

Assessment report

Master's Degree in Science and
Executive Engineering
Ingénieur Civil des Mines (ICM)
École Nationale Supérieure des Mines de Saint-Etienne,
France



Certificate for Quality in Internationalisation



The European Consortium for
Accreditation in Higher Education

Assessment report
- Programme

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BDE	<i>Bureau des Elèves</i> (School's Student Union Association)
BDI	<i>Bureau des Internationaux</i> (International Students' Association)
BEF	<i>Bienvenue en France</i> (French national quality Label for services to international students)
CEFRL	Common European Framework of Reference for Languages
CTI	<i>Commission des Titres d'Ingénieur</i> (French accreditation organisation for engineering degrees)
ECTS European Credit Transfer System	
EHEA	European Higher Education Area
HE	Higher education
ICM	Ingénieur Civil des Mines (ICM) – Master's Degree in Sciences and Executive Engineering
IMT	<i>Institut Mines Télécom</i> (the Mines-Telecom Institute group of French <i>Grandes Ecoles</i> to which Mines Saint-Etienne belongs: https://www.imt.fr/en/ . Often used to refer to Ecole Nationale Supérieure des Mines Saint-Etienne
ISA	<i>Ingénieurs Solidaires en Action</i> : Social and Civic Engagement – Learning through Action
ISMIN	<i>Ingénieur Systèmes Microélectronique et Informatique (ISMIN)</i> : Master's Degree in Microelectronic Systems Engineering and Computer Science
KPI	Key Performance Indicator
L3	Bachelor's year
M1/M2	Master's years one and two
MDE	<i>Maison des Elèves</i> (School's own student hall of residence)
MSc	Master of Science diploma
MSE	Mines Saint-Etienne: http://www.mines-stetienne.fr/
PIRB	Programmes' International Review Board



1. Executive summary

The Master's Degree in Science and Executive Engineering (Ingénieur Civil des Mines) was assessed by The Commission des Titres d'Ingénieur, the CTI. The CTI convened an assessment panel which studied the self-evaluation report and undertook a site visit in Saint-Etienne on the 19-20th of November 2025.

Across all assessed standards, the panel finds that underlying criteria are not only met but systematically surpassed. The ICM programme demonstrates an exemplary and coherent approach to internationalisation that is mature, well documented, and widely shared. Its internationalisation strategy is firmly anchored in Ministerial orientations, institutional priorities, and IMT-network ambitions, and is clearly aligned with the programme's identity. The strategy sets ambitious, yet realistic goals focused on enhancing teaching and learning quality and preparing graduates for international and intercultural professional environments. Internationalisation is deeply embedded across curriculum design, language policy, student support, and everyday academic and social life, going well beyond mobility figures or symbolic partnerships. The combination of compulsory and substantial international experiences, strong financial and organisational support ensuring equity of access, and a deliberately international learning environment is regarded as exemplary practice.

International and intercultural learning is intentionally embedded in programme design, assessment, mobility structures, and graduate profiles, with continued improvements in assessment systematisation and monitoring of graduate outcomes representing international-level exemplary practice. Teaching and learning benefit from an outstanding international learning environment and the strong commitment of international staff, teachers, and students. Staff composition, international experience, professional development, and mobility provide a strong foundation for delivering high-quality international and intercultural learning outcomes. Students benefit from coherent and well-structured international experiences, and comprehensive support services, with several aspects recognised as good practices.

To conclude, while targeted enhancements are recommended—particularly regarding external stakeholder involvement, KPI prioritisation, systematic evidence of intercultural competence development, and closer monitoring of incoming international students' integration—these are refinements to an already strong approach. Overall, the panel assesses **Standards 1 through 5** as excellent and considers ICM's internationalisation a benchmark for comparable programmes.



2. The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A panel of experts was convened and consisted of the following members:

- **Dr Eugenia Llamas** (France), Director of International Development at EPF-Engineering School (France).
- **Thomas Blanc de la Carrere** (France and The Netherlands) Quality Advisor Internationalisation at Rotterdam University of Applied Sciences and an expert at ECA.
- **Dr. Dolores Gurruchaga** (Spain), CTI international expert, Full Prof. at the Faculty of Chemistry (Dept. Polymers and Advanced Materials: Physics, Chemistry and Technology) of the University of the Basque Country (Spain).
- **Marie Maufroy** (France) student at Centrale Lille in engineering and expert at the CTI since 2024. She recently graduated from Centrale Lille, where she has just completed her final year in a work-study program at Leroy Merlin in logistics.

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members signed a statement of independence and confidentiality. These signed statements are available from the CTI upon simple request. The procedure was coordinated by **Hélène Andrawiss-Dlamini, Audit Process Manager and International Relations Project Manager at the CTI**.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit ([Annex 2: Documents reviewed](#)). The panel organised a preparatory meeting on 22nd of September 2025. For this specific programme, the site visit took place on **19-20 November 2025** at **École Nationale Supérieure des Mines de Saint-Etienne, in France**. ([Annex 3: Site visit programme](#))

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.



The panel finalised the draft report on 22 December 2025. It was then sent to the École Nationale Supérieure des Mines de Saint-Etienne to review the report for factual mistakes. Some minor factual mistakes were reported and the panel amended the report accordingly. The panel approved the final version of the report on January 13, 2026 at the plenary session of the Commission des Titres d'Ingénieur.



3. Basic information

Qualification:	Master's Degree in Science and Executive Engineering
Number of credits:	180 ECTS
Specialisations (if any):	<ul style="list-style-type: none">- Mechanical Engineering and Materials Science- Process and Energy Engineering- Computer Science- Data Science- Production and Logistics Management- Biomedical Engineering- Environmental Engineering- Corporate Finance- Fluid Mechanics
ISCED field(s) of study:	<ul style="list-style-type: none">- 041 Business and Administration- 052 Environment- 054 Mathematics and Statistics- 061 Information and Communication Technologies- 071 Engineering and Engineering Trades
Institution:	<i>Ecole Nationale Supérieure des Mines de Saint-Etienne – "Mines Saint-Etienne"</i>
Type of institution:	Graduate School of Engineering and Research
Status:	Accredited to award the French Master's Degree in Engineering (<i>Diplôme d'Ingénieur</i>) to each of its academic and professional engineering programmes
QA / accreditation agency:	The <i>Commission des Titres d'Ingénieur</i>
Status period:	From September 2020 to September 2026



4. Assessment scale

The assessment-scale relates to the conclusions of the assessment panel at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

Unsatisfactory	<p>The programme does not meet the current generic quality for this standard.</p> <p>The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.</p>
Satisfactory	<p>The programme meets the current generic quality for this standard.</p> <p>The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.</p>
Good	<p>The programme surpasses the current generic quality for this standard.</p> <p>The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.</p>
Excellent	<p>The programme systematically and substantially surpasses the current generic quality for this standard.</p> <p>The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.</p>



5. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.

The ICM programme operates within an institution and IMT network where internationalisation is clearly a strategic priority (e.g. institutional Strategic Plan 2023-2027). The panel observed that the programme's own internationalisation goals - compulsory, substantial mobility; high language proficiency; a deliberately international and diverse learning community; and the development of intercultural and professional readiness - are well documented and closely aligned with the institutional strategic plan and IMT guidance. The "line of sight" from Ministerial orientations, IMT strategy to Mines Saint-Étienne's strategic plan and then to programme-level goals is explicitly discussed in the Programme International Review Board (PIRB) and in programme review sessions between the Director of Studies, the Director for International Development and the International Department.

At programme level, ICM's internationalisation goals concentrate on four closely connected ambitions: (1) ensuring that every student completes two substantial international experiences - typically a study period and an internship abroad - within a strong network of high-quality partner institutions; (2) achieving high language proficiency, with English at an advanced level and a second foreign language at an operational level for all graduates; (3) building a genuinely international learning community on campus, with a significant and diverse share of international students and systematic use of mixed-nationality groups, English-taught modules and co-curricular activities; and (4) developing students' intercultural and professional readiness to work in multilingual, multicultural environments. These goals are explicitly formulated in the International Strategy 2025, ICM's self-evaluation report and in the annual PIRB documentation, where they are translated into concrete key performance indicators (e.g. compulsory mobility, language levels, incoming mobility targets), and they are further summarised and made accessible to students and staff through programme information materials such as the ICM brochure and the school's strategic and internationalisation documents.



Within the programme, internal stakeholders are strongly involved and share a common understanding of internationalisation as part of the core identity of ICM rather than an add-on. Staff and management consistently described internationalisation as a defining feature of the programme, and students confirmed that international options and expectations are made visible from the first year through repeated presentations, information meetings and the ICM brochure. During the site visit, staff across disciplines spoke about the programme in similar terms, indicating that the view on internationalisation is widely shared.

Stakeholder participation in shaping and refining the goals is organised primarily through the PIRB, which brings together programme leadership, international office staff, teachers. In addition, students and alumni are invited to contribute to strategy documents (e.g. the ICM brochure) and to consultative events. However, the panel noted that participation is sometimes dependent on voluntary engagement; students described being invited but not proactively steered into strategic discussions, and external socio-economic partners are not yet systematically integrated into the formal goal-setting process.

Taken together, the panel concludes that ***the internationalisation goals for the programme are clearly documented, widely known internally and shared by internal stakeholders.*** The goals are ambitious yet realistic for the context and are strongly embedded in institutional and network strategy. External stakeholders (companies, socio-economic partners and alumni) are involved mainly through advisory bodies and the alumni association, but their role in formally shaping and periodically reviewing the programme's internationalisation goals could still be strengthened.

Conclusion and recommendations - Criterion 1a

The panel concludes that the internationalisation goals for the programme are satisfactorily documented and clearly shared and supported by internal stakeholders.

The panel appreciates the strong institutional anchoring and the culture of ownership among staff and students. The panel recommends that the programme further formalises and broadens stakeholder participation by (1) strengthening the role of the key socio-economic partners in the periodic review of ICM's internationalisation goals, and (2) making student and alumni contributions to strategic discussions more systematic rather than purely voluntary.



Criterion 1b: Verifiable objectives

Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.

The programme has developed a coherent set of verifiable objectives and indicators that enable monitoring of its internationalisation goals. The PIRB plays a central role in this regard: each year it reviews a KPI framework covering at least language proficiency, the requirement for two international experiences, mobility flows (incoming and outgoing) and the composition of the student body. Indicators and targets are discussed openly and adjusted where necessary; for example, the panel heard how KPIs have been refined in response to experience, and how the internal stakeholders support the strategic discussion on which indicators are most relevant.

These objectives are both quantitative (e.g. proportion of students completing substantial study and internship periods abroad; share of international students on campus; level of English and second foreign language) and qualitative (e.g. the nature of strategic partnerships, the ambition for “complete” partnerships including balanced flows, tuition reciprocity and research links). Together, they give a clear operational expression to the programme's goals and make it possible to monitor implementation over time. The panel also noted that the programme uses its rich alumni network and regular programme review meetings as an informal, but meaningful, qualitative feedback mechanism on the relevance and outcomes of its internationalisation.

At the same time, the panel observed that all PIRB KPIs are currently treated as formally “equal”. Management indicated that prioritising one indicator over another is seen as politically sensitive, as it might be perceived as devaluing the efforts of some actors. While the panel understands this concern, it also notes that, from a CeQuInt perspective, clarity about which objectives are most critical for achieving the programme's internationalisation goals (e.g. learning outcomes and equity of access) would further enhance steering. In addition, the programme is in the process of developing a more explicit framework and tools for measuring intercultural competences; this offers an opportunity to strengthen qualitative indicators that go beyond counting mobility and language levels.

Conclusion and recommendations - Criterion 1b

The panel concludes that clear and verifiable objectives have been formulated and that these objectives allow effective monitoring of the achievement of the programme's



internationalisation goals. The use of the PIRB as a structured forum for defining, reviewing and adjusting KPIs is a strong point. The panel recommends that the programme (1) makes the relative priority of its various KPIs more explicit, so that effort and resources can be more transparently aligned with the most critical goals, and (2) continues to develop qualitative indicators that capture the impact of internationalisation on intercultural competences and teaching and learning, thereby complementing existing quantitative monitoring.

Criterion 1c: Impact on education

The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.

The panel found that ICM's internationalisation goals are tightly coupled to the quality of teaching and learning and are not merely about mobility numbers or international visibility. The programme's goals explicitly include a substantial and compulsory international experience (often longer than what is required nationally), high levels of language proficiency, and an “*international at home*” environment in which mixed-nationality teams, English-taught courses and cross-cultural interaction are integral to the curriculum. These goals have translated into a wide range of concrete measures that shape the educational experience.

During the site visit, students and alumni consistently testified to the educational value of these measures. French and international students alike highlighted the practical orientation of courses, the systematic use of mixed teams, and the early and well-supported mobility as central to their professional and intercultural development. Alumni described feeling very well prepared to work in multilingual, multicultural environments and emphasised the combined effect of compulsory mobility, intensive language education and internationalised project work. Staff reported that they deliberately design management “toolbox” modules, scientific group work and internship supervision to build on and amplify the international experiences of the students.

Beyond the curriculum, the school offers a wide array of activities that directly support the internationalisation goals: intensive French courses, buddy and mentoring schemes, a very active student association (*Bureau des Internationaux*), integration weekends, language tandems, and numerous alumni events. The panel was particularly impressed by the way financial support and careful choice of partner institutions are used to ensure that **financial barriers do not prevent students from engaging in substantial international experience**, and by the fact that the international student community is clearly cherished and integrated into campus life.



At the same time, the panel recognises that the programme itself is aware of the need to *better “trace” the impact* of this rich set of activities on the development of intercultural competences. Staff involved in the PIRB and in the intercultural framework explicitly mentioned plans to make assessment of these competences more systematic and to connect the many activities more visibly to programme-level learning outcomes. The panel strongly supports these developments, which will make an already strong practice even more demonstrably effective.

Conclusion and recommendations - Criterion 1c

The panel concludes that the *internationalisation goals clearly and explicitly relate to teaching and learning and that the measures included make a substantial and positive contribution to the quality of education* in ICM. Internationalisation is deeply embedded in curriculum design, mobility policy, language provision and co-/extra-curricular activities. The panel recommends that the programme continue its current work on a more explicit intercultural competence framework and impact evaluation, so that the contribution of specific activities to learning outcomes is more systematically evidenced across cohorts and subgroups.

Overall conclusion regarding Standard 1 - Intended internationalisation

The panel finds that ICM has developed and implemented a *mature, well-documented and widely shared internationalisation strategy* that is firmly anchored in Ministerial orientations, institutional and IMT-network ambitions and clearly tailored to the identity of the programme. The goals are ambitious yet realistic and are strongly focused on enhancing the quality of teaching and learning and preparing graduates for international and intercultural professional environments. Internal stakeholders are actively involved and demonstrate a high degree of ownership, and the PIRB provides a robust mechanism for translating goals into verifiable objectives and monitoring their achievement.

Moreover, the impact of these goals on the educational experience is particularly visible and convincing: internationalisation is not limited to mobility figures or symbolic partnerships, but permeates curriculum design, language policy, student support and the everyday academic and social life of the programme. The panel considers the combination of compulsory, substantial international experiences; strong financial and organisational support ensuring equity of access; and a rich, deliberately international learning environment as an *exemplary practice* that goes beyond normal expectations.



While there is still room for enhancement - notably in further structuring external stakeholder involvement in strategy development, making KPI prioritisation more explicit, and systematically evidencing the impact of activities on intercultural competences - these are improvements on an already strong and coherent approach.

The panel therefore deems ***all underlying criteria of Standard 1 to be not only met, but in important respects systematically surpassed***, and it considers ICM's intended internationalisation to be a benchmark for comparable programmes.

The panel therefore assesses Standard 1 - Intended internationalisation as excellent.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.

The programme offers a coherent, well-integrated set of intended learning outcomes (ILOs) that reflect the institution's strategic commitment to internationalisation and intercultural competence. The seven core attributes articulated by the school—Interdisciplinarity, Openness, Discernment, Audacity, Responsibility, Commitment, and Agility—form the foundation for a competency framework across 28 learning outcomes, 17 of which directly or indirectly relate to international and intercultural learning.

The SER highlights that the intended learning outcomes are embedded across the curriculum in a progressive and structured manner. Students begin engaging with intercultural reflection activities in their first year through *Ateliers Mobilité*, language tutorials, and early exposure to international peers. The programme recognises students' varied prior experiences and adopts an inclusive, developmental approach to international and intercultural learning.

Self-awareness, intercultural adaptability, and the ability to analyse scientific and professional situations from diverse cultural perspectives are recurrent themes within the intended outcomes, further described as assets during the interviews (teachers, alumni, recruiters and students). This is further reinforced by the mandatory international mobility requirement, ensuring that every student experiences a minimum of three months abroad, the average mobility duration being six months.



Conclusion and recommendations

The panel concludes that **the intended international and intercultural learning outcomes correspond with the programme's internationalisation goals.**

The panel recommends the programme to continue refining the mapping between its attributes and international and intercultural learning outcomes, in order to maintain clarity as curricula evolve. Strengthening the communication of international and intercultural expectations to students from the outset will equally foster early ownership of these competencies.

Criterion 2b: Student assessment

The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

The programme uses a wide range of assessment methods to evaluate international and intercultural learning. These include course-based assessments, evaluations related to international mobility, language proficiency tests, internships, teamwork-based projects, and the final *Grand Oral Professionnel*.

- **Course-Based Assessment:** Intercultural dimensions appear in language courses, team projects, and scientific modules that leverage the diversity of students' backgrounds.
- **Mobility Assessment:** Students complete a written reflective report (*livret de mobilité et Validation des acquis de la mobilité internationale*) and take part in a collective oral evaluation upon return.
- **Language Tutorials:** Conducted in small groups (two students per teacher), these tutorials stimulate conversations about students' cultural adaptation, identity, and experiences in France for international students. They function as formative assessment moments.
- **Grand Oral Professionnel:** This capstone examination helps identify students' strengths and weaknesses in communication, self-reflection, and intercultural readiness.

Assessment of international mobility is particularly structured. The collective sessions encourage students to identify key intercultural challenges and "epiphany moments" that contributed to their development.



Language tutorials also support informal, personalised assessment of intercultural experiences for both French and international students.

The programme is currently improving the systematisation of intercultural assessment. Efforts include developing more structured frameworks for pre-departure evaluation, continuous reflection, and quantitative or qualitative tools for measuring student progression.

Conclusion and recommendations

The panel concludes that **the methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes, though opportunities exist to systematise and formalise intercultural competence evaluation.**

The panel recommends developing more structured and quantitative tools for assessing intercultural competencies, as well as providing specific training for staff engaged in evaluating intercultural learning.

Criterion 2c: Graduate achievement

The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.

The programme provides ample qualitative and quantitative evidence that graduates achieve the intended international and intercultural learning outcomes.

Quantitative indicators show that the majority of students attain a minimum level of B2 in English early in the programme, with a significant proportion progressing to C1 as their studies advance. In addition, 67% of students also reach at least a B2 level in their second foreign language, reflecting the strong emphasis placed on multilingual proficiency within the curriculum. The programme's compulsory international mobility requirement result in an average stay abroad of approximately six months, whether through academic exchange, internships, or participation in double-degree programmes. Academic results obtained during mobility are consistently strong, with very low failure rates across partner institutions. Graduate employment data further demonstrate the effectiveness of the school's international strategy, as 24% of graduates begin their professional careers abroad and 55% work in an international context even when based in France.



Alumni testimonies collected during the review provide additional qualitative evidence of the programme's impact on international preparedness and employability. Many former students explained that the support provided by the school before and during mobility—particularly through dedicated contacts in host universities and coordinated intervention when issues arose—was essential to the success of their experience. Alumni also highlighted the importance of the linguistic, intercultural and hands-on training they received, which enabled them to adapt quickly to new academic and professional environments in countries such as Germany or Japan. Several noted that their participation in double-degree pathways represented a turning point in their academic trajectory and contributed directly to their pursuit of international research careers. Alumni who are now involved in engineering recruitment stressed that graduates of the school stand out for their strong analytical and pragmatic skills, solid command of English and demonstrated capacity to work effectively in intercultural teams.

The alumni association constitutes a further asset supporting internationalisation and student achievement. The network includes more than 6,000 members from the ICM, ISMIN and doctoral programmes, ensuring a broad and diverse international community of graduates. Approximately 500 alumni actively contribute to student support each year, offering assistance with CV preparation, mentoring, advising students on suitable mobility destinations, and participating in conferences or experience-sharing workshops. International students benefit not only from this network but also from early integration measures and peer support within the school community, and in some cases from financial assistance that facilitates both their studies and mobility opportunities.

Conclusion and recommendations

The panel concludes that **the graduates demonstrably achieve the intended international and intercultural learning outcomes**. Their trajectories and alumni testimonies demonstrate strong awareness for global careers.

The panel recommends further expanding alumni involvement to support internationalisation activities.



Overall conclusion regarding Standard 2. International and intercultural learning

The panel found that international and intercultural learning is intentionally embedded in the programme's design, assessment mechanisms, mobility structures, and graduate profiles. **The panel deems all the underlying criteria of this standard to be systematically surpassed. The continued improvements in systematising assessment and enhancing monitoring of graduate outcomes constitute an exemplary practice at international level. The panel therefore assesses *Standard 2. International and intercultural learning* as excellent.**

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.

The self-evaluation report states that the curriculum goals are designed to train students capable of performing their roles as engineers in a globalised context. To this end, students are guided to acquire intercultural, interpersonal, and management skills that enable them to work in teams of specialists from diverse social, cultural and professional backgrounds. To achieve these objectives, the curriculum is structured with:

- One "openness" module per semester to develop intercultural (both on a national and a societal level), professional and artistic awareness.
- Foreign language courses in at least two foreign languages and a third optional one, with intensive tutorial sessions in pairs of 40 minutes every two weeks. French foreign language courses are offered to all the non-French speakers for the duration of their studies at MSE (75 hours in total in M1 and M2 years) with extra-time offered for French classes in the first semester.
- International mobility, both academic and professional (internships), to develop a wide range of intercultural skills. Therefore, the aim of the programme is for students to complete their first mandatory international mobility at the end of M1 year, which will then give them the opportunity to undertake a second mobility in M2 year.
- A group-project each semester, assessed through both a group report and a group oral presentation. All semestrial projects are designed to maximise intercultural exchanges both within and outside the school.



- One internship per year (in France or abroad) of increased durations, responsibility and scope accounting for a total of 37 ECTS credits.
- The possibility for students in their final year to enrol in one of the seven international Master's of Science taught entirely in English with international students.

The ICM syllabus is very well detailed on the school's website (<https://syllabus.emse.fr/cycle/ICM>) (annex 4 of SER) and is available in both English and French. As put forward in the syllabus, from the 1st year onwards, many of the courses include a set of essential competencies for a future engineer-manager, encompassing scientific, technical, and human aspects, while also integrating the environmental and social dimensions. Furthermore, 17% of class time is dedicated to foreign language learning. In addition, the international academic or professional mobility period, of at least three months, and the three company internships, totalling nine months are mandatory.

The document "Direct and Indirect Learning Outcomes ICM 2024-25" (Annex 5 of SER) describes the modules in which international and intercultural learning outcomes are achieved, with specific comments for each educational unit. The panel found in this document a thorough effort to link educational units with intercultural and international learning, following the recommendations of the previous evaluation. Nevertheless, during the site visit, the panel inquired about the rule for distinguishing between so-called direct and indirect learning outcomes. The responses demonstrated the school's strong commitment to integrating intercultural concepts into all possible subjects.

Conclusion and recommendations

The panel concludes that **the content and the structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes**. The panel recommends to further develop the intercultural and international angle within each educational unit and disseminate these good practices to other programmes.



Criterion 3b: Teaching methods

The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

The ICM syllabus is hosted on a well-organised website, with all educational components described in detail. The description includes, among other aspects: teaching language, intended learning outcomes, skills, types of teaching activities and assessment methods. The self-evaluation report, includes an overview of the teaching methods, which focused on creating challenging and stimulating learning situations. The emphasis on applying learning through projects and internships is clear evidence of this strategy, representing 43% of the program's ECTS credits. Teaching methods throughout the three years also include project-based and problem-based learning, serious games, case studies, laboratory work, group, pair and individual work, and flipped pedagogy. Efforts are made to ensure that all project groups are composed of both French and international students whenever possible. During the site visit, the panel learned about some interesting experiences from teachers that chose topics that affect different countries in different ways, which led to very interesting results.

These activities are complemented by specific professional workshops such as the annual "ICM Days" (Annex 21), co-organized with alumni, and bringing together numerous companies. This event provides students with ample opportunity to benefit from the experiences of their colleagues and interact with senior professionals and alumni. The school's key strategy is to increase the quantity, variety, and types of interactions to develop students' openness and intercultural awareness. The panel was pleased to note the enormous role of alumni in supporting students during many steps of their studies.

Special attention is paid to the methodology of foreign language teaching, the only subject taught from the beginning to the end of the program, with two compulsory foreign languages and the option of a third. English is compulsory in L3 and M1 (minimum B2 level for external certification in M1) and is replaced by science classes and Master of Science courses taught in English in the final year. Around 25% of classes, in all categories of educational units in the ICM programme, are taught in English (Annex 15). French is compulsory for non-French-speaking international students, and French students can choose from seven other foreign languages to study from L3 to M2. Language classes are tailored to the specific needs of students who are expected to communicate effectively in multicultural contexts. Students are



grouped into small groups, according to their level, with a maximum of 16 students per group and an average size of 12 to 14 students, including both French and international students.

The panel notes the positive feedback from international students regarding the large number of group projects, as it facilitates their integration. Furthermore, the in-class work designed to integrate prior knowledge into group work is highly appreciated by these students. Close monitoring of each student allows teachers to be aware of their participation in the projects. Since the Department of Foreign Languages and Cultures is an integral part of the International Department, they collaborate to foster interaction between French and international students at the school, especially before they go abroad. This panel was satisfied to find a group of teachers with extensive international experience and specific training in intercultural skills. Interviews with outgoing students before and after going abroad allow for an individual assessment of the progress of the intercultural issues.

Conclusion and recommendations

The panel concludes that **the teaching methods are versatile and suitable for achieving the intended international and intercultural learning outcomes**. The panel recommends extending the assessment of intercultural skills to incoming students as well.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

The self-evaluation report includes numerous aspects considered key to the learning environment. It describes a high number of related activities, among which the following stand out: the high number of international students on campus (29% in 2024-25), the mandatory new-student integration weekend – WANA (*Week-end d'Accueil des Nouveaux Arrivants* – Annex 22), classes that mix students from M1 and M2 years as well as international MSc's students, the participation of English-speaking PhD students in some language courses as scientific tutors, a school library that provides electronic and paper access to all relevant scientific information, multilingual staff, buddy program for all French and international students, MSE's network of prestigious international partners that enables students to study at some of the world's best engineering faculties, the BDI (Bureau des internationaux)



Association and the *Maison des Elèves* (ME) student hall of residence and the membership of the Institut Mines-Télécom.

During the visit, the panel had the opportunity to experience the international dimension of the institution and the programme from the moment they arrived. All the hallway posters, wayfinding signage, and the reception staff were bilingual. The school boasts an exceptional BDI that effectively supports new students in their integration process, including accommodation within the ME, where intercultural activities take place throughout the year. The Alumni association, with over 500 active members (including those from ISMIN since 2020), helps international students make the most of their stay and maintain the ME. Furthermore, it is worth noting that between 40% and 50% of the international student body are female, which undoubtedly enriches intercultural learning. Interactions with international students demonstrated their high academic standards.

Conclusion and recommendations

The panel concludes that **the learning environment is outstanding for achieving the intended international and intercultural learning outcomes**. The panel recommends preparing a survey after WANA with the aim of gathering the opinions of not only the French but also the international students in order to extend the influence of the atmosphere created throughout all academic years.

Overall conclusion regarding Standard 3: Teaching and Learning

The panel deems all the underlying criteria of this standard to be systematically surpassed. In particular, the learning environment and the commitment of international staff, teachers and students can be regarded as an international example. The panel therefore assesses Standard 3: Teaching and Learning as excellent.



Standard 4: Staff

Criterion 4a: Composition

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

MSE demonstrates a well-balanced and diverse staff composition that supports the intended international and intercultural learning outcomes. In 2024, the school has 360 permanent staff representing 32 nationalities, complemented by 350 external practitioners and academics. Academic staff include 207 permanent scientific staff, 148 of whom are full-time researchers, and 51 PhD students contributing to teaching. Administrative staff (26 members) and the International Department (9 members) exhibit strong linguistic skills and intercultural competencies, essential for supporting student internationalisation.

The International Department oversees all aspects of student mobility, both incoming and outgoing, and is also responsible for foreign language instruction and the delivery of intercultural training. The department comprises nine staff members representing four different nationalities. Its organisational structure is characterised by a high degree of complementarity: four members hold dual responsibilities that combine mobility management with foreign-language or intercultural teaching and administrative functions, while three members also teach a foreign language alongside their mobility-related duties.

The Department of Foreign Languages and Cultures is staffed entirely by teachers who are either native speakers or have acquired substantial international experience through extended stays abroad. Approximately thirty-five permanent and freelance teachers represent seventeen nationalities and collectively offer instruction in seven foreign languages, in addition to providing courses in French as a foreign language for international students. These teachers are active across a wide range of institutions, companies, and schools, which reinforces the relevance and authenticity of their pedagogical approach. Their work plays a central role in preparing students for international mobility by supporting both linguistic development and intercultural competence. In addition, foreign-language teachers contribute directly to the validation process of mandatory international mobility, ensuring the alignment of mobility experiences with academic and linguistic requirements.

Site-visit observations confirmed that staff composition effectively supports students' international trajectories. Mobility workshops, individual meetings, and validation of learning agreements ensure students meet language and academic prerequisites for international



placements. The staff-to-student ratio and the presence of dedicated administrative and academic personnel allow for close monitoring of student mobility and academic performance.

Conclusion and recommendations

The panel concludes that **the composition of the staff does facilitate the achievement of the intended international and intercultural learning outcomes.**

The panel recommends maintaining and expanding international recruitment to enhance diversity, as well as promoting interdisciplinary and intercultural engagement among staff to reinforce their international awareness.

Criterion 4b: Experience

Staff members have sufficient internationalisation experience, intercultural competences and language skills.

MSE staff exhibit substantial international experience and intercultural competence. Faculty members publish in English, present at international conferences, and regularly engage in research collaborations abroad. Promotion criteria include international experience, and both the teaching and administrative staff are encouraged to participate in international mobility programmes.

Each of the approximately 160 student mobilities undertaken annually is supervised by a faculty member based in Saint-Étienne, who works with the student to define the study plan or internship specifications and ensure that these comply with MSE's academic requirements. This system not only safeguards the quality and coherence of students' learning experiences abroad but also enriches faculty members' own international awareness, as they remain closely connected to the academic and professional environments encountered by students in partner institutions worldwide. The presence of a large international student population—representing around 25% of ICM engineering students and approximately 28% of the overall student body—further contributes to a daily intercultural environment for both faculty and administrative staff.

Moreover, the introduction in 2016 of seven English-taught international Master of Science programmes, followed in 2024 by two Erasmus Mundus Joint Masters, has substantially



increased staff interaction with international students, many of whom arrive with limited or no knowledge of French. The number of international MSc students has grown steadily from 22 in 2016 to 88 in 2024, and this upward trend is expected to continue in the coming years, further reinforcing the internationalisation of the campus and enhancing staff exposure to diverse linguistic and cultural contexts.

Conclusion and recommendations

The panel concludes that **staff members have sufficient internationalisation experience, intercultural competences and language skills.**

The panel recommends promoting mentorship between experienced and new staff to sustain and transfer internationalisation expertise.

Criterion 4c: Services

The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.

MSE provides comprehensive financial and logistical support to faculty members undertaking short- and medium-term international mobilities, and such experience is explicitly encouraged through promotion criteria that reward international engagement. International visiting professors also benefit from on-campus accommodation and dedicated administrative assistance, ensuring that their teaching and research activities can be carried out in optimal conditions. The total annual budget devoted to staff training (€110k) includes a specific allocation for foreign language courses and intercultural awareness workshops (34% in 2024).

The institution further supports staff participation in a wide range of national and international professional networks that contribute to the exchange and development of best practices. For staff involved in language and intercultural teaching, participation in organisations such as UPLEGESS and TESOL is actively supported. Those working in international student affairs are encouraged to engage with professional networks including the *Conférence des Grandes Écoles* (CGE) and AGERA.



MSE's strong involvement in international mobility programmes is reinforced through partnerships such as ARFITEC, BRAFITEC and MEXFITEC, which provide financial support for mobilities with Argentina, Brazil and Mexico. Erasmus+ agreements with around 45 highly regarded European higher education institutions offer additional funding opportunities for both students and staff, while also promoting alignment with evolving European best practices, including through cooperation with partners in Lebanon and Vietnam.

At regional level, the Auvergne-Rhône-Alpes (AURA) government plays a significant role in supporting internationalisation by allocating substantial funding each year not only for student mobility (€209k annually) and staff mobility, but also for multi-institutional research projects involving partners from the region and abroad. MSE is currently engaged in four such projects with institutions in Spain, Lebanon, Canada and the United States.

Finally, the school's participation in the T.I.M.E. Association further enhances the international dimension of its programmes. The association promotes collaboration among member universities and provides funding of €10k per successful project to support innovative international initiatives. MSE is presently involved in one of these projects in partnership with universities in Bucharest, Berlin and São Paulo.

Conclusion and recommendations

The panel concludes **that the services provided to the staff are consistent with the staff composition**. These services adequately facilitate international experiences, intercultural competences and language skills.

Overall conclusion regarding Standard 4: Staff

The panel found that MSE's staff composition, international experience, and support services collectively provide a strong foundation for delivering high-quality international and intercultural learning outcomes. Staff are actively engaged in professional development, supported in mobility and networking, and play a key role in students' international experiences. The panel deems all the underlying criteria of this standard to be systematically surpassed. The panel therefore assesses *Standard 4: Staff* as excellent.



Standard 5: Students

Criterion 5a: Composition

The composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals.

Mines Saint-Étienne hosts around 2,400 students (approximately 1, 200 full-time students and 1, 200 salaried students on apprentice), with an average of 25% of international students across the institution. The school offers 13 Master of Science programmes, 7 fully taught in English, which contributes significantly to attracting a diverse international cohort.

International students come from a wide range of regions. According to the school's latest International Review, 24% come from the Americas, 31% from Asia, and 45% from Europe. The institution maintains over 120 academic partnerships worldwide, including several prestigious double-degree agreements, facilitating academic diversity and multidisciplinary within cohorts.

Several structured measures foster student interaction and intercultural collaboration:

- Mandatory outgoing mobility, either through study semesters or internships abroad.
- Structured support for incoming students (International Office, housing assistance, welcome days, student buddies, and a dedicated International Students' Association).
- Mixed project groups, where international and French students are systematically integrated; in some MSc projects, each group includes *at least two international students*.
- Intercultural activities and language training, such as intensive French courses, language exchange sessions, and social events organised by student associations.

Mines Saint-Étienne's international strategy aims for high levels of international participation, particularly in master's programmes, with a target of *around 30% incoming students* in MSc degrees. The current student composition, combined with mandatory mobility, English-taught programmes, and active international partnerships, demonstrates a strong alignment with these goals.

This alignment is demonstrated with:

- A substantial and stable share of international students.
- Strong outgoing mobility figures
- English-medium programmes and internationalised curricula.
- Consistent collaboration and



project-based learning involving mixed student groups. Together, these elements provide clear evidence of coherence between student composition and the school's international ambitions.

Conclusion and recommendations

The panel concludes that **the student group composition at ICM is consistent with the institution's internationalisation objectives**. The diversity of nationalities, the presence of English-taught programmes, and the school's strong mobility culture all support this alignment.

Criterion 5b: Experience

The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.

Students at ICM benefit from a broad range of internationalisation experiences that align closely with the programme's objectives. All engineering students are exposed to internationalisation at home through English-taught courses, mixed multicultural project groups, and regular interaction with international students and staff. In addition, programmes include mandatory international mobility, either through a semester abroad or an internship conducted in a partner institution or host company.

Beyond physical mobility, the school provides structured support for students preparing their stay abroad: information sessions, alumni testimonials, and individual interviews ensuring academic and administrative readiness. Virtual exchanges, collaborative projects with partner universities, and interactions with international researchers further enrich the experience for students who do not go abroad.

Additional experiences, such as international student associations, language exchanges, or participation in multicultural events, are voluntary but widely encouraged. These opportunities contribute significantly to intercultural development for all students.

These experiences are consistent with Mines Saint-Étienne's strategy, which prioritises both outgoing mobility and internationalisation of the learning environment. The structured preparation for mobility, the diversity in project teams, and the involvement of international staff all demonstrate a clear correspondence with the school's ambitions to train graduates able to work in global and multicultural environments.



Conclusion and recommendations

The panel concludes that **students gain adequate and coherent internationalisation experiences, which are fully aligned with the programme's internationalisation goals.**

The panel recommends paying greater attention to the perspectives and experiences of incoming international students, whose internationalisation takes place within the institution itself, in the same way the programme already monitors and supports the experiences of its French students going abroad.

Criterion 5c: Services

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.

The programme offers a comprehensive set of services adapted to the needs of both French and international students. These include pre-arrival information, personalised guidance, visa and administrative assistance, housing support, orientation sessions, tutoring, academic advising, French language courses, and access to the Diploma Supplement. Several student-led initiatives, such as the International Office (*Bureau des Internationaux*), contribute to a welcoming and supportive environment through social events, buddy programmes, and language exchanges.

Services are delivered both proactively (early contact with international students, structured welcome days, mandatory information meetings) and reactively (individual counselling and support upon request). Many of these services are curricular (language training, academic advising), while others are extracurricular (social integration activities, cultural events).

Given the high proportion of international students in the school's MSc programmes and the regular mobility flows, the services are well matched to the needs of a diverse student population. The dedicated international office, the structured mobility preparation, and the availability of intercultural support all demonstrate that student services are designed with the school's international objectives and student demographics in mind.

Conclusion and recommendations

The panel concludes that the services provided to students are appropriate, comprehensive, and aligned with the composition and needs of the student group.



The panel recommends improving the coordination of communication between partner institutions, especially regarding administrative emails sent to students during mobility periods. This would reduce the risk of information overload or contradictory messages and enhance the overall student experience. The panel also stresses the importance of ensuring that all student tutors responsible for supporting French students studying abroad are fully involved and consistently available throughout the mobility period, thereby strengthening guidance and improving the quality of support provided.

Overall conclusion regarding Standard 5: Students

The panel found that ICM demonstrates a strong commitment to its students, offering consistent internationalisation experiences and well-developed support services. All underlying criteria of this standard are met, and several aspects, such as the structured mobility preparation, the integration efforts for international students, and the quality of support services, can be regarded as international good practices.

The panel concludes that the composition of the student body, the internationalisation experiences offered, and the services provided are coherent and aligned with the programme's internationalisation goals. The diversity of the cohorts, the structured mobility framework, and the comprehensive support services collectively demonstrate that the institution meets the expectations for this standard. The panel recommends paying greater attention to the perspectives and specific needs of incoming international students, particularly by strengthening follow-up on their integration and ensuring their experiences within the institution are monitored as systematically as those of outgoing students. The panel deems all underlying criteria of this standard to be **systematically surpassed**. Further reinforcing these aspects will help **consolidate** this position.

The panel therefore assesses Standard 5: Students as excellent.



6. Overview of assessments

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	Excellent
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	Excellent
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Excellent
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Excellent
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Excellent
	5b. Experience	
	5c. Services	



Annex 1. Composition of the panel

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Dr Eugenia Llamas	X	X	X	X	
• Thomas Blanc de Carrere	X	X	X	X	
• Dr. Dolores Gurruchaga	X	X	X	X	
• Marie Maufroy		X			X

Subject: Subject- or discipline-specific expertise;
 Internat.: International expertise, preferably expertise in internationalisation;
 Educat.: Relevant experience in teaching or educational development;
 QA: Relevant experience in quality assurance or auditing; or experience as student auditor;
 Student: Student with international or internationalisation experience;

Chair: Dr Eugenia Llamas (France), Director of International Development at EPF-Engineering School (France).

As such, she is responsible for the institution's internationalisation policies and represents EPF in various national and international organisations. Eugenia's passion for internationalisation began thirty years ago while still in Spain, where she was Deputy Director of the ETSIT at the University of Valladolid, in charge of International Relations. Since 2005, when she moved to France, she has held several positions in the realm of higher education internationalisation: Director of International Relations at EIVP (*Ecole des ingénieurs de la Ville de Paris*), Counsellor for international university networks at the International Vice-Presidency of Gustave Eiffel University and Special advisor in international relations at CTI (*Commission des titres d'ingénieur*). She regularly participates in accreditation procedures in France and abroad, and has acted as an expert for FIBAA (Germany), NVAO (The Netherlands), ANECA (Spain), and has been Registrar of the DOCENTIA commission at Unibasq (Spain). She has been involved in CeQulnt as a core expert from 2013 onwards.

Thomas Blanc de la Carrere (France and The Netherlands) is a Quality Advisor in Internationalisation at Rotterdam University of Applied Sciences and an expert for ECA.

He has worked in the internationalisation of higher education for more than 25 years, moving between institutional practice and external quality assurance. After starting his career in France, where he coordinated EU-funded projects, implemented Bologna tools (ECTS and grade conversion) and managed joint bachelor's and master's programmes, he joined the Dutch-Flemish Accreditation Organisation (NVAO) and the secretariat of the European Consortium for Accreditation (ECA). There he helped to shape European frameworks for internationalisation, including CeQulnt and the European Approach for Joint Programmes, and co-authored related publications. Since 2017 he has been Quality Advisor Internationalisation at Rotterdam University of Applied Sciences, developing a framework to assess the quality and risk profile of international partnerships which is now mandatory in institutional decision-making. He regularly serves as an internationalisation expert on external



accreditation panels in the Netherlands and France, bringing hands-on experience of cooperation models, international quality assurance and integrated, risk-aware partner selection.

Dr. Dolores Gurruchaga is a Full Professor of Materials Science at the Faculty of Chemistry of the University of the Basque Country (UPV/EHU) in San Sebastián (Spain). She received her Ph.D. in Macromolecular Chemistry from the University of the Basque Country in 1990. She is currently teaching Materials Science, Polymeric Coatings and Polymeric Biomaterials. Her research is focussed on the field of Biomaterials, and she works at the interface of biology and materials science. Currently, the ongoing research work is in the dental field developing coatings for metal implants that promote osteoinduction, antibacterial properties and the reversal of osteonecrosis. Moreover, she has been Vicedean for International Relations participating in the signing of many international agreements and a double degree with the École Européenne de Chimie, Polymères et Matériaux (ECPM) de l'Université de Strasbourg (UNISTRA, France) and being responsible of a summer program with the University of Texas at Austin. She has been part of the team that launched and implemented the quality system at the Faculty of Chemistry of the UPV/EHU. She is international expert for the CTI from 2018.

Marie Maufroy, engineering student at Centrale Lille (France)

Marie is an engineering student expert at the CTI (*Commission des titres d'ingénieur*) in France since 2024. She recently graduated from Centrale Lille, where she has just completed her final year in a work-study program at Leroy Merlin in logistics. Marie is expecting to start a VIE (*Volontariat international en entreprise*) in the United States in January, working in Industry and Continuous Improvement. She has a generalist and international background, as she has lived in French Guiana, Hong Kong and Chile.

Coordinator: Dr. Hélène Andrawiss-Dlamini, Audit process Manager and International Projects Manager at the *Commission des Titres d'Ingénieur* (CTI) in France.



Annex 2. Documents reviewed

- Self-evaluation report and the 22 annexes provided by the institution
- CVs of relevant staff
- The ICM brochure
- The IMT website and the specific pages dedicated to the ICM programme
- Accompagnement professionnalisant pour la formation d'ingénieur Civil des Mines
- Validation des acquis de la mobilité internationale

Annex 3. Site visit programme

Mines Saint-Etienne Cequint site visits ICM & ISMIN programmes

Overview

- Dates:** 19, 20, 21 November 2025
- Institution:** *Ecole Nationale Supérieure des Mines de Saint-Etienne, France*
- Campus:** Saint-Etienne (19-20 November), Gardanne (21 November)
- Programmes:** *Ingénieur Civil des Mines (ICM) Master's Degree in Science and Executive Engineering, and Ingénieur Systèmes Microélectroniques et Informatiques (ISMIN) Master's Degree in Microelectronic Systems Engineering and Computer Science*
- Expert Panel:** Mr Thomas BLANC DE LA CARRERE,
Dr María Dolores GURRUCHAGA, Dr Eugenia LLAMAS-HERNANSAN, Ms Marie MAUFROY

Programme



Wednesday 19th November

12:15-13:30: Lunch at Ecole des Mines, 158, cours Fauriel, Saint-Etienne. Room D201
Panel members only

13:30-14:15: Meeting with management of the school, the ICM programme and the international department. Brief introductory presentation of international strategy. Room: D117

Florence Granger, Director for International Development

Dr Marc Roelens, ICM Programme Registrar

Paul Wheal, Head of International Department

Prof. Krzysztof Wolski, Senior Vice-President, Director of Studies

14:15-15:00: Meeting with alumni and external partners. Room: D117

Mohamed Bourefis, 2022 ISMIN graduate. **Via Zoom** from Osaka, Japan.

Patrick Bouzenot, Saint-Etienne Campus Alumni Representative. 1977 ICM graduate. **Present.**

Dr Paul-Henri Oltra, Gardanne Campus Alumni Representative. 1984 ICM graduate. **Via Zoom** from Gardanne.

Victorine Poncelet, 2018 ICM graduate. **Via Zoom** from Bonn, Germany.

Guillaume Sherpa, 2021 ISMIN graduate. **Via Zoom** from Tokyo, Japan.

Zoom link: <https://zoom.us/j/88049998593>

15:00-15:45: Meeting with ICM teaching staff. Room: D117

Prof. Sandrine Berger-Douce, Professor in Strategic Management

Dr Fanette Chassagne, Professor in Biomedical Engineering, **via Zoom** from USA: <https://zoom.us/j/88049998593>

Dr Mihaela Juganaru-Mathieu, Professor in Business Informatics, Artificial Intelligence and Databases

Emmanuelle Saint-Louis, Professor of French as a foreign language, Head of Foreign Languages and Cultures Department

Paul Wheal, Professor of English, Head of International Department

15:45-16:30: Meeting with French and international ICM students. Room: D117

Antonin Bonneau, President of "Bureau des Internationaux" ICM International Student Association.

Charbel Khazzaka, Lebanon, Lebanese University, M1 international degree-seeking student

Jacobo Velezcano, Colombia, UT Pereira. M2 international degree-seeking student

Flavien Colusso, French M2 student, 1st semester of study 2024-25 spent in Japan

Lila Barousse, French M2 student, 1st semester of study 2024-25 spent in Austria

16:30-17:00: Panel discussion. Room: D117

Panel members only

17:00-17:30: School visit with Florence Granger and Paul Wheal.

17:30-18:15: Visit of the *Maison des élèves* student hall of residence with Aurélie Boyer and Paul Wheal.

18:30 (approx.): Check in at Hotel Astoria, rue Henri Déchaud (behind school).

19:45: Evening meal: *La Taverne de Maître Kanter*, Gare SNCF Chateaucieux. 19:30 Hotel Astoria pickup.

Panel members and school management. Prof. Jean-Paul Viricelle, Senior Vice-President, Director of Research, to replace Prof. Krzysztof Wolski.

Night at *Hôtel Astoria, rue Henri Déchaud, Saint-Etienne.*

Panel members

Thursday 20th November

8:30: Checkout Astoria Hotel

8:40: Pickup from hotel reception

9:00-9:45: Meeting with members of the international department. Room: D117

Marie-Adeline Brunon, Outgoing International Mobility Coordinator

Isabel Da Silva, Financial and Administrative Support for Outgoing International Mobility

Joséphine Drapier, National and International Internships

Agnès Duc-Emériat, Erasmus Coordinator. Support for incoming student resident permits

Narjis Kournif, Incoming International Mobility Coordinator

9:45-10:45: Intercultural awareness teaching and assessment. Room: D117

Marie-Adeline Brunon, Outgoing International Mobility Coordinator

Laure Desage-Paul, M1-year Intercultural Module Coordinator

Elisabeth Goutin-Burlat, Final-Year Mobilities and Intercultural Skills Assessments

Dr Laurent Perier-Camby, Head of Internships and Professionalization Department

Emmanuelle Saint-Louis, Head of Foreign Languages and Cultures Department

10:45-11:30: Panel discussion. Room: D117

Panel members only

11:30-12:00: Debrief meeting with management of the ICM programme and international department. Room: D117

Florence Granger, Director for International Development

Dr Marc Roelens, ICM Programme Registrar

Prof. Jean-Paul Viricelle, Senior Vice-President, Director of Research, to replace Prof. Krzysztof Wolski.

Paul Wheal, Head of International Department

12:00-13:00: Lunch at the *Ecole des Mines*. Room D201

Panel members, Florence Granger & Paul Wheal.



13:00: End of Saint-Etienne site visit. Departure for Aix-en-Provence in school minibus. Panel members, Florence Granger and Paul Wheal.

17:00 (approx): Check-in at Hotel la Rotonde, 15, avenue des Belges, 13100 Aix-en-Provence. Panel members, Florence Granger and Paul Wheal.

20:00: Evening meal: La Rotonde restaurant, 2, place Jeanne d'Arc, Aix-en-Provence. 5 mins walk from hotel. Panel members, Florence Granger, Paul Wheal, Prof. David Delafosse (Director of Aix-Marseille-Provence Campus, Gardanne, Senior Vice-President) and Samantha Chin (Head of Foreign Languages and Cultures Department, Gardanne), Benjamin Massis, (ISMIN Programme Registrar).

Friday 21st November

8:15: Departure from Hôtel la Rotonde to Gardanne Campus

9:00-9:45: Meeting with management of the ISMIN programme and the international department. Brief introductory presentation of international strategy. Room: Château Laurin - L1.05

Samantha Chin, Head of Foreign Languages and Cultures Department
Prof. David Delafosse, Senior Vice-President, Director of Aix-Marseille-Provence Campus, Gardanne

Benjamin Massis, ISMIN Programme Registrar

Emmanuelle Ricordeau, M2 International Internship Coordinator

Bérengère Usaï, International Academic Mobility Coordinator & M1 Internships

9:45-10:45: Meeting with ISMIN teaching staff. Room: Château Laurin - L1.05

Alexandra Bigot, German professor for the ISMIN programme

Prof. Sylvain Blayac, Research Professor, Flexible Electronics

Samantha Chin, English professor, Head of Foreign Languages and Cultures Department

Prof. Agnes Roussy, Research Professor, Manufacturing Science and Logistics

Dr David Moreau, Research Professor, Head of Bioelectronics Department

10:45-11:45: Meeting with French and international ISMIN students. Room:

Château Laurin - L1.05 **Nicolas Botelho, President of the "Bureau des Internationaux" ISMIN International Student Association **Mateo Quiroga Cruz**, Colombia. M1 international degree-seeking student**

Mathieu Maure, M2 International mobility student currently at City University, Hong Kong. **Via Zoom Baptiste Mondion**, M2 International mobility student currently at City University, Hong Kong.

Via Zoom Jade Melliti, M2 International mobility student currently at Universiti Malaya, Malaysia. Zoom link: <https://zoom.us/j/88049998593>



11:45-12:15: School visit.

Panel members, Samantha Chin, Paul Wheal

12:15-12:45: Panel discussion. Room: Château Laurin - L1.05

Panel members only

12:45-13:45: Lunch at *Ecole des Mines*. SV3

Panel members. Samantha Chin, Florence Granger, Paul Wheal.

13:45-14:15: Debrief meeting with management of the ISMIN programme and international department. Room: Château Laurin - L1.05

Samantha Chin, Head of Foreign Languages and Cultures Department

Prof. David Delafosse, Senior Vice-President, Director of Aix-Marseille-Provence Campus

Florence Granger, Director for International Development

Benjamin Massis, ISMIN Registrar

Paul Wheal, Head of International Department

14:30: End of Gardanne site visit. Transfer to Gardanne train station and/or Marseille airport.



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