyses and constructive engagement demonstrates strong self-reflection. The panel also notes the staff's responsiveness and collaborative approach during the preparatory phase.

The panel observed that the programme would benefit from a more clearly defined and collectively shared vision. Strategic aspects—such as its future development and approaches to addressing identified weaknesses and threats—could be more explicitly articulated to make fuller use of PDCA (Plan-Do-Check-Act) cycles. Regular discussions on the relevance of certain subjects, the time allocated to them, or renaming courses to better reflect their content—such as “étude de clavier”—would further enhance coherence and transparency.

### *Conclusion*

The panel concludes that the BTS BAJ at ECG meets its criterion 4, with strong staff engagement, effective tutoring, alumni follow-up, and ongoing improvements such as enhanced language requirements and updated case studies. Feedback mechanisms and collaboration with external partners support alignment with professional needs. The panel recommends clarifying and collectively sharing the programme's strategic vision, including regular discussion of course relevance and content to strengthen coherence, transparency, and systematic use of PDCA cycles, ensuring continued development and quality enhancement through a more formalised and structured approach.

## 4 Judgement

Following the comprehensive investigation into the quality of the BTS Assistant juridique, the panel concludes that the programme meets the four assessment areas. Consequently, the panel recommends a positive re-accreditation.

The panel recognises the sustained commitment of ECG staff in developing and refining the programme in response to feedback from companies, students, and previous accreditation panels. These improvements demonstrate a strong dedication to implementing recommendations and maintaining high educational standards. The programme remains well aligned with professional needs, and the team's transparent SWOT analyses and active discussions reflect notable self-awareness. The panel also highlights the staff's responsiveness and collaborative approach throughout the preparatory phase.

Overall, the panel concludes that the quality of the programme has been demonstrated in a verifiable manner for the four assessment areas: 1 'Aims and objectives of the study 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: Curriculum development:** Formalise curriculum development with structured consultation within the curricular group, ensure the integration of new competencies, including AI use.
- **Assessment area 1: Course descriptions:** Update course descriptions to reflect content clearly and improve student appeal.
- **Assessment area 2: Recruitment and visibility:** Enhance programme visibility by strengthening outreach to prospective students.
- **Assessment area 2: Language exit levels:** Engage in dialogue with the professional field to explore needs and feasibility regarding appropriate minimum language exit levels and possible forms of external validation.
- **Assessment area 3: Staff professional development:** Strengthen strategic staff professional development to further reinforce a shared implementation of the BTS, leveraging existing competencies and future needs to provide improved onboarding and targeted training
- **Assessment area 4: Strategic vision and quality assurance:** Clarify and collectively share the programme's strategic vision, including regular discussion of course relevance and content to strengthen coherence, transparency, and systematic use of PDCA cycles, ensuring continued development and quality enhancement through more formal and structured processes.

Consequently, the panel recommends a 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>Re-accreditation advice</b>

## 5 Annexes

### 5.1 Annex 1 – Composition of the panel

- Ms Yoneko Nurtantio (chair), Coordinator EU Relations, consultant in Higher Education Quality Assurance, social entrepreneur, author and speaker on sustainability, and trainer in work efficiency and burn-out prevention.
- Ms Diane Ries, Managing Director, HR Services S.A.;
- Ms Vera Pletincx, Head of the Quality Management Office and Internal Auditor, Artevelde University of Applied Sciences;
- Ms Arwa Boukili, Bachelor Student Organisation & Management, Odisee University of Applied Sciences.

The panel was supported by:

- Mr Ruben Debusschere, NVAO process coordinator;
- Ms Gwenny Nurtantio, external secretary.

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

## 5.2 Annex 2 – Schedule of the site visit

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
09.35–09.55	Closed panel meeting
09.55–10.55	Dialogue with teaching staff
10.55–11.20	Closed panel meeting / break
11.20–12.00	Tour of the facilities
12.00–13.00	Light lunch / closed panel meeting
13.00–14.00	Dialogue with employers
14.00–14.30	Closed panel meeting / break
14.30–15.30	Meeting with students and alumni
15.30–17.15	Closed panel meeting
17.15–17.45	Mutual dialogue programme management & panel regarding the findings of the day

### 5.3 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 oeuvre du programme d'études
  - d) Analyse SWOT : Mesures de garantie de la qualité
  - e) Catalogue des cours
  - f) Exemple de diplôme et supplément au diplôme
  - g) Modèle d'une convention de stage et aide mémoire stage
  - h) Fraude rapport et procès verbal
  - i) Formulaire d'évaluation d'un cours
  - j) Formulaire d'évaluation d'un stage
  - k) Liste enseignants et liste intervenants externes
  - l) Proportion entre enseignants ECG et prestataires externes
  - m) Entreprise d'accueil stage
  - n) Evaluation stage (parties 1 & 2 – entreprise)
  - o) Attestation MENJE Infrastructure
  - p) Partenaire ECG
  - q) Courriel réunion coordination BTS et délégués de classe
  - r) Rapport annuel 2023-2024 ECG
  - s) Lettres de soutien employeurs
  - t) Tableau récap 2020-2021
- Additional information provided by the École de Commerce et de Gestion
  - a) Travaux de fin d'études
  - b) Flyer promotionnel
  - c) Student numbers promo '21-25: enrollment and success rates
  - d) List of members of the curricular group

## 5.4 Annex 4 – Abbreviations used

BAJ	Assistant juridique
BTS	Brevet de Technicien Supérieur
ECTS	European Credits Transfer System
EQF	European Qualifications Framework (EQF)
ECG	École de Commerce et de Gestion
VAE	Validation des Acquis de l'Expérience

## **Colophon**

École de Commerce et de Gestion  
BTS Assistant juridique - (LU07A-25)  
Programme Assessment

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