

Strategic objectives 2023-2027

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The CTI

The Commission des titres d'ingénieur (CTI) is an independent body that has been responsible under French law since 1934 for evaluating all engineering schools in France (and abroad on request) with a view to their accreditation to award the engineering degree ("titre d'ingénieur diplômé" - conferring the professional title and academic grade of master), developing the quality of engineering education and promoting the engineering title and profession in France and abroad. The CTI also evaluates the bachelor's programmes of accredited engineering schools with a view to awarding the academic grade of "licence" and awards European quality labels (EUR-ACE®, CeQuInt).

Its missions

1. Periodic **evaluation** of all **French engineering schools**, that leads to the **accreditation** of the institutions to award the **engineering degree** at master's level.
The CTI is responsible for accreditation decisions for private institutions; it issues recommendations to the relevant ministries for public owned higher education institutions. On request and subject to the support of the relevant authorities in the host countries, the CTI can also carry out evaluation procedures of engineering programmes provided by French institutions on their campus abroad, in order to extend the accreditation to the foreign site.
2. On request of the institutions and relevant governments, **evaluation of foreign higher education institutions**. The positive outcome of a CTI procedure may lead to the **recognition** of their master level engineering degrees in France ("**Admission par l'Etat**"). This recognition is granted by the French Ministry of Higher Education and Research.
3. Defining the **generic profile of the engineer** at master's level and drawing up **criteria and procedures** for awarding the engineering degree and for carrying out of the CTI's missions. The CTI thus contributes to the **continuing development of engineering education**, adapting it to the needs of industry and society as a whole.
4. Issuing **opinions on all topics regarding the French engineering education and the professional title**.
5. Since 2020, the evaluation of three-year institutional degrees, **Bachelor in Sciences and Engineering (BSE)**, which apply for the academic grade of "Licence", of accredited French engineering schools.
6. **Developing a quality assurance culture** within French engineering schools and the CTI itself, in line with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)* adopted by the Ministers of Higher Education of the European Higher Education Area. In this context, the CTI is a full member of the *European Association for Quality Assurance in Higher Education (ENQA)* since 2005, appears on the *European Quality Assurance Register for Higher Education (EQAR)* since 2010 and cooperates with other French and international quality assurance agencies, either through bilateral agreements (AEQES, AAQ, Hcéres, CEFDG, France Education International, ANEAQ, etc.) or as part of networks such as FraQ-Sup, ECA, ENAEE, etc.



7. Any actions to promote the **academic and professional recognition of the French engineering degree**. Since the engineering profession is not regulated in France and there is no institution of chartered engineers, the CTI is the natural point of contact for foreign engineering bodies. In this capacity, the CTI has signed various agreements with foreign quality assurance agencies and professional associations regarding co-operation and the recognition of the professional title abroad, for instance with engineering associations in Australia and Canada.
8. Evaluating French and foreign engineering programmes with a view to awarding **quality labels**. The CTI is a founding member of the *European Network for Accreditation of Engineering Education* (ENAE) and issues the **EUR-ACE**[®] label for engineering degrees (master's level). The CTI is also an operator of the *European Consortium for Accreditation* (ECA) for awarding the Certificate for Quality in Internationalisation (**CeQuInt**) label.



The CTI's strategic objectives

2023-2027

Introduction

During the previous period (2017-2022), the CTI was confronted with major challenges and developments, such as a global health crisis, a war in Europe, major scientific and societal developments with a key impact on engineering: shortages of energy and water resources, environmental issues including major climate change, digitisation, cybersecurity, artificial intelligence, etc., which emphasised the societal and environmental responsibility of professional and educational organisations and future graduates, and led to a change in the priorities and expectations of young people.

Against this backdrop, the CTI has had to rise to a number of challenges: adapting to these situations of crisis and societal transition; meeting the needs of engineering schools, companies and national and European authorities; taking account of the expectations of young people; coping with an increased workload due to a growing number of applications for new projects from French and foreign engineering schools; taking on a new mission of evaluating the bachelor's degrees of accredited engineering schools. At national level, a new law on research and its implementing decree, published at the beginning of 2022, have put cooperation between French quality assurance agencies on a permanent footing, in particular between the CTI, the Hcéres and the CEFDG.

Cooperation with national bodies such as INRS (*Institut national de recherche et de sécurité pour la prévention des accidents du travail et des maladies professionnelles*), INPI (*Institut national de la propriété intellectuelle*) and CDEFI (*Conférence des directeurs des écoles françaises d'ingénieurs*) is stressing the awareness of the need for future engineers to be socially and environmentally responsible.

Over the same period, the vocational training system in France has evolved with the creation of a new label certifying the quality of training courses, Qualiopi, and a new framework for registering training programmes in the National Directory for Professional Certifications (*Répertoire national des certifications professionnelles* - RNCP). The CTI played an active part in the discussions and is now recognised as a certification operator for the Qualiopi label for programmes offered by accredited engineering schools and continues to validate their RNCP application sheets.

The CTI has also continued to be active at international level, with evaluations abroad and European projects, for example in Morocco and Tunisia, and as France's representative in the peer group on quality assurance as part of the Bologna process.

Despite this context and these major changes, the CTI has continued to carry out its major mission of external quality assurance for engineering schools and programmes, which has now been extended to include engineering courses at bachelor's level.

As part of its internal quality assurance, the CTI has also been able to initiate a major self-assessment and define key areas for continuous improvement and looks forward with confidence to the future challenges outlined below in the strategic objectives for the period 2023-2027.

Breakdown of strategic objectives

1. Completing the work on the institutional and functional organisation of the CTI, in order to consolidate its position as a national and international quality assurance agency by:

- Creating an administrative and legal structure that reinforces its autonomy and ability to act
- Maintaining a balanced relationship of cooperation with other national evaluation bodies, including the Hcéres
- Implementing the conclusions of the external evaluation process carried out in 2022 in order to adapt the way the CTI operates and, in particular, to meet the growing needs of engineers and middle managers in engineering.

Milestones and monitoring indicators for Axis 1:

- ***Milestone 1.1: Setting up of a Strategic Council bringing together all stakeholders by the end of 2024; implementing a new legal structure by the end of 2027***
- ***Milestone 1.2: New CTI business model by the end of 2024***
- ***Milestone 1.3: Finalisation of the coordinated evaluation procedure with Hcéres in accreditation campaign wave A (2025-2026)***
- ***Indicator 1.1: Increase the CTI budget by 25% by the end of 2024 and by 50% by the end of 2026.***
- ***Indicator 1.2: Recruitment of three additional audit process managers: early 2024, early 2025, early 2026***

2. Promoting the link between the academic and professional dimensions of engineering education by:

- Promoting the CTI's membership structure, based on a balanced number of academic representatives and socio-economic representatives, in all the Commission's activities and in particular in the dedicated working groups
- Creating, in conjunction with the professional sectors, forums for reflection and work on issues relating in particular to changes in expected skills and the consequent adaptation of learning methodologies
- Setting up a Strategic Council acting as the CTI's Board of Directors

Milestones and monitoring indicators for Axis 2:

- ***Milestone 2.1: Definition and creation of structured forums for reflection and dialogue by the end of 2023***
- ***Indicator 2.1: Academic/socio-economic parity equal to 100% in CTI bodies***

3. Guaranteeing the quality of the engineering degree and the Bachelor in Sciences and Engineering in a changing world by:

- Organizing a regular review of accreditation standards & criteria to ensure that they are constantly in line with developments in higher education and the needs of the socio-economic world, including societal expectations
- Pursuing the dialogue with stakeholders and key players in the sector
- Continuing the thematic monitoring and analyses carried out by the CTI itself and in association with its partners and stakeholders
- Ensuring that the schools are fully conversant with the quality and continuous improvement process
- Ensuring a rapid implementation of the new provisions of the R&O and BSE Standards & Criteria on social and environmental responsibility

Milestones and monitoring indicators for Axis 3:

- ***Milestone 3.1: Establishment of a quantitative system to explain the level of expectation of CSR criteria by an engineering school at the beginning of 2024***
- ***Indicator 3.1: Implementation of an annual review of R&O and BSE Standards & Criteria***
- ***Indicator 3.2: Organisation of at least one working seminar a year with the engineering schools on specific points of the R&O and BSE Standards & Criteria (in addition to the CTI annual conference), starting in 2023.***
- ***Indicator 3.3: Annual publication of at least three thematic analyses by the CTI, and/or in association with its partners and stakeholders.***

4. Contributing to the national strategy for higher education and research by:

- Contributing to the public debate on the challenges facing engineering education and higher education in general, thus confirming the CTI's acknowledged expertise at national and international level
- Strengthening and structuring the dialogue with external stakeholders, professional sectors, supervisory ministries, other European and international agencies (ENQA, ENAEE, etc.)
- Institutionalising exchanges with associations of higher education institutions: CDEFI, CGE, France Universités
- Contributing to the development and reputation of the Bachelor of Sciences and Engineering (BSE) programmes

Milestones and monitoring indicators for Axis 4:

- ***Milestone 4.1: CTI authorization for the EUR-ACE® label at bachelor's level by the end of 2024***
- ***Milestone 1.1: Setting up of a Strategic Council bringing together all stakeholders by the end of 2024***
- ***Indicator 4.1: At least one quarterly intervention in events or media***
- ***Indicator 4.2: Organise a quarterly meeting with higher education and research associations and bodies***

5. Promoting the engineering profession and the French model of engineering education by:

- Organising and participating in events, conferences and seminars dedicated to the French engineering education model
- Contributing to communication and promotion initiatives implemented by the State, higher education associations or professional branches, on engineering education and careers in general or targeted at specific audiences in order to guarantee the diversity in engineering schools
- Developing its international evaluation activity and the award of the EUR-ACE® label
- Actively participating in the major European quality assurance networks and investing in the development of European accreditation standards & criteria
- Pursuing exchanges and agreements on recognition of the title of engineer with foreign professional bodies

Milestones and monitoring indicators for Axis 5:

- ***Milestone 5.1: Renewal of recognition agreements with several chartered engineering associations in Australia and Canada, and a new agreement in Tunisia.***
- ***Milestone 4.1: CTI authorization for the EUR-ACE® label at bachelor's level by the end of 2024***
- ***Indicator 5.1: Annual number of interventions by CTI members and representatives in France, Europe and abroad***
- ***Indicator 5.2: Maintain the CTI's triple European accreditation (ENQA, EQAR and ENAEE)***



Further information :



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