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**Request for admissibility**

**[Official full name of establishment**

**(entity with legal personality)]**

**[(if different) : Official full name of the school/higher education institution/university department operating the applicant programmes**

(referred to as "**school**" in the rest of the document)**].**

[Official school acronym]

[Address]

Purpose of the request:

 Application for the European engineering quality label EUR-ACE**®** at Master's level

 Application for admission by the French State

 Both

Date of request:

Commission   
des titres d'ingénieur

44 rue Cambronne 75015 Paris   
France

+33 1 73 04 34 30

International@cti-commission.fr

www.cti-commission.fr

**Indications**

For an application to be considered admissible, it is essential that:

* The application file is complete;
* The programmes for which the application is made has been existing for at least 3 years, so as to have at least one graduating class.

**Documents to be provided**

The following documents must be provided for each engineering programme covered by the eligibility application:

* Study regulations;
* Training model

**Methodology**

The guidelines used by the CTI to analyse admission by the State correspond to the CTI's current "Référentiel et critères majeurs d'accréditation" (R&O) guidelines.

The framework of analysis leading to the award of the EUR-ACE® label by ENAEE is described in the current EUR-ACE® Framework Standards and Guidelines (EAFSG).

**Procedure**

The application and the annexes document have to bent to secretariat@cti-commission.fr.

After receiving and analysing the request for admissibility, the CTI sends its response to the applicant institution within an average of three months. This period runs from the date of acknowledgement of receipt of the application.

If the feedback from CTI is positive, the evaluation procedure will be scheduled - depending on the CTI's workload and availability - in the next evaluation campaign.

The applicant institution must involve the relevant ministry in its country, which must take steps with the French government. Where it exists, the local agency concerned must also be involved in the process.

Graduates of state-approved training programmes may use the title of “a graduate engineer in France”.

If the feedback is negative, the CTI will examine a new application at the earliest two years after the first application was submitted.

**General information**

|  |  |  |
| --- | --- | --- |
| Official name of the HEI  (Legal personality)  (in English or French) |  | |
| Official name of the school (awarding the engineering degree) in the language of the country |  | |
| Official name of the school (which awards the engineering degree) in French |  | |
| Official name of the school (which awards the engineering degree) in English |  | |
| Country |  | Map of the country - location of the school (replace)  Coloriage Carte de France simple dessin gratuit à imprimer |
| Administrative language |  | |
| Teaching Language |  | |
| School acronym |  | |
| Brand name |  | |
| Date of creation of the HEI |  | |
| Legal status (public/private) |  | |
| Date of creation of the School |  | |
| Address |  | |
| Ministry responsible |  | |
| Name of School Director |  | |
| Director's telephone number |  | |
| E-mail from the director |  | |
| Contact person ( if different from manager) |  | |
| Contact telephone number |  | |
| Contact e-mail |  | |

**Reference years used in this application**

Year N = academic year of application (specify) (example: 2022-2023)

**Graduates**: graduating class during or at the end of the academic year preceding the application: Year N-1

Measures **for "new entrants"**: start of the autumn semester of the academic year of the application: Year N

Measures **on enrolments**: number of students registered at 31 December of calendar year n preceding the date of this application for eligibility (e.g. if N = 2022 - 2023, n = 2022).

Measures of administrative data (financial, personnel, etc.): calendar year n = 20XX or academic year N = 20XX-20XX (depending on accounting method, please specify)

**Scope of request: Programmes covered by the request**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Type of training (master's degree, engineering degree) | Official title of each programme (speciality) | Programme creation date | Number of graduates in year N-1 | Number of graduates in year N -2 | Number of graduates in year N - 3 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# MISSION AND ORGANISATION (TRAINING / SCHOOL / HEI)

The school's main mission is to train engineers, and its objectives, organisation and resources are in line with this mission.

**I.a Strategy and identity**

|  |
| --- |
| A succinct description of the School's main strategic lines in terms of teaching and the professional objectives of its programmes. Highlight the regional, national and international impact of the programmes. |
|  |

**I.b Organisation and management**

|  |  |
| --- | --- |
| Does the school have an Administrative Board or School Council? |  |
| If yes: |  |
| Total number of members |  |
| Number of representatives from the socio-economic world involved in the school's political governance with voting rights. |  |
| Number of student representatives involved in the school's political governance with voting rights |  |
| Frequency of meetings |  |
|  |  |
| Does the school have a guidance or development board (or different councils for each programme, please specify)? | Yes/No |
| If yes: | |
| Total number of members |  |
| Number of representatives from the socio-economic world |  |
| Number of student representatives |  |
| Frequency of meetings |  |

**I.c Training offer (degree programmes offered by the School and number of students)**

|  |  |
| --- | --- |
| Number of degree programmes offered by the School |  |
| Total number of students in the School |  |

*Note: Doctoral students are counted separately and should therefore not be included in this chapter. Do not include gap year students.*

|  |  |  |
| --- | --- | --- |
|  | Number of programmes | Number of programmes involved in the application for accreditation or labelling |
| Masters in 2 years  (120 ECTS) |  |  |
| 3-year engineering degree (180 ECTS) |  |  |
| 5-year engineering degree (300 ECTS) |  |  |
| Other (specify, add rows if necessary) |  |  |

**For each programme in column 3 of the previous table, complete the following table.**

*(The focus here is on all learners (students, apprentices, continuing education trainees).*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year n - 2 | Year n - 1 | Year n | Total |
| Total number of learners enrolled in the programme |  |  |  |  |

**I.d Resources**

|  |  |
| --- | --- |
| a) Number of **statutory teachers**  **without a research mission (individuals)**  involved in monitoring training activities in the engineering cycle,  whose main employer is the school and who perform at least a quarter of their statutory service in the school. |  |
| The activities to be taken into account correspond to teaching activities (face-to-face teaching1, project management, coordination, training engineering, etc.) in the service of learners. Do not include teaching preparation time. (N.B.: refer to the hours given on the model for carrying out the engineering training programme(s) or the teacher's service sheet). | |

|  |  |
| --- | --- |
| b) Number of **professors**  **with an engineering teaching mission and** a **research mission (individuals)**  whose main employer is the school and who perform at least a quarter of their statutory service in the school. |  |
| The activities to be taken into account are described above  Researchers who have published at least one international paper every two years over the last 5 years are counted as active teacher-researchers by the CTI. (newspaper and communications in peer-reviewed conferences, patents, registered software). | |

|  |  |
| --- | --- |
| c) Total number of lecturers from outside the school and from the socio-economic world (excluding research) who are actively involved in teaching engineering students |  |
| Total volume of teaching concerned as a % of model time |  |
| Any comments (type of intervention, breakdown, etc.) |  |
| d) Total number of lecturers from outside the School working in a research organisation or university research unit (not counted on the previous line) who are actively involved in teaching engineering students. |  |
| Total volume of teaching concerned (as a % of model time) |  |
| Any comments (type of intervention, breakdown, etc.) |  |
| This table must be duplicated for each training programme evaluated. |  |

|  |
| --- |
| Financial resources: describe the school's financial structure, the source of funding (grants, own resources (including tuition fees received), and the extent to which funding is in line with the school's teaching mission. |
|  |

# Quality and continuous improvement

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

**II.a General approach**

|  |  |
| --- | --- |
| The HEI has a quality referent | Yes/No |
| The School (if different) has an independent quality manager | Yes/No |

|  |
| --- |
| How would you describe the School's continuous improvement approach? |
|  |

**II.b External quality assurance and evaluation of the school and its diplomas**

|  |  |
| --- | --- |
| Are the qualifications covered by this application recognised by the country's official authorities? |  |
| Any comments | |
| Does the school have **quality certification (evaluation, accreditation…)** issued by an authorised ministerial body dedicated to higher education? |  |
| Does the school have a quality label or certification, in particular following an evaluation by an international agency? If so, which one(s)? |  |

**II.c Internal quality process**

|  |  |
| --- | --- |
| Learner surveys |  |
| Types of surveys (including teaching evaluations)  *Duplicate the table if necessary* |  |
| Frequency of surveys |  |
| Response rate to surveys |  |
| Date of last survey |  |

|  |  |
| --- | --- |
| Surveys of teachers on the training programme |  |
| Types of surveys (including teaching evaluations)  *Duplicate the table if necessary* |  |
| Frequency of surveys |  |
| Response rate to surveys |  |
| Date of last survey |  |

|  |  |
| --- | --- |
| Surveys of School employees |  |
| Types of surveys  *Duplicate the table if necessary* |  |
| Frequency of surveys |  |
| Response rate to surveys |  |
| Date of last survey |  |

|  |  |
| --- | --- |
| Surveys of partner companies |  |
| Types of surveys (including teaching evaluations)  *Duplicate the table if necessary* |  |
| Frequency of surveys |  |
| Response rate to surveys |  |
| Date of last survey |  |

|  |  |
| --- | --- |
| Surveys of former students |  |
| Types of surveys (including teaching evaluations)  *Duplicate the table if necessary* |  |
| Frequency of surveys |  |
| Response rate to surveys |  |
| Date of last survey |  |

# External partnerships

The school is strongly integrated into 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 fulfill its missions with quality. It forges partnerships with peer institutions and with its stakeholders, in particular employers and local authorities.

## *(The following paragraphs must be duplicated for each programme)*

## III.a Anchoring with the socio-economic world

Indicate the main partnerships and other significant interactions with companies at national level, and their nature (e.g. participation in the governance and direction of training programmes, provision of programmes, hosting of trainees, research, etc.).

## *Insert as many lines as necessary. Include the board participations mentioned in paragraph I-b, specifying them.*

|  |  |  |
| --- | --- | --- |
| Company | Number of employees in the country | Type of partnership and type of interaction |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Indicate the main partnerships and other significant interactions with companies abroad, and their nature (e.g. hosting trainees, research, etc.).

## *Insert as many lines as necessary.*

|  |  |  |
| --- | --- | --- |
| Company | Number of employees in the host country | Type of partnership and type of interaction |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| Average exposure time of a learner over the last 3 years of training to lectures and conferences given by external speakers from the socio-economic world. |  |
| *Calculate the number of hours over the last three years of the programme. Do not include internships, projects or periods in companies, which are counted below.* | |
| Number of weeks spent by a student engineer in a company, as set out in the programme regulations and in the curriculum. |  |

## III.b Links with research and innovation

Main research units in which teacher-researchers carry out their research and topics covered.

## *Insert as many lines as necessary.*

|  |  |  |  |
| --- | --- | --- | --- |
| Laboratory (name and location) | Laboratory supervision  (Specify whether the laboratory is internal or external to the establishment) | Number of teacher-researchers involved (excluding doctoral students) | Main areas of research (keywords: mechanics, electronics, civil engineering, etc.) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  | Total : |  |

## *Note: the total must correspond to the number in table I-d-b*

## Training for and through research / training for innovation and entrepreneurship :

|  |  |
| --- | --- |
| There is specific teaching for all students, devoted to the methodology of scientific research, documentary research and/or the history of science, epistemology, etc. | Yes/No |
| There is specific teaching for all students on business creation and innovation management | Yes/No |
| There is an incubator linked to the school or establishment. | Yes/No |

## III.c International anchoring

## *Indicate the main international higher education partners for the programme in question. Insert as many lines as necessary.*

|  |  |  |
| --- | --- | --- |
| HEI | Parent ministry/ regulatory authority | Main interactions:  Teaching (including work placements and academic semesters),  Research (including collaborative projects) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Graduates from the last 3 years who have spent time abroad on an academic exchange and/or work placement

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year N-3 | | | Year N-2 | | | Year N-1 | | |
|  | Cumulative duration of less than one semester | | Cumulative duration of more than one semester | Cumulative duration of less than one semester | | Cumulative duration of more than one semester | Cumulative duration of less than one semester | | Cumulative duration of more than one semester |
| Number of learners |  | |  |  | |  |  | |  |
| Number of double degree agreements with a foreign institution | | Active agreements (more than 2 exchanges per year on average) | | | Weakly active(0.3 to 1 exchange per year) | | | Inactive (less than 1 exchange over three years) | |
| All countries | |  | | |  | | |  | |

## III.d Network policy, national anchoring

## *Indicate the main partners in higher education at national level for the programme(s) concerned. Insert as many lines as necessary.*

|  |  |  |  |
| --- | --- | --- | --- |
| Number of double degree agreements with a local institution | Active agreements (more than 2 exchanges per year on average) | Weakly active(0.3 to 1 exchange per year) | Inactive (less than 1 exchange over three years) |
|  |  |  |  |

|  |  |
| --- | --- |
| Other cooperation with national training programmes (describe) |  |

## III.f Social openness

|  |  |  |  |
| --- | --- | --- | --- |
|  | Year N | Year N - 1 | Year N - 2 |
| Percentage of students recruited receiving a grant or financial aid |  |  |  |

## Inclusion and employment support policy for students with disabilities:

## Comment

## Is there any special support available to help pupils in difficulty?

## ¨ Training support

## ¨ Psychological support

# TRAINING OF ENGINEERING STUDENTS

## *(To be duplicated for each programme)*

Training must enable engineers to develop their skills, which implies acquiring the knowledge, know-how and attitudes necessary for their development during the programme.

The process of defining, developing and assessing skills during the programme constitutes the learning outcomes approach. The student engineer is placed at the centre of the training process, insofar as the entire learning outcomes approach is geared towards the student's acquisition of these skills with a view to his or her professional project.

**IV.a General architecture of the programme**

|  |  |
| --- | --- |
| Exact title of diploma in French |  |
| Exact title of degree in English |  |
| Diploma field |  |
| Type of diploma (engineering diploma, master's degree, etc.) |  |
| Sites where training takes place |  |
| Diploma creation date |  |
| Number of years of study to obtain the diploma |  |
| Accreditation or label obtained for this diploma  \* reference | Yes/No |
| Language of study |  |
| English language requirement for graduation |  |
| French language requirement for the diploma |  |
| Presence of micro-certificates or certificates issued by professional organisations | Yes/No |
| Percentage of distance learning in the training programme (as a % of model time) |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Year N - 1 | | Year N - 2 | | Year N - 3 | |
|  |  | National students | Foreign students | National students | Foreign students | National students | Foreign students |
| Number of graduates | Men |  |  |  |  |  |  |
| Women |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |

**IV.b Drawing up and monitoring the training project**

**Job description**: what activities will graduates be expected to do on completion of the programme?

|  |
| --- |
|  |

**Skills framework/ skills portfolio**: what skills are certified at the end of the programme?

|  |
| --- |
|  |

## Programmes or supervised projects dealing with social and environmental responsibility:

### IV.b Student life

|  |  |
| --- | --- |
| How can students access accommodation (type of accommodation, funding, distance from school, etc.)? |  |
| Access to the school or higher education institution by public transport |  |
| What catering facilities are available for students on the school site or nearby? |  |
| Percentage of students enrolled in student associations and clubs |  |
| Is there a graduate association for the programme for which accreditation is being sought? | Yes/No |

# RECRUITMENT OF ENGINEERING STUDENTS

The school recruits students for training leading to an engineering degree, in line with its mission and its training and employment plans.

**V.a Organisation and methods of recruitment**

Selective input: Yes/No

Brief description of the selection criteria used to recruit students:

**V.b Types of individual recruitment**

**Flows monitoring**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Of entry into higher year | Of repeaters | % Of resignations, redirections and exclusions |
| In the case of majority recruitment at the end of secondary education: results obtained at the end of the first year at the school |  |  |  |
| In the case of a majority recruitment after the 2nd or 3rd year of higher education: results obtained at the end of the first year at the school. |  |  |  |

# VI. Employment

The school's main concern is the employability of its graduates.

**Observation and analysis of the integration and careers of graduates**

|  |  |  |
| --- | --- | --- |
|  | Graduates of year N - 1 | Graduates of year N - 2 |
|  | Situation of graduates of the last intake in January of the year following graduation | Situation of graduates of the penultimate intake in January of the year following graduation |
| A = Number of graduates |  |  |
| B = Number of graduates who responded to the survey (survey carried out in year N) |  |  |
| C = Number of graduates in employment (including doctoral theses) |  |  |
| D = Number of graduates doing a thesis |  |  |
| E = Other further study |  |  |
| *Response rate (b/a)* |  |  |
| *Doctorate rate (d/b)* |  |  |
| *Employment rate: c/(b - e)* |  |  |
| Number of graduates with a job based in the country |  |  |
| Number of graduates with a job based abroad |  |  |
|  |  |  |

**Specific details to be brought to the committee's attention (maximum 20 lines)**

|  |
| --- |
|  |