

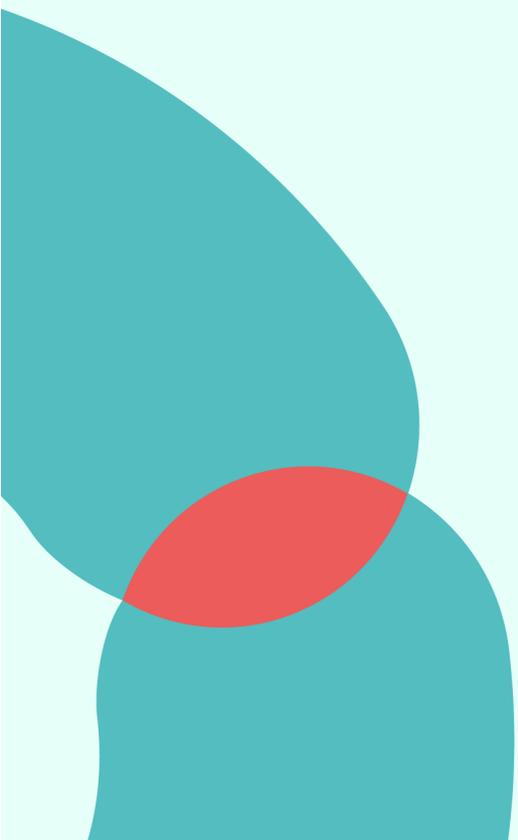


PROGRAMME ASSESSMENT

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

**BTS ASSISTANT DE DIRECTION**

Final report submitted to the Ministry of Research and Higher  
Education on 24 February 2026



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# 1 Executive Summary

This report presents the results of the programme assessment of the **BTS Assistant de direction** offered by the École de Commerce et de Gestion Luxembourg – School of Business and Management (ECG). The assessment was carried out by an international expert panel convened by NVAO on behalf of the Ministry of Research and Higher Education of Luxembourg.

The BTS Assistant de direction programme has been accredited since 2011 and has since undergone three accreditation procedures, with the last one taking place in 2021. The present evaluation forms part of the fourth accreditation cycle. The panel examined the self-evaluation report submitted by École de Commerce et de Gestion Luxembourg – School of Business and Management (ECG) and conducted a site visit on 18 November 2025, during which it met with programme management, teaching staff, students, professional representatives and institutional support services.

Across the four assessment areas, the panel observed a programme that is **well embedded within its institutional context**, professionally oriented, and supported by a committed teaching and coordination team. Students expressed a high level of satisfaction with the learning environment, particularly valuing company visits, guest lectures and the close supervision they receive throughout the programme. The **tutoring system**, which has been significantly reinforced in recent years, was identified as a key strength and as a concrete example of learning from experience and as of adapting adequately support mechanisms to student needs.

At the same time, the panel identified several **critical quality challenges** that require continued and systematic attention. In particular, representatives of the professional field emphasised that the profile of the assistant de direction has evolved considerably in recent years. Graduates are increasingly expected to act as **versatile, digitally competent and multilingual professionals** with a more coordinating role within teams, especially in larger organisations. While the programme demonstrates awareness of these developments, the panel considers that curriculum modernisation has not always progressed at the pace expected by the professional field.

A recurring observation throughout the assessment relates to the **functioning of internal quality assurance**. The panel noted that the legally required *groupe curriculaire* has not yet been fully operational, despite this issue having been raised during previous accreditation cycles. The absence of a formal and structurally embedded advisory body limits the programme's capacity to translate feedback from the professional field and earlier evaluations into timely, collective and strategic curriculum development. During the site visit, the commission indicated that some concerns previously expressed had not yet resulted in sufficiently visible programme changes, which raises questions regarding the robustness of the internal quality loop.

The panel also examined transversal themes including progression pathways and alignment with level 5 of the Luxembourg and European Qualifications Frameworks. While the programme formally aligns its learning outcomes with level 5 descriptors, the panel observed that their practical implementation in teaching, learning and assessment remains uneven. This is particularly linked to the transition from a secondary education context to a fully developed

level 5 higher education approach, which places specific didactic and pedagogical demands on teaching staff.

Despite these challenges, the panel recognises a **clear capacity for reflection and adjustment** within the programme. Concrete improvements have been implemented since the previous accreditation, notably in the areas of tutoring, internal coordination, communication with students and involvement of employers in internship supervision and evaluation. These developments indicate a willingness to engage with feedback and to strengthen quality assurance mechanisms over time.

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

With regard to the aims and objectives of the programme, the panel concludes that the BTS Assistant de direction meets the requirements of Assessment Area 1. The programme is clearly structured as a two-year, 120 ECTS level 5 qualification, with defined learning outcomes, a balanced workload and a strong professional orientation supported by an extended internship.

At the same time, the panel observed that the **consistent implementation of level 5 principles** across teaching, learning and assessment remains a key development point. In particular, differences in pedagogical approaches reflect the transition from a secondary education context to higher education. In addition, the absence of an operational *groupe curriculaire* limits the programme's capacity to systematically integrate feedback from the professional field and to ensure timely curriculum evolution in response to changing professional expectations. The recommendations for this assessment area therefore focus on consolidating level 5 implementation, strengthening curricular governance and further aligning the programme with labour market developments.

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

For Assessment Area 2, the panel finds that the programme meets the applicable standards. Admission requirements, assessment methods and certification arrangements are clearly defined, publicly communicated and compliant with the legal framework. Assessment practices are coherent and transparent, and students receive structured feedback throughout the programme.

The panel nevertheless identified opportunities to further strengthen alignment between assessment practices and workplace expectations, particularly in relation to internships. In addition, given the importance of multilingual competences for the targeted professional profile, the panel considers it important to clarify and communicate expected language exit levels more explicitly. The recommendations for this area therefore aim to enhance transparency, consistency and external alignment, rather than to address fundamental shortcomings.

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

Regarding the implementation of the programme, the panel concludes that Assessment Area 3 is met. The programme benefits from appropriate infrastructure, sufficient teaching and material resources, effective communication channels and a committed teaching team, complemented by external professional expertise within the regulatory framework.

The panel particularly highlights the **tutoring system** as a strong feature of the programme. The system has been significantly intensified and adjusted following earlier experiences with

student disengagement, demonstrating the programme’s capacity to analyse risks and adapt support mechanisms accordingly. This proactive and individualised approach contributes substantially to student retention and success and illustrates a functioning quality improvement loop in practice.

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

For Assessment Area 4, the panel concludes that the programme meets the standards. École de Commerce et de Gestion Luxembourg – School of Business and Management (ECG) has established mechanisms for collecting feedback from students, teachers and professional partners, and has implemented several improvements in response to previous accreditation recommendations. Responsibilities and decision-making structures are generally clear, and opportunities for participation are in place.

However, the panel observed that quality assurance activities would benefit from being embedded more explicitly within a **shared and articulated strategic programme vision**. While data collection is extensive, the use of this information within a clearly documented Plan-Do-Check-Act (PDCA) cycle remains partially implicit. The recommendation for this assessment area therefore focuses on strengthening coherence, visibility and strategic steering, rather than on the introduction of new mechanisms.

Based on the evidence gathered, the panel concludes that the BTS Assistant de direction programme meets all four assessment areas. At the same time, the panel formulates a set of substantive recommendations, several of which relate to critical quality standards, in order to support the programme in consolidating its level 5 profile, strengthening its internal quality assurance and ensuring sustained alignment with the evolving expectations of the professional field.

Consequently, the panel recommends reaccreditation.

<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>Reaccreditation advice</b>

The Hague, 15 January 2025

On behalf of the international expert panel charged with the programme assessment of the Ecole de Commerce et de Gestion Luxembourg - BTS Assistant de direction,

Yoneko Nurtantio  
Chair

Gweny 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 de direction (BAD) the École de Commerce et de Gestion Luxembourg – 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 the MESR, which will eventually decide on the reaccreditation of the BTS Assistant de direction that the École de Commerce et de Gestion Luxembourg 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 Christelle Cayol, 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, Ms Genoveva Ravijts 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 Minister of Research and Higher Education 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 12<sup>th</sup>, 2025. The site visit took place on November 18<sup>th</sup>, 2025. The panel talked to the management of the École de Commerce et de Gestion Luxembourg – School of Business and Management and the programme, as well as to teaching staff, administrative staff, students, alumni and representatives of the professional field. The visit schedule is presented in annex 2 (5.2). Annex 3 (5.3) lists the materials made available by the programme before and during the site visit.

The panel formulated its considerations and preliminary conclusions based on the findings of the site visit and the assessment of the documents provided. The 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 revised document version, which was validated by the chair and submitted to the École de Commerce et de Gestion Luxembourg – School of Business and Management (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 de direction

#### 3.1 Assessment area 1: Aims and objectives of the programme

Assessment area 1 is detailed in the following assessment criteria:

- The programme complies with the provisions relating to programmes leading to the BTS, as defined in Title II<sup>1</sup>.
- 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**.
- The programme is defined in accordance with **European standards** and the Bologna Process. It is defined in terms of **ECTS credits**.
- 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.
- The **workload** is appropriate and balanced between semesters.
- The **ratio of theoretical to practical teaching** is consistent with the programme's objectives.
- **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.
- 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.

#### *Compliance with the BTS legal provisions (criterion a)*

The Assistant de direction programme at the École de Commerce et de Gestion Luxembourg – School of Business and Management (ECG) is a two-year BTS programme (120 ECTS) in the field of administration. It is designed as a professionally oriented higher education programme, compliant with the provisions governing programmes leading to the BTS, as defined in Title II of the relevant legislation.

#### *Curriculum coherence, learning objectives and competences (criterion b)*

The BTS – Assistant de direction (BAD) programme is designed to train professionals capable of autonomously and effectively supporting senior executives in a multilingual, multicultural, and digitalized environment. Anchored in the realities of Luxembourg's economic fabric, the

programme aims to develop both technical and transversal competences, enabling graduates to enter the workforce rapidly while being prepared to adapt with agility to continuously evolving professional contexts.

The curriculum is coherent and structured to reflect the programme's intended **learning objectives** and learning outcomes, which are broken down into knowledge, specific skills, and transversal competences. The programme explicitly targets the development of autonomy, initiative, digital competences, language proficiency, and an entrepreneurial mindset<sup>1</sup>.

During the site visit, the panel discussed the **evolving profile** of the executive assistant (AD) role in Luxembourg's professional environment. Feedback indicated a shift from purely administrative tasks to more value-added responsibilities, including project work, strategic support, and the application of technology such as AI and digital collaboration tools. Modern assistants are expected to contribute actively to teams, demonstrating soft skills such as empathy, negotiation, diplomacy, confidentiality, and adaptability. The panel also noted the growing importance of transversal competences, including project management, digital literacy, and the ability to work in multicultural and multilingual environments.

Additionally, the panel noted that some traditional technical skills, such as typing and database management, are no longer considered critical by employers. Instead, emphasis is placed on graduates' ability to quickly adapt to new technologies, develop transversal competences, and continuously enhance their professional and soft skills. These observations highlight the importance of maintaining flexibility in the programme, focusing on skills that add real value in contemporary professional contexts, and ensuring alignment with the evolving demands of the labour market.

Work would be needed to refine the official **course descriptions**, to make them both sufficiently perennial (their revision is legally permitted every 5 years) and flexible enough to adapt their content to the rapid changes required by the evolving role of the executive assistant. In the current situation, pedagogical content and teaching approaches may evolve in practice without always being immediately reflected in formally approved course descriptions. This regulatory context partly explains the time lag between curricular evolution and its documentation. A balance should be found between legal compliance, pedagogical innovation and transparency towards students.

#### *Compliance to the European standards (criterion c)*

The programme is defined in accordance with European standards, the Bologna Process, and the ECTS credit system, ensuring transparency, comparability, and recognition within the European Higher Education Area.

#### *Modular structure, internship, languages and professional orientation (criteria d, f)*

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<sup>1</sup> In addition to the formally accredited curriculum, the Lycée indicated during the site visit that it facilitates access for BTS students, on a voluntary and extracurricular basis, to selected *cours parascolaires* offered within the secondary education system (e.g. music). These courses do not lead to ECTS credits and are not subject to assessment, but they allow interested students to further develop personal, cultural or transversal competences. This practice is permitted by the Ministry of Higher Education and Research (MESR).

The curriculum is organised over **four semesters** and structured into **five modules** (Communication and organization; Management techniques and tools; Economics, law, tax techniques and international relations; Languages; Internship). Semesters 1 to 3 offer a common core combining theoretical foundations with practical applications, case studies, and professional scenarios. The fourth semester is dedicated to the internship module and the “Mémoire de stage”. Each module is composed of one or more courses (theoretical and/or practical), with clearly defined objectives and learning outcomes, and each course is allocated an appropriate number of ECTS credits in line with regulatory requirements.

Courses carry defined ECTS credits, ranging from 1 to 20, and no module exceeds 30 ECTS credits. At least 60% of ECTS (90 credits) are delivered on-site at the École de Commerce et de Gestion Luxembourg – School of Business and Management (ECG), while at least 25% (30 credits) are dedicated to the practical internship, exceeding the legal minimum (15%).

The programme places strong emphasis on professional orientation throughout the curriculum. The internship module consists of a four-week introductory phase followed by a fourteen-week in-depth professional immersion in companies or other organisations. During the site visit, the programme team described this progression as a transition from *savoir-faire* towards *savoir-être*, reflecting a growing focus on professional posture, autonomy, and responsibility. The ratio between theoretical and practical teaching is consistent with the programme’s objectives. **Practical learning** is embedded across modules and reinforced through internships, professional scenarios, guest lectures, and company visits, rather than being confined to the final semester alone.

**Language teaching** is delivered jointly with students from two BTS programmes. It takes into account the heterogeneity of students’ entry levels, as differentiated pathways are offered, including advanced courses for students with higher proficiency. This approach appeared to the committee to be particularly judicious and well-suited. Considering that this pedagogical choice leads to a diversity in the exit levels and given the importance of multilingual competences for the targeted professional profiles, the panel considers it appropriate to further clarify expectations regarding language outcomes at the end of the programme.

During the site visit, a detailed discussion took place regarding the role of multilingualism in the programme and, more specifically, the inclusion of **Spanish** as a fourth language alongside French, German and English. From the perspective of employers present, Spanish was not considered a decisive recruitment criterion for most positions, except in departments with an explicit international focus. Student feedback reflected a similarly nuanced view: while some students indicated that Spanish was not immediately useful for their current professional environment, they nonetheless appreciated having the language offered, highlighted the quality of teaching, and expressed overall satisfaction with their language level upon graduation. Several students suggested that Spanish might be better positioned as an optional course, with a preference for further deepening English or Luxembourgish. Management explained that the decision to include a fourth language was taken at the École de Commerce et de Gestion Luxembourg – School of Business and Management (ECG) level, with the rationale that, for students potentially working internationally, Spanish offers broader applicability than other languages such as Portuguese and facilitates access to the wider family of Roman languages. In addition to these opinions, the expert panel (committee) carried out small research in December 2025, on the most used recruitment websites, to check whether Spanish

was a required language. Following this little (non-exhaustive survey), Spanish was not requested in any of the advertisements published.

*Workload, ECTS allocation and balance across semesters (criterion e)*

The **workload** is expressed in ECTS credits and appears appropriate and balanced across semesters, as confirmed by the student panel during the location visit. The distribution of learning activities ensures a progressive development of competencies over time. Workload and scheduling are communicated in advance and discussed with students, contributing to transparency, predictability, and effective study planning.

*Alignment with the professional field and labour market needs (criteria b, f)*

With regard to alignment with the professional field, the panel observed a clear intention to maintain close **links with employers** through company visits, guest speakers, internship preparation activities such as business days, and an internship fair. The programme reported that 28 companies and organisations participated in recent internship-matching activities, resulting in confirmed placements for 10 of the 13 enrolled students, while the remaining students were actively supported in securing appropriate placements.

These figures indicate a tangible level of **engagement from the professional field**. At the same time, the panel noted **critical reflections from professional representatives** concerning the evolving profile of the profession and the need for the programme to modernise more consistently and proactively. These observations underline the importance of strengthening formal and structured dialogue with the professional field.

The panel also examined the programme's contribution to the development of an **entrepreneurial mindset**, one of the hallmarks that the school claims as its own, which is addressed primarily through the entrepreneurial weeks organised at institutional level. These weeks take place once per semester and bring together students from secondary education and BTS programmes to work jointly on business cases proposed in collaboration with companies. This format was presented as a transversal learning approach, aimed at fostering initiative, teamwork, problem-solving, adaptability and presentation skills. Examples discussed during the site visit included projects on market competition (e.g. a natural iced tea concept positioned against established brands) and data-driven analysis exercises. Students described the entrepreneurial weeks as a valuable opportunity, highlighting the all-school format, external input such as training on pitching and stress management by industry professionals, and the progressive nature of the projects over several semesters. Management emphasised that these activities are part of a broader and evolving institutional strategy to promote entrepreneurship, including the use of student questionnaires to reflect on competence development and the participation of BTS students in national entrepreneurship competitions (e.g. YEP Young Enterprise Project contest). It was also noted that, in previous years, some selected students withdrew from international competition stages due to workload constraints linked to internships, leading the institution to reposition participation earlier in the programme. Overall, the panel observed that the entrepreneurial weeks contribute to transversal skill development and professional readiness, including flexibility, change management awareness and the application of theoretical concepts in practical and internship contexts.

The panel also observed that the creation of additional **optional modules** (e.g., Human Resources, Quality Management, Project Management, advanced Office skills) could further strengthen professional preparation and complement initiatives such as the entrepreneurial week.

#### *Curriculum governance and the groupe curriculaire (criteria a, b, d)*

The programme coordinator is responsible for both curricular and administrative management of the BAD programme. A digital platform facilitates adaptations to the curriculum.

Despite a recommendation in the 2021 reaccreditation, the panel noted that the legally required **groupe curriculaire** is not yet operational. The programme team acknowledges that this issue had also been raised during recent location visits for BTS reaccreditation procedures and indicated that consequently the groupe curriculaire is scheduled to be convened in plenary form as from January 2026. While this demonstrates responsiveness on the part of the institution, the panel considers that the current absence of an active and formal curricular body limits timely curriculum updates, collective ownership of programme objectives, and structured input from internal and external stakeholders.

#### *Alignment with level 5 of the Luxembourgish and EQF (criterion g)*

According to the documentation provided, the intended learning outcomes are aligned with **level 5** of the Luxembourgish and European Qualifications Frameworks. This alignment appears adequate at the level of course design and documentation.

However, the panel observed that the translation of level 5 principles into teaching and learning practice remains uneven. In particular, there is a need for a shared understanding among teaching staff of what level 5 implies in terms of student autonomy, responsibility, and task execution under supervision. Targeted teacher training would support a shift from a predominantly secondary-education mindset towards a fully developed higher-education level 5 approach, ensuring consistent implementation of level 5 principles in practice.

#### *Artificial intelligence and digitalisation (criteria b, g)*

The panel discussed the programme's approach to **artificial intelligence (AI)**. The institution has organised training initiatives for teachers, including dedicated training days focusing on AI literacy, prompt design, data use, and ethical considerations. Though in favour of the opportunities of this new technology, the shared vision is that humans are to be at the beginning and at the end of AI technology. National tools and guidelines, such as the KI-Compass, are considered. The school uses a digital environment based on MS 365, with some teachers already integrating AI-supported tools such as Copilot. At the same time, the panel noted that a formal AI framework, assessment scale, and institutional AI charter are still under development. Further consolidation is needed, particularly regarding assessment practices, data protection, confidentiality in professional contexts, and the distinction between evaluating learning outcomes ("what") and learning processes ("how").

#### *Regulated professions (criterion h)*

As this BTS does not prepare students for a regulated profession, the criterion in the assessment framework on compliance with regulated professions is not applicable.

#### *Conclusion – Assessment Area 1*

The panel concludes that the Assistant de direction programme at the École de Commerce et de Gestion Luxembourg – School for Business and Management (ECG) meets the requirements of Assessment Area 1. The two-year BTS programme (120 ECTS) offers a coherent curriculum structured in modules, with clearly defined learning outcomes, a balanced workload, and a strong professional orientation supported by an internship module with a progressive learning design. While the intended learning outcomes are formally aligned with level 5 of the European Qualifications Framework, the panel finds that further efforts are required to ensure their consistent implementation in teaching, learning, and assessment practices.

The panel therefore formulates the following recommendations for Assessment Area 1, based on the analysis above:

- Activate and formally operationalize the *groupe curriculaire*, as foreseen in legislation. The panel considers this recommendation to be of highest priority, as it is essential to ensure full legal compliance and to provide a structured framework for systematic curriculum development, quality assurance, and alignment with evolving professional needs, with the involvement of both internal and external experts. At the same time, the panel notes that this recommendation is **not formulated as a condition**, given that employer expectations are currently well met and graduates are perceived as operational and relevant in the labour market.
- Provide targeted teacher training to support the full and shared implementation of level 5 EQF principles in practice.
- Clarify and communicate minimum expected exit levels for languages, ensuring that students and stakeholders have a shared understanding of the language competences associated with programme completion.

Furthermore, as suggestions, the panel encourages the programme to consider:

- Introducing optional modules (e.g., Human Resources, Quality Management, Project Management, advanced Office skills) to further strengthen professional preparation and complement existing initiatives such as the entrepreneurial week.
- Further consolidating AI and digitalisation practices within the curriculum, including ethical frameworks, assessment procedures, and guidance on the use of digital tools in professional contexts.
- Reflect on multilingualism and language instruction, ensuring that optional languages, including Spanish, are aligned with international labour market needs and student aspirations.

### 3.2 Assessment area 2: Admission, evaluation, certification

Assessment area 2 is detailed in the following assessment criteria:

- **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.
- 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.
- The procedure for the **validation of prior learning or experience** are clearly defined, in accordance with the provisions of Article 11<sup>5</sup>.
- **Assessment methods** are defined in relation to the learning objectives and are designed to verify the achievement of the programme's intended learning outcomes.
- **The assessment methods** applied in the various modules and courses are clearly communicated to the students.
- **The degree shall comply with the provisions** of Article 26(2)2, and shall be **accompanied by a supplement** complying with the provisions of Article 26(3)3.

#### *Public information (criterion a)*

The École de Commerce et de Gestion Luxembourg – School of Business and Management (ECG) publishes **information on its BTS programmes** through its website and printed materials, including flyers. The information made available covers admission requirements, enrolment fees, accreditation status, curriculum structure, and procedures for the validation of prior learning and experience (VAE). Overall, this information is presented in a clear and accessible manner for prospective students and professional partners. The title of the degree (“Assistant de direction”) seems to reflect the vocabulary in use on the market: the small research carried out by the committee in December 2025 on the most used recruitment websites, shows that the terms “Assistant” and “secretary” are still in use on the recruitment market. To the opinion of the panel, the flyer, consisting of pictures taken with real students and on site, might nonetheless be refreshed by showcasing less stereotypical representations of the roles of Assistant de direction and of Director.

#### *Admission (criterion b)*

**Admission requirements** for the Assistant de direction (BAD) programme are clearly defined and published. The programme is open to holders of a Luxembourg secondary school diploma (classical or general education), graduates of the *Technicien en division administrative et commerciale*, and holders of a *Diplôme d'aptitude professionnelle (section commerce)*, subject where applicable to the completion of complementary modules. Candidates may also be required to complete preparatory modules and to provide proof of language proficiency (French at B2 level and English at B1 level). For foreign diplomas, formal recognition by the Ministry of Education is required. In order to preserve pedagogical quality, personalised

<sup>2</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>3</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)

supervision and effective internship placement, the programme aims to limit student intake to a maximum of 15 students per cohort. The panel did not identify concerns regarding the transparency or accessibility of admission criteria.

#### *Validation of prior learning or experience (criterion c)*

During the site visit, the institution raised concerns regarding the current legal framework governing Validation of prior experience (VAE) following the legislative changes of July 2023. The programme explained that, under the revised framework, VAE procedures involve a substantial academic evaluation process and a minimum volume of 30 credits to be validated within the targeted programme. Although interest in VAE appears to be significant, the panel was informed that **many candidates withdraw** during the process, which the institution associates with the intensity and duration of the procedure.

#### *Assessment methods (criteria d and e)*

Assessment methods are defined at the level of modules and courses and are communicated to students at the beginning of each semester. These **methods** include written, oral and practical assessments, as well as individual and group work, and are designed to evaluate the achievement of the intended learning outcomes. Formative assessment is used where appropriate to support learning progression, and overall consistency is monitored by the programme coordinator. General rules for validation, resits and progression are **explained** to students by the BTS coordinator.

The panel observed that assessment practices are coordinated among teaching staff in order to ensure **coherence and fairness** across modules and receive feedback on their performance, with opportunities to request clarification or review.

Regarding the evaluation of the module “Internship”, the panel notes that assessment it involves multiple actors and stages, what should enhance triangulation and transparency. Workplace supervisors evaluate students twice during the internship, focusing on both savoir-faire and savoir-être, while the academic tutor conducts two on-site visits to exchange with the student and host organisation. The module concludes with a final defence, including the written thesis, in which the company supervisor participates as a jury member. Assessment grids for both the internship and final thesis are communicated to students from the outset, and final marks are awarded collegially. Nevertheless, the panel considers that clearer communication on the respective roles of academic and professional evaluators would further improve transparency.

Supervisors highlighted that students are generally able to respond to the demands of a professional environment, becoming quickly operational, well integrated into teams, and well prepared for the workplace, often performing like regular employees during their internships.

Feedback from host organisations is systematically collected, and most placements lead to concrete employment perspectives. The panel also discussed the impact of recent legislation which obliges employers to pay a salary (albeit a reduced one) to interns. While mandatory payment increases the commitment expected from host organisations and makes the search process slightly more intensive, all students were able to secure **placement**, often with the same partner organisations as in previous years. Employers generally view remuneration as

acceptable, and the panel considers that the legal framework does not currently pose a major obstacle to securing internships.

#### *Compliance of the diploma (criterion f)*

The degree complies with the provisions of Article 26(2), and is accompanied by a supplement complying with the provisions of Article 26(3).

#### *Conclusion – Assessment Area 2*

The panel concludes that the *Assistant de direction* programme at the École de Commerce et de Gestion Luxembourg meets the requirements of Assessment Area 2. Admission criteria, information provision, assessment methods and certification arrangements are clearly defined, communicated and compliant with the relevant legal framework. Assessment practices are aligned with the intended learning outcomes and are implemented in a coherent and transparent manner.

To further strengthen quality assurance in this area, the panel formulates the following recommendations:

- Update course descriptions to ensure they accurately reflect course content, learning outcomes, and level 5 expectations, and to enhance their clarity and appeal for students.
- Enhance structured and formalised exchanges with professional partners, particularly with regard to the assessment and evaluation of internships, in order to support continued alignment between assessment practices and workplace expectations.

As a suggestion, the panel invites the programme to reflect on how to let the representations of the "Assistant de direction" evolve in its external communication.

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

Assessment area 3 is detailed in the following assessment criteria:

- 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.
- The Lycée has **appropriate infrastructure** to offer the proposed programme and enable its students to do achieve the intended learning outcomes.
- 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.
- 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)4.

- **Continuing training programmes** are provided for teaching staff.
- 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.**
- Students benefit from appropriate supervision and full information. A tutoring **programme** is offered to students.

#### *Resources, infrastructure and material means (criteria a, b)*

The panel established that the École de Commerce et de Gestion Luxembourg – School of Business and Management (ECG) has appropriate **infrastructure** and material resources to support the delivery of the Assistant de direction programme and enable students to achieve the intended learning outcomes. Teaching spaces and equipment are adequate for the programme’s objectives. However, the panel noted that there is currently no dedicated space for BTS students to study or gather outside of scheduled classes; the students currently make use of the documentation center.

#### *Teaching staff profile, pedagogical competence and professional relevance (criteria a, c, d)*

The BAD programme is delivered by a pedagogical team of approximately twenty teachers per academic year, drawn from a broader pool of École de Commerce et de Gestion Luxembourg – School of Business and Management (ECG) staff with diverse disciplinary backgrounds. No external professionals currently teach in the programme, but some external speakers intervene on an ad-hoc basis. Students value these occasional external lectures on topics such as stress management, workplace harassment, emotional intelligence. The panel considers that these contributions could be expanded and more systematically integrated into the curriculum.

The panel also observed that the need to teach at a level 5 raises specific didactic and pedagogical demands on staff, particularly in defining learning outcomes, addressing higher-order cognitive skills, and aligning with professional expectations. The director clarified that the lycée has limited autonomy in recruiting teaching staff due to national legislation on teacher transfers and employment, with available positions determined by the national allocation system.

#### *Continuing training programmes (criterion e)*

When additional training is needed, the school can request professional development for the BAD team, reflecting its commitment to continuous pedagogical improvement. The panel considers that it would be helpful for the BAD teams to be informed of the competency framework that describes Level 5.

#### *Alternate programmes (criterion f)*

This BTS is not offered as an alternate programme hence this criterion of the assessment framework is not evaluated by the commission.

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<sup>4</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)

### *Information flows, communication and student supervision (criterion g)*

Students benefit from a structured and well-developed **tutoring system**. Each student is assigned an individual tutor who monitors their academic progress and supports their personal development. Tutoring arrangements differ across the programme: in the first year, tutoring is closely linked to class responsibility and focuses on study methods, engagement and transition from level 4 to level 5 expectations; in the second year, tutoring shifts towards supervision of the internship and final project. During the first three semesters, tutoring is formalised through follow-up tools used at several moments per semester to structure individual discussions between students and tutors. Additional support is available through the Educational and Psychosocial Department and, where necessary, through the Lycée's Orientation Unit.

The panel considers the tutoring system to be a strong feature of the programme. The early and intensified support provided in the first year following the teachers team contributes to student retention and creates a reassuring framework for learners transitioning from secondary to higher education or from an earlier university back to an associate degree programme. The availability and commitment of staff, as well as the quality of guidance during the internship and final project—characterised by regular feedback and progressive supervision—are well aligned with the needs of the student population and the objectives of the programme.

The panel notes that presence in the lessons is compulsory; students are to apologize formally when absent. Following student feedback during the location visit, they understand and validate this approach.

**Communication** between students and teaching staff is facilitated through digital platforms, including dedicated Microsoft Teams groups. The BTS coordinator, programme coordinator and the BTS office are readily accessible, contributing to clear information flows and timely support. During the site visit, students expressed strong satisfaction with the quality of **interaction** with their teachers. They highlighted the reassuring and supportive nature of guidance received from tutors, particularly in preparation for internship placements and job interviews. Students noted the responsiveness of staff in providing feedback on submitted work, including the internship report, and appreciated the personalised advice and encouragement. This close communication and guidance were valued not only for academic progression but also for fostering confidence and integration, including for international students.

### *Conclusion – Assessment Area 3*

The panel concludes that the Assistant de direction programme meets the criteria of Assessment Area 3. The programme benefits from appropriate teaching spaces and material resources that support student learning and the achievement of intended outcomes. The teaching team is competent and committed, ensuring effective programme delivery, and while few external professionals currently teach in the programme, their larger involvement could further strengthen professional relevance, particularly at EQF level 5. Communication channels are clear and accessible, and students receive structured guidance throughout the programme. The tutoring system is particularly commendable, providing individualised and proactive support that fosters confidence, integration, and professional readiness.

### 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.

#### *Collection, analysis and use of information (criterion a)*

The École de Commerce et de Gestion Luxembourg – School of Business and Management (ECG) collects, analyses and uses the following information to support the management and continuous improvement of its BTS programmes (including BAD): student feedback is collected through anonymous course evaluations conducted each semester and regular meetings between the BTS coordination and class representatives offer a structured forum for students to raise issues and propose improvements related to programme delivery and organisation. The panel welcomes these meetings as a positive development and as a step towards more formalised student participation.

Some examples reflect conscious effort undertaken by the programme to learn from experience and to adapt support mechanisms accordingly. The panel was for instance informed that the tutoring system was significantly intensified and adjusted following experiences with a previous cohort in which student disengagement and absenteeism had emerged. In response, the programme **strengthened individualised tutoring** in the first year, increased the frequency of structured tutor–student meetings and clarified responsibilities within the tutoring framework. This example demonstrates a functioning quality improvement cycle on the matter. The panel also notes that the school has previously intervened when a student (not from the BAD) faced a problematic internship, ensuring that the student could complete the internship at a different host organisation without having to repeat the semester.

#### *Feedback from the professional field and stakeholders (criteria d, a)*

**Feedback from the professional field** is primarily gathered through internship evaluations

completed by workplace supervisors, which assess students' professional competences and the alignment between training and workplace expectations. Certain comments have been taken into account, for example the level of English proficiency, which supervisors noted has improved over the last two years.

Further input is obtained during internship visits, final project defences involving company representatives, company visits, and exchanges with external professionals contributing to teaching. Teachers and external contributors also provide feedback during pedagogical meetings and tutoring follow-up. Although these interactions are regular and valued, the panel considers that they remain largely informal and would benefit from further formalisation to support systematic curriculum development and strategic alignment with labour market needs.

#### *Quality assurance framework and internal evaluation (criteria b, c)*

The various inputs are synthesised in the annual BTS report, prepared in accordance with legal requirements, which covers programme quality, student progression, pedagogical approaches and links with the professional field. The Lycée has established a quality assurance framework for its BTS programmes, which is publicly available and aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). As mentioned, internal evaluation mechanisms include semester-based student feedback, pedagogical coordination meetings, structured tutoring follow-up and analysis of internship outcomes. However, the panel noted that while data collection mechanisms are in place, their systematic use within a clearly articulated Plan–Do–Check–Act (PDCA) cycle could be further strengthened, particularly at programme level.

#### *Programme monitoring, development and management (criteria c, e)*

With regard to programme monitoring and evolution, the panel noted that several adaptations have been implemented since the previous accreditation in 2021. These include clearer articulation of expected competences in course descriptions, improved coherence and harmonisation of course content, strengthened tutoring arrangements, and enhanced involvement of employers in internship evaluation and juries. While many measures are in place, the panel observed that some are still in a phase of consolidation.

#### *Governance, responsibilities and participatory mechanisms (criteria e, f)*

Programme management has been reinforced through the appointment of a deputy coordinator, the establishment of a dedicated BTS office, and the designation of subject reference teachers, contributing to clearer allocation of responsibilities and improved oversight. **Responsibilities**, competences, and decision-making processes related to the BTS programme are generally defined and transparent. The BTS coordinator plays a central role in programme oversight, supported by the programme coordinator, subject reference teachers and the BTS office. Teachers have opportunities to express their views through pedagogical meetings, while students provide feedback via class representation and tutoring structures. These mechanisms support participatory governance at the programme level.

#### *Responsiveness to previous recommendations and continuous improvement (criteria g)*

In the context of reaccreditation, the panel examined how **previous recommendations** listed hereafter have been taken into account:

- Analysis of similar training programmes
- Survey methodology and participation rates
- Use of internship feedback
- Strengthening ties with employers
- "Entrepreneurship 2" course
- Student profile and content updates
- Targeted skills
- Evaluation methods and criteria
- Communication on evaluations
- Distribution of responsibilities
- Quality assurance process
- Employer participation in monitoring
- Clarification of responsibilities

The BTS did not yet carry out a comparative analysis about similar programmes; this measure would be helpful at identifying and communicating more accurately about pathways to continue their studies for interested students. The institution demonstrated responsiveness to earlier feedback, particularly with regard to strengthening tutoring, improving communication with students and employers, and enhancing internal coordination. At the same time, the panel noted that a clearly formulated and collectively shared programme vision—addressing long-term development, prioritisation of improvements and responses to identified weaknesses—was not yet fully articulated. This limits the programme's ability to explicitly justify certain pedagogical or organisational choices, as illustrated during discussions on specific modules.

#### *Progression opportunities and alumni follow-up*

The panel also examined progression opportunities and **follow-up of graduates**. As there is no Bachelor continuation pathway for this programme within Luxembourg, the programme has developed a partnership with Coventry University (Paris), as well as institutions in Liège and Arlon, offering high-performing graduates the possibility to enter directly into the third year of selected Bachelor programmes. Although only a minority of graduates pursue further studies, this pathway demonstrates that the programme actively creates opportunities for academic progression. The panel noted that some students have expressed concerns regarding clarity and consistency of these options, for instance in Arlon, where the duration and conditions of the additional year were not always well communicated. The panel considers that further coordination and clear communication with partner institutions could improve students' understanding of progression pathways. The panel was informed that the majority of graduates enter employment shortly after graduation, often following their internship.

With regard to alumni follow-up, the panel noted that contacts with graduates are maintained primarily through informal channels, such as former class teachers and the programme coordinator. An alumni platform, developed to connect students with alumni, e.g. to offer internships, is also in place though fewer in use. While the institution recognises the value of alumni feedback, efforts to collect systematic alumni data through surveys have so far yielded limited response rates, despite targeted initiatives to encourage participation. The panel considers it important to reflect these challenges.

#### *Conclusion – Assessment Area 4*

The panel concludes that the Assistant de direction programme meets the requirements of Assessment Area 4. The Lycée has established mechanisms for collecting and analysing feedback from students, teachers and professional partners, and these mechanisms support ongoing programme improvement. Feedback indicates improvements in students' language proficiency, professional readiness, and workplace integration. The programme demonstrates responsiveness to previous accreditation recommendations and shows a capacity for reflection and adjustment, including adaptation to the evolving professional profile of the executive assistant role. Overall, the programme demonstrates a strong capacity for reflection and continuous improvement, as evidenced by the adjustments made to the tutoring system in response to previous experiences with student engagement and absenteeism.

To further strengthen quality assurance at programme level, the panel formulates the following recommendations:

- Based on previous positive experience (e.g. the adaptation of the tutoring system based on the observation of large-scale absenteeism), clearly articulate and share a strategic vision for the programme, linking quality assurance data, stakeholder feedback and planned developments within a coherent and explicit PDCA cycle, while ensuring that progression pathways, alumni follow-up, and labour-market alignment are systematically considered.
- The panel also encourages the Lycée to carry out a comparative analysis about similar programmes and identify and communicate pathways to continue their studies for interested students.

## 4 Judgement

Following the investigation into the quality of the BTS Assistant de direction, the panel concludes that the programme meets all four assessment areas. Consequently, the panel recommends a reaccreditation.

The panel acknowledges the ongoing dedication of École de Commerce et de Gestion Luxembourg – School of Business and Management (ECG) staff in shaping and enhancing the programme based on input from companies, students, and prior accreditation panels. These adjustments reflect a commitment to applying recommendations and upholding high educational standards. The programme continues to address the needs of companies effectively, and the team's open SWOT analyses and engaged discussions demonstrate commendable self-awareness. The panel further notes the staff's responsiveness and collaborative approach during the preparatory phase.

### • *Assessment area 1: Aims and objectives of the programme*

The Assistant de direction programme demonstrates a coherent curriculum, structured in modules and aligned with Level 5 EQF principles. The programme effectively integrates theoretical knowledge, specific skills, and transversal competences, supported by professional scenarios and a progressive internship module. This combination ensures strong professional orientation and prepares students to operate autonomously in a multilingual and digitalised work environment.

To further strengthen the programme, the panel recommends:

- **Activate and formally operationalise the groupe curriculaire, as foreseen in legislation**, ensuring the structured involvement of internal and external experts in curriculum development and quality assurance. The panel considers this recommendation to be of **highest priority**, while noting that it is not formulated as a condition, given that employer expectations are currently well met.
- Provide targeted teacher training to support the **full and shared implementation of Level 5 EQF principles** in practice.

As suggestions, the panel encourages the programme to:

- Introduce optional modules (e.g. Human Resources, Quality Management, Project Management, advanced Office skills) to further strengthen professional preparation.
- Further consolidate AI and digitalisation practices within the curriculum, including ethical frameworks, assessment procedures, and guidance on professional use of digital tools.
- Reflect on multilingualism and language instruction, ensuring alignment with labour-market needs and student aspirations.

### • *Assessment area 2: Admission, evaluation and certification*

Admission procedures are transparent, clearly defined, and accessible, ensuring students from diverse educational backgrounds can meet entry requirements. Assessment methods are appropriately aligned with intended learning outcomes, and the diploma and supplement are compliant with Luxembourgish law. The internship and final thesis assessments are professionally anchored and systematically linked to workplace expectations.

The panel recommends:

- Update course descriptions to ensure they accurately reflect course content, learning outcomes, and Level 5 expectations, and to enhance clarity for students.
- Enhance structured and formalised exchanges with professional partners, particularly regarding the assessment and evaluation of internships, to ensure alignment with workplace expectations.
- Clarify and communicate minimum expected exit levels for languages.

• *Assessment area 3: Implementation of the programme*

The programme is supported by appropriate teaching spaces and resources, a competent and committed teaching team, and clear communication channels. The structured tutoring system is particularly commendable, offering individualised support that fosters student confidence, integration, and professional readiness. While no external professionals currently teach in the programme, their inclusion could further enhance professional relevance.

• *Assessment area 4: Quality assurance measures*

The Lycée has established mechanisms to collect, analyse and use feedback from students, teachers, and professional partners, supporting continuous programme improvement. While some processes remain informal, the panel notes responsiveness to previous recommendations and the capacity for reflection and adjustment.

The panel recommends:

- Clearly articulate a shared strategic vision for the programme, linking quality assurance data, stakeholder feedback, and planned developments within a coherent PDCA cycle, while ensuring that progression pathways, alumni follow-up, and labour-market alignment are systematically considered.
- Carry out a comparative analysis of similar programmes and identify and communicate pathways for students wishing to continue their studies.

Consequently, the panel recommends reaccreditation.

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>Reaccreditation advice</b>

## 5 Annexes

### 5.1 Annex 1 – Composition of the panel

- Ms Yoneko Nurtantio (chair), author and keynote speaker, former policy advisor AEQES;
- Ms Diane Ries, Managing Director, HR Services S.A.;
- Ms Christelle Cayol, Teacher, Howest University of Applied Sciences;
- Ms Arwa Boukili, Bachelor Student Organisation & Management, Odisee.

The panel was supported by:

- Ms Genoveva Ravijts, 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
09.55–10.55	Dialogue with teaching staff / support staff
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
14.00–14.20	Closed panel meeting / break
14.20–15.20	Meeting with students and alumni
15.20–15.30	Closed panel meeting / break
15.30–16.00	Backup time: meeting with programme management
16.00–17.00	Closed panel meeting
17.00–17.30	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
  
- Additional information sent by the Ecole de Commerce et de Gestion Luxembourg
  - a) Fraude rapport et procès verbal
  - b) Formulaire d'évaluation d'un cours
  - c) Formulaire d'évaluation d'un stage
  - d) Liste enseignants et liste intervenants externes
  - e) Modèle grille d'évaluation soutenance et TFE
  - f) Attestation MENJE Infrastructure
  - g) Partenaire ECG
  - h) Courriel réunion coordination BTS et délégués de classe
  - i) Rapport annuel 2023-2024 ECG
  - j) Lettres de soutien employeurs
    - Fiche entretien tutorat
  
- Règlement interne
- Additional information made available during the visit
- Travaux de fin d'études (« Mémoires »)
- Flyer promotionnel

#### 5.4 Annex 4 – Abbreviations used

BAD	Assistant de direction
BTS	Brevet de Technicien Supérieur
ECTS	European Credits Transfer System
EQF	European Qualifications Framework (EQF)
ECG	Ecole de Commerce et de Gestion Luxembourg
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 Assistant de direction  
LU06A-25  
15 January 2026

Compilation: NVAO • FLANDERS



Nederlands-Vlaamse Accreditatieorganisatie  
Accreditation Organisation of the Netherlands and Flanders

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