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Commission
des titres d'ingénieur

References and guidelines (R&O)

EVALUATION PROCEDURES IN FRANCE AND ABROAD

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For information:

CTI documents are not justified to make them easier to read for people with dyslexia.
The draft version in English was translated by DEEPL and revised by the CTI for the final version.

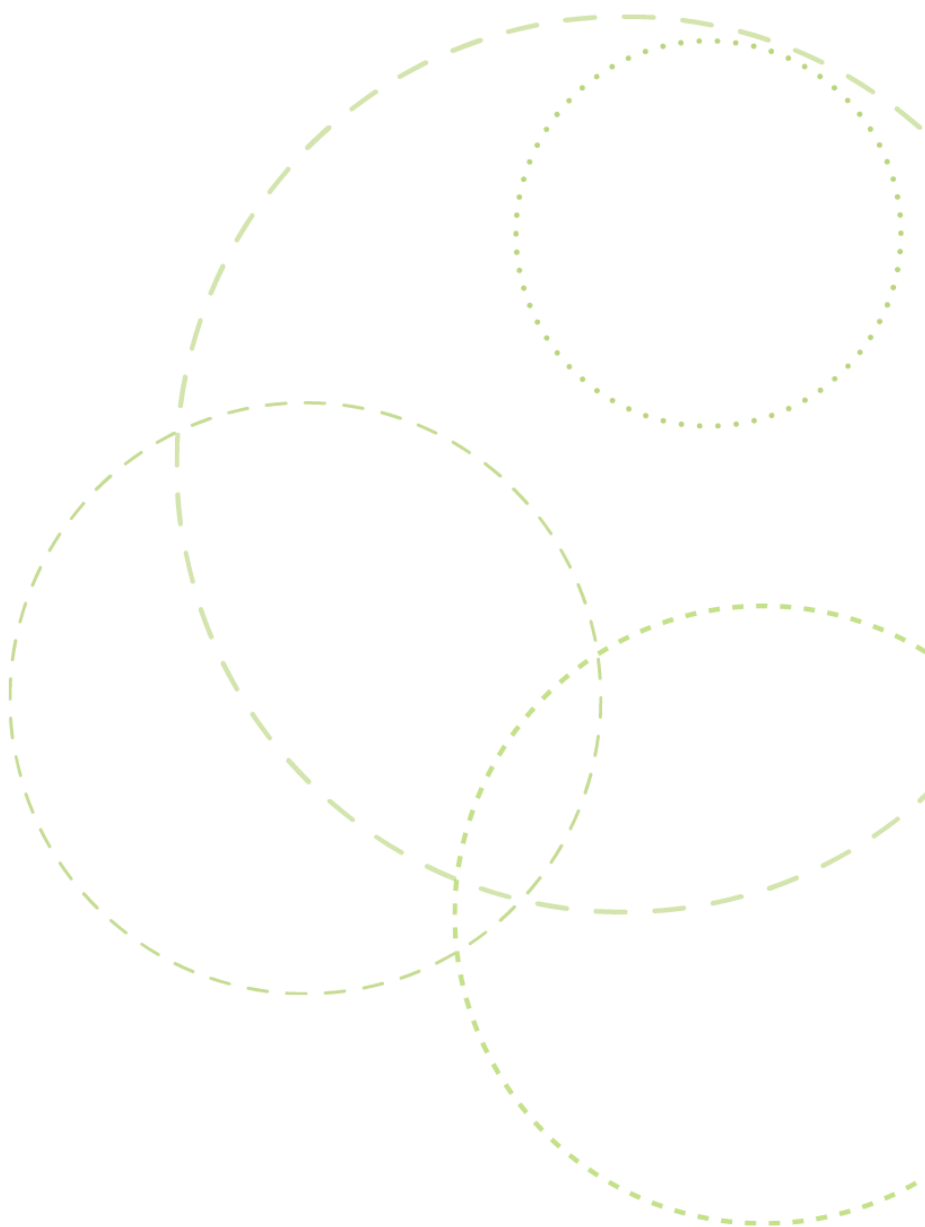
INTRODUCTION

Accreditation by the Ministry of Higher Education of a HEI to award the "titre d'ingénieur diplômé" (academic grade of master and engineering title) follows an evaluation process carried out by the Commission des titres d'ingénieur (CTI).

This accreditation allows an institution, for a limited number of years, to recruit student engineers with a view to awarding them a specific engineering degree. Accreditation is limited in time and must be renewed periodically.

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

All the corresponding situations and associated procedures are described here.



I. GENERAL INFORMATION ON THE ACCREDITATION PROCESS

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

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

The evaluation process is conducted independently by the CTI. It differs according to the type of engineering schools:

- * for public-owned schools: "the accreditation to award the title of graduate engineer is granted by the competent administrative authority after receiving the recommendation of the CTI" (article L 642-1 of the Education Code);
- * for private schools: "The Commission des titres d'ingénieur decides, at their request, whether legally operating private technical schools offer programmes and provide teaching sufficient to award engineering degrees. The Commission des titres d'ingénieur shall rule in the first and last instance, in reasoned decisions, on applications submitted to it" (article L 642-4 of the Education Code).

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

All programmes leading to an engineering degree must undergo a periodic evaluation process with a view to accreditation. The CTI's evaluation covers all six or ten semesters of training provided by the school, as part of a coherent institutional strategy, that includes, in particular, links to research and student life.

I.2. GENERAL FRAMEWORK FOR ACCREDITATION

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

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

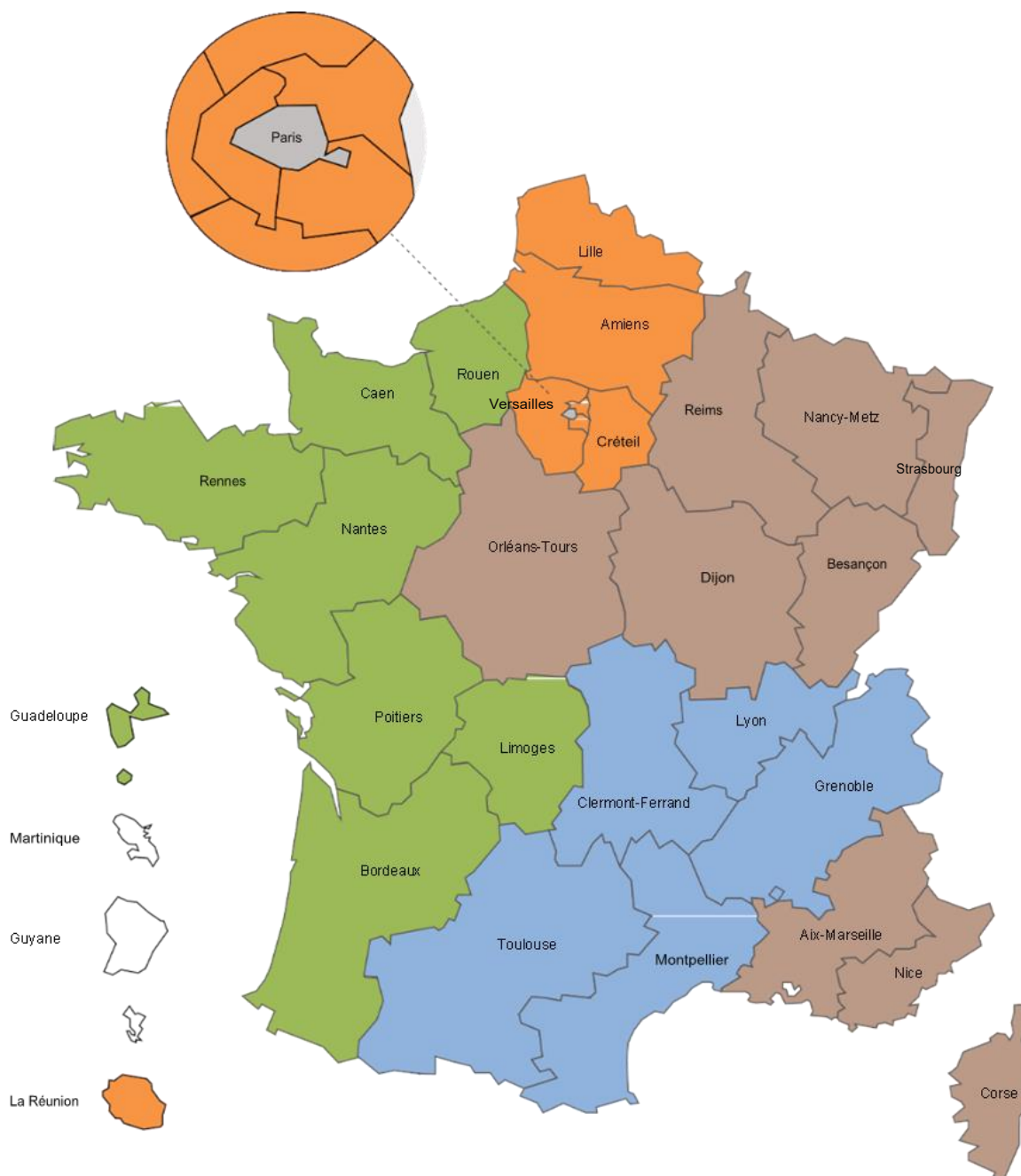
This timetable enables the Ministry of Higher Education and Research and the engineering schools to have the CTI's accreditation recommendations and decisions before the contractual dialogue.

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

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

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

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



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

The academic regions to which the various academies belong are shown below. This classification is used in the annual interministerial decree listing HEIs accredited to award an engineering degree.

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

I.3. EVALUATION PROCESS PLANNING

I.3.a. New applications: “Letter of intent” procedure

GENERAL CASE

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

The "Letter of intent" campaign is launched by the CTI registry in the spring of year N, by email. Interested schools are invited to submit their "Letter of intent" by the specified deadline in year N for a launch at the start of the academic year in year N+2, by completing a form available for download from the CTI website under the "[Reference Documents – Engineering Degree](#)" section, describing the project in terms of context and objectives, the resources to be deployed, the identified needs of the socio-economic sector, potential partnerships and the site strategy.

At the same time, the engineering schools are requested to register their applications on the FRESQ platform of the Ministry of Higher Education and Research.

The CTI and the Ministry review these "Letters of intent". With a view to alleviating and simplifying procedures, the CTI applies the rule that no new evaluation process may be scheduled within one year before or after an evaluation process that has already been scheduled.

The final decision table lists the accepted "Letters of intent" and is approved at a CTI plenary meeting in the autumn of year N to include the approved applications in the evaluation schedule for the academic year preceding the start of the N+2 academic year.

The "Letter of Intent" procedure applies to applications to set up:

- * a new degree;
- * a new study track for an existing programme;
- * a new campus offering an existing or a new programme;
- * a new integrated preparatory cycle;
- * the setting up of a new engineering school.

DETAILS REGARDING THE PREPARATORY CYCLE

For an engineering school offering the full five-year programme, a "Letter of intent" must be submitted prior to the launch of any new internal, integrated preparatory cycle (i.e. 2-year programme (after the secondary education final examination "baccalauréat") that may lead to admission to the engineering degree cycle without an intermediate admission examination).

In support of the application to open an integrated preparatory course, the existence of appropriate teaching and technical resources, as well as a sufficient staff-to-student ratio provided by the school's permanent teaching staff, must be demonstrated.

The opening of a new external preparatory course, training students for the selective admission to the engineering cycle at an engineering school, will, however, not be considered by the CTI, but by the local education authorities.

EXCEPTIONS

From the 2025-2026 wave A campaign, the simplified procedures already in place for professionalisation contracts and apprenticeship study tracks during the final year of studies will be extended to the setting up of new work-linked study tracks, subject to certain conditions. The procedure to be followed is described in the dedicated chapter IV.

From the 2026–2027 Wave B round onwards, the simplified procedures (subject to certain conditions) are also extended to the setting up of new study tracks under student status and continuing education, the replication of already accredited programmes at an existing campus, and the launch of integrated preparatory programmes. The procedures to be followed are described in the relevant sections of Part IV.

I.3.b. Launch of evaluation campaigns

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

The schedule of dates for the submission of the schools' application files, the site visits and the relevant CTI plenary sessions are presented at the conference, together with the assignment of the panel chairs for each application. This procedure enables the representatives of the schools to meet their panel chair. The evaluation campaign timetable is then published on the CTI website: [Accreditation campaigns planning](#)

II. TYPOLOGY OF APPLICATIONS FOR ACCREDITATION

The CTI has classified the situations leading to an evaluation process into categories corresponding to different contexts. The categories are listed below, together with the timetable and procedures laid down by the CTI.

II.1. TYPOLOGY OF APPLICATIONS FOR ACCREDITATION IN FRANCE

Categories	Programming the accreditation procedure
<p>PE - Renewal of the accreditation in line with the national periodic calendar</p> <p>HP - Renewal of the accreditation outside the national periodic calendar</p>	During the penultimate year of the current accreditation period, the school receives information from the CTI about the evaluation schedule for the programmes concerned.
<p>NE - First accreditation of a new institution</p> <p>NF - First accreditation of a new training programme</p> <p>NV - First accreditation of a new study track for an existing programme, without the creation of a new degree</p> <p>NS - First accreditation of a new campus to deliver an existing programme, without creating a new degree.</p>	Following a favourable review of the evaluation application ("Letter of intent"), the school receives information from the CTI about the evaluation schedule for the programmes concerned.
MA - Change of status, merger, reorganisation, major modification to the institution and/or programmes modifying the interministerial decree	Following prior discussions with the Ministry of Higher Education and the CTI, and a favourable review of a "Letter of intent", the school receives information from the CTI concerning the schedule for the evaluation of the programmes concerned.
Types of study tracks	Programming the accreditation procedure
Initial training under student status (FISE)	"Letter of intent" procedure (application year N-2)
Initial training under apprentice status (FISA)	"Letter of intent" procedure (application year N-2).
Initial training as a student for the 1 st year and as an apprentice for the last two years (FISEA)	"Letter of intent" procedure (application year N-2).
Continuing education (FC)	"Letter of intent" procedure (application year N-2).
Validation of acquired experience (VAE)	No prior application to submit to the CTI.

Simplified procedures for first accreditations	
Professionalisation contract	Contextual application to be sent to the CTI at any time, or to be included in the self-assessment file if an evaluation procedure is already scheduled.
Apprenticeship contract in the final year of the engineering cycle	Contextual application to be sent to the CTI at any time, or to be included in the self-assessment file if an evaluation procedure is already scheduled.
New FISE, FISA, FISEA, FC study tracks only	Contextual application to be sent to the CTI at any time, or to be included in the self-assessment file if an evaluation procedure is already scheduled.
New integrated preparatory cycle	Contextual application to be sent to the CTI at any time, or to be included in the self-assessment file if an evaluation procedure is already scheduled.
Simplified procedure for evaluations outside the periodic calendar (HP)	
Evaluation outside the periodic calendar (HP) following restricted accreditation due to the opening of a new programme/study track/campus	<p>Procedure for the renewal of already accredited programmes, without an on-site visit, subject to conditions.</p> <p>During the penultimate year of the current accreditation period, the CTI automatically includes the programmes concerned in the evaluation schedule.</p>
Evaluation outside the periodic calendar of a Bachelor in Sciences and Engineering programme (BA-HP) following a restricted accreditation due to the opening of a new programme/study track/campus	<p>Procedure for the renewal of already accredited programmes, without an on-site visit, subject to conditions.</p> <p>During the penultimate year of the current accreditation period, the CTI automatically lists the programmes concerned in the evaluation campaign calendar.</p>
Other special cases	
Evaluations coordinated with the Hcéres	Schedule and procedure determined by mutual agreement between the CTI and the Hcéres.
Double degree programmes, with a partner HEI in France or abroad	No prior formalities. The compliance of the double degree tracks is checked during the next evaluation.
Joint degree programmes with a French or foreign institution	Specific accreditation following the “Letter of intent” procedure (application year N-2).
Multi-campus in France	“Letter of intent” procedure (application year N-2).
Multi-campus abroad	Specific procedure in agreement with the authorities of the countries concerned. No specific schedule for submitting the applications.
State-qualified engineering degree (IDPE)	Applications to be sent to the Ministry of Higher Education.

II.1.a Continuing education leading to an engineering degree

Continuing education leading to an engineering degree is a study track in the same way as an initial training under student or apprentice status.

After evaluation by the CTI, the continuing education track is included in the interministerial decree setting the list of schools accredited to award an engineering degree. This is essential if continuing education is to be registered on the RNCP sheet (National Directory for Professional Certifications) for the programme concerned.

Continuing education leading to an engineering degree is offered for the entire engineering cycle (3 years) or for the last two years only. In most cases, it is combined either with initial training under student status, in which case the trainee is integrated into the class of students (possibly the final year is organised as a sandwich course with the company employing the trainee, similar to a professionalisation contract), or more commonly with initial training under apprentice status, in which case the sandwich course is organised with the company employing the trainee over the entire engineering cycle. There are also autonomous continuing education programmes or courses organised over a longer period than two or three years. In both cases, the curriculum is designed for the entire degree programme and must be analysed by the CTI expert panel.

The application for accreditation must be submitted in the form of a "Letter of intent" procedure either in anticipation of an already scheduled periodic or non-periodic evaluation procedure, or for a specific procedure.

II.1.b. Validation of acquired experience (VAE)

Any degree registered with the RNCP (National Directory for Professional Certifications) must automatically be accessible through the VAE. This de facto accreditation of the school to award a degree by the VAE does not fall within the prerogatives of the CTI and is not the subject of an application for accreditation.

During an evaluation procedure, the CTI evaluates however the VAE process put in place by the school and its compliance with the regulations in force, and may examine candidates' individual files.

II.2. TYPOLOGY OF APPLICATIONS FOR EVALUATION OF FOREIGN HIGHER EDUCATION INSTITUTIONS

NAD - First application for the recognition of the foreign degree in France: "Admission par l'Etat" *	Following the admissibility procedure, the school receives information from the CTI about the evaluation schedule
RAD - Renewal of the "Admission par l'Etat" *	During the penultimate year of the current accreditation period, the school receives information from the CTI about the evaluation schedule
NEU - New application for the EUR-ACE® label **	Following the admissibility procedure, the school receives information from the CTI about the evaluation schedule
RAD - Renewal of the EUR-ACE® label **	During the penultimate year of the current labellisation period, the school receives information from the CTI about the evaluation schedule

* A **diplomatic procedure** between France and the HEI's country is **compulsory**

** **Information** to the relevant agencies/authorities in the foreign HEI's country is **compulsory**

Procedures for foreign HEIs are described in detail in Chapter V.

III. STANDARD ACCREDITATION PROCEDURE IN FRANCE

This procedure applies to periodic and non-periodic evaluations for FISE, FISA, FISEA, FC study tracks, excluding applications that meet the eligibility criteria for the simplified procedures detailed in Chapter IV.

III.1. PREPARATORY PHASE

III.1.a School's self-assessment file

The preparation of the accreditation application file is the responsibility of the school's director and, in particular, the heads of the programmes. It must be a collective effort, drawing on the work of a representative working group open to the school's stakeholders – external parties, staff and students – and provide an opportunity to reflect on the school's entire training offer. It must form part of the school's quality assurance approach.

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

- * **A self-assessment report (SAR)** written according to the structure of the R&O Major Accreditation Criteria framework. The self-evaluation report should be clear and concise; it should not exceed 60 pages for a few programmes.
In the case of non-periodic accreditations or new applications, the wording of the various sections should be adapted by the school to suit the nature of the accreditation application.
 The cover page of the self-assessment report contains a summary sheet presenting the scope of the accreditation application.
 The self- assessment report also contains a **general presentation of the school** of a maximum of two pages. Most of this text will be included in the CTI evaluation report.
- * **The digital file:** the school shall provide access to a digital sharing space where **all supporting evidence** and the **specific tables** mentioned in the R&O Major Criteria shall be uploaded, with file names referring to the relevant section of the R&O Major Criteria (e.g. A.1 Statutes).

In the case of a joint evaluation process for engineering and bachelor's degree programmes, a **SINGLE joint self-assessment report** is required. It must not exceed 75 pages for a few programmes, subject to the following points of attention:

- o Common sections: chapters A, B, C, F;
- o Where possible, chapters E and G may be dealt with jointly, provided that the paragraphs dedicated to bachelor's programmes are clearly identified;
- o Separate sections: chapter D (with SWOT analyses separated by programme) + final overall SWOT analyses (1 for engineering programmes / 1 for bachelor's programmes).

Applications for accreditation must be accompanied by a new proposal for an RNCP sheet (National Directory for Professional Certifications) for each engineering degree programme. Each engineering degree programme corresponds to a single RNCP sheet, whatever the study track: student status (FISE), apprentice status (FISA), student status in the 1st year and then apprentice status in the last 2 years (FISEA), continuing education (FC), validation of acquired experience (VAE), professionalisation contract and apprenticeship contract in the final year.

The RNCP registration is valid for the same length of time as the current accreditation period for each programme. For courses that are already accredited, the active RNCP record (which will be deactivated at the end of the current accreditation period) can be attached to the new version. For accredited engineering programmes, registration on the RNCP is 'de jure' and compulsory. Prior to publication by France Compétences, the CTI is responsible for verifying and validating the RNCP entry representing the identity of the engineering programme and the consistency between the job reference framework, the declared skills specification and the content of the programme leading to the degree.

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

- * R&O, References & Guidelines, Major Accreditation Criteria
- * R&O, References & Guidelines, Evaluation procedures In France and abroad
- * The procedure for registering RNCP records on the France Compétences website
- * The deliberations of the CTI, published on the CTI website, which explain specific points (e.g. degree titles, etc.).

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

Drawing up the self-assessment report is an opportunity for the school to reflect on itself and its programmes. The application for accreditation must be approved by the school's board of directors (or management board) and signed by the school's director.

In the case of an in-house school, the application must be submitted in the form of a letter co-signed by the head of the school and the chair of the legal entity.

The file is confidential and is only made available to the CTI members and the specific expert panel (as well as the permanent CTI staff and registry). The procedure used (preparation and consultation) must comply with the GDPR rules.

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

On the date specified in the accreditation campaign calendar, the school will upload its complete file to the designated area in its School Space on the CTI Extranet portal and provide the registry and all experts with secure access to the digital file hosted on a portal of its choice.

The self-assessment report containing the links to the digital file must be uploaded as a PDF document not exceeding 50 MB in size.

III.1.c. Preparation of the site visit and composition of the expert panel

The CTI informs the school of the composition of the expert panel. The school has the right to dismiss one or more members of the team for reasons of ties or conflicts of interest.

Acceptance and/or dismissal shall be indicated via the School Portal on the CTI's Extranet platform. This request must be formalised by email, with supportive arguments, and sent to the CTI Presidency **within a week** of being informed of the composition of the expert panel. The request will be analysed by the CTI Board, which will modify the composition of the panel and inform the school.

The school's management must appoint a contact person to organise the site visit and include this person's contact details in the summary sheet of the self-assessment report and to the panel chair. The contact person interacts in particular with the panel chair to set the date of the site visit and its detailed programme.

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

The member of the CTI's permanent staff responsible for monitoring the application may participate in the site visit.

III.2 EVALUATION PHASE

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

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

The duration of the site visit varies according to the number of programmes/campuses to be evaluated. For a file with one programme on one campus, the visit is organised over one and a half day. It is possible for the expert panel to arrive the evening before. For a larger number of programmes and/or campuses, the visit is extended and takes place over several days. The expert panel may work in parallel sessions, provided that at least two experts are present for each session.

Any campus under the school's control may be visited.

The schedule for the site visit is proposed by the school's management, after discussion with the panel chair, and incorporates the sessions described in the table below.

To facilitate discussions and ensure freedom of speech:

- the school's director and management team may attend the first meeting on the school's governance, but not the other meetings;
- department heads may also take part in a dedicated session, but not in sessions in which they would have a hierarchical relationship with the other participants.

The sessions will be made up of a minimum of two people from the school and two from the expert panel.

During the site visit, one session is devoted to the consulting by the expert panel of documents relating to the school and its programmes: cooperation agreements; brochures; model documents; reports on placements and final year projects chosen at random with the relevant assessment form; etc. In the case of the assessment of achieved learning outcomes by the students, all copies of a group or class must be available for consultation, not just a selection made by the school.

Sessions of the on-site visit	Indicative time (minutes)	Participants
R1 Informal meeting (optional)	Dinner	Management team / governance
T1 Presentation of new elements and answers to questions asked by the expert panel Presentation of the follow-up to the previous recommendations for improvement and discussion	50 minimum	Management team*, contact persons involved in the follow-up of the previous recommendations for improvements <i>*For an in-house school, meeting with the president of the parent institution</i>
T2 Quality approach	50 minimum	
T3 Visit of the premises	50 minimum	School contact person for the evaluation process
T4 Exchanges with academic partners	50 minimum per session	School partners, including research laboratories and institutional partners
P1 Exchanges with partners from industry	50 minimum	Employers
P2 Alumni	50 minimum	Former students
P3 School's organisation	50 minimum	Technical and administrative staff
P4 Teaching	60 per programme	Lecturers and teacher-researchers Members of the apprenticeship training center or educational partners
P5 Learners	60	Student engineers, elected student representatives, students involved in student associations
T5 Consultation of documents	50	Expert panel
T6 Internal consultation meeting(s)	45	Expert panel
T7 Concluding elements by the expert panel	15	Management team

III.2.b. Videoconferencing for stakeholder hearings

In some cases, when travel is limited, for health or general safety reasons, or depending on the nature of the application, the CTI may implement a remote site visit, which includes a "videoconference to exchange with the school's stakeholders", and possibly a live or pre-recorded virtual visit to the school.

The list of remote site visits and their terms and conditions are validated at the CTI plenary session.

A remote site visit includes the following sessions:

Sessions of the remote site visit	Indicative time (minutes)	Participants
T1 Presentation of new elements and answers to questions asked by the expert panel Presentation of the follow-up to the previous recommendations for improvement and discussion Quality approach	60	Management team*, contact persons involved in the follow-up of the previous recommendations for improvements <i>*For an in-house school, meeting with the president of the parent institution</i>
T2 Exchanges with stakeholders: academic, socio-economic, laboratories, alumni	60	School partners, including research laboratories and institutional partners Employers Former students
P1 Teaching + School's organisation	60	Lecturers and teacher-researchers Members of the apprenticeship training center or educational partners Technical and administrative staff
P2 Learners	60	Student engineers, elected student representatives, students involved in student associations
T3 Internal consultation meeting(s)	45	Expert panel
T4 Concluding elements by the expert panel	15	Management team

It is important to emphasise that this is not a "degraded" approach to the on-site visit, but a coherent rethinking of each stage of the evaluation process in order to achieve the objectives of the evaluation. This type of remote site visit has been validated at European level and is recognised by ENQA (European Association for Quality Assurance in Higher Education).

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

The school and the CTI agree to respect the following criteria:

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

Where appropriate, a member of the expert panel appointed by the panel chair will act as the technical contact with the school to set the terms and conditions of the distance meetings.

This configuration may also be envisaged on an exceptional basis for non-periodic applications and a very limited number of programmes. In these cases, the school's self-assessment report is more limited and focuses on programmes with accreditation durations coming to an end. A videoconference with the school is essential to complete the school's self-assessment report and provide answers to the expert panel's questions.

The panel chair then draws up a report on the elements analysed and presents the evaluation to the plenary session of CTI members. In the case of private schools, the hearing of the director is only organised upon his explicit request.

III.2.c. Evaluation report

The experts may request any information they consider necessary for the drafting of their report before and after the site visit. After the site visit has been carried out as specified above, the members of the expert panel draw up the evaluation report under the co-ordination of the panel chair.

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

III.2.d. Observations from the school's management

The draft evaluation report (RMAP), with the strengths and weaknesses identified in the "Overall summary analysis" section, is sent to the school's management (and where applicable to the head of the parent institution to which it belongs) without any conclusions or accreditation recommendations. This provisional report contains passages that are not intended for publication, including a decision-making tool consisting of tables for monitoring the compliance with the R&O criteria. It is shared with the school's management before the CTI examines the application for accreditation and will also remain confidential. On reading this report, the school's management is invited to point out any strictly factual errors and, if it so wishes, to send a general response letter to the report.

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

III.3. ACCREDITATION RECOMMENDATION/DECISION

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

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

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

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

III.3.b. The CTI's recommendation/decision for accreditation

Following the CTI plenary session at which the school's application for accreditation was examined and discussed, the CTI draws up the "accreditation recommendation" (for public-owned HEIs) or the "accreditation decision" (for private HEIs).

This document, which will be published on the CTI's website after having been approved at the plenary session following that of the deliberation, is signed by the CTI presidency (in the case of a recommendation) and also by the panel chair and the CTI registry (in the case of a decision). It is then sent to the management of the school concerned by the CTI and, where applicable (if different from the Ministry of Higher Education), to the school's other supervisory ministry by the CTI registry.

Alongside the recommendations for improvement made to the school, it specifies the accreditation duration, any reservations or injunctions issued, and any requests for mid-term reports.

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

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

III.3.c. Notification of the accreditation

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

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

Notifications issued by the Ministry of Higher Education are also sent to the rector of the academic region, if necessary to the rector in charge of higher education, research and innovation and to France Compétences (in charge of the National Directory for Professional Certifications for the Ministry of Labour).

III.3.d. Award of the EUR-ACE Label®

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

The CTI considers that its competency framework and evaluation conditions for accreditation cover the EUR-ACE® framework and are often more demanding. Therefore, as part of the evaluation procedure under its R&O framework, it also evaluates the compliance with the criteria of the specific framework, the EUR-ACE® Framework Standards and Guidelines (EAFSG).

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

The school must state in its self-assessment file whether or not it wishes to apply for the label.

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

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

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

To promote the label, schools must:

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

III.3.e. Complaints and appeals procedures

Complaints

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

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

The president of the CTI sends a reply to the institution concerned.

Request for the review of a CTI accreditation recommendation/decision

When a school feels that evidence has not been taken into account, that a criterion has not been considered or that an error remains in the final evaluation report, it has two weeks after the CTI sends its written recommendation/decision - and therefore before the ministry(ies) issues the official notification - to submit a request for review to the CTI, together with supporting documents.

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

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

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

Appeals to supervisory ministries by public-owned schools

Public-owned institutions may lodge an amicable appeal with their supervisory ministry within two months of the official notification of accreditation sent by the ministry. Where the ministry in question is not in charge of higher education, the ministries consult each other on the action to be taken on the appeal. The outcome of an appeal may be either to uphold the initial decision or to issue a new decision.

Appeal to the 'Conseil d'Etat' (State Council) concerning an accreditation procedure

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

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

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

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

III.4. COMMUNICATION AND FOLLOW-UP

III.4.a. Publication of the CTI's recommendation/decision and the evaluation report

Accreditation recommendations and decisions and evaluation reports are published on the CTI's website and in the DEQAR database of the European Quality Assurance Register (EQAR).

III.4.b. Publication of the interministerial decree listing the schools accredited to award an engineering degree

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

In addition to this list, the decree sets out:

- * the list of schools offering a specialised engineering diploma (a 60 to 90 ECTS specialisation for graduate engineers);
- * the list of joint degrees between a French engineering school and a foreign institution;
- * the list of degrees at master's level from foreign institutions recognized by the State ('Admission par l'Etat', article L642-7 of the Education Code). Holders of these degrees are authorised to use the title of "ingénieur diplômé" in France.

The information contained in the decree concerns:

- * the Institution and any of its components;
- * programmes;
- * accreditation duration (start and end dates);
- * campuses;
- * agreements and partnerships, where applicable;
- * study track(s): initial training under student status (FISE), initial training under apprentice status (FISA), initial training with student status in the first year and with apprentice status in the second and third years of the engineering cycle (FISEA), continuing education (FC).

Where a school offers a three-year programme, the decree refers to the first year of entry into the programme (engineering cycle).

Where a school offers a five-year programme, the decree refers (for the award of the degree) to the engineering cycle, beginning with the year corresponding to the entry into the fifth semester (or 3rd year) of the whole programme.

III.4.c. Evaluation follow-up phase

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

Follow-up table of recommendations for improvement (TSR)

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

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

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

The Commission expresses a favourable feed-back or reservations on the provided follow-up table, which the expert panel will take into consideration during the next evaluation process.

Programmes accredited for a limited period of two or three years are not subject to such interim monitoring.

Interim report (RI)

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

Action plan following an injunction

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

Accreditation recommendation/decision subject to conditions

In cases where the school has been unable to submit, before or during the evaluation process, one or more items considered essential (e.g. syllabus, internal regulations or academic regulations, etc.), the commission issues an accreditation recommendation/decision 'subject to' the school submitting or updating these items. The reservation suspends the accreditation of the school's programmes until the requested evidence has been received and validated, within a short, specified, timeframe.

Analysis of interim reports, injunctions and reservations

An interim report, an action plan following an injunction or an accreditation recommendation/decision 'subject to' is analysed by a CTI member appointed by the CTI Board who presents a summary note to the CTI Board. This summary note may be presented at a plenary session of the commission and is systematically acknowledged and followed by an additional accreditation recommendation/decision. The summary note is sent to the school with the additional recommendation/decision.

III.4.d. The CTI's satisfaction surveys

A survey is sent to the evaluated schools at the end of the process. This survey, like all those conducted by the CTI as part of its internal quality assurance process, is presented and analysed in the various working groups concerned, as well as at plenary sessions. The results and resulting actions are then presented at the CTI's annual conference in February.

Before, during or after any evaluation procedure, the CTI's permanent staff may be contacted to report any particular issue or malfunction.

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

IV. SPECIFIC PROCEDURES (France)

These specific procedures apply only to a limited number of evaluations that meet the eligibility criteria described below and the ESG.

IV.1. SIMULTANEOUS EVALUATION PROCESS FOR ENGINEERING DEGREE & BACHELOR'S PROGRAMMES

With a view to simplifying the process and optimising resources, where an evaluation of a school's Bachelor in Science & Engineering (BSE) programmes is scheduled in the same round as an evaluation of its engineering degree programmes, these will be conducted simultaneously by the same expert panel (except in exceptional cases identified and approved by the CTI Board).

During the site visit to the school, a specific slot will be dedicated to the review of the BSE programmes. A single self-evaluation file, common to both the engineering degree and BSE programmes, will be required (see section III.1.a) and a joint evaluation report will be drafted by the expert panel.

Two separate recommendations for accreditation will be produced by the expert panel and presented at the same plenary session. However, BSE recommendations for accreditation remain subject to the usual rules regarding submission to the CNESER (National Council for Higher Education and Research) (once a year) and approval by the Ministry of Higher Education and Research.

IV.2. COORDINATED EVALUATION PROCESSES WITH THE HCÉRES

The periodic evaluation campaigns conducted by the CTI and the Haut conseil de l'évaluation de la recherche et de l'enseignement supérieur (Hcéres) are synchronised with the contractualisation waves of the Ministry of Higher Education. This synchronisation has led the two agencies to implement so-called "coordinated" site visits in order to rationalize the procedures. Schools are informed at the beginning of the evaluation campaign that the site visit will be coordinated.

Several principles apply in this case:

- * The visits by the two expert panels are likewise legitimate, each evaluation is carried out in accordance with the rules of each agency;
- * Their scope is determined by the specific missions of each agency;
- * The aim of these coordinated site visits is to achieve a better understanding of the institution and a confirmed enrichment of the process thanks to visits at the same date and shared sessions.

BEFORE THE SITE VISIT

The dates of the site visit are discussed between the Hcéres and the CTI, and the contact information of the respective expert panels is shared.

Discussions are organised between the two panels to prepare for the site visit and jointly draw up a schedule of interviews specific to each agency and a definition of those to be shared. This schedule is validated with the institution.

The school submits two self-assessment files, one to the Hcéres, the other to the CTI, and the two panels may, with the school's agreement, exchange or compare them. The Hcéres expert panels prepare interview sheets which are sent to the CTI expert panels for the shared interviews.

DURING THE SITE VISIT

The experts of the two panels exchange and coordinate their work. The majority of sessions are shared by the two expert panels, with the possibility of requesting specific sessions that best meet the requirements of each agency.

Several joint debriefings are organised by the two expert panels -in particular just before the CTI panel reports back to the institution's management- with the objective to exchange on the overall impressions and agree on the strengths and weaknesses in order to avoid any inconsistencies in the upcoming evaluation reports drawn up by the CTI and the Hcéres.

At least one meal is shared by the experts from both the CTI and the Hcéres panels, if possible during the dinner on the first day of the site visit (informal exchanges and sharing of information).

AFTER THE SITE VISIT

The two agencies share the reports written following this coordinated site visit, their draft versions and, at the end of their internal preparation and validation processes, the final reports.

IV.3. SIMPLIFIED PROCEDURES FOR NEW PROGRAMMES/STUDY TRACKS

The simplified procedures are governed by the same general terms and conditions. For clarity, they are set out below on a case-by-case basis.

IV.3.a. Professionalisation contract

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

The introduction of professionalisation contracts requires an analysis of the system by the expert panel in charge of the evaluation of the programme, in order to verify the procedure for validating the competencies in the certification reference framework. This is mentioned in the accreditation recommendation/decision issued by the CTI. This will lead to the possibility of referencing to the "professionalisation contract" mode in the RNCP sheet (National Directory for Professional Certifications) for the programme.

If a school:

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

the CTI considers that this school can set up professionalisation contracts after a detailed request, and an acknowledgement at the CTI Board meeting. In the event of a positive response, the RNCP record and the certified data record may be modified accordingly.

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

Any incomplete application or unmet condition will result in rejection.

IV.3.b. Apprenticeship contract in the final year of the engineering cycle

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

Timetable / Procedure

Applications must demonstrate the quality of the apprenticeship track put in place by the school and may be submitted to the CTI on an ongoing basis, without following the 'Letter of Intent N-2' procedure.

A specific committee appointed by the CTI Board is set up to examine these applications, which must reflect a genuine pedagogical approach based on alternating training sequences in the school and in the company. This committee reviews the application submitted by the school and issues a recommendation for the final decision by the CTI plenary session. An additional accreditation recommendation/decision is sent to the school following approval by the plenary session.

Eligibility criteria

1. The application relates exclusively to a FISE study track that can offer the final year under an apprenticeship contract for a maximum of 20% of students in their fourth year in higher education;
2. The school achieved the longest possible accreditation duration for its programmes during the last periodic evaluation;
3. The school must demonstrate a track record of successful student outcomes, with graduating cohorts who have proven to have secured employment.

Application documents

Applications must include:

1. A document of a few pages including:
 - a statement of the school's motivations;
 - a description of how the programme is managed;
 - links with companies;
 - the pedagogical organisation;
 - the admission and recruitment process for apprentices and their number;
2. The following documents:
 - Letters of support from companies and professional bodies interested in recruiting one or more apprentices;
 - Academic calendar for the apprenticeship year, highlighting the weeks spent at school and the weeks spent in companies;
 - Academic calendar for the year of the class continuing as students;
 - Brief presentation of the partner apprenticeship centre (CFA);
 - Draft agreement or letter of commitment between the school and the CFA.

For further information, please consult [the relevant technical note](#) on the CTI website.

Any incomplete application or unmet condition will result in rejection.

IV.3.c. New single study tracks (FISE, FISA, FISEA, FC), SUBJECT TO CONDITIONS

Timetable / Procedure

Applications will be reviewed on an ongoing basis by a specific committee appointed by the CTI Board. This committee examines the application based on the documents submitted by the school (without a video conference) and concludes with a recommendation for decision that is submitted to the vote of the CTI plenary assembly. An additional accreditation recommendation/decision and a summary report are sent to the school following approval by the plenary assembly. The newly accredited study track is reviewed in detail during the school's next on-site evaluation process.

Eligibility criteria

To be eligible for the procedure, the following conditions must be met without exception.

1. Link to an existing study track and maximum accreditation duration:

The FISE applied for	The FISA / FISEA applied for	The FC applied for
is linked to an existing FISA or FISEA study track	is linked to an existing FISE study track	is linked to an existing FISE, FISA or FISEA study track
and has the maximum accreditation duration		
on the same campus		

2. The application has been approved in advance by the institution's governing bodies;
3. The school received the maximum accreditation duration for its programmes during the last periodic evaluation process (of the support programme for FC);
4. The recommendations for improvement made during the most recent evaluation processes are all, at the very least, defined as 'currently being implemented';
5. The school demonstrates a robust quality approach and an operational quality management system (QMS).
6. The school already has experience:

For FISE accreditation	For FISA / FISEA accreditation	For FC accreditation
experience in FISE	experience in apprenticeship tracks	experience in FISE, FISA or FISEA
with classes of graduates whose successful integration into the workforce has been proven.		

Grounds for exclusion

New campuses and new programmes are excluded from this simplified procedure.

Furthermore, where the evaluation process concerns several applications of a different nature, the simplified procedure does not apply and the standard procedure is maintained.

Any incomplete application or unmet condition will result in rejection.

Contents of the application

Applications must include:

1. A detailed letter (without following the 'Letter of Intent N-2' procedure) setting out the motivation for the application and the implications for resources (apprenticeship calendar, staff-to-student ratio, premises, etc.);
2. The programme template (Excel table), the full training syllabus, including a precise description of the learning outcomes for each teaching unit and the teaching methods;
3. Minutes of the Executive Board, School Council, Development Council meetings; letters of support from industry partners; Qualiopi certificate;
4. The table of the follow-up of the CTI's recommendations for improvement;
5. A table showing the number of students or apprentices who have graduated over the last three years (depending on the new study track applied for), indicating the title of the degree, the name of the host apprenticeship center (CFA) (where applicable), the number of graduates and their career progression after six months: further study, fixed-term contract, permanent contract, unemployed, other;
6. Evidence demonstrating a robust quality approach and an operational quality management system (QMS), for example. If a recommendation regarding the school's continuous improvement process has been made, it must be marked as 'Completed' in the table of the follow-up of the CTI's recommendations for improvement;
7. For FISA / FISEA / FC applications (with FISA as support): partnership agreements with CFA, OFA or the school's internal CFA, provided that the CFA is active in engineering training.

Any incomplete application or unmet condition will result in rejection.

IV.3.d New programme “duplicated” at an existing campus

This simplified procedure applies to the setting up, at an existing campus (which already offers accredited engineering degrees), of programmes that are already accredited under the same study track at another existing campus.

Timetable / Procedure

Applications will be reviewed on an ongoing basis by a specific committee appointed by the CTI Board. This committee examines the application based on the documents submitted by the school and a video conference with stakeholders (see procedure III.2.b). A recommendation for decision and a simplified report are submitted for decision to the vote of the CTI plenary assembly.

Eligibility criteria

To be eligible for the procedure, the following conditions must be met, without exception:

1. The school holds the maximum duration of accreditation for the programme to be replicated (FISE, FISA, FISEA or FC) following the most recent periodic evaluation process;
2. The application has been approved in advance by the institution’s governing bodies;
3. At the very least, all the recommendations for improvement made during the most recent CTI evaluation processes are defined as ‘currently being implemented’;
4. The school demonstrates a robust quality approach and an effective quality management system (QMS).

Grounds for exclusion

The opening of new campuses and new programmes that are not accredited at an existing campus are excluded from this simplified procedure.

Furthermore, where the evaluation process concerns several applications of a different nature, the simplified procedure does not apply and the standard procedure is maintained.

Any incomplete application or unmet condition will result in rejection.

Contents of the application

Applications must include:

1. A detailed letter (without following the ‘Letter of Intent N-2’ procedure) setting out the motivation for the application and the implications for resources (human, material, etc.);
2. A comprehensive overview of the school and the campus, as well as developments since the last evaluation process;
3. Evidence demonstrating compliance with the criteria for a multi-campus school, including, in particular, education of equal quality and fair assessment of all students, regardless of the campus;
4. A feasibility study and its integration into the school’s strategy and campus policy;
5. Minutes of the Executive Board, School Council, Development Council meetings; the name of the host CFA (where applicable); Qualiopi certificate;
6. The table of the follow-up of the CTI’s recommendations for improvement;

7. Evidence demonstrating a robust quality approach and an operational quality management system (QMS). For example, if a recommendation regarding the school's continuous improvement process has been made, it must be marked as 'Completed' in the table of the follow-up of the CTI's recommendations for improvement;
8. Letters of support from industry representatives and academic partners;
9. Resources: the same conditions in terms of staff-to-student ratios and facilities as for the programme to be replicated (teaching staff and teaching materials)
10. Recruitment procedures at the new campus.
11. A table showing the classes of graduates from the programme to be replicated, indicating the degree title, the number of graduates and their career paths six months after graduation: further study, fixed-term contract, permanent contract, unemployed, other (covering the last three years).

Any incomplete application or unmet condition will result in rejection.

IV.3.e. New integrated preparatory cycle (CPI)

This simplified procedure applies to applications from schools offering a full five-year engineering degree programme that wish to open a new integrated preparatory cycle (CPI) (first two years in higher education after secondary education final examination "baccalauréat"). The CTI must verify and approve any opening of an integrated preparatory cycle (see chapter I.3.a).

Timetable / Procedure

Applications will be reviewed on an ongoing basis by a specific committee appointed by the CTI Board. This committee examines the application based on the documents submitted by the school. A recommendation for decision and a summary note are submitted for decision to the vote of the CTI plenary assembly.

Eligibility criteria

To be eligible for the procedure, the following conditions must be met, without exception:

1. The CPI operates under the educational authority of an engineering school accredited through a CTI process;
2. The opening of the CPI forms part of the school's development and educational strategy;
3. The school must demonstrate that it has the necessary educational and technical resources, as well as a sufficient staff-to-student ratio provided by the school's permanent teaching staff;
4. The application has been approved in advance by the school's governing bodies;
5. At the very least, all the recommendations for improvement made during the last CTI evaluation processes are defined as 'currently being implemented';
6. The school demonstrates a robust quality approach and an operational quality management system (QMS).

Contents of the application

Applications must include:

1. A detailed letter (submitted without following the 'Letter of Intent N-2' procedure) setting out the motivations for this application and the implications for resources (human, material, etc.);
2. A comprehensive overview of the school and the campus, as well as developments since the last evaluation process;
3. The table of the follow-up of the CTI's recommendations for improvement;
4. A feasibility study and its integration into the school's strategy and campus policy;
5. Minutes of the Executive Board, School Council, Development Council meetings; letters of support from academic partners (where applicable);
6. Evidence demonstrating a robust quality approach and an operational quality management system (QMS). For example, if a recommendation regarding the school's continuous improvement process has been made, it must be marked as 'Completed' in the table of the follow-up of the CTI's recommendations for improvement;
7. Evidence of the following resources: premises, experimental equipment (owned or under agreement), staff-to-student ratio provided by the school's permanent teaching staff;
8. The school's internal regulations and academic regulations;
9. The selection criteria for admission;
10. The programme template (Excel table), the full syllabus for the proposed two-year course, including a detailed description of the learning outcomes for each teaching unit and the teaching methods;
11. Evidence of students' integration into the school's student life.

Any incomplete application or unmet condition will result in rejection.

IV.4. SIMPLIFIED PROCEDURE FOR RENEWALS OUTSIDE THE PERIODICAL CALENDAR, SUBJECT TO CONDITIONS

The aim of this procedure is to carry out an alleviated evaluation process of recently created programmes/study tracks/campuses that have been granted a restricted accreditation duration as an outcome of a first application.

Timetable / Procedure

The schools concerned will be included in the 'standard' campaign calendar upon expiry of the accreditation. The review of the application file by the expert panel will be supplemented by a videoconference hearing with stakeholders (see procedure III.2.b). The procedure includes the drafting of an evaluation report and a draft recommendation for accreditation presented by the panel chair at a plenary assembly of the CTI. The Ministry takes the accreditation decision on the basis of the CTI's recommendation for accreditation.

Eligibility criteria

To be eligible for the procedure, the following conditions must be met without exception:

1. The restricted accreditation duration is due to the setting up of a new programme/study track/campus (first accreditation);
2. The evaluation process covers no more than two degree programmes;
3. The school holds a full accreditation duration for all its other degree programmes (unless an exemption has been granted by the CTI Board);
4. No injunction was issued during the school's last evaluation process.

Contents of the application

The school will submit a "classic" self-assessment report with a view to the renewal of the programmes/study tracks/campuses concerned.

Grounds for exclusion

Renewals involving more than two degree programmes are excluded from the simplified procedure. Furthermore, where the evaluation process covers several applications of a different nature, the simplified procedure does not apply and the standard procedure is maintained.

IV.5. OTHER SPECIAL CASES

IV.5.a. Double degree and joint degree programmes

Some engineering schools offer their students access to "double degree" programmes, with French or foreign HEIs, by adapting their syllabus to enable them to prepare the second degree in parallel with part of the engineering programme.

With the exception of joint degrees with foreign HEIs, the CTI no longer requires schools to provide information prior to the implementation of such programmes if the training provided at the school is not affected.

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

IV.5.b. Double degrees between French institutions

The compliance of double degrees with the R&O criteria will be verified during the next evaluation of the school. In the application for renewal of accreditation, the school will devote a section to describing the specific features of the double degree agreement.

IV.5.c. Double degrees with foreign institutions

The compliance of double degrees with the R&O criteria will be verified during the next evaluation of the school. A fact sheet on international openness, published on the [CTI's website](#), sets out a number of practicalities.

IV.5.d. Joint degrees with foreign institutions

Completely co-constructed programmes ("joint degrees") give rise to specific accreditation processes and are listed separately in the interministerial decree on accredited schools.

New applications follow the "Letter of intent" procedure (see the "Evaluation process planning" section above). A fact sheet on international openness, published on the [CTI website](#), sets out a number of practicalities.

IV.5.e. Multi-campus single-degree schools

For each new campus opened in France, the schools must go through the "Letter of intent" procedure two years before opening the campus (see chapter I.3.a above). No campus may open without prior accreditation.

In the "Letter of intent", the school must place a particular emphasis on:

- * A description of the school's strategy, in particular the development planned for the new campus;
- * The existence of a system for measuring the homogeneity of teaching and learning across the different campuses (recruitment, graduation);
- * An analysis of the competition and the position of the proposed programme in the local and regional environment, particularly as regards research and industry;
- * The premises, resources and teaching materials available (with a few photos and plans, a table showing the square metres corresponding to the different types of activity, and possibly a link to a video);
- * The monitoring of the training in compliance with the criteria defined in the CTI's R&O and the physical presence of lecturers and teacher-researchers from the school on-site;
- * Local student life and planned links with the other campus(es) in terms of student life;
- * For a private school, the declaration of the opening of the new campus (with receipt) from the local educational authority and/or information about the organisation of the first two years in higher education (before the engineering cycle).

The campuses authorised to offer programmes leading to an engineering degree are listed in the interministerial decree setting the list of accredited schools.

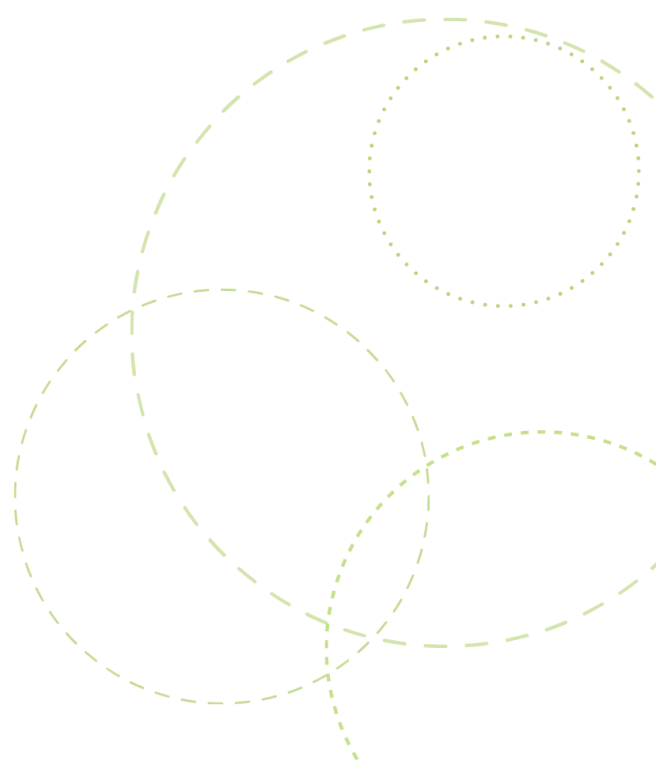
A school established in France wishing to award an engineering degree at a campus abroad must follow a specific procedure. The procedure must be accepted by the authorities in both countries. Any project to open a campus abroad begins with the school's application to the Ministry of Higher Education (Direction générale de l'enseignement supérieur et de l'insertion professionnelle) via the CTI registry.

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

IV.5.f. “Ingénieur diplômé par l’Etat”: State-qualified engineer

The title of state-qualified engineer is awarded by the Ministry of Higher Education. Schools wishing to be authorised to examine the learners' applications must apply to the Ministry of Higher Education (Department of Quality and Recognition of Qualifications) following a call for applications from the ministry, in accordance with a specific schedule. The list of schools accredited to offer state-approved engineering qualifications is renewed every three years by ministerial decree published in the 'Journal Officiel de la République française'.

The CTI is consulted on the list of degree names and the list of institutions authorised to assess applications. It has two representatives from academia and two representatives from industry (employers, professional unions, engineering organisations), on the national jury that proposes the award of these degrees. The list of degree names for the title of state-qualified engineer is set by ministerial decree.



V. INTERNATIONAL EVALUATION PROCEDURES

One of the CTI's missions is to evaluate **master's level engineering programmes** abroad. This process can take two different forms, which can be combined as part of the same procedure:

- * Recognition of foreign degrees in France ("**Admission par l'Etat**"), which enables graduates of the programmes concerned to use the title of "ingénieur diplômé" in France. The **R&O Major Accreditation Criteria** apply to these programmes in the same way as they do to French institutions, although some criteria may be flexible to take account of the different national contexts;
- * The award of the European quality label for engineering programmes, the **EUR-ACE® label** at master's level.

Wherever possible, these evaluations are carried out in connexion with local quality assurance agencies or, where applicable, under a mutual recognition agreement. In the case of joint work with the local agency, the CTI and this agency may be asked to draw up a common set of standards for the evaluation of the programmes concerned.

For all applications, a representative of the CTI's permanent team is appointed to be the applicant institution's main contact throughout the process.

V.I. First application for “Admission par l’Etat” or for the EUR-ACE Label® - General information

ADMISSIBILITY

For any first application for "Admission par l'Etat" (recognition of the French degree in France) or for the EUR-ACE® label, it is the responsibility of the foreign higher education institution to contact the CTI registry or the CTI permanent staff at the following addresses:

greffe-cti@education.gouv.fr
international@cti-commission.fr

After exchanges between the CTI and the institution, the latter prepares an admissibility file.

Details of how to submit this application (documents to be provided and schedule) are available on the [CTI website](#).

A dedicated committee examines applications twice a year, on the basis of the documents provided.

This analysis is used to assess the admissibility of the application in the context of the CTI's resources and workload, and to anticipate any difficulties (level of the programmes, regulatory or structural barriers, etc.). It is then presented to the CTI Board.

If the admissibility analysis is favourable, the decision is validated by the CTI's plenary session of all members and the CTI informs the institution within an average time of three months. Institutions applying for "Admission par l'Etat" must obtain the initiation of the necessary diplomatic process by the competent authorities in their country, as described in the section below on "Admission par l'Etat - Specificities".

If the admissibility study is negative, the institution will have to wait at least two years before submitting a new application for an admissibility study.

N.B. The admissibility stage does not apply to institutions with programmes that are already accredited and which wish to have a new programme evaluated, or to institutions that are co-organised with an accredited French institution (as is the case with the Franco-Chinese Institutes).

PREPARATORY PHASE OF THE EVALUATION PROCESS

The CTI schedules the evaluation process in its annual calendar and determines the dates for submitting applications, the period for site visits and the date of the decision-making plenary session.

The CTI nominates the expert panel. The representative of the CTI permanent staff informs the school of the planned schedule and expert panel, and the school may contest the appointment of one or more experts in the event of a conflict of interest.

A memorandum of understanding setting out the terms of the evaluation process is drawn up and signed by both parties. A deposit invoice for 50% of the evaluation costs is payable at this stage, excluding logistical costs to be covered at a later date.

Information on the cost of the evaluation can be found on the [CTI website](#) in the document "Deliberation on the invoicing of international evaluation processes".

EVALUATION PROCESS

The evaluation process is similar to that used for French schools (see previous chapters).

For the record, it includes for instance:

- * the submission by the institution of a self-assessment file via the dedicated CTI platform (see Chapter III.1.a)
- * an on-site visit by the CTI expert panel: discussions with stakeholders in the relevant programmes (management, teaching staff, students, industry and research partners, alumni, etc.), review of documents and visit of the facilities;
- * the drafting of the evaluation report by the expert panel including submission to the HEIs for correction of factual errors;
- * a presentation of the application to the CTI plenary session and a vote;

- * the drafting of a CTI recommendation for “admission par l’Etat” (state accreditation), forwarded to the French ministry in charge of higher education, and the drafting of a decision regarding the EUR-ACE® label;
- * publication on the CTI website of the recommendation for “admission par l’Etat” (state accreditation) or the decision to award the EUR-ACE® label, together with the final evaluation report. Where applicable, forwarding of the recommendation/decision to the local agency and/or partner;
- * the publication of the recommendations/decisions and the evaluation reports in the European DEQAR database;
- * invoicing the institution for the balance of the mission costs.

For “admission par l’Etat” (state accreditation): the decision is notified by the Minister of Higher Education to the competent authorities of the country, with copies sent to the institution’s management, the French Embassy and the CTI.

For the EUR-ACE® label: the CTI takes a decision and registers the relevant programmes in the ENAEE public database. EUR-ACE® certificates are sent to the institution once they have been validated by ENAEE.

V.II. “Admission par l’Etat” - Specificities

This section focuses on “Admission par l’Etat”, but the general principles of evaluation should be consulted and applied (see chapter V.I).

THE DIPLOMATIC APPROACH

In the case of an application for “Admission par l’Etat” (master's-level degree in engineering), diplomatic channels must be established between the two countries.

If the application is declared admissible, the competent authorities in the institution's country must send a letter to the French minister in charge of higher education to inform her/him of their agreement with the institution's application, in accordance with the provisions of article L.642-7 of the French Education Code.

The letter should be addressed to the French Minister:

- * either by postal mail to the Minister of Higher Education
1, rue Descartes 75231 Paris Cedex 05, France
With a copy to the ministry's Department for Quality and Recognition of Degrees (DGSIP A1-5), mail: greffe-cti@education.gouv.fr;
- * or in scanned format as an attachment to an e-mail addressed to:
Ms Emilie Bernardin-Skalen, Head of the Department of Colleges and Private Higher Education: emilie.bernardin-skalen@enseignementsup.gouv.fr,
with a copy to: greffe-cti@education.gouv.fr

The French ministry sends an acknowledgement of receipt to the country's authorities, informs the French embassy and mandates the CTI to carry out the evaluation procedure.

THE R&O REFERENCES & GUIDELINES - MAJOR ACCREDITATION CRITERIA

In the case of an "Admission par l'Etat" procedure, the reference framework is "R&O - Major Accreditation Criteria", with a few adjustments to take account of the different national context.

These adjustments may concern:

- * Specific recruitment/graduation terms according to the country's legislation;
- * Internships are not compulsory in terms of duration, but the syllabus must include a significant experience of the professional world;
- * International mobility is recommended, without a defined duration;
- * B2 level is required in English without a compulsory certification and B2 level is recommended in French as a foreign language;
- * Use of ECTS credits (not compulsory outside the European Higher Education Area, but the expert panel will assess whether a comparable system has been implemented);
- * Duration of the programme adapted to the local context;
- * Degree names are not imposed.

"Admission par l'Etat" procedures are often combined with an application for the EUR-ACE® label. In this case, both the CTI and the ENAEE standards and guidelines are taken into account in a single evaluation procedure.

THE EVALUATION PROCESS

The evaluation process follows the same stages as for French schools and is recalled in the section V.I. This process applies to first-time applications and renewals.

An evaluation for "Admission par l'Etat" may be carried out in either French or English, whether for exchanges, the institution's self-assessment file or the evaluation report. The essential documents to be attached to the application or consulted on-site during the visit must be available in one of these two languages. However, the CTI's accreditation recommendation and the notification from the French ministry must be written in French.

The results are communicated by the Minister of Higher Education to the relevant authorities in the country concerned, with a copy to the institution's management, the French embassy and the CTI.

"Admission par l'Etat" is formalised in an interministerial decree published once a year and available for consultation online on the Légifrance website, a public service for the dissemination of law, for example the 2025 decree:

<https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000050980178>

RENEWAL OF AN APPLICATION FOR "ADMISSION PAR L'ETAT"

The procedures for renewing an application for "Admission par l'Etat" do not require to renew the "admissibility" phase.

The CTI registry contacts the institution whose "Admission par l'Etat" is about to expire to remind it of the procedure to follow if it wishes to renew the process, and in particular the

diplomatic steps. This information is sent electronically to the institutions concerned during the last quarter of year N for evaluation by the CTI before July of year N+2 with a view to renewal of the "Admission par l'Etat" as from 1 January of year N+2.

Once the calendar of the CTI's evaluation campaign has been finalised, the CTI registry will send an e-mail setting out the schedule (submission of the self-evaluation file, site visit period, presentation of the evaluation at the plenary session), the name of the panel chair and the procedures for submitting the application file. This information is included in the summary table of accreditation campaigns on the CTI website and announced at the CTI annual conference organised in February of year N+1.

V.III. EUR-ACE® Label - Specificities

ESSENTIAL PREREQUISITES

Only programmes that exist for several years and have at least one graduating class are eligible for the EUR-ACE® label.

The CTI informs the agency and/or the local authorities in the applicant institution's country. The diplomatic procedure required for "Admission par l'Etat" is not required here.

THE STANDARDS AND GUIDELINES

The reference document for an application for the EUR-ACE® label alone is the [EUR-ACE® Framework Standards and Guidelines \(EAFSG\)](#).

This document is in English; a French translation has been provided by the FrAQ-Sup network of French-speaking quality assurance agencies.

In the case of joint work with a local agency, a common reference framework or terms of reference can be drawn up.

THE EVALUATION PROCESS

The evaluation process follows the same stages as for French schools and is recalled in the section V.I. This process applies to first-time applications and renewals.

RENEWAL OF THE EUR-ACE® LABEL ALONE

When preparing its annual evaluation campaign calendar, the CTI contacts the institution with label(s) which are due to expire. On this occasion, the CTI reminds the institution of the practical and financial arrangements and asks it to confirm its wish to renew the award of the EUR-ACE® label(s).

On receipt of this confirmation, the CTI schedules the evaluation for renewal in its annual calendar and the procedure follows the same course as for a first application (without the admissibility stage, which remains valid, even if the institution wishes to have a new programme evaluated).

Halfway through the period between two periodic evaluations, the institution must draw up a table for a follow-up of the CTI recommendations for improvement. In the case of a limited duration of the labelling, this document is not required.

The CTI's analysis of the follow-up table is taken into account in the next evaluation.

VI. CONTRACTUAL AND FINANCIAL ASPECTS

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

The CTI requires accredited schools to:

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

VI.2. EVALUATION FEES

Evaluation fees are invoiced to the schools following an evaluation process according to a scale validated at a plenary session of the CTI and published on the CTI website.

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

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

USEFUL LINKS

- * Terms for preparing and awarding degrees: circular of 7 May 2023
- * Higher education degree models: appendix to circular no. 2015-0012 of 24-3-2015
- * Guide to the Diploma Supplement
- * Reference documents for "Admission par l'Etat"
- * EUR-ACE® label Framework Standards and Guidelines: EAFSG

GLOSSARY OF TERMS

BSE	'Bachelor in Sciences and Engineering' (3-year programmes offered by accredited engineering schools)
CFA	'Centre de formation d'apprentis' Apprenticeship Center in partnership with engineering schools for the apprenticeship tracks
CP	'Classes préparatoires' = Preparatory classes 2-year course prior to selective admission to the 3-year engineering degree cycle Either external or integrated in the case of 5-year schools
CPI	'Classes préparatoires intégrées' = Integrated preparatory classes First 2 years of a full 5-year engineering degree programme offered by 5-year engineering schools
CTI	'Commission des titres d'ingénieur' Quality assurance agency in charge of the evaluation of engineering schools and degrees towards their accreditation
DEQAR	Database of EQAR
EAFSG	EUR-ACE® label Framework Standards and Guidelines
ENAE	European Network for Accreditation of Engineering Education (Association responsible for the EUR-ACE® label)
Engineering degree cycle	Last 3 years of the 5-year engineering degree programme
ENQA	European Association for Quality Assurance in Higher Education
EQAR	European Quality Assurance Register for Higher Education
ESG	European Standards and Guidelines for Quality Assurance in the European Higher Education Area
EUR-ACE®	Quality label for engineering programmes developed by ENAE
FC	'Formation Continue' Continuing Education
FISA	'Formation initiale sous statut d'apprenti' Initial training (as opposed to Continuing Education) under apprentice status
FISE	'Formation initiale sous statut d'étudiant' Initial training (as opposed to Continuing Education) under student status
FISEA	'Formation initiale sous statut d'étudiant la 1e année et sous statut d'apprenti la 2e et 3e année' Initial training under student status during the 1st year and under apprentice status during the 2nd and 3rd year of the engineering degree cycle
Hcéres	'Haut conseil de l'évaluation de la recherche et de l'enseignement supérieur' Quality Assurance agency in charge of the evaluation of HEIs, bachelor, master and doctorate programmes and research
HEI	Higher Education Institution
QUALIOPI	French national quality label for the certification of professional training programmes
R&O	"Références et Orientations": CTI's Standards and Guidelines, in 2 booklets: * Major Accreditation Criteria * Evaluation Procedures in France and Abroad
RNCP	"Répertoire national des certifications professionnelles" National Directory for Professional Certifications

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