

Bachelor in Sciences and Engineering (BSE)

of French accredited engineering schools

BSE Standards & Criteria

**WITH A VIEW TO AWARDING
THE ACADEMIC GRADE OF "LICENCE"
TO INSTITUTIONAL BACHELOR'S DEGREES**

Approved by the CTI's Plenary Assembly
on 14th of February 2023

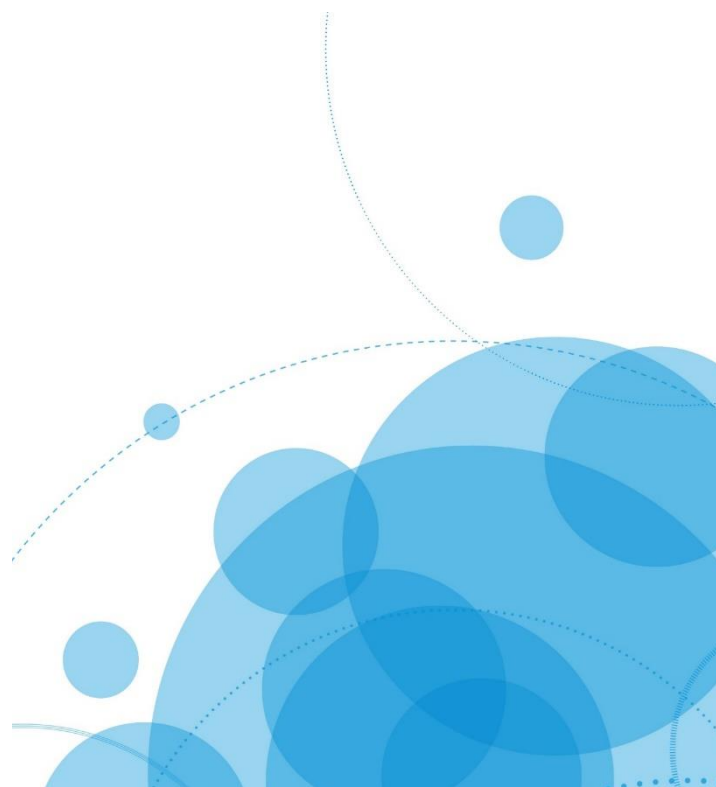


TABLE OF CONTENTS

INTRODUCTORY GUIDE.....	1
A. THE SCHOOL AND ITS GOVERNANCE.....	5
B. THE SCHOOL'S MANAGEMENT: STEERING, ORGANISATION AND QUALITY SYSTEM.....	9
C. EXTERNAL LINKS AND PARTNERSHIPS	10
D. THE BACHELOR'S CURRICULUM.....	12
E. STUDENT SELECTION AND ADMISSION.....	25
F. STUDENT LIFE AND STUDENT COMMUNITY LIFE.....	27
G. PROFESSIONAL INTEGRATION OF GRADUATES	28
APPENDICES.....	30

For information:

*The layout of the CTI documents is not justified to facilitate reading by dyslexic people.

INTRODUCTORY GUIDE

In accordance with the French legislation (Articles L.642-1 and seq. of the “Code de l’éducation”), the CTI performs the accreditation process for Higher Education Institutions to be accredited to award the “*Titre d’ingénieur diplômé*” (engineering degree conferring the academic grade of master and the professional title). This process is based on a reference document, “Standards and Criteria” titled “R&O” in French (Références et Orientations), which is reviewed annually and specifies the major criteria for the accreditation of the engineering schools.

The CTI also performs the evaluation of three year institutional bachelor’s degrees in Sciences and Engineering offered by accredited engineering schools which request the award of the “Licence” academic grade for these programmes. This document details the standards and criteria which will be used to carry out the evaluation of these bachelor’s programmes by the CTI.

1. Introduction to the Standards & Criteria

The standards and guidelines detailed below are the basis of any evaluation process carried out by the CTI for bachelor’s programmes offered by accredited engineering schools. It is divided into 7 sections specifying the criteria by theme:

- A. The school and its governance
- B. The school's management: steering, organisation and quality system
- C. External links and partnerships
- D. The bachelor’s curriculum
- E. Student selection and admission
- F. Student life and student community life
- G. Professional integration

This 2023 version of the BSE Standards & Criteria simplifies the previous editions, in particular to avoid redundancies. The self-evaluation report provided by the school is supplemented with items of evidence that are essential for the experts to carry out consistent evaluations. There has been in-depth thinking to also simplify the presentation: a digital file is detailed below (§3).

2. Programme structure

Institutional bachelor’s programmes are recent in the educational offer of accredited engineering schools which are focused on organizing one or more five year engineering programmes under the status of student, apprentice or in continuing education. The institutional bachelor's programmes complement and are consistent with the existing educational offer without being national degrees. But they may achieve national recognition by means of a satisfactory evaluation by the CTI, subject of these standards and criteria, which

may lead -in case of a positive outcome- to the award of the "Licence" academic grade by the ministry in charge of higher education.

Despite various typologies, these programmes are considered under the general term of Bachelor in Sciences and Engineering (BSE). These are three-year scientific and technical programmes in sciences and engineering validating 180 ECTS which lead to a higher education degree. The acquisition of the "Licence" academic grade allows them to be automatically registered at the National Register of Professional Certifications (RNCP) as a level 6 certification. The admission process for these programmes focuses on graduates from secondary education ("baccalauréat").

All these bachelor's programmes provide a general education in sciences and technology and a specialisation in a field of engineering. Their overall objectives are common, which justifies evaluating them according to general guidelines and giving them the common name of Bachelor in Sciences and Engineering (BSE).

The BSE is a disciplinary or multidisciplinary professional programme. Its objectives and learning outcomes are consistent with the professional practices in the field of study. Although the primary objective of the programme is direct vocational integration, it does not exclude further learning. Introduction to research is therefore a compulsory part of the training. However, the BSE is in no way an intermediate degree towards an engineering master's degree ("diplôme d'ingénieur") or a preparatory cycle for an entry into the engineering curriculum. Finally, recruitment to a bachelor's programme is focused on national students, but pays a particular attention to international students.

In addition, some programmes offer the acquisition of complementary skills combining the training objectives of the Bachelor in Sciences and Engineering with the learning outcomes of another field, such as management, design, humanities and social sciences... or other scientific or technical fields of study.

Such hybrid, double skill, bachelor's programmes last more than three years and generate more than 180 ECTS. Their evaluation is based on these BSE Standards & Criteria, supplemented by criteria corresponding to the second field of training. When the latter is in the field of management, the evaluation is carried out jointly by the CTI and the CEFDG (*Commission d'évaluation des formations et diplômes de gestion*) combining the CTI's standards and criteria relevant to the Bachelor in Sciences and Engineering and those of the Bachelor in Sciences and Management.

The official name of the specialization, if it exists, must be created out of one or two titles taken from the official list as defined each year by the CTI. The document is on line on the CTI website: [délibération sur la nomenclature des intitulés des spécialités](#). This bilingual list (French-English) is designed to avoid excessive dispersion of the titles of specializations that would affect their readability, as well as a too restrictive names which would be harmful to the career development of the degree holders.

3. Digital file set up by the engineering schools

In order to facilitate the monitoring of data essential for carrying out the evaluation processes by the CTI, each school is requested to set up an internal digital portal in which essential documents and data are stored and updated annually. Considered as items of evidence for each evaluation procedure, these documents will thus be made available to experts, and help to avoid the inconsistency that is sometimes noted between the contents of the self-evaluation report and the various items of evidence provided. They also contribute to the school's internal quality assurance.

The school's self-evaluation report will be based entirely on these documents and will propose their analysis.

4. Essential elements of any bachelor's programme and demonstrated skills defining the award of the academic grade of "Licence"

All the elements listed above serve as a generic support to define the conditions leading to the award of the academic grade of "Licence" to the concerned programme. The achieved competencies characterizing the bachelor's programme can be defined by contextualizing and linking these elements to the specificities of the concerned programme. They can serve as a basis for the structure of the competence approach of the specialization and for the constitution of the blocks of competencies structuring the RNCP file, and also the possibilities of acquiring certification in a lifelong learning process.

The essential CTI elements of any bachelor's programme as well as level indicators are listed in Section D2 below and in the thematic file regarding the RNCP files on the CTI website.

5. The engineering school's self-evaluation report

Engineering schools are expected to draw up a self-evaluation report (for any first or renewal application) that follows this Standards & Criteria framework. Writing should be concise and focus on the compliance to the criteria. In order to result in a document that should not exceed 30 pages. The report must not exceed 49 MB when sent electronically to the CTI registry.

All information on the syllabus is contained in Part D. Each specialization must be analysed according to the listed criteria.

Each part of the self-evaluation report ends with a SWOT analysis. In the final conclusion, the school draws up an overall SWOT analysis.

Useful items of evidence are listed at the end of each of the 7 sections of the BSE Standards & Criteria; some are mentioned as mandatory (in orange colour in the left column).

All items of evidence are gathered and filed in the school's digital file and made available to the expert panel. The school's digital file replaces the appendices of the school's self-evaluation report.

When a document exists as evidence in the digital file, the school's self-evaluation report should only include a strongly summarized form of the subject matter.

The digital file also includes the programme's pedagogical template in the form of an Excel table, which is accessible on the CTI website, as well as the table "Licence criteria". The evaluation awarding the "Licence" academic grade is based firstly on the Decree of 27th January 2020 on the specifications of the academic grades of "licence" and master. These conditions are expressed in quantitative indicators (see Table on "Licence" and master criteria, at the end of the BSE Standards & Criteria) to be sent by the institution in support of the application to achieve the "Licence" academic grade for the bachelor's programme.

Compliance with the major criteria of these BSE Standards and Criteria will lead to a favourable recommendation from the CTI for the award of the academic grade of "Licence" by the French Ministry of Higher Education and Research (MESR).

Finally, for information, the CTI, which is entitled by the ENAEE association to award the European EUR-ACE® label at master's level, will initiate a procedure in order to be authorized to award the EUR-ACE® label also at bachelor's level. It should lead the CTI to combine the procedure to award the EUR-ACE® label with the national process to award the academic grade.

The following abbreviations are used in these BSE Standards & Criteria:

- * DF: school's digital file
- * TCG: table of the criteria for the academic grade of "Licence"
- * SER: school's self-evaluation report

A. The engineering school and its governance

Specific R&O elements of the engineering degree programmes applicable to the BSE programmes

A.1 Identity and autonomy

The school has an effective identity and visible location; an organisational structure that is clearly defined in statutory texts allows it to carry out its missions, its engineering and bachelor's programmes in good conditions.

A.2 Strategy

A.2.1 Societal and environmental responsibility

The school has built a strategy for social and environmental responsibility that is part of its organisation, its management and each of its missions. It is broken down into objectives which are monitored.

A.2.2 Site policy

The institution develops synergies with its partners, notably in belonging to a site policy, in order to take part in the development of the attractiveness and influence of the territories at local and regional levels.

The institution should ensure the consistency, complementarity and non-competition of the degree for which it wishes to be awarded the "Licence" academic grade, both with its other degrees, in particular the national degrees for which it is already accredited, and with the higher education programmes offered by the various institutions of the site.

List of items of evidence

	A.2.2.P1	Local and regional partnership agreements and conventions that integrate and/or have an impact on the bachelor's programme	DF link	
	A.2.2.P2	Complementarity of the bachelor's programme with trainings of the same level on the site	DF link	
	DCT.5.1	Proportion of students in the programme pursuing their studies in on-site training outside the home institution	Reminder of values of table indicators TCG.5.1 (Appendix 2)	SER and DF link
	DCT.5.2	Proportion of teacher-researchers of the programme enlisted in research teams of the site	Reminder of values of table indicators TCG.5.2 (Appendix 2)	SER and DF link
	DCT.5.3	Number of educational and/or research projects in the field of the bachelor's programme shared with other training and research institutions on-site	Reminder of values of table indicators TCG.5.3 (Appendix 2)	SER and DF link

A.3 Governance

The school has a strong governance involving all its stakeholders in its strategic decisions. The management team has clearly identified responsibilities and is led by a director with a clearly defined and broad authority.

A.4 The engineering school's missions

A.4.1 The engineering school's educational offer

The engineering school has a global strategy for its educational offer; it is clear, diversified and adapted to the needs.

The school offers engineering and bachelor's programmes, initial and/or continuing education, based on clear objectives, which are consistent with and complementary to the overall educational offer of the institution and the site.

Bachelor's programmes are implemented on a site of the engineering school or its parent institution offering master's programmes.

List of items of evidence

A.4.1.P1	Composition and reports of statutory councils (Administrative Board, Board of Directors, Development Board, etc., concerning the school's bachelor's programmes)	DF link
A.4.1.P2	Decision approved by the school's authorities specifying tuition fees and the implemented exemption policy	DF link
A.4.1.P3	List of implemented programmes in the same field at national level	SER

A.4.2 Research policy

The school's training programmes are based on its own research and innovation activities, or in partnership with or relying on identified research laboratories in its environment whose quality is recognised by the scientific community (Hcéres evaluation or equivalent evaluation abroad) as well as by the socio-economic sectors.

The school's teacher-researchers have sufficient working time to carry out their research activities.

The school provides its students with a research environment on each of its sites involving permanent teacher-researchers and, on its own or in partnership, materials dedicated to research, premises, platforms, etc.

List of items of evidence

	TCG.1.2	Number and proportion of lecturers holding a PHD in the relevant fields involved in the programme	Reminder of values of table indicators TCG.1.2 (Appendix 2)	SER and DF link
	TCG.1.3	Number and proportion of teacher-researchers of the relevant fields, participating in the teaching	Reminder of values of table indicators TCG.1.3 (Appendix 2)	SER and DF link
	TCG.1.4	Number and quality of scientific publications per lecturer in the programme	Reminder of values of table indicators TCG.1.4 (Appendix 2)	SER and DF link
	TCG.1.5	Other indicators of scientific output related to the fields of training corresponding to the programme	Reminder of values of table indicators TCG.1.5 (Appendix 2)	SER and DF link

A.5 Resources and their use

The school's governance bodies should ensure that necessary and appropriate resources are allocated to provide the training.

A.5.1 Human resources

The school relies on a sufficient number of teachers, qualified teacher-researchers, as well as administrative and technical staff to define and implement its educational project. The school's participation to a site policy can be set up to ensure the meaningful participation of teacher-researchers in the programmes and to meet the quality requirements of research supported training programmes.

List of items of evidence

	A.5.1.P1	Temporary teaching staff from industry: Taught topics, status, main occupation Numbers, working hours and percentage	DF link	
	A.5.1.P2	Temporary teaching staff from other HE institutions and research bodies: Taught topics, status (tenure, exchanges...), main occupation Numbers, working hours and percentage	DF link	
	TCG.1.1	Number and proportion of permanent teachers in the programme	Reminder of values of table indicators TCG.1.1 (Appendix 2)	DF link
	TCG.1.2	Number and proportion of teachers with a PhD in the relevant fields in the programme	Reminder of values of table indicators TCG.1.2 (Appendix 2)	DF link
	TCG.1.3	Number and proportion of teacher-researchers in the relevant fields among the teaching staff of the programme	Reminder of values of table indicators TCG.1.3 (Appendix 2)	DF link

A.5.2 Facilities and physical resources

Facilities and physical resources are sufficient to achieve the pedagogic goals in good conditions, particularly for the students: premises dedicated to the teaching, computer resources, multimedia documentation center, high-tech platforms, etc.

List of items of evidence

	A.5.2.P1	School's operating budget dedicated to the bachelor's programme	DF link
	A.5.2.P2	Computer resources (hardware, software...) dedicated to the bachelor's programme	DF link
	A.5.2.P3	School's information system for the bachelor's programme	SER

B. THE SCHOOL'S MANAGEMENT: STEERING, ORGANISATION AND QUALITY SYSTEM

The school is committed to quality and continuous improvement in the implementation and results of its various activities.

The school ensures in particular the transparency of its processes and the implementation of its societal and environmental responsibility strategy.

The school organises resources and implements measures to ensure the continuous quality of its educational offer and its overall management. To this aim, it complies with the national and European recommendations (see ESG-1) on quality management.

List of items of evidence

	B.P1	Student survey results and feedback	DF link	
	B.P2	Student satisfaction survey results and minutes of student consultation meetings	DF link	
	TCG.7.1	Frequency of surveys	Reminder of values of table indicators TCG.7.1 (Appendix 2)	SER
	TCG.7.2	Proportion of survey respondents	Reminder of values of table indicators TCG.7.2 (Appendix 2)	SER

C. EXTERNAL LINKS AND PARTNERSHIPS

Specific R&O elements of the engineering degree programmes applicable to the bachelor's programmes

The school is strongly integrated in its local, national, European and international environment; it is fully aware that this openness to the outside world is a fundamental dimension that enables it to carry out its mission with quality; it establishes partnerships with counterpart institutions and its stakeholders, in particular employers and communities. It reports on the partnerships developed for the implementation of the programme with its public or private partners and other collaborations: agreements, research activities, joint programmes.

C.1 Local links

The school establishes lasting and mutually beneficial relationships with all stakeholders present in its territory.

C.2 Corporate partnerships

The school is fundamentally linked to its professional environment, for instance for the development of the bachelor's projects and makes its evolution coincide with the prospective changes of this environment.

Professionals working in companies are involved in the school's governance bodies, as well as in the design and implementation of the bachelor's programmes.

The school establishes links with innovative companies, particularly small or very small and medium-sized businesses.

List of items of evidence

	C.2.P1	Involvement of the socio-economic sector in the development of the educational project	SER and DF link
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C.3 Innovation and entrepreneurship policy

The school has a research and innovation policy expressed in its own strategy or through cooperation agreements.

In relation to the number of students, the composition of the teaching team should include a sufficient number of teacher-researchers who belong to or are affiliated with research laboratories. This closeness fosters the essential link between training and research by sharing the latest knowledge and by placing students as closely as possible to such research and innovative activities.

Holders of a bachelor's degree conferring the "Licence" grade can continue their studies with a programme leading to a master's degree.

Through its teaching and research activities, the school contributes to the creation of innovative projects, products or services, activities and businesses.

The school owns or shares the appropriate facilities to carry out these activities and involves all its research and teaching staff and students in these activities.

C.4 Partnerships and national networks

The school actively takes part in national networks relating to its various fields of activity.

C.5 International partnerships

The school's international strategy targets the training of bachelor's graduates able to work in an international context.

List of items of evidence

	C.5.P1	The school has established specific international cooperation agreements for the bachelor's programmes or has included the bachelor's level in existing agreements. Number and quality of these partnerships.	SER and DF link
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D. THE BSE CURRICULUM

The BSE programmes should enable students to develop skills at level 6 of the National and the European Qualifications Frameworks (RNCP & EQF), which implies the acquisition of knowledge, know-how and skills necessary for their development. The programme can be followed under the status of a student, an apprentice or as a vocational trainee (continuing education). Processes of defining, developing and evaluating skills during the curriculum form the “competence-based approach”.

Students are placed at the centre of the training process, as the whole competence-based approach is oriented towards the acquisition of these skills for their professional project.

D.1 Programme design

The programme design meets identified and significant needs for scientific, technical, industrial and organisational skills from one or more professional sectors and society. It aims at a direct professional integration after graduation or at further studies at master's level in France or abroad.

The programme meets an identified professional need. A dialogue structure is organised within the school (ex: Development Board). This structure is responsible for designing and updating the programme so that it remains in line with the needs of industry and the business community. It validates the training objectives and keeps track of the results.

The school should demonstrate that these data are put in line with the regional, national and international context and allow to assess the validity of the project in terms of opportunities and student recruitment.

For each bachelor's degree for which the school wishes to obtain the "Licence" academic grade, the school designs a framework of competencies which the students will have achieved upon graduation.

This framework complies with the school's identity and represents a vision of the programme shared by the entire teaching staff and professional stakeholders. It also serves as a communication tool downstream (for future learners), upstream (for employers) and internally to manage the programme (in particular, it should serve as a basis for discussions to determine which skills should be developed during the different phases of instruction).

A form is completed in the "Répertoire national des certifications professionnelles" (National Register of Professional Certifications - RNCP) detailing mainly the relevant activities and competencies, combining them into coherent, globally assessable sets (blocks of skills), the validation conditions and the conditions for achieving the degree. The RNCP form is consistent with the detailed curriculum, the competence-based approach and is regularly updated.

List of items of evidence

	D.2.P1	Composition and minutes of Development Board meetings	DF link
	D.2.P2	For new programmes, studies and surveys on the needs of industry in the relevant sector	DF link

D.2 Targeted Learning Outcomes

National and European developments in Higher Education encourage the adoption of an educational organisation based on a skills approach. This applies to bachelor's programmes as well.

A skill is an ability to act that requires mobilising and combining a range of knowledge, know-how and interpersonal skills in order to carry out an *a priori* complex task or activity. The result of its implementation can be evaluated in a given context (quality of the achieved result, relevance of the approach, therefore of the choice of mobilized resources, compliance with various constraints, notably regulatory, economic, environmental, but also ethical and societal, etc.).

The set of acquired skills, knowledge and abilities is referred to as “acquis d’apprentissage” in French, in line with the corresponding concept of “achieved learning outcomes” in the standards defined at European level, particularly in the context of the EUR-ACE® label by the ENAEE association. The awareness of these “learning outcomes” allows to define or improve, in a participatory way with the various stakeholders, a programme, a pedagogy and an assessment method of these competencies throughout the curriculum.

The definition of learning outcomes contributes to a good communication between the school and its stakeholders, mainly applicants, students and the professional sector.

Holders of a bachelor’s degree should have a clear vision of their field of activity, be both operational and able to move towards a different cultural and technical environment, grow in terms of the level of responsibility within their company or by joining another company (in France or abroad), and be concerned about their personal balance and the welfare of society.

Therefore, when setting educational objectives, schools are invited to take into account societal issues.

The *Commission des titres d’ingénieur* defines below without any ranking, acquisition phase or pedagogical mode a set of learning outcomes constituting a generic basis for any BSE programme.

Key elements for a BSE programme:

<i>ACQUISITION OF SCIENTIFIC AND TECHNICAL KNOWLEDGE AND COMMAND OF ITS IMPLEMENTATION</i>
1. Knowledge and understanding of mathematics, other basic sciences as well as engineering disciplines and understanding of materials, equipment, applicable tools, technologies and technical processes necessary to their specialization, at a level sufficient to reach other learning outcomes.
2. Ability to analyse technical products, processes and systems; ability to select and apply appropriate existing analytical, computational and experimental methods; ability to recognize the importance of non-technical constraints (social, health and safety, environmental, economic and industrial).
3. Ability to design and develop products, processes and systems within their field of study, complying with imposed constraints, selecting and applying appropriate design methodologies and considering non-technical aspects (societal, health and safety, environmental, economic and industrial).
4. Ability to carry out bibliographic research, critically consult and use scientific databases and other appropriate information sources, establish a state of the art in the relevant field, carry out simulations and analyses in order to deepen studies and research on technical subjects in their field of specialization.
5. Ability to design and conduct experimental studies, interpret data and draw conclusions in their field of study.
6. Ability to identify, formulate and solve complex problems, manage technical or professional activities or projects in their field of study.
<i>ADAPTATION TO THE SPECIFIC REQUIREMENTS OF A COMPANY AND SOCIETY</i>
7. Ability to identify non-technical aspects (human, societal, health and safety, environmental, economic and industrial) of engineering practice.
8. Awareness of economic, organisational and management problems (project management, risk and change management, personnel management, etc.) in the industrial and business environment.
9. Ability to consult and apply standards, codes of practice and safety regulations in their field of study.
10. Ability to collect and interpret relevant data and understand the complexity within their field of study to inform decisions requiring reflection on significant social and ethical issues.
<i>AWARENESS OF THE ORGANISATIONAL, PERSONAL AND CULTURAL DIMENSION</i>
11. Ability to communicate information, ideas, problems and solutions efficiently with the engineering community and society at large.
12. Ability to work efficiently in a national and international context, as an individual and a team member, and to collaborate efficiently with engineers and non-engineers; ability to manage complex technical or professional activities or projects in their field of study, taking responsibility for their decisions.
13. Ability to undertake and innovate, through personal projects or initiative and involvement in entrepreneurial projects within the company.
14. Ability to follow scientific and technological developments and engage in lifelong learning.

D.3 The Bachelor's degree

D.3.1 General structure and programme of a BSE

In order to reach the level of skills development described in the programme, the student attends a six-semester higher education cycle (3 years), including multidisciplinary academic courses, scientific and technological courses and periods of professional training; the programme includes practical experience and research activities.

The school has defined and approved with its deliberative bodies a study regulation, basis of the deliberations of the juries. This regulation is made public and communicated to each student upon arrival at the school.

The regulation describes in particular the conditions of validation of the teaching units (TU), semesters and the bachelor's degree.

The regulation sets out the measures that can be taken in the event of non-validation of TUs or semesters, as well as the possibilities and modalities of appeal for a student. The procedure for collecting and dealing with appeals are set up and described in the study regulation.

Adjustments to studies and evaluations should be made on a case-by-case basis to take into account the individual situations related for instance to disability. Specific pathways may be planned for learners who are unable to attend courses (athletes, musicians, students involved in community work or victims of life accidents, etc.).

Along with the acquisition of skills, students accordingly monitor their progress with an individualized support provided by the school's services.

Specific pedagogical support schemes are set up to meet the needs of students in specific social situations and to promote their success.

Conditions for the award of the degree, including a "VAE" scheme (validation of informal and unformal learning), are described in the study regulation. They include the validation of all semesters, the level B1 in English (and in French for non-native speakers), the duration of internships and the study or work abroad period.

In the case of a positive outcome of the programme evaluation by the CTI, the award of the BSE degree to a student will automatically confer the academic grade of "Licence", a level recognised internationally.

GENERAL STRUCTURE OF THE BACHELOR'S PROGRAMME	
Initial training under student status (<i>FISE</i>)	Initial training under apprenticeship status (<i>FISA</i>)
<p>The student should complete at least three academic semesters as well as a final internship (final overall project) of the six semesters programme under the active control of the school.</p> <p>Students from prior studies in a specific pathway, who can demonstrate the same skills as those acquired in the first two years of the BSE, can be admitted directly in semester 5. Their number must not exceed one quarter of last-year students.</p> <p>Part of the training can be carried out by distance learning.</p>	<p>The bachelor's programme is built in six semesters, all or part of which can be completed in an apprenticeship track, consisting of alternating periods in a company and in the school. Part of the academic training can be carried out by distance learning.</p> <p>The duration of the apprenticeship contract is one to three years and must always end in the final year of the programme.</p>
<p>The training takes place in the school, supplemented by internships in academic settings (research laboratory for example) and in industry.</p> <p>The final internship, which is normally part of semester 6, is carried out under the effective control of the school (possibly shared with another institution, especially in the case of a double degree curriculum).</p> <p>The last year of studies can be carried out under a "professionalization contract", which means under the status of an employee with a work-study contract.</p>	<p>The apprenticeship track combines training based on academic teaching at the school and on one or more professional activities in a company directly linked to the intended qualification.</p> <p>The apprentice has a status of employee in the company, and he is also enrolled as a student in the school.</p> <p>From an administrative and regulatory point of view, the practical training is organized by an internal or external apprenticeship training centre (<i>CFA</i>). If the <i>CFA</i> is external (partner), an agreement is signed with the school issuing the degree. The <i>CFA</i> should meet all legal obligations (L. 6231-2) and quality indicators of the QUALIOPi label.</p>

List of items of evidence

	D.3.1.P1	Study regulation	DF link
	D.3.1.P2	Agreement with a <i>CFA</i> in case of apprenticeship tracks and with partnership structures if applicable	DF link
	D.3.1.P3	Action plan for the admission and monitoring of students with disabilities. System implemented for the support and integration of these students	DF link
	D.3.1.P4	Student support schemes	SER
	D.3.1.P5	Percentage of failures, analysis of causes of failures	SER
	D.3.1.P6	Degree template	DF link
	D.3.1.P7	Diploma supplement template	DF link

D.3.1.a Major criteria for training in the business world

As a reminder, the CTI means by “company” a national or international body, public or private-owned, which carries out direct or indirect economic activities, resulting in the production of goods and/or services.

The skills acquired in a company are described, specified and evaluated in accordance with the BSE Standards & Criteria. Even if an experience in a company does not cover all the listed competencies, it is nevertheless important that those mobilized are evaluated.

IN-COMPANY TRAINING	
Initial training under student status (<i>FISE</i>)	Initial training under apprentice status (<i>FISA</i>)
<p>In the study track under student status, in-company training is carried out during internships.</p> <p>The purpose of internships in a professional environment is the development of skills included in the intended programme outcomes.</p> <p>Their diversity allows students to better explore the various facets of working life in situation.</p> <p>The school promotes internships in very small, small and medium-size companies and start-ups.</p> <p>Internships are rigorously managed; they are defined in accordance with the regulations in force, supervised and evaluated in terms of acquisition of skills, are subject to an agreement and give rise to the allocation of ECTS credits.</p> <p>In-company periods are systematically subject of a feed-back by the students according to the procedures defined by the school.</p> <p>In case of a study track under the student status, the CTI requires a minimum number of 22 cumulative weeks of internships in France or abroad.</p>	<p>The in-company experience is considered as an essential dimension of a bachelor’s programme. It is an important part of the training.</p> <p>The school will implement a work-study pedagogy. If the training is entirely organised through an apprenticeship track, the apprentice spends about half of the six semesters of the programme in alternating periods in the company that employs him/her.</p> <p>The in-company experience is defined, supervised and assessed in terms of skill acquisition. Each period (or grouping of periods) in a company should be evaluated and give rise to the allocation of ECTS credits, in the same way as the teaching units provided in the school.</p> <p>The total number of credits allocated to in-company periods should be significant and therefore between 60 and 90 ECTS credits, complementing the ECTS acquired during academic periods.</p> <p>The complementarity between the school and the company should be clearly defined, both in terms of acquisition and timing. A specific document on the parts of each should exist in relation to the competencies describing the training in the National Register of Professional Certifications (RNCP).</p> <p>In-company periods are systematically subject of a feed-back by students according to the procedures defined by the school.</p>

List of items of evidence

<i>FISE</i> : In-company training (student internships)		
	Description of internship periods	SER and DF link
	Documents describing arrangements for students leaving the school for a gap period ("césure") Percentage of students leaving the school per year for a gap period ("césure")	SER and DF link

<i>FISA</i> : In-company training (apprentices on a work-study basis)		
	Organization of the alternating periods (school and company)	SER and DF link
	Methods of evaluating in-company periods	SER and DF link
	Portfolio of skills to be acquired and validated during work-linked training; apprenticeship booklet	SER and DF link
	List of companies hosting apprentices	SER and DF link

D.3.1.b Major criteria for training through research

The bachelor's programme includes at least one specific teaching unit or academic activity allowing an introduction to research activities. It leads to the allocation of ECTS credits.

During the bachelor's training, the involvement in an academic or industrial research environment is likely to facilitate the ability to understand and take into account research issues in view of a professional activity.

The training should allow students to carry out an inductive reasoning combining scientific rigour, virtue of doubt and ability to challenge themselves, and to learn formalization. It is implemented under the supervision of the pedagogical team made up of teacher-researchers.

List of items of evidence

	D.3.1.b. P1	Description of the teaching or academic activity leading to the introduction to research (content, pedagogical supervision, number of hours, ECTS credits, etc.) as summarized in the study regulation	SER and DF link
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D.3.1.c Major criteria for training in societal and environmental responsibility

Major societal issues in the medium- and long-term should be part of the programme.

The programme provides all students with a basic training in societal and environmental responsibility, covering sustainable development goals, climate issues, planetary boundaries, ecological and energy transitions, eco-design, digital sobriety, corporate social responsibility. Learning outcomes and associated competencies are assessed. A systemic approach is privileged.

Each thematic and professional orientation (field of specialization, in-depth pathways, etc.) includes educational activities, teachings, projects, case studies, etc., to deepen specifically the theme of societal and environmental responsibility specific to the targeted technical fields.

The concepts of ethics, deontology and health and safety at work are addressed.

D.3.1.d Major criteria for training in innovation and entrepreneurship

A focus on innovation and business start-ups is ensured through specific activities and achievements.

This openness takes the form of activities enabling every student to carry out a personal project or to take the initiative and get involved in entrepreneurial projects within the company.

List of items of evidence

	D.3.1.d.P1	Description of curriculum elements giving students the opportunity to raise awareness to innovation and entrepreneurship approach	SER and DF link
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D.3.1.e Major criteria for training in an international and multicultural context

Language proficiency (including level in English and French)

Language acquisition

The training includes the acquisition of a broad intercultural openness and the capacity to interact and work in an international context.

At school English is considered as a language used regularly by professionals. As such, the school should put students in a position to use English, or even other languages, during their training to develop the following language communication activities: oral and written comprehension; oral and written interaction; oral and written production; mediation.

The development of the skills mentioned above and the choice of an appropriate certification should be at the heart of the school's language training policy.

The school should provide all students with language and intercultural learning.

Language level of English and French as a foreign language

The language level is based on the 6 levels as defined by the Common European Framework of Reference for Languages (CEFR).

For French taught programmes, the English language level should ideally be B2; the minimum language level to be validated to graduate is B1 level in all skills. In French as a foreign language, the minimum language level to be validated to graduate is the B2 level in all skills.

For programmes taught in English, the French level as a foreign language should be B2; the minimum language level to be validated to graduate is B1 in all skills. In English, the minimum language level to be validated to graduate is B2 in all skills.

The objective of the language level assessment is to demonstrate a good command of the language that can be used in working life. It combines an internal evaluation by simulations on professional skills and an external evaluation by a test recognized in a professional or an academic environment.

As regards language acquisition by learners with disabilities, see fact sheets on languages and disability in addition to R&O for engineering degree programmes.

Students' international mobility

The international and multicultural openness of students is a privileged means of promoting the internationalization of the programme:

- * by hosting foreign students in the school
- * through outbound international student mobility.

The programme should offer its students international mobility opportunities. Therefore, outbound and inbound mobility is largely promoted by the school. Students should be aware of cultural diversity and of how cultural differences impact graduate work methods and professional activity. The implementation of outbound and inbound mobility should contribute in particular to achieve these objectives. Outbound international mobility can take one of the following forms:

- * an internship
- * an academic mobility within a partner institution.

Schools include a minimum of 4 consecutive weeks of compulsory work or study experience abroad during the programme. The objective of international mobility is to acquire new experience, to grow outside one's comfort zone and to develop versatility, so it is important that it is carried out in total immersion, thus individually.

List of items of evidence

	D.3.1.e.P1	Method of language proficiency evaluation including the test of English and French as a foreign language, as defined in the study regulation	SER
	D.3.1.e.P2	Percentage of failures and promotions for each class of the programme	SER and DF link

Outgoing student mobility

	D.3.1.e.P5	List of organized international curricula and international partnerships involved	SER and DF link
	D.3.1.e.P6	Last year graduates having performed an academic exchange and/or an internship in companies abroad and duration of the mobility	SER and DF link
	D.3.1.e.P7	Outgoing mobility obligation as defined in the study regulation	SER
	D.3.1.e.P8	Modalities for international exchanges, in particular regarding scholarships/student mobility aids and internal implementation	SER

Hosting of European and international students

	D.3.1.e.P9	Number of foreign students admitted to the degree course and those hosted as part of an academic exchange (double degree, non-graduating pathway), for one semester or one year. Geographical origin of foreign students (Africa, North America, Central and South America, Asia, Europe, Oceania)	SER and DF link
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D.3.2 Consistency between targeted competencies and the training programme

The link between each teaching unit (TU) of the curriculum (as well as experience in companies) and the learning outcomes is formally established, for example in the form of a cross-tabulation.

The targeted outcome level for each expected competency should allow a certain level of flexibility in the curriculum (elective subjects, optional pathway), but each student should have the opportunity to develop all the intended bachelor's learning outcomes described in the BSE Standards & Criteria (possibly at different levels depending on the chosen pathway).

List of items of evidence

	D.3.2.P1	Cross-tabulation of TU and competencies or other mode of representation	DF link
	D.3.2.P2	Draft for a new RNCP form (in the case of a renewal of the application last published version)	DF link

D.3.3 General programme structure and content

The programme content meets the objectives of the training.

European recommendations on the trainings' general structure are taken into account, in particular the organisation in semesters, credit allocation and capitalization, issuing of a personalized diploma supplement.

The curriculum is available internally and externally, it is clear and structured into teaching units (TU) and constituent elements of teaching units (*ECUE*). It is built in compliance with the Bologna process, in particular with the European Credit Transfer System (ECTS). It should be available in English and French. For each teaching unit and constituent element, it gives the hourly workload by pedagogical modality (classes, tutorials, practical works, projects, distance learning), as well as the estimate of the student's personal workload.

Each TU is also defined in terms of learning outcomes which, if validated, give rise to the allocation of ECTS. The number of ECTS credits allocated to each teaching unit is indicated and clearly linked to the overall expected workload. The link between TUs, ECUEs and intended competencies is established in the form of a cross-matrix. Evaluation methods and criteria for validating skills are explained.

Each constituent element (including classes, but also projects, internships and periods in companies as part of a work-study contract) is characterized by:

- * the intended learning outcomes and their evaluation methods
- * a brief summary of contents
- * possible prerequisites.

All teaching activities are integrated into a teaching unit to which ECTS credits are allocated; TUs cannot be compensated between each other.

The validation of a semester results from that of its TUs and possibly from the validation of skills at the expected level at this stage of the curriculum.

The contribution of the constituent elements with their validation in the training by blocks of skills as defined by *France Compétences* is clearly specified. Pedagogical alignment, i.e. the alignment of learning outcomes, teaching activities and assessment, is well explained.

List of items of evidence

D.3.2.P1	Pedagogical template of the programme (fill in the table in Appendix 3)	DF link
D.3.2.P2	Programme syllabus (in the format presented in Appendix 4)	DF link

D.3.4 Educational methods

The school develops a pedagogy adapted to the competence-based approach, i.e. using many ideally transdisciplinary situations (projects, case studies, design office, problem-based learning) and favouring learner-centred educational methods (active pedagogy in general, such as flipped classroom, classes in large interactive audiences, scientific debates, group work, etc.).

Pedagogical innovations, either face-to-face or in distance, are encouraged, developed and shared. They are evaluated on a regular basis. The school has an educational innovation plan.

The apprenticeship track (work-study training) is based on pedagogical methods favouring cross-fertilisation of learning outcomes in companies and at school. Apprentices and students should meet during specific study periods (such as joint projects), although it must not be systematic or call into question the specific pedagogical approach of an apprenticeship track.

Personal work and the development of students' autonomy are essential to the development of skills, requiring the integration of learnings given during the curriculum in various methods (large audiences, tutorials (T), practical works (PW), problem-based learning method (PBL) and individual and collective projects). The relative balance of these various methods must be justified.

Pedagogical face-to-face periods are strictly limited to allow the development of students' autonomy.

BALANCE BETWEEN FACE-TO-FACE TIME / COLLECTIVE WORK / PERSONAL WORK	
Initial training under student status (<i>FISE</i>)	Initial training under apprentice status (<i>FISA</i>)
The amount of supervised training hours (pedagogical face-to-face) in the six semesters of the bachelor cycle must imperatively be less than 2,000 hours.	The amount of supervised training hours (pedagogical face-to-face) in the six semesters of the bachelor cycle must imperatively be less than 1,800 hours.

Considering the essential elements of the programme as defined by the CTI and the school's educational project, significant training time should be provided by professionals from the corporate world and research institutions.

Training by experimenting is essential to develop a sense of the tangible and of realities jointly with training by simulation.

Training uses project-based teaching and relies largely on concrete situations and achievements within collective projects.

List of items of evidence

	D.3.3.P1	Timetable(s)	DF link
	D.3.3.P2	Number of taught hours and proportion of face-to-face and distance teaching	SER and DF link
	D.3.1.P3	Pedagogical objectives: face-to-face / distance / self-learning	SER and DF link
	D.3.1.P6	Percentage of teaching and personal time spent on individual and collective projects	SER and DF link

D.3.5 Teaching staff

For each BSE programme and on each campus where it is operated, the school manages its teaching staff carefully: balance between the school's permanent teaching staff and temporary teachers, teachers' workload, resources allocated to the teaching, etc.

The school ensures that its students are supervised by permanent teachers and teacher-researchers at each of its campuses, so that the students can be properly monitored and supported throughout their studies.

According to the criteria table of the academic grade, at least 40% of scientific and technical teachings are carried out by the school's permanent staff (or by teachers from higher education institutions with which a training agreement has been signed for the specific programme) and at least 25% of the bachelor's scientific and technical courses are taught, on each campus, by the school's permanent teacher-researchers (or from a partner higher education institution with which a training agreement has been signed for the specific programme).

The target for courses taught by temporary teachers from the socio-economic world is 25% of the total bachelor's programme for each campus. A ratio of less than 20% must be justified.

List of items of evidence

	TCG.1.1	Number and proportion of permanent teachers in the programme	Reminder of values of table indicators TCG.1.1 (Appendix 2)	DF link
	TCG.1.2	Number and proportion of teachers holding a PhD in the relevant disciplines in the programme	Reminder of values of table indicators TCG.1.2 (Appendix 2)	DF link
	TCG.1.3	Number and proportion of teacher-researchers in the relevant disciplines among the teaching staff	Reminder of values of table indicators TCG.1.3 (Appendix 2)	DF link
	TCG.2.1	Proportion of professionals issued from the socio-economic world participating in the teaching	Reminder of values of table indicators TCG.2.1 (Appendix 2)	DF link
	D.3.4.P1	Mini-CVs of the teaching staff involved in the programme	(see format as defined in Appendix 5)	DF link

E. STUDENT SELECTION AND ADMISSION

The school's admission process for the programme leading to the bachelor's degree is consistent with its mission and its educational and employment objectives.

E.1 Objectives and admission criteria

The school develops its principle and strategy for the students' selection and admission in order to carry out its educational mission, taking into account its hosting capacities and its quality objective.

The selection and admission process is organized in a rigorous and fair way, with clear and public information. It is intended to be carried out at post-secondary education level through the national *Parcoursup* platform for students and apprentices.

The school has established specific actions to facilitate the admission of candidates with disabilities having the capacities to take the training.

The school should ensure that candidates' previous training and abilities are sufficient to achieve the programme objectives, allow the award of the degree and therefore the performance of real duties at bachelor's degree level. As for admissions on prior qualifications, especially for international students, the admission process includes individual interviews. For French-language proficiency, international non-French speaking students must have a minimum B1 level in French certified by an academically recognized test.

The school ensures the diversity of geographical and social origins of its students. It will pay attention to the number of students with a scholarship, in particular based on social criteria. To promote social advancement and ensure access to bachelor's programmes, the school relies on schemes set up by the French State and develops a specific scholarship policy; it includes support for international mobility.

The school defines and implements actions to strengthen gender diversity.

The school has established specific actions for the organisation of tests, recruitment and accessibility for students with disabilities and students defined as "unable to attend".

STUDENT SELECTION AND ADMISSION	
Initial training under student status (<i>FISE</i>)	Initial training under apprentice status (<i>FISA</i>)
Selection and admission can take place through a competition after the secondary education final examination, the Baccalaureate (Bac). It can also be done on file with possibly additional tests. Recruitments in 2nd year (Bac+1 or Bac+2) and 3rd year in a limited way (maximum one quarter of last year students) are also possible.	If the curriculum is entirely organised by apprenticeship, students must first obtain the secondary education final diploma, the Baccalaureate (bac), according to procedures defined by the school. Parallel admission procedures can be adapted accordingly.

List of items of evidence

	E.1.P1	Admission, relative proportion of types of admission (on tests, qualifications, etc.) Future and current capacity, perspectives	SER and DF link
	E.1.P2	History of admissions since the creation of the bachelor's programme	SER and DF link
	E.1.P3	Measures taken for admission of students with disabilities	SER and DF link

E.1 Follow-up of recruitment results

The school monitors and analyses the results of past recruitments and defines a rolling action plan to ensure, on the one hand, that its selection and admission strategy is consistent with its educational and employment strategy and, on the other hand, to strengthen the diversity and social openness of its recruitments.

List of items of evidence

	E.2.P1	Number of recruits on average/year for each bachelor's programme in 1st year	SER and DF link
	E.2.P2	Number of recruits on average/year for each bachelor's programme in 2nd or 3rd year Origin of students admitted in 2nd or 3rd year	SER and DF link
	E.2.P3	Percentage of students who obtained a "mention" (distinction) at the Baccalaureate diploma	SER and DF link
	E.2.P4	Action plan for the development of social and gender diversity in the BSE programme Welcoming and monitoring policy for the concerned students	SER and DF link
	E.2.P5	Statistics on the social diversity of students and development since the creation of the programme	SER and DF link
	E.2.P6	Statistics on the gender diversity of students and development since the creation of the programme	SER and DF link
	E.2.P7	Statistics on school grants	SER and DF link

F. STUDENT LIFE AND STUDENT COMMUNITY LIFE

F.1 Welcome and integration of new students

The school welcomes students and ensures the quality of their integration in the school and in the programme. A Welcome Booklet or equivalent is provided to each student.

The school effectively communicates to students the study regulation and its rules of procedure.

After analysing the situation, the school sets up the necessary training courses to harmonise the levels of admission. Educational support schemes or personalised training pathways are set up to meet the students' needs and promote their success.

List of items of evidence

	F.1.P1	Welcome Booklet or welcome documents	DF link
	F.1.P2	Implementation of harmonization and upgrading systems	SER and DF link

F.2 Student life

The school considers that student life, especially in its associative, civic, sports and cultural dimensions, is fundamental for the achievement of the programme outcomes and contributes to it. All students and apprentices should take part in student life and the school is encouraged to recognize student involvement.

List of items of evidence

	F.2.P1	Description of services provided to students: social care, free medical examination (optional, mandatory), psychological support unit, etc.	DF link
	F.2.P2	Resources made available to community life by the school (premises, material, financial resources, etc.) Validation system for these activities	SER and DF link

G. PROFESSIONAL INTEGRATION OF GRADUATES

The school has a major concern for the graduates' professional integration (further learning or employment).

G.1 Preparation for employment

The school has taken measures to know permanently and assess on a prospective basis the job market in the sectors or fields related to the bachelor's programme.

The school has set up a system of information and counselling on careers and further study for its students.

The school promotes career guidance and job preparation for future graduates.

List of items of evidence

G.1.P1	Job observatory, formalization of consultations with the professional world	SER and DF link
G.1.P2	Measures to support the drawing up a professional project	SER and DF link
G.1.P3	Presence of a career counsellor or equivalent in the school who includes the bachelor's students in the guidance	SER and DF link

G.2 Professional integration results

There is an observatory centre on professional integration, employability and further learning, and on careers for which the school collects information, in particular on responsibilities exercised, salaries for occupational integration and success for further learning.

The school ensures to get a very significant response rate to vocational integration surveys.

The school ensures that its graduates' first jobs comply with its integration objectives and employers' needs.

List of items of evidence

	G.2.P1	<p>Results of the survey on graduates' future include:</p> <p>Graduates' further learning:</p> <ul style="list-style-type: none"> - Proportion of graduates in further learning - Nature of additional trainings - Fields of additional trainings - Location of additional trainings <p>Graduates' placement and professional integration after 18 and 30 months:</p> <ul style="list-style-type: none"> - Proportion of graduates in employment - Average time to find the first job - Proportion of temporary and permanent contracts - Job geographical location - Main business sectors: percentages and trends in relation to the degree field - Key job positions or job profiles - Salary range and average gross salary ... 	SER and DF link
	G.2.P2	Follow-up of potential salary gender disparities	SER and DF link

G.3 Graduates' professional life

The school keeps track of its graduates' careers.

The school makes students aware of lifelong learning possibilities.

The school promotes the relations between students and graduates; it encourages and supports the existence of an alumni association.

List of items of evidence

	G.3.P1	Existence of a bachelor's alumni association or a specific branch within the existing school association	SER and DF link
	G.3.P2	10-year survey on the graduates' careers	SER and DF link

APPENDICES

APPENDIX 1 : SELF-EVALUATION FILE COVER PAGE

ENGINEERING SCHOOL	
Full official name of the school	
Official acronym	
Brand name (if applicable)	
Academy	
Name of director	
mail	
phone	
Name of contact person for the self-evaluation file if different	
mail	
phone	

SUBJECT OF THE APPLICATION			
Title of the Bachelor's degree consisting of not more than two words taken from the list of deliberation n° 2023/02-01 of the CTI	Pathway <i>FISE</i> : student status <i>FISA</i> : apprentice status	Site(s) (when necessary)	Partnership(s) or agreement in the case of an external apprenticeship center (<i>CFA</i>) (when necessary)

Add as many lines as necessary

APPENDIX 2: QUANTITATIVE INDICATORS

Data provided by the school in accordance with the decree of 27 January 2020 Template

These BSE Standards & Criteria regarding the award of the “Licence’s” academic grade for the institutional bachelor’s degrees complies with the expectations of the decree of 27 January 2020 relating to the specification of the academic grades of “Licence” and Master. In particular it establishes criteria for assessing the various provisions of the decree.

The BSE Standards & Criteria is the outcome of a consultation between the *Commission d’évaluation des formations et des diplômes de gestion* (CEFDG), the CTI and the *Haut Conseil d’évaluation de la recherche et de l’enseignement supérieur* (Hcéres). This consultation aims at bringing into coherence, in an approach of continuous improvement, procedures and guidelines for evaluating the institutional bachelor’s degrees, in order to ensure equivalent evaluation procedures while taking into account the specificities of the disciplines and evaluation bodies.

Indications in blue in the table of the criteria for the academic grade of “Licence” (TCG) below provide details on reference values of indicators for establishing the compliance with the expectations for the “Licence’s” academic grade.

TCG.1	Ensuring academic quality and backing research	To be filled in on the scope of the BSE programme
TCG.1.1	Number and proportion of permanent teachers in the programme (mandatory)	Minimum 4 >40% of scientific and technical teachings carried out by the school’s permanent staff (or a partner higher education institution who signed an agreement for the programme)
TCG.1.2	Number and proportion of teachers holding a PhD in the relevant disciplines, in the programme (mandatory)	>25% of scientific and technical teachings carried out by teachers holding a PhD who are part of the permanent staff of the school (or of a partner higher education institution who signed an agreement for the programme)
TCG.1.3	Number and proportion of teacher-researchers in the relevant disciplines who are part of the teaching staff (mandatory)	>25% of scientific and technical teachings carried out by permanent teacher-researchers of the school (or of a partner higher education institution who signed an agreement for the programme)
TCG.1.4	Number and quality of scientific publications per teaching staff member participating in the programme (mandatory)	At least 1 publication every 2 years per teacher-researcher in the programme (over 5 years)
TCG.1.5	Other indicators of scientific output (lists defined by disciplines) linked to the fields of the degree (recommended)	No minimum but recommended threshold. State other scientific output.
TCG.1.6	Number of BSE graduates who enrol for a programme at a higher degree level (Master’s level) (recommended)	No minimum threshold. Reminder: the Bachelor’s is not an intermediate degree in a 5 year engineering degree programme. It is neither an integrated preparatory cycle
TCG.2	Preparing for vocational integration	To be filled in on the scope of the BSE programme
TCG.2.1	Proportion of professionals from the socio-economic world in the programme (mandatory)	>25% of teachings provided by professionals, a ratio of less than 20% must be justified
TCG.2.2	Employment rate of graduates at 18 months and 30 months (mandatory)	>90% excluding those enrolled for further studies (18 months, 30 months) Observable after professional integration
TCG.2.3	Rate of further learning at a higher education level (recommended)	Observable after integration

TCG.2.4	Proportion of graduates in fixed-term contract at 18 months and 30 months (mandatory)	>50% of jobs in business target Observable after integration
TCG.3	Promoting success for all students	To be filled in on the scope of the BSE programme and, if specified, of the school
TCG.3.1	Proportion of students with disabilities (recommended)	No threshold, but support systems. To be filled in on the scope of the school
TCG.3.2	Proportion of students in apprenticeship (recommended)	Depending on the study track of the programme (<i>FISA</i> (apprentice status) or <i>FISE</i> (student status))
TCG.3.3	Proportion of students benefiting from pedagogical support or a personalised training pathway (recommended)	No threshold but support systems for students with difficulties
TCG.4	Defining a social policy to ensure access to training for all	Existence of a social policy based on the scope of the BSE programme. If it is a new programme, refer to the updated data on the school's scope. Assessment of the trajectory followed by the institution to reach the rate of 20% (at renewal)
TCG.4.1	Proportion of students with a scholarship on social criteria (recommended)	>20% in <i>FISE</i> (student status) Not significant in <i>FISA</i> (apprentice status)
TCG.4.2	Proportion of students of the BSE programme with a grant from the institution (recommended)	>20% of students financed by a school grant per year in <i>FISE</i> (student status) Not significant in <i>FISA</i> (apprentice status)
TCG.4.3	Amount of institution's financial supports provided within the programme (recommended)	>20% of the amount of tuition fees for students who need a support per year in <i>FISE</i> (student status) Not significant in <i>FISA</i> (apprentice status)
TCG.5	Including the HEI's educational offer in the site policy	The site is understood as defined in the Order of 2018 and is apprehended in the sense of being part of the territory.
TCG.5.1	Proportion of students in the programme continuing their studies in on-site courses outside their home institution (recommended)	No minimum threshold
TCG.5.2	Proportion of teacher-researchers in the programme enrolled in site research teams (mandatory, subject to the existence or feasibility of an enrolment in the site policy)	The majority, more than 50%
TCG.5.3	Number of training and/or research projects in the field of the programme shared with other training and research institutions on the site (mandatory)	At least one training and/or research project in the field of the programme is part of the site's scientific dynamic
TCG.6	Promoting international mobility	To be filled in on the scope of the BSE programme
TCG.6.1	Proportion of students on inbound/outbound mobility (mandatory)	Outbound: 100% Inbound: no threshold, but recommended
TCG.6.2	Proportion of teacher-researchers and teachers in inbound/outbound mobility (recommended)	No minimum threshold
TCG.6.3	Number and quality of foreign partnerships (mandatory)	Focus more on quality than quantity
TCG.7	Implementing a quality approach to ensure the continuous improvement of the programme	To be filled in on the scope of the BSE programme
TCG.7.1	Frequency of surveys (mandatory)	One survey per year + a systematic evaluation of all teachings
TCG.7.2	Proportion of respondents (mandatory)	>75% in student surveys

APPENDIX 3 : THE PROGRAMME'S PEDAGOGICAL TEMPLATE (Excel table)

Cf. Excel table: Appendix 3 pedagogical template

APPENDIX 4 : STANDARD SYLLABUS FORMAT (indicative format)

Name of TU (Teaching Unit)			
Duration of TU	Nb hours:	LC (Lecture Course): T (Tutorials): PW (Practical Works): P (Projects):	ECTS credits:
Topics			
Targeted competencies			
Targeted learning outcomes			
Name of CETU (constituent element of teaching unit)			
Duration of CETU	Nb hours:	LC: T: PW: Project:	Coefficient within TU:
Prerequisite of CETU			
Objectives of CETU			
Content of CETU (<i>main sections</i>)			
Pedagogical methods and/or resources			
Evaluation procedures			
Name(s) of teachers			
Bibliography / webography			
Name of CETU			
Duration of CETU	N hours:	LC: T: PW: Project:	Coefficient within TU:
Prerequisite of CETU			
Objectives of CETU			
Content of CETU (<i>main sections</i>)			
Pedagogical methods and/or resources			
Evaluation procedures			
Name(s) of teachers			
Bibliography / webography			

To be filled in with as many CETU as the TU comprises.

APPENDIX 5 : STANDARD FORMAT OF TEACHERS' SHORT CVs

Attach the teaching staff's mini-CVs in one A4 page format maximum.

Mini-CVs include:

- Their status: teacher / teacher-researcher / permanent / academic temporary / socio-economic temporary
- Their academic background
- Their major publications over the past 5 years

APPENDIX 6: DIGITAL FILE FRAMEWORK

- Items of evidence of chapter A
- Items of evidence of chapter B
- Items of evidence of chapter C
- Items of evidence of chapter D
- Items of evidence of chapter E
- Items of evidence of chapter F
- Items of evidence of chapter G
- The table of the "Licence's" academic grade criteria & related items of evidence (format in Appendix 2)
- Pedagogical template of the BSE programme (format in Appendix 3)
- The syllabus of the BSE programme (format in Appendix 4)
- Mini-CVs of the programme's teaching staff (format in Appendix 5)

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