

Assessment report

Ingénieur Systèmes Microélectronique et
Informatique (ISMIN) – Master's Degree
in Microelectronic Systems Engineering
and Computer Science
Ecole 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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Glossary

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)
CEFR	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: Social and Civic Engagement – Learning through Action</i>
ISMIN	<i>Ingénieur Systèmes Microélectronique et Informatique (ISMIN): Master's Degree in Microelectronic Systems Engineering and Computer Science</i>
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 **ISMIN programme** was assessed by the Commission des Titres d'Ingénieur, CTI, France. The CTI convened an assessment panel which studied the self-evaluation report and undertook a site visit on Aix-Marseille Provence Campus on 21 November 2025.

ISMIN has articulated clear, ambitious, and widely supported internationalisation goals that are well embedded in the specific context of the Aix-Marseille-Provence Campus. These goals are supported by structured, verifiable objectives and indicators, and they already shape key programme features, notably mobility, language learning, and international-at-home experiences. Intended internationalisation functions as a genuine guiding principle for programme design and development. While the indicator framework is strong in terms of inputs and participation, it is still evolving toward more qualitative and outcome-oriented evidence, and stakeholder participation and systematic use of outcome data could be further deepened.

For international and intercultural learning, all underlying criteria are met. The programme benefits from good practices developed at the institutional level, though these could be more formally explicated and applied within the ISMIN context. The assessment of intercultural learning would benefit from greater formalisation and systematic implementation. Mixed nationality group projects represent a valuable assessment tool, but their effectiveness could be enhanced through closer teacher monitoring of group dynamics to support inclusion, particularly for international students.

Teaching and learning are characterised by a curriculum with content and structure that effectively support strong international and intercultural learning outcomes. The international background of academic staff plays a significant role in embedding intercultural perspectives, and teaching methods are appropriate and effective. The learning environment is assessed as outstanding, offering a strong multicultural context. At the same time, intercultural concepts could be more coherently and consistently integrated across all educational units, mixed-group project work could be more systematically implemented, and the assessment of intercultural competences requires more robust and systematic evidence. Overall, the integration of intercultural concepts alongside high-level scientific and technological content can be regarded as an international example.



Regarding staff, the panel finds that staff composition clearly facilitates the achievement of international and intercultural learning outcomes and can be regarded as an international example. International visiting staff contribute positively to the programme, though their presence could be further reinforced, particularly through longer-term engagement. Services provided to staff adequately support international and intercultural experiences, but communication about mobility opportunities should be improved, especially for staff groups that are currently less active internationally.

Finally, the ISMIN programme offers a genuine international student learning environment, supported by a diverse student body, structured mobility, frequent intercultural interaction, and responsive administrative services. Exemplary elements include natural intercultural integration on campus, a strong international research environment, and high-quality mobility preparation. Areas for improvement include more systematic mixing of international and French students in project groups, strengthened French-language academic support for incoming students, and clearer, earlier guidance on housing for international students beyond the first year.

The panel concludes that ISMIN demonstrates a strong and coherent approach to internationalisation across all evaluated standards, with clear alignment to institutional strategy and a solid level of maturity overall. Overall, the panel finds that ISMIN meets all CeQInt standards, in some areas surpassing them, and presents a strong, well-structured foundation for continued enhancement of internationalisation.



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 Microelectronic Systems Engineering and Computer Science
Number of credits:	180 ECTS
Specialisations (if any):	<ul style="list-style-type: none">- Microelectronics- Information Technology- Data Science- Cybersecurity- Research and Development- Project Management
ISCED field(s) of study:	200: Core Industrial Technologies 255: Electrical and Electronic Engineering 326: Computer Science, Information Processing, and Communication Networks
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 French <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 panel finds that ISMIN's internationalisation goals are clearly articulated, strongly aligned with the institutional strategy of Ecole Nationale Supérieure des Mines de Saint-Etienne and well embedded in the campus identity at Aix-Marseille-Provence Campus. The programme positions internationalisation as integral to its mission: preparing engineers in microelectronics, connected objects and cybersecurity to work in diverse, international teams, supported by mandatory mobility, multilingual requirements and a deliberately international learning environment. This alignment with the Strategic Plan 2023-2027 institutional strategy is confirmed by management, who emphasise that ISMIN's goals are derived from and consistent with the institution-wide strategy and coordinated through regular cross-campus meetings and working groups.

Within Aix-Marseille-Provence Campus, the goals are well known and convincingly shared. The small size of the campus and the close proximity between students and staff help ensure that ambitions around mobility, language competence and intercultural teamwork are not just formal statements but daily reference points in educational and support decisions. Teaching staff demonstrate a strong *intercultural identity*, drawing on their own international backgrounds and experiences, and are able to explain how internationalisation goals shape their project design, group work and integration of international (MSc) students.

Stakeholder involvement in formulating the goals is more top-down than co-creative. Staff and students were invited to contribute to the development of the institutional strategy and student representatives play a role at institutional level. Rather than initiated at study programme level, ISMIN's internationalisation goals originate from and are a transposition of larger strategic orientations from the Ministry, IMT Groupe and Mines Saint Etienne as overarching HEI. In addition, the ISMIN programme benefits from the years of internationalisation experience of the ICM programme. The Programme International Review Board (PIRB) is the central governance body where programme management and international office staff jointly review ISMIN's internationalisation indicators, objectives and action plans on a regular (at least annual) basis. Students are not directly represented in the



PIRB, but their input is collected through course-level feedback and student bodies rather than through a programme-level dialogue on goals.

Conclusion and recommendations

The panel concludes that the internationalisation goals for ISMIN are **clearly documented, coherent with the institutional strategy and strongly shared by staff and students on campus**. They are ambitious yet realistic for a small, specialised engineering programme.

To further strengthen this already high level of alignment, the panel recommends that ISMIN **formalises structured stakeholder involvement** - especially of students and external partners - in future cycles of goal-setting (for example, through direct student participation in PIRB discussions on internationalisation or a dedicated programme-level consultation round).

Criterion 1b: Verifiable objectives

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

The programme has formulated a set of verifiable objectives that allow systematic monitoring of its internationalisation goals. At institutional and programme level, the PIRB and related stakeholder groups follow a portfolio of quantitative indicators, including mobility participation and duration, distribution across pathways (study and internship), double degrees, regional partner balance, and language targets (C1 English, B2 for the second language, and minimum levels for Asian languages). These are reviewed regularly, and there is evidence of responsive adjustment - for instance, changes in language requirements following systematic student feedback.

In addition to these KPIs, ISMIN uses qualitative instruments such as final mobility reports, internship juries involving academic and company supervisors, and student presentations of international experiences in front of peers. Management and staff are aware of the need to move beyond counting mobilities to understanding what students actually learn and what competencies they develop; they expressed a clear intention to develop workshops and tools that sharpen the shared understanding of “intercultural competence” and how it can be observed and discussed.



At the same time, the panel notes that the current indicator set is already strong on inputs and participation patterns and is gradually evolving towards more explicit, programme-level evidence of achievement of international and intercultural learning outcomes across different student profiles. Data on nationalities and pathways are available, and staff can clearly explain how they support specific groups (e.g. Brazilian students needing extra support in C++); a next constructive step would be to develop a more mature, disaggregated dashboard that systematically tracks equity of outcomes by subgroup (French/international, mobile/non-mobile, different majors and partnership routes).

Conclusion and recommendations

The panel concludes that ISMIN has *well-defined, largely quantitative and verifiable objectives that allow consistent monitoring of the achievement of its internationalisation goals and that these objectives are clearly aligned with the goals set by the Institution*. The panel encourages the programme to extend this framework with more explicit qualitative and equity-oriented indicators, for example by:

- defining a small set of qualitative targets for intercultural and international learning (linked to reflective assignments and juries), and
- developing a simple monitoring dashboard that disaggregates key indicators and outcomes by student subgroup and pathway.

Criterion 1c: Impact on education

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

ISMIN offers a compelling example of how internationalisation goals can drive the quality of teaching and learning. The programme has deliberately constructed a **multi-layered international learning environment**, combining:

- mandatory international mobility for French students, with strong preparation and follow-up through language training, intercultural workshops and internship/study-abroad support;



- systematic integration of international (MSc) students into final-year classes and projects, which internationalises the classroom climate and brings additional diversity to group work;
- small, mixed-nationality project groups, where teachers try to intervene to avoid isolation and encourage equitable participation; and
- a rich *international-at-home* ecosystem (student residence, WANA integration weekend, BDI activities, international dinners, hackathons) that extends intercultural learning beyond the classroom.

Staff at Aix-Marseille-Provence Campus convincingly described how they **adapt intercultural activities to the profiles and needs of individual students** - for example, by differentiating support for international degree-seekers with lower French proficiency, or by designing research-oriented alternatives (e.g. lab internships in international teams) for students whose mobility is constrained. This tailoring is facilitated by the small scale of the campus and the close relationship between staff and students.

The main opportunity now is not to create impact, but to make this existing impact more visible and systematically assessed. Many positive effects are already observed and described (greater ease of interaction in mixed groups, students choosing mixed teams, strong integration between international and French students, etc.), and the programme has begun to formalise assessment opportunities that explicitly target intercultural competence in disciplinary projects. Staff themselves recognise this potential and are proactively working to embed clearer criteria and reflection prompts in group assignments and project juries.

Conclusion and recommendations

The panel concludes that ISMIN's internationalisation goals **explicitly and powerfully shape the design and continuous development of teaching and learning**, and that the measures taken make a clear, positive contribution to educational quality. To take this further, the panel recommends that ISMIN:

- systematically embed and assess intercultural learning in selected disciplinary projects and capstone experiences (e.g. through specific rubric dimensions), and
- document more explicitly how evidence from these assessments feeds back into curriculum and partnership decisions.

The panel identifies as an exemplary practice the **way ISMIN translates the institutional internationalisation strategy into clear programme-level goals, verifiable objectives and concrete educational measures**. The international ambitions of Mines Saint-Etienne are not only mirrored in ISMIN's formal goal statements, but are systematically



operationalised through: (i) well-defined language and mobility targets, (ii) a structured portfolio of indicators followed in the PIRB, and (iii) a deliberately constructed multi-layered internationalisation pathway (mobility, multilingual curriculum, integration of international MSc students, international-at-home activities). This combination demonstrates a **high degree of intentionality**: internationalisation is not treated as an add-on, but as a steering principle that shapes programme design and continuous development. The clarity and internal coherence of this intended internationalisation, and its strong ownership by staff and management at Aix-Marseille-Provence Campus, represent an exemplary alignment of institutional strategy, programme goals and educational practice.

Overall conclusion regarding Standard 1 – Intended internationalisation

The panel finds that ISMIN has articulated clear, **ambitious and widely supported internationalisation goals**, tightly aligned with the institutional strategy and convincingly embedded in the specific context of Aix-Marseille-Provence Campus. These goals are supported by a **structured set of verifiable objectives and indicators**, and they **already shape important features of the programme**, in particular the strong emphasis on mobility, language learning and international-at-home experiences. Intended internationalisation is therefore more than a declaration of intent: it increasingly functions as a guiding principle for programme design and development. The indicator set, currently strong on inputs and participation patterns, is gradually being complemented by more qualitative and outcome-oriented perspectives; and work has started on viewing international and intercultural learning achievement more explicitly across different student profiles and pathways. These developments show a clear direction of travel and provide a solid basis for continued enhancement.

Overall, the panel judges that ISMIN **clearly meets the CeQuInt requirements for intended internationalisation and in some respects goes beyond them**, while still having room to deepen stakeholder participation, diversify its evidence base and further formalise its use of outcome data. At this stage of development, the panel considers that the level of maturity corresponds to a **good** rather than an excellent profile. The panel therefore **assesses Standard 1 – Intended internationalisation as good**.



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 ISMIN programme benefits from the Institution's clearly formulated and coherent international and intercultural learning outcomes, fully aligned with the school's institutional strategy for internationalisation. These outcomes encompass linguistic proficiency, intercultural awareness, the ability to work collaboratively in multicultural settings, and the capacity to understand scientific and societal problems from an international perspective.

These intended learning outcomes are increasingly embedded across the curriculum rather than confined to language or mobility modules. The programme is careful to integrate international and intercultural dimensions into disciplinary teaching: academic staff regularly hold pedagogical meetings to discuss how to include intercultural aspects in scientific courses, for example through case studies requiring cultural contextualisation or projects addressing environmental and societal challenges from globally diverse perspectives. Nevertheless, mixed-nationality group work does not constitute a systematic feature of the programme, though there exist rather informal attempts to ensure that students are regularly placed in settings where intercultural communication and cooperation are required.

Although the assessment of intercultural learning is not yet fully formalised at course level, teachers consistently draw on students' prior international experiences—whether academic exchanges, internships abroad or research placements with international teams—and incorporate these into classroom activities and reflective learning tasks. In doing so, they contribute to a coherent and comprehensive realisation of the programme's international and intercultural learning outcomes.

Overall, the intended learning outcomes related to international and intercultural competences should be made explicit, aligned with programme objectives, and increasingly integrated into the disciplinary components of the curriculum.

Conclusion and recommendations

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



The panel recommends applying the good practices developed in the field for the ICM programme so as to formally explicit and apply them in the ISMIN programme's context. Systematically ensuring mixed-nationality diversity in project groups would also contribute to enhanced intercultural awareness.

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 ISMIN programme uses a range of assessment methods that are generally appropriate for evaluating international and intercultural learning. Assessment reflects the diversity of the programme's pedagogical approaches and includes written examinations, oral presentations, project reports, peer evaluation, and reflective assignments.

The mandatory period abroad for French degree-seeking students constitutes a major assessment point for intercultural learning. Students complete a mobility report that includes structured reflection on their intercultural experience, and from the 2025–2026 academic year onwards, this will be complemented by an oral examination. For students unable to go abroad, as well as for international students, the programme provides an alternative through research laboratory internships where students work alongside international PhD students. These students complete assessments such as posters, reports in English and paper-style submissions, ensuring that they also demonstrate intercultural learning outcomes.

Intercultural learning is further assessed through group projects, where the use of mixed-nationality groups requires students to collaborate across cultural boundaries. Teachers monitor group dynamics closely and try to intervene when necessary to ensure the inclusion of all students, particularly international students who may initially need to adapt to more interactive teaching practices. The small class sizes (24 students, and a maximum of 18 in language courses) facilitate active participation and consistent feedback.

Language proficiency is assessed in alignment with the CEFRL, with English levels externally certified and included in students' diploma supplements. French language proficiency is similarly assessed for international students. Pre-departure workshops addressing stereotypes, cultural differences, CV and interview expectations in various countries further complement the assessment ecosystem by developing reflective and comparative skills.



Although not all intercultural competencies are explicitly assessed at present—particularly those emerging from interdisciplinary or scientific project work—the programme recognises this gap and is actively working toward more formalised methods. Current assessment practices nonetheless allow students to demonstrate international and intercultural learning in a range of varied and authentic contexts.

Conclusion and recommendations

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

The panel recommends the programme to pursue the formalisation of intercultural assessment methods, particularly those emerging from interdisciplinary or scientific project work, building on the programme's recognition of current gaps and ongoing efforts toward more structured methods. In addition, the panel encourages to systematise collaboration with the ICM team to benefit from the work carried out on assessing intercultural skills.

Criterion 2c: Graduate achievement

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

Graduate achievement provides strong evidence (Annex 12 of the Self-evaluation report, "ISMIN Graduates' Careers 6, 18, 36 Months after Graduation") that the intended international and intercultural learning outcomes are being met. Students consistently attain high levels of language proficiency, with strong results in English and sustained achievement in second languages. These language competencies are formally documented in the diploma supplement. The programme acknowledges that intercultural competencies could be made more visible in this document and is considering ways to incorporate them more clearly.

The mobility requirement is robustly implemented, with students spending an average of five months abroad through internships, academic exchanges or project-based stays. Even students who cannot travel abroad experience significant intercultural exposure through laboratory work, where they collaborate with international researchers. Students often



integrate these experiences into coursework, and teachers report that international learning is reflected in class discussions, problem-solving approaches and the quality of project work.

The international composition of the student body also contributes substantially to intercultural learning. Although female students currently represent around 18% of the cohort, teachers note that female students—particularly international ones—tend to be active and engaged participants who often take initiative. The growing internationalisation of the student body strengthens everyday intercultural interactions and prepares graduates for globally oriented careers.

Employability outcomes confirm the programme's international relevance: a substantial proportion of graduates work abroad or in international environments shortly after completing the programme. Alumni also report that the intercultural and linguistic skills acquired during their studies, as well as the hands-on experience of working with international peers, are directly relevant to their professional integration.

Overall, graduates demonstrate strong attainment of the programme's intended international and intercultural learning outcomes, both through verifiable academic results and through their transition to careers in international and multicultural contexts.

Conclusion and recommendations

The panel concludes that the graduates substantially achieve the intended international and intercultural learning outcomes.

The panel recommends that to make intercultural competencies more visible in the diploma supplement by incorporating these competencies more clearly, alongside language certification. In addition, the ISMIN programme could confirm the programme's international relevance by continuing to track employability outcomes. The programme can further build on the demonstrated success of graduates, using both academic results and career outcomes as evidence of strong attainment of international and intercultural learning outcomes.

Overall conclusion regarding Standard 2. International and intercultural learning

The panel deems all the underlying criteria of this standard to be met. The panel recommends formally explicating and applying the good practices developed by the Institution to the ISMIN programme's context. The programme could strengthen the assessment of



intercultural learning and formalise it more systematically. The use of mixed nationalities in group projects as an assessment to evaluate students' ability to collaborate across cultural boundaries could be enhanced by maintaining close teacher monitoring of group dynamics to support inclusion, particularly for international students.

The panel therefore assesses Standard 2 – International and intercultural learning as good

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 ISMIN syllabus is very well detailed on the school's website (<https://syllabus.emse.fr/cycle/ISMIN>) and is available in both English (annex 3) and French. The main objective of the programme is to provide a learning environment that allows future engineers to master the sciences and techniques in microelectronic systems and computer science and to be able to perform their roles as engineers in a globalised context. To achieve this last objective, the curriculum is structured with numerous pedagogical resources, among which the following stand out:

- Foreign language courses in two foreign languages in small level-based groups and an intensive tutorial session in pairs every two weeks. Students receive 209 hours of foreign language teaching in total (Annex 13).
- French foreign language courses are provided to all non-French natives for the duration of their studies in the ISMIN programme (70 hours in total in M1 & M2).
- Two to three group-projects each semester. One of these projects, known as the ISA Project (Ingénieurs Solidaires en Action: Social and Civic Engagement: Learning Through Action) aims to expose students to diverse professional contexts and intercultural environments, while the other two projects give students the opportunity to learn the basic skills needed to foster teamwork, empathy, and global citizenship through group work. All projects are evaluated through both group reports and oral presentations. Additionally, Innov'action is a collaborative hackathon co-organised with Aix-Marseille Université and labelled by PÉPITE Provence. It brings together multidisciplinary and intercultural teams from various institutions and nationalities, including students with official entrepreneurial status, to co-develop innovation projects.



- Three professional internships over the three-year course, ranging from ten to eleven months and 43 ECTS credits - L3 year: one month (3 credits), M1 year: three months if in France and four months if abroad (16 credits), M2 year: six months whether in France or abroad (24 credits).

- The possibility for students in their final year to enroll in an international one-year MSc programme in Hybrid Electronics, taught entirely in English, with a predominantly international student body.

While the curriculum is designed to achieve a high level of technological and scientific knowledge, intercultural concepts are wisely integrated throughout the program. This panel notes that the academic staff has an important international background and is committed to conveying the importance of international and intercultural learning in the educational units.

Conclusion and recommendations

The panel concludes that the content and the structure of the curriculum provide the necessary means for achieving good international and intercultural learning outcomes.

The panel supports and values the international background of academic staff and recognises their role in integrating intercultural concepts throughout the curriculum. The panel recommends maintaining a coherent and enhanced integration of intercultural concepts across educational units, ensuring that international and intercultural learning remains embedded throughout the programme rather than confined to isolated components.

Criterion 3b: Teaching methods

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

As outlined in the syllabus, the teaching methods over the three years include project-based and problem-based learning, case studies, laboratory work, group, pair, and individual work, as well as flipped pedagogy. The emphasis on practical application of learning through professional development modules, projects across all curriculum areas, and professional placements clearly demonstrates the strategy for achieving outstanding international and intercultural learning outcomes and represents 51% of the program's ECTS credits. A good number of other activities related to professionalisation workshops and modules are also organised. The MSE Alumni association plays there a key role in the "learning by



experiencing" teaching strategy. Language classes are tailored to the specific needs of students who are expected to communicate successfully in multicultural contexts and not just to learn to speak a foreign language. Students are taught in small level-based groups of a maximum of 18 students per group, with an average group-size of 12. French and international students are mixed, and they have both group-classes and tutorials in pairs.

The interviews revealed that there is no formal monitoring of international and intercultural learning outcomes, although they are of interest and attention. The small class sizes facilitate this assessment. The teaching methods are considered broad and diverse and are deemed to be suitable. Experiences in sustainability projects proved to be a valuable tool for addressing and learning about cultural differences. However, students feel that mixing nationalities in group projects does not always take place and is particularly challenging if they arrive in their second year. It should be noted that the language teachers training allows them to address all intercultural aspects and break down many stereotypes.

Conclusion and recommendations

The panel concludes that the teaching methods are good for achieving the intended international and intercultural learning outcomes. The panel recommends putting an effort on systematizing mixed groups for projects, building on the multicultural environment. Perhaps forming the groups randomly would be a good opportunity to achieve this. The learning outcomes of intercultural competences should be assessed and evidenced more systematically

Criterion 3c: Learning environment

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

The ISMIN report highlights many aspects that play key roles in the learning environment, some of which are: the high number of international students on campus (21% of all students), 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 and from international MSc courses, meeting rooms and working areas available to all students, multilingual staff, a mentoring programme for all French and international students in order to help new students to integrate the school and the city, Bureau des Internationaux (BDI) and Bureau des Elèves (BDE).

Commenté [tc1]: It looks like these two paragraphs are different versions of the same text. Maybe merge or delete one of them.

Commenté [MG2R1]: thanks Thomas, my error



What this panel observed was that the small size of the campus and its rather isolated location, the high level of the programme which attracts a good number of international students, the opportunity for all students to go abroad, the numerous nationalities of the staff and the nearby research buildings largely guarantee an international learning environment. The panel notes, however, that these characteristics could, if not carefully managed, also facilitate the isolation of international students

Conclusion and recommendations

The panel concludes that the learning environment is outstanding for achieving the intended international and intercultural learning outcomes. The panel recommends surveying students to assess which activities actually promote intercultural interaction and openness among French students towards incoming students. The panel recommends to further build on this multicultural environment to foster inclusion and intercultural interactions.

Overall conclusion regarding Standard 3: Teaching and Learning

The panel concludes that the curriculum's content and structure effectively support the achievement of strong international and intercultural learning outcomes. The international background of the academic staff is highly valued, and their contribution plays a significant role in embedding intercultural perspectives across the curriculum. Teaching methods are considered appropriate and effective in supporting the intended international and intercultural learning outcomes. In addition, the learning environment is assessed as outstanding, providing a strong multicultural context that supports intercultural learning and interaction.

While intercultural concepts are present, the panel identifies a need for more coherent and enhanced integration of these elements across all educational units, rather than concentrating them in isolated components. The panel also notes that mixed-group work in projects could be more systematically implemented, for example through random group formation, to better leverage the multicultural student body. Finally, the assessment of intercultural competences is not yet sufficiently systematic or well evidenced.

The panel deems all the underlying criteria of this standard to be clearly met and in some respects surpassed. The integration of intercultural concepts in the curriculum, while maintaining a high level of technological and scientific knowledge, can be regarded as an international example. **The panel therefore assesses *Standard 3: Teaching and Learning* as good.**



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.

The composition of the academic and administrative staff provides a strong foundation for the achievement of the programme's international and intercultural learning outcomes. In 2024, Mines Saint-Étienne employs 360 permanent staff members representing 32 nationalities across five research centres, a scientific outreach centre and an administration of studies department. This diverse institutional ecosystem supports approximately 1000 students, including around 300 enrolled in the ISMIN programme. The Executive Committee itself reflects a moderate level of international professional and academic exposure.

Nineteen percent of all MSE staff are non-French—5% European and 14% non-European—demonstrating a healthy degree of internationalisation in the academic environment. Of the 207 permanent scientific staff who contribute to teaching, 147 are full-time researchers who publish in international journals and participate in global scientific networks. This structure ensures that students are systematically exposed to international knowledge production and global disciplinary standards. The faculty-to-student ratio of 1:5 enhances personalised support, including for international and intercultural aspects of learning.

Internationalisation is further supported by the recruitment strategy. The number of non-French applicants for Assistant Professor positions is steadily increasing and all hiring processes include interviews in both English and French. New recruits are expected to teach in English, reinforcing the programme's capacity to offer linguistically diverse and internationally aligned teaching. The presence of 51 PhD candidates—53% of whom are international—enhances students' daily exposure to a multicultural academic environment, particularly in research projects where intercultural collaboration forms a natural part of scientific practice.

Administrative staff also contribute significantly to the internationalisation strategy. The Studies Department in Campus Aix-Marseille-Provence includes ten staff members of four nationalities who collectively speak five foreign languages. Their capacity to operate in a



multilingual and multicultural context directly supports international students and facilitates smooth operation of international mobility processes.

The International Department, responsible for both international mobility and foreign language/intercultural training, comprises two staff members of different nationalities, supported by two additional administrative staff dedicated to mobility procedures. Their work shapes both the pre-departure preparation and the pedagogical implementation of internationalisation.

Foreign language teachers further reinforce the programme's multicultural composition. Eighteen permanent and freelance language teachers, representing ten nationalities, teach five languages in addition to French as a foreign language. Their international backgrounds enhance the authenticity of linguistic and cultural learning, and—beginning with the 2025–26 cohort—they will also participate in validating students' mandatory international mobility experiences. Collectively, this staff composition allows students to operate daily in a multilingual and multicultural academic environment and supports the achievement of the programme's intended international and intercultural outcomes.

Conclusion and recommendations

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

The panel encourages the programme to continue reinforcing the presence of international visiting staff, ensuring long-term engagement where possible to deepen pedagogical impact.

Criterion 4b: Experience

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

The international experience of the staff is substantial and well aligned with the programme's objectives. The volume and quality of research output demonstrate a deep and sustained engagement in international scientific communities: staff publish around 280 scientific articles per year in English-language journals and present more than 300 papers annually at international conferences. Cotutelle PhD programmes with international universities further strengthen this exposure. Several research centres operate primarily in English, embedding multilingual competence as a routine professional requirement.



Staff mobility is strongly encouraged and structurally supported. Short-term mobilities of two to three months and medium-term mobilities of up to one year are regularly undertaken, with salaries fully maintained and most expenses covered. Each year, approximately two faculty members spend a period of more than six months abroad, and two to three international visiting professors teach at MSE for extended stays. This sustained exchange of knowledge cultivates a pedagogical culture that is open to varied academic traditions, intercultural communication styles and international assessment norms.

Daily staff engagement with international students also strengthens intercultural competences. International students constitute 22% of ISMIN students and 21% of the wider campus population. Staff report that such diversity directly influences teaching practices: mixed groups are now standard in most courses, and teachers actively encourage integration by intervening when students appear isolated. Some international students initially find it challenging to adapt to the interactive pedagogical style used at MSE, but staff work to facilitate participation, encourage questions and provide additional support when needed. Teachers also observe that gender diversity plays a constructive role, with the small proportion of female students—approximately 18%—often demonstrating strong initiative and participation in intercultural interactions.

Students unable to go abroad are offered research-based alternatives that maintain an international dimension. Laboratory internships involve close collaboration with PhD students—many of whom are international—and require students to prepare reports in English, present posters or write research papers. This ensures that all students, regardless of mobility constraints, develop intercultural awareness within a global research environment.

International experience is also embedded in the curriculum through classroom activities. Staff incorporate discussions of students' study-abroad experiences and comparisons of academic cultures into project work. Workshops on intercultural differences, including activities on stereotyping and cultural expectations, help prepare students for mobility and internships. Teachers regularly integrate examples from international case studies into scientific courses, and pedagogical meetings have begun to explore how to more systematically embed intercultural dimensions into disciplinary teaching.

Conclusion and recommendations

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



The panel recommends formalising expectations regarding intercultural pedagogy, ensuring that all staff—not only those already internationally experienced—receive structured guidance and training.

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.

The institution provides a coherent and substantial range of services supporting the development of staff internationalisation. MSE allocates approximately €110,000 annually to staff training. A significant portion of this budget is dedicated to foreign language learning and intercultural competence development—together representing around one-third of total training expenditure. Language training is available to all staff, while intercultural training is organised at network level through Mines Saint-Etienne headquarters for administrative staff who support international students.

Financial and logistical support is provided for short- and medium-term staff mobility, including coverage of salaries and the majority of travel and subsistence expenses. International experience is a recognised criterion in staff appraisal and plays an important role in promotions, particularly for academic staff progressing to full professorship. Visiting professors benefit from on-campus accommodation and administrative support, enabling sustained periods of engagement in teaching and research.

MSE's participation in national and international networks also strengthens opportunities for staff development. These include networks focused on language and intercultural teaching (UPLEGESS, TESOL), international student affairs (CGE), and international engineering education partnerships (ARFITEC, BRAFITEC, MEXFITEC). Erasmus+ agreements with around 45 partner institutions across Europe and beyond (Lebanon, Vietnam) support both staff and student mobility and foster exchange of best practices. The T.I.M.E. Association additionally promotes internationalisation through project-based collaborations, with MSE currently engaged in a project involving partners in Bucharest, Berlin and São Paulo.

Professional development for language teachers is systematically organised. Each year, permanent and freelance language instructors receive internal training on pedagogical approaches, new tools and curricular updates. Collaborative exchanges within the language



teaching group enhance consistency and quality in the delivery of linguistic and intercultural education. Teachers work together to refine teaching materials, share innovations and continually strengthen the intercultural dimension of their courses.

Finally, staff mobility opportunities through Erasmus+ are available to all categories of staff. Such mobilities contribute to the continuous enrichment of teaching practices and administrative processes through exposure to different institutional cultures. The cumulative effect of these services is an institutional environment where staff are consistently supported in strengthening the international and intercultural competences required to deliver the programme's intended learning outcomes.

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.

The panel recommends enhancing communication of available mobility opportunities, especially for staff categories that are currently less active in international exchanges.

Overall conclusion regarding Standard 4: Staff

The panel concludes that composition of the staff facilitates the achievement of the intended international and intercultural learning outcomes. Though the presence of international visiting staff could be further reinforced, it contributes positively to the international dimension of the programme. The panel sees the services provided to staff as an adequate support of the international and intercultural experiences. It recommends that enhancing communication about available mobility opportunities, particularly toward staff categories that are currently less active in international exchanges.

The panel deems all the underlying criteria of this standard to be met and in some respects surpassed. The staff composition and experience can be regarded as an international example. **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.

The ISMIN programme attracts a diverse student body, particularly in the domains of microelectronics, connected objects, embedded AI and cybersecurity, which are areas with strong international relevance. The campus hosts both French and international students (with a quota of 2 or 3 students per destination), with roughly half of the cohort living on-campus and the rest mainly in Aix-en-Provence. International students join the programme through academic exchanges, mobility pathways or research collaborations, contributing to a multicultural environment.

Students are integrated into mixed working groups from the beginning of the programme. This is especially visible in project-based modules, such as the annual microelectronics hackathon involving teams composed of both French and international participants. The school also maintains "village français" and "village international" structures to encourage intercultural interaction in their everyday life. According to the audit discussions, integration happens naturally on campus, as students frequently share living spaces, social activities and food preparation facilities.

International mobility has a strong visibility among students, who are aware of both incoming and outgoing opportunities. The programme benefits from solid international research connections, one of ISMIN's main strengths. The student cohort therefore evolves within a culturally diverse environment where both students and staff (including PhD supervisors and postdocs) contribute to international exposure.

Conclusion and recommendations

The panel concludes that the student group composition at ISMIN is consistent with the programme's internationalisation goals and that daily life and academic structures foster natural intercultural interaction.

Criterion 5b: Experience

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



Students benefit from a broad range of internationalisation experiences, both through mobility and on campus. Outgoing mobility is well established, and students confirmed that the process of going abroad is clear, well supported and facilitated by the proactive involvement of staff. The international office provides individual guidance, rapid answers to administrative questions, and personalised support, particularly appreciated by students preparing for exchanges or internships. Scholarships are available and help broaden the accessibility of mobility experiences.

Internationalisation at home is also well developed. Students regularly collaborate with international peers on projects, including research-oriented assignments supervised by PhD students and postdoctoral researchers. Scientific communication in English is strengthened through coursework requiring the presentation of scientific papers, especially within the medical and embedded-AI tracks. These experiences contribute significantly to students' intercultural and academic development.

However, some international students noted that, when joining in the second year, project group allocation sometimes resulted in limited interaction with French students. While these situations remain isolated, they highlight the need for more systematic mixing mechanisms.

Conclusion and recommendations

The panel concludes that students gain relevant and meaningful internationalisation experiences, which correspond to the programme's objectives and are accessible to all profiles.

The panel recommends strengthening the systematic integration of international and French students within project groups, if necessary, through minimum quotas of international students per group, to guarantee meaningful intercultural collaboration for all students.

This would ensure that the diversity of the student body consistently translates into genuine, structured intercultural learning experiences.

Otherwise, the panel notes that students who undertake a semester or full-year mobility abroad often receive an excessive number of emails from both their home institution and their host university. This overload of automatic messages contributes to confusion and difficulties in identifying essential information. The panel therefore recommends streamlining and better



coordinating communication between institutions so that mobile students receive clearer, prioritised and non-duplicated guidance.

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.

ISMIN provides a solid range of services tailored to the needs of a diverse student population. Orientation week plays a central role in helping international students adapt to the campus, supported by dedicated tutors and administrative staff. The emerging international student association (BDI), although recently created, has already become a valuable actor in students' integration through cultural events, language exchanges and social activities. It remains open to all students and has an active team of volunteers.

The school communicates that summer French courses are available and encouraged for students with an initial low level of French at IMT Mines-Albi or at Aix-Marseille University. Even though no on-site summer school is offered at the moment, international students described the opportunity to take summer courses as particularly helpful. English teachers conduct semesterly workshops aimed at maintaining teaching quality and promoting best practices related to intercultural and linguistic support. Students highlighted the responsiveness of administrative staff, with some noting that they received personalised assistance even for complex situations involving partner universities.

Some areas for improvement remain. Housing is not prioritised for international students, which can create challenges during peak periods. A small number of international students also reported difficulties during examinations, suggesting that additional academic support could be beneficial.

Conclusion and recommendations

The panel concludes that the services provided to students are adequate, supportive and generally well aligned with the composition of the student population and the internationalisation experiences offered.



The panel recommends reinforcing academic support mechanisms for international students, particularly during assessment periods.

The panel also recommends evaluating options for prioritised housing. In particular, the panel encourages the institution to provide clearer, earlier, and more sustained guidance for students who lose their guaranteed accommodation after the first year and must secure housing independently in Aix, where availability and affordability can be challenging.

This would improve equity of support, reduce stress points identified by several international students, and help prevent situations where students end up in unsuitable or distant housing due to limited familiarity with the local market and the demands of their academic workload.

Overall conclusion regarding Standard 5: Students

The panel found that the ISMIN programme offers a genuinely international learning environment, supported by a diverse student body, with meaningful internationalisation experiences, and generally well-designed support services.

Students benefit from structured mobility, regular intercultural interaction in projects and daily life, and responsive administrative guidance. Nevertheless, several areas for improvement were identified, including the need to ensure more systematic mixing of international and French students in project groups, potentially through minimum quotas, to reinforce French-language academic support for incoming students, and to provide clearer and earlier guidance regarding second-year housing for internationals who lose guaranteed accommodation after the first year.

The panel deems all underlying criteria of this standard to be met. Elements such as the natural intercultural integration on campus, the strong international research environment, and the quality of mobility preparation can be regarded as exemplary practices. The panel recommends further strengthening structured mechanisms supporting linguistic equity, intercultural mixing, and housing stability for international students.

The panel therefore assesses Standard 5: Students as good.



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	Good
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	Good
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Excellent
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Good
	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 CeQuInt 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 CeQuInt 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 annexes provided by the institution
- CVs of relevant staff
- The ISMIN brochure
- The Mines Saint-Etienne website and the specific pages dedicated to the ISMIN programme



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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