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Commission
des titres d'ingénieur

References and guidelines (R&O)

ACCREDITATION PROCEDURES FOR FRENCH ENGINEERING SCHOOLS

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For information:
CTI documents are not justified
to make them easier to read for people with dyslexia.

INTRODUCTION

The accreditation of an institution to award the engineering degree at master's level ("titre d'ingénieur diplômé") is the result of a process whereby it is granted the right, for a limited number of years, to recruit student engineers with a view to awarding them a specific degree & professional title of graduate engineer. Accreditation is limited in time and must be renewed periodically.

The institution may initiate an accreditation process in the case of a new application. The evaluation process may be scheduled at the end of a current accreditation or between two periodic evaluation processes.

All the corresponding situations and associated procedures are described here. These are referred to as different types of accreditation procedures.

Finally, a number of special cases are also described here. They supplement the decisions and deliberations published periodically on the CTI website www.cti-commission.fr.

I. GENERAL INFORMATION ON THE ACCREDITATION PROCESS

I.1. EXTERNAL EVALUATION: AN OBJECTIVE AND A TOOL FOR CONTINUOUS IMPROVEMENT

The Commission des titres d'ingénieur (CTI) periodically assesses institutions and programmes leading to the award of the degree/title of graduate engineer in accordance with the References and Guidelines for Quality Assurance in the European Higher Education Area (ESG) drawn up as part of the Bologna Process.

The accreditation process is conducted independently by the CTI. It differs for each school:

For public-owned schools: "the accreditation to award the title of graduate engineer is granted by the competent administrative authority after receiving the recommendation of the CTI" (article L 642-1 of the Education Code).

For private schools: "The Commission des titres d'ingénieur decides, at their request, whether legally operating private technical schools offer programmes and provide teaching sufficient to award engineering degrees. The Commission des titres d'ingénieur shall rule in the first and last instance, in reasoned decisions, on applications submitted to it". (article L 642-4 of the Education Code).

The CTI, as the relevant quality assurance agency that assesses engineering schools and programmes, checks that the engineering schools comply with the accreditation criteria and have put in place a continuous improvement process as part of a quality policy and approach.

All programmes leading to an engineering degree must undergo a periodic evaluation process with a view to the accreditation of the institution to award the concerned degree. The CTI's assessment covers all six or ten semesters* of the training provided by the school

*[*Note of the translator: The French engineering degree is awarded for a 10-semester, 300 ECTS programme, and corresponds to the professional title of an engineer and the academic grade of a master. Engineering schools may offer the whole 10 semester programme or only the "engineering cycle", i.e. the last 6 semesters of the training. The CTI mostly refers to the "engineering cycle" in its reference documents.]*

I.2. GENERAL ACCREDITATION FRAMEWORK

Accreditations are issued for limited periods. Accreditations are renewed according to a schedule known as the "periodic national accreditation calendar".¹

Periodic evaluation processes are organised every five years, in line with the Ministry of Higher Education's schedule for the signing of 5-year contracts between the schools and the state. Periodic evaluation processes are divided into five annual waves: A, B, C, D and E.

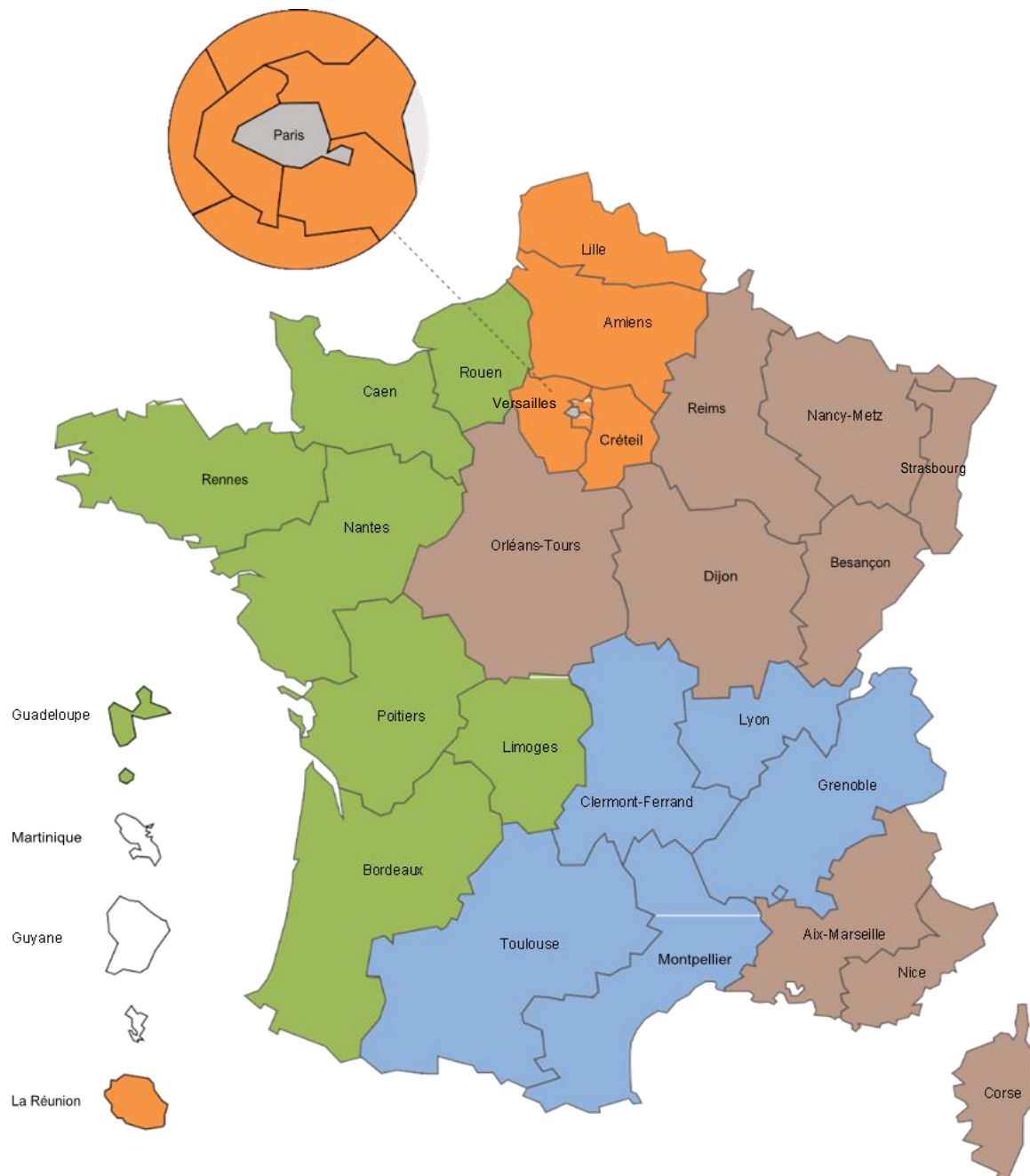
This timetable means that the Ministry of Higher Education and the engineering schools have access to the CTI's accreditation recommendations and decisions ahead of the contractual dialogue.

I.2.a. Distribution of academies and accreditation waves

The map and table below show, respectively, which academies belong to waves A, B, C, D and E, and how these waves are scheduled for the coming accreditation campaigns.

This programming takes into account the one-year postponement of wave C in 2021 and the resulting postponement of subsequent campaigns.

¹ When accreditation expires, the corresponding registration sheet in the National Directory of Professional Certifications (RNCP) is inactivated. Renewal must be accompanied by the submission of a new RNCP sheet.



Wave A	2025 - 2026	2030 - 2031
Wave B	2026 - 2027	2031 - 2032
Wave C	2022 - 2023	2027 - 2028
Wave D	2023 - 2024	2028 - 2029
Wave E	2024 - 2025	2029 - 2030

The academic regions to which the different academies belong are shown below. This classification is used in the annual inter-ministerial decree setting the list of engineering schools accredited to award an engineering degree.

ACADEMIC REGIONS	ACADEMIES
Auvergne Rhône Alpes	Clermont- Ferrand, Grenoble, Lyon
Burgundy - Franche Comté	Besançon, Dijon
Brittany	Rennes
Centre Val de Loire	Orléans - Tours
Corsica	Corsica
Eastern France	Nancy - Metz, Reims, Strasbourg
Guadeloupe	Guadeloupe
Hauts de France	Amiens, Lille
Ile de France (Greater Paris)	Créteil, Paris, Versailles
La Réunion	La Réunion
Normandy	Normandy
New Aquitaine	Bordeaux, Limoges, Poitiers
Occitania	Montpellier, Toulouse
Pays de la Loire	Nantes
Provence - Côte d'Azur	Aix - Marseille, Nice

I.2.b. Main categories of accreditation applications

The CTI has classified the assessment situations giving rise to an evaluation process into categories corresponding to different contexts. The categories are listed below; for each of them, the timetable and procedures laid down by the CTI are specified.

Evaluation process categories for French institutions:

Type of request	Programming the accreditation procedure
PE Periodic renewal of the accreditation in line with the national calendar HP Renewal of the accreditation outside the national periodic calendar	During the penultimate year of the current accreditation period, the school receives information from the CTI about the evaluation schedule for the concerned programmes.
NE Initial accreditation of a new institution NF New programme NV New track for an existing programme, without creating a new degree NS New campus to deliver an existing programme, without creating a new degree	Following a favourable review of the evaluation request ("Letter of Intent"), the school receives information from the CTI concerning the evaluation schedule for the concerned programmes.
MA Change of status, merger, reorganisation, major change in the programmes/institutions amending the inter-ministerial decree	Following prior discussions with the ministry and the CTI, and a favourable review of the evaluation request ("Letter of Intent"), the school receives information from the CTI on the timetable for evaluating the institution/programmes.

I.2.c. CTI-Hcéres coordinated evaluation processes

The periodic evaluation campaigns conducted by the CTI and the Haut conseil de l'évaluation de la recherche et de l'enseignement supérieur (Hcéres) are synchronised with the contracting waves of the Ministry of Higher Education and Research with the higher education institutions. This synchronisation has led the two agencies to implement so-called coordinated evaluation processes in order to reduce the preparatory workload for the institutions. This involves proposing the drafting of a single or partly joint self-evaluation report to both agencies and organising partially joint site visits. The schools will be informed at the beginning of the campaign of the procedures applicable to them.

I.3. EVALUATION PROCESS PLANNING

I.3.a. New applications: "Letter of Intent" procedure

Applications for accreditation of new programmes/study tracks/campuses/schools leading to the award of the title of graduate engineer must be declared by the schools using the "Letter of Intent" procedure implemented jointly by the Directorate General for Higher Education and Professional Integration (DGESIP) of the ministry and the CTI.

These are applications for the opening of a new programme, a new study track or a new campus for an existing or new programme, or the setting up of a new school. For a school offering a 5-year course, the 'Letter of Intent' must be submitted prior to the opening of a new preparatory cycle (first two years in higher education).

The letter of intent campaign is launched by the Registrar's Office in the spring of year N. Interested schools are invited to submit their 'Letter of Intent' by the specified deadline (usually July) in year N, with a view to opening for the start of the new academic year in year N+2.

To avoid repetitive evaluation processes, the CTI has adopted the rule that an ex-ante evaluation process should not be scheduled one year before or after an evaluation process that has already been organised.

Schools must send the Ministry of Higher Education a letter of intent, the form for which can be downloaded from the CTI's website, under [reference documents - engineering degree](#), describing the proposal in terms of context and objectives, resources deployed, identified needs of the socio-economic world, any partnerships and the site strategy.

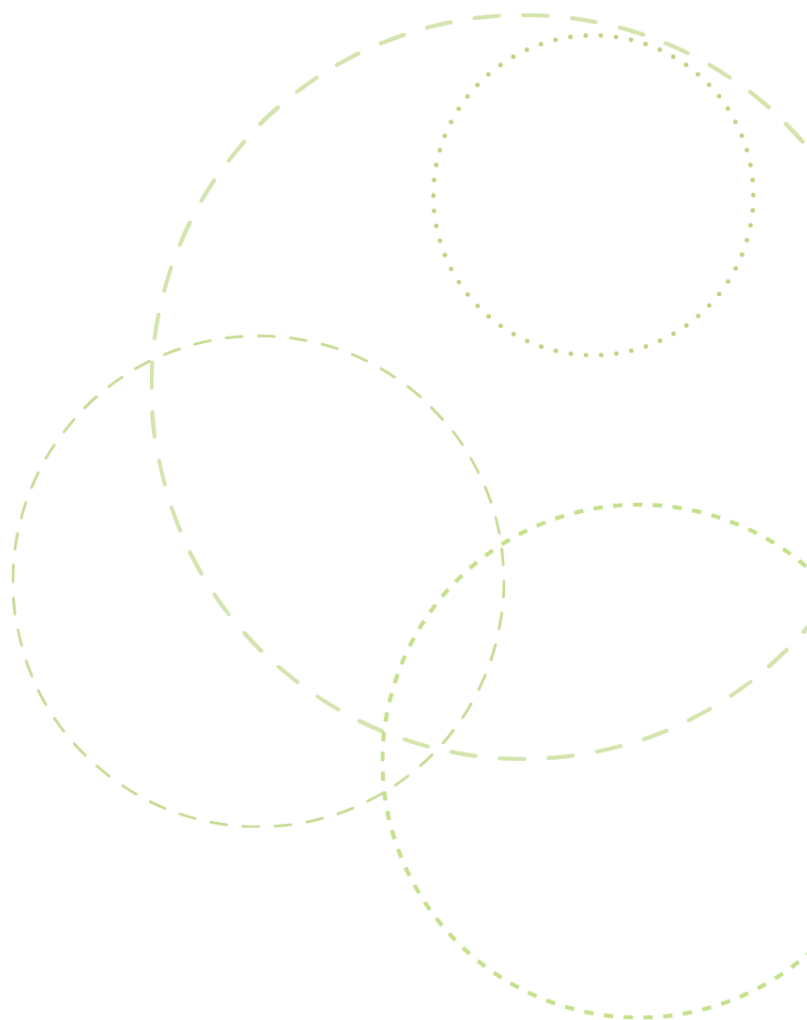
The CTI and the ministry analyse these letters and the final decision table, listing the schools' applications that have been accepted, is validated at the CTI plenary session in autumn of year N so that the accepted applications can be included in the evaluation process calendar for the academic year preceding the start of academic year N+2.

1.3.b. Launch of the evaluation campaigns

Every year in January or February, the CTI organises a national conference to officially launch the evaluation campaign for the following year. This is an opportunity for the CTI to explain changes in the standards, criteria and procedures to the schools' management teams, and to answer any questions they may have.

The schedule of dates for the submission of the schools' application files, the site-visits and the concerned plenary sessions are presented at the conference, together with an indication of the panel chairs assigned to each evaluation process. This procedure enables representatives of the schools to meet their panel chair. The evaluation process schedule is then published on the CTI's website:

[Programming accreditation campaigns](#)



II. ACCREDITATION PROCESS FOR FRENCH HIGHER EDUCATION INSTITUTIONS

II.1. PREPARATORY PHASE

II.1.a. School's self-evaluation file

The school prepares an application for accreditation in project mode, involving its external stakeholders, staff and students.

The school's file consists of the following two elements:

- * **A self-assessment report (SAR) written** according to the structure of the References & Guidelines -Major Accreditation Criteria (R&O) framework. The self-evaluation report should be clear and concise; it should not exceed 60 pages for a few programmes.
In the case of non-periodic accreditations or new applications, the wording of the various sections should be adapted by the school to suit the nature of the accreditation application.
The cover page of the self-evaluation report contains the summary sheet completed by the school.
The self-evaluation report also contains a **general presentation of the school** of a maximum of two pages. Most of this text will be included in the evaluation report.
- * **The digital file**, which brings together **all the evidence** to be provided by the school and specified in the R&O Major Criteria, the datasheets compiled directly from the certified data and the **specific tables** mentioned in the R&O covering the major criteria. The file is made accessible throughout the evaluation process period and when the mid-term follow-up report to the recommendations for improvements is submitted. The digital files must also be sent in compressed format to the CTI registry when the application for accreditation is submitted.

Applications for accreditation must be accompanied by a new proposal for an RNCP sheet (National Directory for Professional Certifications) for each engineering degree programme. Each engineering programme corresponds to a single sheet, regardless of the access route: student status (FISE), apprentice status (FISA), 1st year student then apprentice status (FISEA), continuing education (FC), validation of acquired experience (VAE), professional training contract (contrat de professionalisation) during the last year of studies.

The RNCP sheet is valid for the same length of time as the current accreditation period for each programme. For programmes that are already accredited, the active RNCP sheet (which will be deactivated at the end of the current accreditation period) can be attached to the new version. For engineering degrees, registration on the RNCP is 'de jure' and compulsory. As the registration sheet on the RNCP represents the identity of the engineering programme, the CTI is responsible for verifying and validating the

consistency between the professional reference framework, the declared skills reference framework and the content of the programme leading to the degree, prior to publication by France Compétences.

The following tools will be used to prepare the application for accreditation:

- * R&O, References and Guidelines: Major Accreditation Criteria
- * R&O, Accreditation procedures
- * [The procedure for registering RNCP sheets](#) on the France Compétences website
- * [The deliberations of the CTI](#), published on the CTI's website, which explain specific points (e.g. degree titles, etc.).

The "[thematic fact sheets](#)" available on the CTI's website are FAQs to which schools can refer. These documents are not part of the R&O; they list a range of good practices or reference documents on various topics (RNCP, internationalisation, CSR, European system, etc.).

Drawing up the self-evaluation report is an opportunity for the school to reflect on itself and its programmes. The application for accreditation must be approved by the school's Board of Directors (or Administrative Board) and signed by the school's dean. In the case of an in-house school, the application must be submitted in the form of a letter co-signed by the head of the school and the chair of the legal entity. The file is confidential and is only communicated to CTI members and experts on the evaluation process team (as well as permanent CTI staff: permanent team and Registry). The procedure used (preparation and consultation) must comply with the RGPD rules.

II.1.b. Transmission of the self-assessment file

On the date indicated in the accreditation campaign schedule, the school makes its complete file available to the CTI registry and permanent staff via secure access to the digital file on the school's portal.

All the documents for the evaluation process concerned must be grouped together and ready to be downloaded in a single operation in the form of a compressed file with a maximum size of 49 MB. The link must be sent by e-mail to the following addresses: greffe-cti@education.gouv.fr and secretariat@cti-commission.fr.

The procedure for submitting the application is set out in a memo sent by the registry to all the concerned schools.

II.1.c. Preparation for the site visit (includes the composition of the expert panel)

The CTI informs the school of the composition of the expert panel. It has the right to dismiss one or more panel members. This request must be made in writing, with reasons, and sent to the CTI Presidency within a week of being informed of the composition of the panel. The request is analysed by the CTI Board, which modifies the composition of the panel.

The school's management must appoint a contact person to organise the site visit and include this person's contact details in the summary of the self-evaluation file and to the panel chair.

In particular, the contact person interacts with the panel chair to set the date of the site visit and its detailed schedule.

All the material arrangements for the visit are taken care of by the school. The school sends the experts the transport tickets and makes the hotel reservations required for the site visit, under the school's usual conditions.

II.2. EVALUATION PHASE

II.2.a. Site visit by the expert panel

The on-site visit by the CTI expert panel should provide an opportunity to meet the school's main stakeholders and partners and, ultimately, to carry out an objective analysis of all the elements involved in the overall evaluation of the concerned programme(s).

The duration of the site visit varies according to the number of programmes/campuses to be assessed. For a file with one or two programmes on the same campus, the visit is organised over a single day, the expert panel arriving the evening before. For a larger number of programmes and/or campuses, the visit will take place over two days, or exceptionally over several days. An enlarged expert panel may work in parallel sessions, provided that at least two experts are present at each sequence.

Any training site under the school's control may be visited.

The visit schedule is proposed by the school's management and includes the sequences described in the table below.

Sequences of the site visit	Indicative times (minutes)	Participants
R1 Informal pre-evaluation process meeting (Optional)	Dinner	Management team / governance
T1 Presentation of new elements and answers to questions asked by the expert panel Presentation of the follow-up to the previous recommendations for improvement and discussion	50	Management team, contacts involved in the follow-up of the previous recommendations for improvement. For an in-house school, meeting with the chair of the legal entity.
T2 Quality monitoring	50	
T3 Visit to the premises	45	School contact person for the evaluation process
T4 Exchanges with partners	45 per panel	School partners, including research laboratories and institutional partners
P1 Employment	45	Employers
P2 Alumni	45	Former students
P3 The school's organisation	45	Technical and administrative staff
P4 Teaching	60 per programme	Teaching and research staff Members of the apprenticeship training centre (CFA) or other educational partners
P5 Learners	60	Student engineers, elected student representatives, students involved in community life
T5 Consultation of documents	45	Expert panel
T6 Internal consultation meeting(s)	45	Expert panel
T7 Concluding presentation of the site visit by the expert panel	30	Management team

II.2.b. Videoconferencing for stakeholder hearings

In some cases, when travel is limited for health or general safety reasons, the CTI may implement a remote evaluation process procedure, which includes a videoconference to exchange with the school's stakeholders, and possibly a live or pre-recorded virtual site visit to the school. The list of distance evaluation processes and their procedures are validated at the CTI's plenary session. They are included as such in the general schedule for the evaluation campaign. The panel chair is responsible for their implementation. The procedure for a "videoconference hearing" is based on the site visit schedule detailed above.

It is important to emphasise that it is not a question of implementing a "degraded" approach to the face-to-face evaluation process, but of rethinking each stage of the assessment process in order to build a coherent whole that enables the objectives pursued by the assessment to be achieved. This approach has been validated at European level and is recognised by ENQA.

However, when the evaluation process involves checking the suitability of premises, equipment or teaching materials specific to the programme etc., the CTI may deem it necessary for part of the expert panel to visit the site in addition to the videoconference to hear the stakeholders. In addition, the opening of a new school or campus must include an on-site visit when the premises have been fitted out and are ready to receive students. This on-site visit, which will involve at least 2 panel members, is additional and is organised after the stakeholder hearing videoconference.

The school and the CTI sign a [specific charter](#) prior to the distance learning evaluation process. This charter stipulates in particular:

- * not to record exchanges,
- * not to allow uninvited guests to be present during the sequences, either in the virtual room or in the room where the various participants are physically present.

A member of the expert panel appointed by the panel chair is the technical contact with the school to set the terms and conditions of the remote meetings.

II.2.c. Evaluation report

The experts may request any information they consider necessary for the drafting of their report after the site visit. Once the visit(s) have been carried out as described above, the members of the expert panel draw up the evaluation report under the coordination of the panel chair.

In particular, this report should reflect the main features of the school/programme that are relevant to the category of application for accreditation.

II.2.d. Comments from the school's management

The draft evaluation report, with the strengths and weaknesses identified in the "summary" section, is sent to the school's management (and possibly to the director or president of the institution to which it belongs) without any conclusions or accreditation recommendations. This draft report includes a decision-making tool consisting of tables for monitoring the compliance with R&O Major Criteria. It is shared with the school's management before the CTI examines the application for accreditation and will also remain confidential. On reading this report, the school's management is invited to inform the expert panel of any factual errors and, if it so wishes, to send a general response to the report.

The expert panel takes into account those of the school's comments which it considers admissible, and draws up the final evaluation report, removing any confidential passages.

II.3. ACCREDITATION RECOMMENDATION/DECISION

II.3.a. Examination of the application at the CTI's plenary session

At the plenary session, the panel chair gives a brief outline of the evaluation report. After this presentation (and in the case of a private school, after hearing the school's chair or his authorised representative) and debate, the CTI president puts to the vote one or more proposals concerning the accreditation of the school and the duration of this accreditation. The accreditation recommendation/decision is accompanied by recommendations for improvement to the school.

The Commission then formulates the adopted outcome in writing in the form of an accreditation recommendation or decision: it issues an accreditation recommendation for public-owned schools and an accreditation decision for private schools.

At the end of the plenary session, the panel chair orally informs the head of the school and the experts of the overall outcome of the deliberations on the accreditation recommendation/decision.

II.3.b. The CTI's accreditation recommendation/decision

Following the CTI plenary session at which the school's application for accreditation was examined and discussed, the CTI draws up the "accreditation recommendation" or "accreditation decision".

This document, which will be published on the CTI website after being approved at the plenary session following the deliberation, is signed by the CTI President (in the case of a recommendation) and also by the panel chair and the CTI registry (in the case of a decision). It is then sent to the management of the concerned school by the CTI and, where applicable (if different from the ministry in charge of higher education), to the school's supervisory ministry by the CTI registry.

Alongside the recommendations for improvement made to the school, it specifies the accreditation period.

If the school loses its accreditation, it will still be possible for enrolled students to graduate, even if they have repeated a year or interrupted their studies (if they meet the conditions for achieving the degree). Only students admitted after the accreditation end date will not be able to receive the title of graduate engineer.

In the event of the loss of accreditation, a school is obliged to ensure that students enrolled on the previously accredited programme complete their studies or, where appropriate, negotiate solutions to guarantee that they can continue their studies at another accredited school.

II.3.c. Notification of accreditation

On receipt of the CTI's accreditation recommendation or decision, the CTI registry draws up the Ministry of Higher Education's accreditation notification. It is then sent to:

- * for public-owned schools under the supervision of the Ministry of Higher Education, directly to the head of the institution (in the case of in-house schools, to the president of the university or experimental public establishment, with a copy to the head of the school);
- * for public-owned schools under another authority, to the relevant ministry, with a copy to the head of the school;
- * for private schools, directly to the school's head.

Notifications issued by the Ministry of Higher Education are also sent to the rector of the academic region, if necessary to the rector delegated for the higher education and research and to *France Compétences*.

II.3.d. Complaints and appeals procedures

Complaints

In addition to the satisfaction survey completed at the end of the evaluation process, a school may submit a complaint to the president of the CTI about a specific quality aspect of the way the process was conducted (behaviour of one or more experts; time taken to respond in order to organise the site visit efficiently; lack of information, etc.).

In this case, the problems raised are referred to the CTI Board. If necessary, the Board proposes corrective actions or changes to be discussed at the plenary session. Depending on the problem raised and the decisions of the plenary session, the consequences may be varied, for example: an update of the CTI's internal rules, a specific issue to be included in training sessions, a warning to a member or an expert, or even the end of an expert's mandate, etc.

The CTI president sends a reply to the concerned institution.

Request for the review of a CTI accreditation recommendation/decision

When a school considers that evidence has not been taken into account, that a criterion has not been considered, that an error remains in the final evaluation report etc., it has two weeks after the CTI sends the written accreditation recommendation/decision - and therefore before the ministry(ies) prepare(s) the official notification - to send a request for revision to the CTI, together with the supporting documents.

In the case of a request for review, the CTI informs the ministry(ies) to suspend the preparation of the official notification and appoints an external independent committee made up of people familiar with the context (3 former CTI members) to analyse the request and the evidence provided by the school. The review committee sends its conclusions to the Commission via the Board within two months. Its conclusions include a recommendation on whether the initial recommendation/decision should be maintained or modified.

The CTI members reach a new conclusion in a plenary session. If the vote is in favour of revising the accreditation recommendation/decision, the amended version is sent to the school and the ministry(ies) and published on the CTI's website.

In accordance with the law, the decision is final for private schools: "the CTI decides in the first and last instance".

Appeals to supervisory ministries by public-owned schools

Public-owned institutions may lodge an amicable appeal with their supervisory ministry within two months of the official notification of accreditation sent by the ministry. Where the supervisory ministry is different from that of higher education, both ministries agree on the action to be taken on the appeal. The outcome of an appeal may be either to uphold the initial decision or to issue a new decision.

Appeal to the Conseil d'Etat concerning an accreditation procedure

All institutions (private and public-owned) may appeal to the Conseil d'Etat regarding the accreditation procedure within two months of being notified of the accreditation decision.

The Conseil d'Etat only verifies the compliance with procedural rules, not the content.

After examining the application, which takes an average of one year, the Conseil d'Etat rules on the legality of the procedure and may confirm or annul the accreditation decision.

If the accreditation decision is cancelled, the procedure must be repeated.

II.4. COMMUNICATION AND MONITORING

II.4.a. Publication of the accreditation recommendation/decision and of the evaluation report

The accreditation recommendations, decisions and final evaluation reports are published on the CTI's website and in the DEQAR database of the *European Quality Assurance Register*. A summary of the conclusions of each plenary session is published on the CTI's website.

II.4.b. Publication of the interministerial decree of accreditation decisions

On the basis of the CTI's work, and in particular the accreditation recommendation/decision issued at the end of an accreditation process, the Directorate General for Higher Education and Professional Integration (DGESIP) of the Ministry of Higher Education and Research publishes an annual inter-ministerial decree in the Official Journal of the French Republic setting out the list of schools accredited to award an engineering degree. In addition to this list, the decree sets out:

- * the list of schools awarding a specialist engineering diploma (6-year diploma for graduate engineers)
- * the list of joint degrees between a French engineering degree and a degree from a foreign institution
- * the list of degrees from foreign institutions recognized by the French State (article L642-7 of the Education Code). Holders of these degrees are authorised to use the title of "ingénieur diplômé" in France.

The information contained in the decree concerns:

- * the institution and any of its components
- * programmes
- * accreditation duration (start and end dates)
- * campuses
- * agreements and partnerships, where applicable
- * the study track(s): initial training under student status (FISE), initial training under apprentice status (FISA), continuing education (CE)

Where a school offers the three-year "engineering cycle" course [last six semesters of an engineering programme at master's level], the decree refers to the year in which the student enters the first year of the school.

Where a school offers a five-year course [full ten semesters of an engineering programme at master's level], the decree refers -for the purposes of awarding and issuing degrees- to the year corresponding to the entry into the "engineering cycle" (entry at the beginning of the 5th semester of the ten-semester programme).

II.4.c. Follow-up phase of the evaluation process by the schools

The school management ensures that the CTI's accreditation recommendation/decision and recommendations for improvements are disseminated to its internal and external stakeholders.

Follow-up table of recommendations for improvement (TSR)

In line with the European standards, the CTI monitors schools and programmes accredited for a maximum duration. Schools are required to draw up a report on the follow-up of the CTI's recommendations for improvement midway between two periodic evaluation processes. The date on which the recommendation follow-up table (TSR) is to be submitted appears in the CTI accreditation recommendation/decision; the school must voluntarily send this follow-up table (TSR) to the Registrar's Office on the due date.

The TSR is a simplified file in the form of a table listing the recommendations for improvement and the school's responses or its action plan to remedy the identified issues. No supporting documentation is required in the appendix. The [TSR model](#) is provided on the CTI's website.

For the CTI, the aim is to encourage the schools to start implementing the recommendations for improvement as soon as the evaluation process is completed, without waiting for the next periodic evaluation process, and to take stock of the follow-up to the recommendations at mid-term.

The Commission expresses a favourable opinion or reservations on the provided follow-up table, which the team of experts will take into consideration during the next evaluation process.

Schools and programmes accredited for a limited period of two or three years are obviously not subject to such an intermediate follow-up.

Interim report (IR)

If the CTI's recommendations for improvement are accompanied by requests for a specific interim report on specific issues before the accreditation deadline, it is up to the institution or school to provide the interim report or the response to the injunction on the requested date. As the subject matter of interim reports can vary greatly depending on the number and specificity of the issues to be dealt with, no particular format is imposed by the CTI.

Action plan following an injunction

An action plan must be submitted to the CTI in response to an injunction, generally within six months of the request. The planned actions must be implemented as soon as possible and in full. Thereafter, the institution must inform the CTI spontaneously and in full of the follow-up actions taken.

Analysis of interim reports and injunctions

An interim report or an injunction on specific issues requested from the school is analysed by a CTI member appointed by the CTI Board, who produces a summary note presented to the CTI Board. This summary note may be presented at a plenary session of the Commission and is systematically acknowledged. The summary is sent to the school.

II.4.d. CTI's satisfaction surveys

Each year, a survey is carried out for all schools that have undergone an evaluation process, whether periodic or not, during the previous period. This survey, like all those carried out by the CTI as part of its internal quality assurance process, is presented and analysed in the various concerned working groups and at plenary sessions. The results and resulting actions are then presented at the CTI's annual conference.

The form containing the school's responses is sent to all the members of the concerned expert panel.

Before, during or after any evaluation process, the CTI's permanent staff can be contacted to report any particular element or malfunction.

The gathered information helps to optimise the procedures for the schools and is also very useful for the CTI's quality approach. Reported issues (on ethics, behaviour, non-compliance with procedures, etc.) are used to improve procedures within the CTI.

III. CONTRACTUAL AND FINANCIAL ASPECTS

III.1. COMMUNICATION RELATING TO THE RESULTS OF AN ACCREDITATION PROCESS

The CTI requires accredited engineering schools to:

- * communicate the CTI's accreditation recommendation/decision and recommendations for improvement widely within the school (staff and students) and to its stakeholders, in particular its professional partners;
- * publish the accreditation details on the school's website in the form recommended by the CTI;
- * comply with the [charter for the use of the CTI logo and publication of accreditation recommendations/decisions and certified data.](#)

III.2. PAYMENT OF EVALUATION FEES

Evaluation fees are invoiced to schools following an evaluation process, according to an amount approved by the plenary session and published on the CTI's website.

In France, the overall amount includes a lump sum per evaluation process and a variable amount depending on the number of experts and the scope of the application (calculated on the basis of the number of days spent on site).

The evaluation costs of processes carried out by the CTI abroad are covered in full by the concerned institutions. The fees are therefore higher, and are set out in the preliminary memorandum of understanding that sets out the terms and financial conditions for the mission.

IV. SPECIAL CASES OF ACCREDITATION APPLICATIONS

IV.1. SUMMARY TABLE OF PROCEDURES

(DETAILS FOR CERTAIN CATEGORIES IN THE TEXT BELOW)

Type of request	Procedures to be followed by the schools
EUR-ACE® label	Specification at the time of the evaluation process whether or not the label is included in the application.
Double degree, with a partner in France or abroad	No prior formalities. The compliance of double degrees is checked during the next evaluation process.
Joint degree with a foreign institution	Specific accreditation following the "Letter of Intent" procedure (application year N-2).
Multi-campus in France	"Letter of intent" procedure (application year N-2).
Multi-campus abroad	Specific procedure in agreement with the authorities of the concerned countries. No specific timeline for applications.
Continuing education leading to a degree	"Letter of intent" procedure (application year N-2).
Professionalisation contract [« contrat de professionnalisation » during the last year of the programme]	Detailed prior application to be sent to the CTI on an ongoing basis or to be included in the evaluation process file when the application coincides with an already scheduled evaluation process.
Student status in year 1 and apprentice status in years 2 and 3 of the engineering cycle (FISEA)	As for other study tracks that lead to the award of the degree (FISE, FISA, FC): "Letter of intent" procedure (application year N-2).
Apprenticeship contract in the final year of the engineering cycle [semesters 9 & 10]	Prior detailed application for authorisation to be sent to the CTI on an ongoing basis.
Validation of acquired experience (VAE)	No prior application to the CTI.
State-qualified engineer [“ingénieur diplômé par l’Etat” -IDPE]	Applications to be sent to the Ministry of Higher Education.

IV.2. EUR-ACE LABEL[®]

The European association ENAEE (*European Network for Accreditation of Engineering Education*), of which the CTI is a founding member and which manages the European EUR-ACE[®] label, provides its own definition of the expected competences of an engineer. These skills are defined in different fields, in relation to which we can place the 14 essential elements of an engineering education defined by the CTI.

The CTI considers that its competency framework and assessment conditions for accreditation cover the EUR-ACE[®] framework and are often more demanding. As part of its R&O Evaluation Procedures, it therefore also assesses the criteria of the [EUR-ACE[®] Framework Standards and Guidelines \(EAFSG\)](#).

The label is awarded to a degree regardless of the study tracks that may lead to it.

The school must state in its self-evaluation file whether or not it wishes to obtain the label.

The decision whether or not to award the EUR-ACE[®] label is taken by the plenary assembly, at the same time as the accreditation recommendation or decision, by a specific vote.

If the application for the EUR-ACE[®] label is authorised in the CTI's accreditation recommendation or decision, the CTI registers the concerned programmes in the ENAEE public database and issues a certificate as soon as it has been validated by the EUR-ACE[®] Label Committee. The database can be accessed at <http://www.enaee.eu/>. The certificate is co-signed by the president of the ENAEE and the president of the CTI.

The cost of issuing the EUR-ACE[®] certificate (operation of the ENAEE, management of the label by the CTI) is included in the French schools' annual contribution to the CTI's activities, particularly its international relations. French schools whose programmes benefit from the EUR-ACE[®] label are therefore not charged for the label.

To benefit from the label, schools must:

- * communicate internally (teachers and students) about the label and its significance;
- * display the label logo on printed and electronic documents relating to the programmes benefitting from the label; the [logo can be downloaded](#) from the CTI's website;
- * post a link on the school's website to the ENAEE website where the list of EUR-ACE[®] accredited programmes can be found;
- * include in the European Diploma Supplement for each graduate the words: "degree benefitting from the European EUR-ACE[®] label";
- * in English: "EUR-ACE[®] labelled engineering degree programme at second cycle level (master)". Specialised engineering diplomas will be labelled: "Post second cycle degree in [name of specialisation]";
- * make graduates aware of the significance and importance of the label for their international professional mobility.

IV.3. DOUBLE DEGREES AND JOINT DEGREES

Some engineering schools offer their students access to double degree study tracks implemented with other higher education institutions in France or abroad. In that case, their syllabus is adapted to enable them to prepare the second degree at the same time as part of the engineering degree programme.

The CTI no longer requires schools to provide information prior to the implementation of such double degree programmes if the training provided at the school is not affected.

The internal validation procedure for double degrees must be spelled out in the school's study regulations.

IV.3.a. Double degrees between French institutions

The compliance of the double degrees will be verified during the school's next evaluation process. In the application for renewal of accreditation, the school will devote a section to describing the specific features of the double degree agreement.

IV.3.b. Double degrees with foreign institutions

The compliance of double degrees will be verified during the school's next evaluation process.

IV.3.c. Joint degrees with foreign institutions

Completely co-constructed programmes ("joint degrees") give rise to a specific accreditation and are listed separately in the inter-ministerial decree on accredited schools and programmes. New applications follow the "Letter of Intent" procedure (see chapter "Evaluation process planning" above).

IV.4. MULTI-CAMPUS SCHOOLS WITH A SINGLE DIPLOMA

For each new site opened in France, the schools must go through the "Letter of Intent" procedure two years before opening the new campus (see chapter I above). No campus may open without prior accreditation.

In the letter of intent, the school must emphasise in particular:

- * A description of the school's strategy, in particular the development planned for the new campus.
- * The existence of a system for measuring the homogeneity of the programmes across the different campuses (recruitment, graduation).
- * An analysis of the competition and the position of the proposed programme in the local and regional environment, particularly as regards research and industry.
- * The available premises, resources and teaching materials (with a few photos and plans, a table showing the square metres corresponding to the different types of activity, and possibly a link to a video).
- * The training is supervised in accordance with the criteria defined in the standards and the physical presence of teachers and research staff from the school on site.
- * Local student life and planned links with the other campus(es) in terms of student life.
- * For a private school, the declaration of the opening of the new campus (with receipt) from the rectorate and/or information about the organisation of the first two years in higher education after the secondary education final examination ("baccalauréat").

The campuses authorised to organise programmes leading to an engineering degree are listed in the inter-ministerial decree setting the list of accredited schools and programmes.

A school established in France wishing to award an engineering degree at a campus abroad must follow the specific CTI procedure. The procedure must be agreed with the authorities in both countries. Any project to open a campus abroad begins with an application from the school to the Ministry of Higher Education via the CTI registry.

The R&O major criteria for opening a new campus must be met, whether the campus is in France or abroad.

IV.5. CONTINUING EDUCATION

Continuing education leading to a degree is a study track in the same way as an initial training under student or apprentice status. After evaluation by the CTI, it is included in the inter-ministerial decree setting the list of accredited schools and programmes. This is essential if continuing education is to be registered on the RNCP sheet (National Directory for Professional Certification) for this qualification.

Continuing education leading to a degree is offered for the entire engineering cycle (semesters 5 to 10 of the engineering programme) or for the last 4 semesters only. It is most often combined either with initial training under student status, in which case the trainee is integrated into the class of students (possibly the final year is organised as a sandwich course with the company employing the trainee, similar to a professionalisation contract), or more commonly with initial training under apprentice status, in which case the sandwich course is organised with the company employing the trainee over the entire engineering cycle. There are also autonomous continuing education programmes or programmes organised over a longer period than two or three years. In both cases, the training model is designed for the entire programme and must be analysed by the expert panel.

The accreditation application must be included in a letter of intent in anticipation of an already scheduled periodic or non-periodic evaluation process, or even on the occasion of a specific request.

The procedure for validating individual blocks of skills as part of lifelong learning does not fall within the CTI's remit, except in the case of consolidation leading to a certification through validation of acquired experience (VAE) (see corresponding paragraph below).

IV.6. PROFESSIONALISATION CONTRACT

The professionalisation contract complies with strict regulatory clauses. It lasts between 6 and 12 months. The only extensions are in very special individual cases (<https://www.service-public.fr/particuliers/vosdroits/F15478>).

The introduction of professionalisation contracts requires an analysis of the system by the expert panel in order to verify the procedure for validating the skills in the certification reference framework. The authorization voted by the plenary assembly will appear on the accreditation recommendation or decision. It will lead to the possibility of referencing the "professionalisation contract" option in the RNCP sheet for the programme.

If a school:

- * is already accredited to award a degree in initial training under student status;
- * has not yet set up any professionalisation contracts;
- * has been approached by a number of high-quality individual candidates;

the CTI considers that this school can set up a professionalisation contract following a detailed application to the CTI, and an acknowledgement by the CTI. In the event of a positive response, the RNCP sheet and the annual certified data may be modified accordingly.

A more detailed analysis will be carried out during the next evaluation process.

IV.7. APPRENTICESHIP CONTRACTS IN THE FINAL YEAR OF THE ENGINEERING CYCLE

Schools that already have experience of apprenticeships may, on an exceptional basis (i.e. in one or more special cases justifying this provision), organise the final year of studies in the engineering cycle under an apprenticeship contract, with the explicit prior agreement of the CTI.

Applications can be submitted to the CTI on an ad hoc basis without going through the "Letter of Intent" procedure.

A special CTI committee has been set up to examine applications, which must be in line with real work-study teaching methods.

IV.8. VALIDATION OF ACQUIRED EXPERIENCE

Any degree registered with the RNCP (National Directory for Professional Certifications) is automatically accessible through the VAE. The school's de facto accreditation to award a degree by the VAE is therefore not the subject of a specific application.

During an evaluation process, the CTI assesses the conditions under which the VAE procedure is implemented (in particular, the VAE jury must meet the conditions specified by the Education Code) and may examine candidates' individual files.

IV.9. STATE-QUALIFIED ENGINEER

The title of state-qualified engineer is awarded by the Ministry of Higher Education and Research through a procedure by specifically authorized engineering schools.

Schools wishing to be authorised to examine applications must apply to the Ministry of Higher Education and Research (Department of Quality and Recognition of Qualifications) following a call for applications from the ministry, in accordance with a specific timetable. The list of schools accredited to award state-approved engineering qualifications is renewed every three years by ministerial decree published in the *Journal officiel de la République française*. The latest list is available on the website of the Ministry of Higher Education and Research: <https://www.enseignementsup-recherche.gouv.fr/fr/devenir-ingenieur-diplome-par-l-etat-46165>.

The CTI is consulted on the list of degrees and the list of institutions authorised to examine applications. The CTI has four representatives from academia and industry (employers, professional unions, engineering organisations) on the national jury that deliberates on the award of these degrees.

The list of degrees conferring the title of "ingénieur diplômé par l'État" is set by a ministerial decree published in the *Journal officiel de la République française*.

USEFUL LINKS

List of links

- * Procedures for preparing and awarding degrees: circular no. 2019-134 of 25 September 2019
- * Higher education degree models: appendix to circular no. 2015-0012 of 24-3-2015
- * Guide to the Diploma Supplement
- * EUR-ACE® label Framework Standards and Guidelines (EAFSG)

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The background of the page features an abstract design in various shades of green. It includes several overlapping circles of different sizes, some of which are solid while others are defined by dotted lines. These elements are scattered across the page, with a particularly large and complex cluster of overlapping circles and dotted lines in the bottom right corner, creating a modern and dynamic visual effect.