

Substantive Change Report by Engineering Degree Commission (CTI)

Register Committee

Ref. RC31/C64
Ver. 1.0
Date 2021-10-15
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Decision of:	15/10/2021
Report received on:	21/07/2021
Agency registered since:	01/04/2009
Last external review report:	06/2019
Registration until:	30/06/2024
Absented themselves from decision-making:	None
Attachments:	<ol style="list-style-type: none"> 1. Substantive Change Report, 21/06/2021 2. Clarification request, 06/08/2021 3. Response to the clarification request, 06/09/2021 4. Follow up report by CTI, 29/07/2021 5. Mapping of the 2021 version of standards and guidelines for evaluation of programmes against the ESG Part 1 by CTI

1. The Register Committee considered the Substantive Change Report of 21/07/2021.
2. The Register Committee took note of the new activity introduced by CTI, the evaluation of programmes at Bachelor level.
3. Based on the information provided in the Substantive Change Report, the response to the Clarification request of 06/09/2021, the Follow up report of 29/07/2021 and the mapping of the standards and guidelines against ESG Part 1 provided by the agency, the Register Committee had no major concerns that the new activity follows the ESG.
4. The Register Committee noted that in the design of the evaluation of programmes at Bachelor level, CTI follows the same processes as for the accreditation procedure of engineering programmes at Master level, including the implementation of processes (ESG 2.3), selection and training of experts and composition of review panels (ESG 2.4), and appeals and complains procedures (ESG 2.7).
5. The Register Committee considered the mapping provided by CTI and noted that ESG Part 1 is covered in CTI's standards and guidelines (ESG 2.1). The next external review of CTI should, however, verify how CTI's evaluations of programmes at Bachelor level address all the standards of ESG Part 1 in practice.

6. The Register Committee welcomed the consultation process with stakeholders, gathering of internal and external feedback and the discussion with other quality assurance agencies in the development of the new activity (ESG 2.2).
7. The Register Committee noted that the agency has started using summary tables with criteria for evaluation of programmes and templates for publishing panel reports. The Committee noted that this practice is now used both in the evaluation of Bachelor and the accreditation of Master programmes. The next external review should consider how CTI ensures consistency in its decision-making, considering in particular the previous issues raised by the panel (ESG 2.5).
8. The Register Committee welcomed the recent changes in regard to the publication of full reports by CTI (ESG 2.6), including the expert panel reports.

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EQAR Substantive Change Report

Reference #	20227649
Status	Complete
Agency full name	Commission des titres d'ingénieur
Agency acronym	CTI
Expiry of registration	30/06/2024
Contact person	Marie-Jo Goedert
Phone	+3373043433
Email	marie-jo.goedert@cti-commission.fr
Is the change you are reporting a merger that involves other organisations than the reporting agency/ies mentioned above (i.e. that are not registered on EQAR)?	No
A. Has the organisational identity of the registered agency changed? This might include: changes to the legal form or status; merger with/into another body/entity, another body/entity becoming part of the agency; changes in parent entity, if applicable; liquidation, bankruptcy or similar proceedings.	No
B. Has the organisational structure changed? This might include: role or composition of governing or managing bodies (only changes of the general composition/membership categories – there is no need to report regular changes of individuals, e.g. when their terms end); establishment or discontinuing of governing or managing bodies; major/dramatic changes in the staffing or financial situation; outsourcing of activities with significant relevance for the agency's external quality assurance activities.	No

For case 1. and/or 2. please describe the context that lead to the current changes in your agency's activities. For new activities, please explain if they were developed from scratch or on the basis of existing activities that were subject to the last external review.

In spring 2020, the ministry of Higher Education conferred a new mission to the CTI: the evaluation of institutional programmes at Bachelor level offered by engineering schools applying for the academic grade of "licence" for these programmes.

This represents a new opportunity for the HEIs. They may obtain a national recognition for their short three-year programmes in engineering subjects -which are not to be considered as engineering degrees ("titre d'ingénieur diplômé")- under the condition that they undergo a successful external evaluation procedure.

During the first pilot phase in 2020, the CTI set up standards and guidelines for these programmes and an evaluation procedure for an external evaluation of the programmes. The CTI attached a particular attention to the compliance of all documents and the procedure with the ESG, based on its practice of the evaluation of engineering degree programmes at masters' level.

The first evaluations were carried out in autumn 2020 and the accreditation decisions were taken by the ministry in January 2021.

After this first pilot phase, the ministry confirmed the CTI in this new mission for 2021 and following years. After an internal feedback on the pilot phase, the CTI launched a consultation phase with its major stakeholders and updated the standards and guidelines.

The upcoming evaluation campaign starts in July 2021 when applying engineering schools have to submit their self-assessment report.

Site visits will be organised in September and the plenary session of November will analyse the evaluation reports and vote the recommendations to the ministry regarding the award of the academic grade.

1. New EQA activity/ies Please specify the name of the external QA activity/-ies? Add a + for each new activity that was introduced.

1	Evaluation of institutional Bachelor diplomas in engineering
The introduced activity/ies address:	study programmes or higher education institutions
ESG 2.1: How does the agency ensure that ESG standards 1.1 – 1.10 are effectively translated into the new external quality assurance activity? If a mapping was carried out against the ESG Part 1, please upload document below.	CTI based the standards and guidelines for the Bachelor programmes on its existing standards and guidelines for engineering degrees at master's level.
ESG 2.2: Please shortly describe how the agency ensured the methodology is fit for purpose and how were stakeholders involved in the development of the processes and criteria?	After an internal feedback on the pilot phase, the CTI launched a consultation phase with its major stakeholders: ministry of Higher Education, students and engineering schools. Before finalising the new version of the standards and guidelines, the CTI participated in co-ordination meetings with two quality assurance agencies that evaluate institutional Bachelor programmes in other fields, the Conférence des écoles et formations de gestion (CEFDG) and the Haut conseil de l'évaluation de la recherche et de l'enseignement supérieur (Hcéres). The three agencies exchanged on their practice and compared their threshold levels for the criteria for the "grade de licence" in order to organise consistent evaluation procedures for programmes leading to the same academic grade.
ESG 2.3: Please provide us with a link(s) to the newly published external QA methodology and/or procedure	
1	https://www.cti-commission.fr/documents-de-reference/criteres-et-procedures-bachelor
ESG 2.3: If no site visits are used, how does the agency validate the evidence provided by institutions?/ If responsibility for one or several element(s) of the process is assigned to another body, how do the agency and that other body interact in implementing the process?	A site visit is included in the procedure.

ESG 2.4: Please shortly describe the review team composition, selection, appointment and training of reviewers.	Same review team composition, selection, appointment and training of reviewers as for existing procedure for engineering degree programmes.
ESG 2.5: Please shortly describe what methods does the agency employ to ensure consistency in the application of its criteria?	Same methods as for existing procedure for engineering degree programmes.
ESG 2.6: Please provide us with a link to where the external QA reports for this procedure are (or will be) published:	
1	Will be implemented during academic year 2021-2022.
ESG 2.7: How does the agency handle concerns about the conduct of its reviews process or those carrying it out (complaints)? How can a reviewed higher education institutions question the formal outcome (e.g. report, decision, judgement, recommendation) of the process? (appeals)	Same conduct of reviews and appeals procedure as for existing procedure for engineering degree programmes.
ESG 3.4 & ESG 3.6: How is the new activity embedded in thematic analyses and the internal quality assurance of the agency?	Same area of analysis as for existing procedure for engineering degree programmes.
D. Has the agency introduced any other new types of activities outside the scope of the ESG? These activities may include consultancy services, recognition of qualifications, reviews of non-higher education providers, evaluation of research units or research proposals etc.	No
Last Update	2021-06-21 22:30:00
Start Time	2021-06-21 22:10:10
Finish Time	2021-06-21 22:30:00
IP	213.245.26.158
Browser	Firefox
Device	Desktop
Referrer	https://www.eqar.eu/

Engineering Degree Commission (CTI)
Marie-Jo Goedert

– by email: marie-jo.goedert@cti-commission.fr –

Brussels, 6 August 2021

Substantive Change Report – Clarification Request

Dear Marie-Jo,

We wish to thank you for the Substantive Change Report of 21/07/2021. Your report is currently being reviewed by two rapporteurs before it is brought to the attention of the entire EQAR Register Committee.

In your report, you informed EQAR about the newly introduced activity “Accreditation of study programmes at bachelor’s level”.

In order to prepare consideration by the Committee, we would be obliged if you could clarify the following:

1. ESG 2.1: We noted that CTI has developed and published a new set of criteria for the evaluation of engineering master study programmes as of May 2020. In its decision of 5/11/2019, the Register Committee underlined that CTI is expected to report such substantive changes in its methodology immediately after they are adopted.

Could you please provide us with further information on the introduced changes by providing a mapping of the new standards and guidelines against ESG Part 1?

Please also refer to the standards where the main changes have been introduced.

2. ESG 2.1/ESG 2.5: We understand that the standards and criteria used in the review of bachelor study programmes is based and mostly the same as the ones for master study programmes. Could you please elaborate on:

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2.1 The differences in the standards and criteria between the two procedures, with a focus on the newly developed standards for the bachelor study programmes;

2.2. How CTI ensured alignment of the standards of the new activity with ESG Part 1 (i.e. provide mapping)?

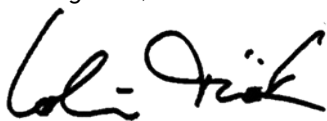
Please elaborate only on the standards which are different from the standards for the evaluation of master study programmes.

3. We understand that after January 2020 the agency planned to revise its internal rules for decision making for the different types of evaluation procedures (see CTI response to review report). Could you please elaborate on these changes and, in particular, how the agency ensures consistency in its decision making in both of its evaluation procedures (i.e. bachelor and master study programmes).
4. ESG 2.6: In its last review, the RC has learned that CTI does not publish the full reports. Could you tell us whether this practice has been changed with the new criteria for engineering training from May 2020 and whether the new activity involves publication of full review reports?

In order to expedite proceedings we kindly ask you for a reply by 20/08/2020. Please inform us if any difficulties arise in meeting this deadline. Please also note that this request and your response will be published together with the final decision on your Report.

I shall be at your disposal if you have any further questions or inquiries.

Kind regards,

A handwritten signature in black ink, appearing to read 'Colin Tück', with a stylized, cursive script.

Colin Tück
(Director)



Commission
des titres d'ingénieur

**Colin TÜCK, Director
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Re: The CTI's Substantive Change Report – Clarification Request

Dear Colin,

Further to your message of August 6th 2021 regarding the CTI's substantive change report submitted on July 21st 2021, please find below elements for clarification.

1. You wrote:

*"ESG 2.1: We noted that CTI has developed and published a new set of criteria for the evaluation of engineering master study programmes as of May 2020. In its decision of 5/11/2019, the Register Committee underlined that CTI is expected to report such substantive changes in its methodology immediately after they are adopted. Could you please provide us with further information on the introduced changes by providing a mapping of the new standards and guidelines against ESG Part 1?
Please also refer to the standards where the main changes have been introduced."*

The CTI's clarification:

On June 29th, the CTI submitted a follow-up report on the ENQA review panel's and the EQAR Register Committee's recommendations of 2019. This report includes on pages 2 to 6 a mapping of the new standards and guidelines against ESG Part 1. You may find the report in attachment.

The CTI publishes an update of its standards and guidelines on a regular basis. They are mostly clarifications, simplifications or a minor adaptation of a few criteria or a change of the formal presentation of the documents. From our point of view they do not represent a substantive change in the CTI's methodology and have therefore not been reported as such.

2. You wrote:

"ESG 2.1/ESG 2.5: We understand that the standards and criteria used in the review of bachelor study programmes is based and mostly the same as the ones for master study programmes. Could you please elaborate on:

***2.1.** The differences in the standards and criteria between the two procedures, with a focus on the newly developed standards for the bachelor study programmes;*

***2.2.** How CTI ensured alignment of the standards of the new activity with ESG Part 1 (i.e. provide mapping)?*

Please elaborate only on the standards which are different from the standards for the evaluation of master study programmes."

The CTI's clarification:

2.1. When the CTI set up the standards and guidelines for the evaluation of bachelor programmes in engineering it based the documents on its long experience of the evaluation of engineering programmes at master's level which are overall compliant with the ESG.

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The evaluation procedures in both cases are the same:

Self-assessment report by the HEI / analysis & site visit by a review team / draft evaluation report / correction of factual errors in the draft report by the HEI / evaluation presented at CTI's plenary assembly / publication of the evaluation report & CTI recommendation regarding the outcomes / decision on the outcomes by the ministry of Higher Education / publishing of an annual inter-ministerial decree of accredited programmes / complaints & appeals procedure.

The criteria are also quite similar, with a difference regarding the level of the expected achieved programme outcomes for the graduates. For example: internships, international mobility and language proficiency are compulsory in both cases, but with different thresholds according to the level of the degree.

2.2. The structures of the standards and guidelines for the evaluation of bachelor and master level degrees are the same and the alignment with the ESG part 1 is therefore the same. In attachment we send you therefore a simplified table for the bachelor standards.

3. You wrote:

"We understand that after January 2020 the agency planned to revise its internal rules for decision making for the different types of evaluation procedures (see CTI response to review report). Could you please elaborate on these changes and, in particular, how the agency ensures consistency in its decision making in both of its evaluation procedures (i.e. bachelor and master study programmes)."

The CTI's clarification:

The CTI's follow-up report of June 2021 (pages 8 to 9) describes the outcomes of a working group that concluded with following updated tools for the CTI:

- A new template for a publishable panel report that includes tables in each chapter regarding the compliance with the relevant criteria.
- A summary table with the major criteria and an evaluation of the programme's overall compliance with them that is used as a tool for decision making.

Again, these tools are the same at both bachelor and master's level.

4. You wrote:

"ESG 2.6: In its last review, the RC has learned that CTI does not publish the full reports. Could you tell us whether this practice has been changed with the new criteria for engineering training from May 2020 and whether the new activity involves publication of full review reports?"

The CTI's clarification:

The CTI's follow-up report of June 2021 includes page 10 the description of the evolution leading to the publication of the full evaluation reports since September 2020 on the CTI website and on DEQAR.

After a pilot phase in 2020, the ministry confirmed the CTI in its new mission regarding the evaluation procedure for bachelor programmes for 2021 and following years. The first confirmed evaluation campaign started in July this year and will conclude with the publication of the full review reports.

We hope that our comments above meet the expectations of the EQAR rapporteurs and remain at their disposal for any further information.

Kind regards,



Marie-Jo GOEDERT
Executive director

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The



Follow-up report

June 29th 2021



Introduction

The “Commission des Titres d’Ingénieur” (CTI) is the French accreditation agency for engineering degree programmes that was founded by French law in 1934. A distinctive feature of the CTI is that its members consist of an equal number of representatives from academia and from industry (employers and engineering associations and unions).

The CTI is a full member of ENQA since 2005 and on the EQAR register since 2010. As an outcome of the last ENQA external review and EQAR decision that took place in 2019, its registration on EQAR was renewed for five years, until June 2024.

The ENQA expert panel report of the last external review highlighted many commendations:

- *“CTI is a professional organisation that is highly respected and appreciated by stakeholders and authorities.*
- *Active participation of industry representatives in CTI governance has helped to increase the reliability of CTI in the engineering environment and enhanced the quality of engineering education in France.*
- *The panel was impressed by the large number and high quality of thematic analyses, given the relatively small scale of the agency, and their dissemination through several different kinds of activities, such as conferences, newsletters and other information sharing for promoting QA in higher education nationally and internationally.*
- *Annual conferences are much appreciated by stakeholders (especially deans of HEIs).*
- *Both the staff members and CTI members from industry and academia are highly committed which supports the integration between industry and higher education.*
- *CTI has developed a comprehensive and user-friendly information management system.*
- *CTI can be commended for its active collaboration with stakeholders to periodically update the criteria for engineering programmes.*
- *The panel commends CTI for the involvement of international experts in the panels and encourages CTI to apply this practice to all reviews.”*

Apart from these very encouraging comments, the ENQA expert panel identified areas of improvement regarding the CTI’s compliance with the ESG which were also endorsed by the Register Committee.

The CTI especially agrees with the Register Committee’s comments on the ENQA evaluation as regards the compliance of its procedures with ESG 2.5. (criteria for outcomes) and 2.6 (reporting) as it had already started to work on some of the identified issues as early as in 2016-2017.

In this follow-up report, the CTI will describe its response to the main issues identified by the Register Committee.

The CTI's responses to the identified issues

ESG 2.1 Consideration of internal quality assurance

EQAR's renewal decision:

"9. The Register Committee noted that following the site-visit of its external review, CTI prepared and published (in February 2019) a new version of its standards and guidelines (R&O) for the accreditation of study programmes. While the revised R&O is expected to take into account the (minor) shortcomings identified by the panel in CTI's coverage of ESG Part 1, these changes have not been included in the application to EQAR, nor reported via change report.

10. The Register Committee therefore underlined that CTI is expected to report such substantial changes in its methodology immediately after they are adopted. CTI is thus expected to provide without delay a change report providing further information i.e. mapping of its new R&O against ESG Part1."

The CTI's standards and guidelines "Références et Orientations" (R&O) refer to the ESG since 2006.

The 2019 version was published in February 2019, before the ENQA review report and the EQAR decision regarding the renewal of the CTI's registration.

The latest version of R&O that was updated after the ENQA review and EQAR decision was published in February 2020 and took into account the ENQA review report and the EQAR's recommendations of June 2019. The CTI did not submit a change report since the shortcomings were evaluated as "minor" and there were no substantial changes made in its methodology.

The mapping below lists only the ESG Part 1 standards that were commented by the CTI itself or by ENQA as presenting minor shortcomings in the former (2016) R&O version.

A new version of the R&O is currently under preparation. It will be finalised by the end of the year 2021 and published in February 2022. The new version will reorganise the structure of the guidelines, without leaving out the important issues linked to the ESG. The part F on quality assurance will move up to part A as part of the strategy and general policy of the HEIs.

Mapping of the 2020 version of the CTI's standards and guidelines (R&O) against the ESG Part 1

Synthesis by the working group for the EQAR follow-up report 2021

The chapters of R&O mentioned in the table below correspond to the following topics:

- A. Mission and organisation of the engineering school
- B. External links and partnerships
- C. Training programme and process
- D. Student admission and selection
- E. Graduate employment
- F. Quality assurance (internal & external)

ESG Part 1 – 2015	R&O – 2016 Minor shortcomings identified by the CTI in 2018 and/or ENQA in 2019	R&O – 2020 The CTI's self-assessment in April 2021
1.1. Policy for quality assurance Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.	The CTI's self-assessment: <i>"R&O could mention more explicitly the ESG guidelines: "Such a policy supports [...] - academic integrity and freedom and is vigilant against academic fraud; - guarding against intolerance of any kind or discrimination against the students or staff".</i>	In chapter A of R&O, the CTI stresses the importance for the HEIs to guarantee good material and moral conditions when implementing their educational strategy. The HEIs are required to avoid discrimination and stereotypes when communicating and to pay a special attention to diversity in their human resources management. In chapter C, the guidelines ask the HEIs to encourage and support diversity in the student body. Provisions must be taken to preserve the human dignity during integration traditions for new students by student associations. R&O also mentions the necessary respect of the deontology by students to avoid frauds. Apart from the CTI, the French law defines the appropriate behaviour and treatment of students and teaching staff, for example the Law n° 2013-660 of July 22 nd 2013 and the new law for research adopted in December 2020 which defines the role, missions and rights for the teaching staff in Higher Education. The necessary guarantees for the academic integrity and freedom for all HEIs are defined by law.

<p>1.3. Student-centred learning, teaching and assessment</p> <p>Standard: Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.</p>	<p>The CTI's self-assessment: <i>"Only one particular guideline is not mentioned specifically: 'where possible, assessment is carried out by more than one examiner'".</i></p> <p>-----</p> <p>The ENQA review report: <i>"Only following guidelines are not explicitly incorporated in its framework: promotion of the mutual respect in the teacher-student relationship, examination by more than one examiner".</i></p>	<p>The mutual respect in the teacher-student relationship although not quoted explicitly, is included in the criteria mentioned in R&O related to ESG 1.1 and ESG 1.4 regarding tolerance and teaching staff availability and individual monitoring of student progression.</p> <p>The CTI standards and guidelines (R&O) describe in chapter C the criteria for transparent and fair evaluation procedures without mentioning explicitly that assessments should be carried out by more than one examiner when possible.</p> <p>There are so many different forms of evaluations that it would be complicated to apply such a rule to all types of evaluation. R&O however states a compulsory complaints and appeals procedure that must be part of the academic rules and regulations. This procedure must allow a new evaluation by another examiner in case of identified issues.</p>
<p>1.4. Student admission, progression, recognition and certification</p> <p>Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.</p>	<p>The ENQA review report: <i>"Only following guidelines are not explicitly incorporated in its framework: monitoring of students progression".</i></p>	<p>The monitoring of student progression takes a large part of the criteria of chapters A, C and D.</p> <p>The criteria include general provisions to be made to guarantee the progression and success for all students starting with the admission conditions and adapted integration programmes for students from different academic or cultural backgrounds.</p> <p>Board and committees with representatives of all stakeholders must be in place to check the academic progress and employment rate and the consistency of the programmes with the workload and integration into the job market or further studies.</p> <p>The annual certified data survey filled in by HEIs includes specific questions regarding the failure rate at the end of each academic year. Attendance of students is controlled.</p> <p>The course structure must allow time slots for a reflective process for a self-assessment by the students, which may be discussed during meetings with their academic tutor.</p> <p>The HEIs must apply a programme outcomes approach ("démarche compétences") which makes the monitoring of the student progress an essential part of the pedagogical methodology.</p> <p>The HEI must make sure that all students have access to acceptable living conditions & health care.</p>

		<p>Apart from these general provisions, an individual follow-up for each student is compulsory, in the HEI and in the company during internships.</p> <p>The student/staff ratio that enables this individual monitoring, is an important aspect of the evaluation procedure.</p> <p>A special attention must be paid to students with special needs (disability, high level athletes, particular personal circumstances, ...).</p>
<p>1.5. Teaching staff</p> <p>Standard: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.</p>	<p>The CTI's self-assessment: <i>"The CTI will add in the next version of R&O a specific reference to fair processes for staff recruitment and the professional development of the teaching staff, regarding level, skills, and experiences."</i></p> <p>The ENQA review report: <i>"The CTI framework could be more explicit on the recruitment process and the working conditions of the teaching staff."</i></p>	<p>Since the 2016 version of R&O, the part regarding the human resources management -including the recruitment and professional development of the HEIs' teaching staff- has been largely completed. Chapter A stresses the importance of an efficient human resources management, with formalised procedures.</p> <p>The number and qualification of the teaching staff must be assured. During the recruitment phase, the required competencies of the teaching staff must match the HEI's/programme's specificities. Opportunities for skill development must be offered and described in a formal career management policy.</p> <p>The number and workload of the teaching staff is an important part of the evaluation procedure.</p> <p>The social climate and well-being of all staff members must be an important part of the HEI's social strategy.</p> <p>R&O also insists on the pedagogical tools and means at the disposal of the students and teaching staff.</p>
<p>1.6. Learning resources and student support</p> <p>Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.</p>	<p>The ENQA review report: <i>"CTI acknowledges that it could identify more explicitly the guidelines on ESG 1.6 in its framework."</i></p>	<p>The 2020 edition of R&O insists in chapters A and C on the available resources to guarantee the quality of a programme.</p> <p>The required resources include the financial means and autonomy to be able to implement a quality programme. They include premises, equipment, number and quality of permanent and external teaching staff, workload of students and teaching staff.</p> <p>An important criterion during evaluation procedures is the social policy of the HEI and the available financial support for students: scholarships, mobility grants, paid internships, student jobs on campus... and conditions for a satisfying student life.</p>

<p>1.7. Information management Standard: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.</p>	<p>The ENQA review report: <i>“CTI acknowledges that it could address more explicitly ‘key performance indicators’.”</i></p>	<p>In chapter F on quality assurance, R&O asks HEIs to provide follow-up tables on the quality management. In the upcoming 2022 version, the CTI will ask explicitly for performance indicators.</p>
<p>2.1 Consideration of internal quality assurance Standard: External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG</p>	<p>The ENQA conclusion on ESG 2.1: <i>“In the new framework, that is scheduled to be published in [2020], additional guidelines will be introduced regarding internal quality assurance and quality culture.”</i></p>	<p>In the 2020 version regarding quality assurance the main chapter F on quality assurance kept the same structure, but added guidelines such as the existence of a public strategy and policy regarding quality assurance; the nomination of dedicated staff members; formalized tools; a consistent internal quality system... The CTI also completed the list of required evidence elements to add to the self-assessment report or to be made available on site during the visit.</p>

ESG 2.3. Implementing processes

ENQA's judgement: *"Substantially compliant"*

Recommendation: *"CTI is recommended to develop follow-up procedures also in case of full accreditation. In order to limit administrative burden, CTI and HEIs might consider taking use of existing publication tools (e.g., conferences, certified data). The methods for follow-up should be implemented so that quality culture at the institutions will be further developed."*

At their plenary session in April 2019, the CTI members validated a new follow-up procedure for programmes that were granted a full five year accreditation.

Since the 2019-2020 campaign, the concerned HEIs have to submit an intermediate self-assessment report between two periodical reviews. This follow-up report will take the form of a table listing the CTI's guidelines for improvement and the implemented changes or the action plan for further improvements. These follow-up reports will be analysed by a CTI member or expert who - where possible - will have participated in the last periodical review. The CTI's plenary session will decide on a judgement regarding the follow-up report. The follow-up report and the CTI's judgement will be part of the documents taken into account for the following periodical evaluation procedure.

Apart from this measure that implements the ENQA's recommendation, the CTI wishes to stress other means to sustain the development of a quality culture in the HEIs and the follow-up of guidelines for improvement.

In 2012, the CTI put into place an "indicator survey" that must be filled in on an annual basis by the institutions and certified by the heads of the HEIs. These "certified data" cover all essential aspects of a programme, from information on admission to feedback on employment. The certified data represent a useful tool for self-evaluation by the institutions; they can easily highlight the progress made and/or any inconsistencies. The CTI considers the certified data as an efficient form of annual follow-up for all institutions. The annual certified data of each HEI are published on the CTI's website.

In 2018, the CTI added a new section in the data sheet where the HEIs have to describe their internal quality assurance and may add examples of good practice. This encourages the HEIs to update and develop their quality culture on a regular basis.

On the other hand, it may be stressed that since the 2019 version of its guidelines and criteria, the CTI encourages the HEIs to submit the evidences of their compliance with the criteria via an online "portfolio". The aim of this portfolio is to be updated on a permanent basis and to thus enhance the HEIs' internal quality assurance.

ESG 2.5. Criteria for outcomes

ENQA's judgement: *"Partially compliant"*

Recommendation: *"For improved consistency of decisions, CTI is recommended to develop the deliberation rules and criteria for decision-making explicitly. They do not need to be mathematical but should still give a clear indication for the different types of decisions."*

EQAR's renewal decision: *"16. The Register Committee welcomed the steps taken by the agency to address the shortcomings in ensuring consistency in its decision making but noted that the changes have not yet come into effect. The Register Committee therefore concurred with the panel's conclusion that CTI complies only partially with ESG 2.5."*

The CTI itself had identified the consistency of the outcomes of an evaluation procedure as a major issue for improvement. A working group was set up in 2016-2017 that started working on a new template for the panel reports that included a table listing the major criteria and an evaluation of the programme's compliance with each of them.

The new template for the panel reports and the table of compliance with the major criteria was used during a pilot phase in 2017-2018 and 2018-2019.

After an analysis of the outcomes of the pilot phase, the CTI's plenary session validated in April 2019 the following updated tools for the CTI, that have been used since the academic year 2019-2020:






- A new template for a publishable panel report (see comment on ESG 2.6 below) that includes tables in each chapter regarding the compliance with the relevant criteria.
- A summary table with the major criteria and an evaluation of the programme's overall compliance with them that is used as a tool for decision making.

R&O criteria	EVALUATION				FURTHER INFORMATION		
	Non compliant	Partially compliant	Globally compliant	Not concerned	In progress	Good practice	Synthetic comments
A. Mission and organisation (7 criteria)							
F. Internal Quality Assurance and continuing improvement (6 criteria)							
B. Co-operations and partnerships (6 criteria)							
C. The engineering degree programme (10 criteria)							
D. The student admission & integration (5 criteria)							
E. Employment (4 criteria)							
Total	0	0	0	0	0	0	

At the same time, the CTI worked out a provisional system with rules for decision making based on the summary table that allowed space for a holistic approach (taking for example into account the trajectory of improvement of the HEIs). These rules were set up after checking their consistency with accreditation outcomes during the academic year 2018-2019. Before publishing these rules, the CTI decided to analyse the consistency of its decisions with regard to the summary tables after the first semester of the academic year 2019-2020.

The need to adapt the CTI criteria and set up a new procedure for virtual site visits (as a response to the sanitary crisis in spring 2020) delayed the finalisation of the planned observation & analysis period. The outcomes of the analysis had to be postponed and were undertaken in spring 2021, with the aim to make the rules public in the new version of CTI's guidelines & criteria (R&O) to be finalised by the end of year 2021 and published in February 2022. The outcome of the analysis confirmed the consistency of the decisions with the rules and criteria.

Deliberation rules and criteria:

Evaluation of: Compliance with the major criteria Implementation of the guidelines for improvement	Recommendation/Decision regarding the duration of the accreditation
Several major criteria not compliant Several guidelines for improvement not implemented 	- 1 year for existing programmes - No accreditation for new programmes/campuses
At least one of the major criteria: Not compliant Several guidelines for improvement not implemented 	Limited duration (with or without an urgent action plan to provide within 6 months)
One or several major criteria partially compliant Some guidelines for improvement not implemented  (according to trajectory: in progress or not & depending on the usefulness for the HEI to undergo a new review in the short or medium term) 	Limited duration of 2 years
	Limited duration of 3 years
Most major criteria overall compliant Guidelines for improvement implemented 	Maximum duration of 5 years

ESG 2.6. Reporting

ENQA's judgement: *"Partially compliant"*

Recommendation: *"CTI is recommended to intensify efforts regarding the new template for panel reports in order to increase redactional uniformity and coherence. Full reports should be publishable in a short period, given the fact that this recommendation already exists since the previous ENQA review."*

EQAR's renewal decision: *"20. The Register Committee acknowledged the actions taken by the agency towards the full publication of its reports, but stressed that the flag has not been addressed. As the agency does not currently meet the requirements of the standard (to publish full reports) at the Register Committee agrees with the panel's conclusions that CTI complies only partially with ESG 2.6."*

The working group on the consistency of decision making (see ESG 2.5 above) was also assigned to work on the ENQA's recommendation to publish the full evaluation reports including the expert panel reports, and not exclusively the synthesis report established by the plenary assembly.

A new template for the panel reports worked out by the working group and validated by CTI's plenary session was used during a pilot phase in 2017-2018 and 2018-2019.

After an analysis of the outcomes of the pilot phase, CTI's plenary session validated on its session in April 2019 a new template for publishable panel reports that was used for all procedures, starting in 2019-2020.

The 2019-2020 campaign was considered as a transitory phase and the reports were due to be published on a voluntary basis only, for those HEIs which agreed to participate in the new procedure. Since no HEI was interested, the reports were not published, but they served as a template that was regularly updated.

In its standards & guidelines (R&O), its annual conferences in 2019 and 2020 and Newsletter, CTI announced that all evaluation reports of the campaign 2020-2021 were going to be published on its website starting in September 2020 (see link), which was effective.
<https://www.cti-commission.fr/seance-pleniere-du-15-septembre-2020>

Since the CTI is listed on the EQAR registry, its evaluation reports and recommendations/decisions for accreditation are published in the DEQAR database. The uploading of the documents of the last 10 years is currently being finalised.
https://www.eqar.eu/ga-results/search/by-report/?limit=20&ordering=-date_created&country=France&agency=CTI&offset=0

International & student representatives in the CTI governance

EQAR's Renewal decision:

"27. The Committee further concurs with the [ENQA] panel's remarks that students (and international experts) can add value to the governance of CTI, even though their expected overall workload for CTI could be more limited. The Register Committee also underlined the recommendation of the panel to recognise the official status of students in CTI's governance. The Committee added, that in order to allow for the possibility of students' involvement in the governance of CTI, a change in the legislative restrictions should be considered."

The students are amongst the major stakeholders of the CTI and participate in all its major activities and evolutions, such as: up-dating of standards and guidelines, events, working groups etc. As stated by the ENQA review team, the membership of the CTI is defined by law and changes would imply a complex and long procedure.

The CTI however agrees with the analysis of the review team and in the short term decided to put into place an annual process review of its procedures and activities where students are represented with voting rights. The first session is scheduled on September 14th 2021.

In the medium term, the CTI will change its practical organisation by creating its own non-profit-making association to run its administrative and financial operations. This new structure was planned to be created in 2020-2021, but the sanitary crisis had the back-draw to postpone the project to the following period 2021-2022. All major stakeholders, including students and international partners, will be represented in the governing bodies of the CTI association in the future.

Further developments since the EQAR RENEWAL DECISION in 2019

Since the Register decision in 2019, the CTI's activities have continued to evolve.

Apart from the various working groups that the CTI initiated or contributed to with stakeholders on important issues such as the renewed database of the national qualifications framework (*fiches RNCP*); the national quality label for Continuing Education (*Qualiopi*); the co-ordinated evaluation procedures with the *Haut conseil de l'évaluation de la recherche et de l'enseignement supérieur* (Hcéres); the participation in the French Bologna follow-up group; the involvement in international projects... the CTI's missions were particularly impacted by two major issues described below.

The evaluation of Bachelor programmes in engineering

In spring 2020, the ministry of Higher Education conferred a new mission to the CTI: the evaluation of institutional programmes at Bachelor level offered by engineering schools applying for the academic grade of "licence" for these programmes.

This represents a new opportunity for the HEIs. They may obtain a national recognition for their short three-year programmes in engineering subjects -which are not to be considered as engineering degrees ("titre d'ingénieur diplômé")- under the condition that they undergo a successful external evaluation procedure.

During the first pilot phase in 2020, the CTI set up standards and guidelines for these programmes and an evaluation procedure for an external evaluation of the programmes. The CTI attached a particular attention to the compliance of all documents and the procedure with the ESG, based on its practice of the evaluation of engineering degree programmes.

The first evaluations were carried out in autumn 2020 and the accreditation decisions were taken by the ministry in January 2021.

After this first pilot phase, the ministry confirmed the CTI in this new mission for 2021 and following years. After an internal feedback on the pilot phase, the CTI launched a consultation phase with its major stakeholders: ministry of Higher Education, students and engineering schools. Before finalising the new version of the standards and guidelines, the CTI participated in co-ordination meetings with two quality assurance agencies that evaluate institutional Bachelor programmes in other fields, the *Conférence des écoles et formations de gestion* (CEFDG) and the *Haut conseil de l'évaluation de la recherche et de l'enseignement supérieur* (Hcéres). The three agencies exchanged on their practice and compared their threshold levels for the criteria for the "grade de licence" in order to organise consistent evaluation procedures for programmes leading to the same academic grade. The updated standards and guidelines were published on CTI's website in spring 2021.

The upcoming evaluation campaign starts in July 2021 when applying engineering schools have to submit their self-assessment report. Site visits will be organised in September and the plenary session of November will analyse the evaluation reports and vote the recommendations to the ministry regarding the award of the academic grade.

The review reports and recommendations for accreditation will be published on the CTI website and uploaded in DEQAR.

The CTI's response to the sanitary crisis in 2020 and 2021

Like all organisations, the HEIs and the CTI were significantly impacted by the sanitary crisis in 2020 and 2021.

The CTI's major preoccupation was to support the HEIs and the students and to make sure that their workload and everyday life was suffering in the least possible way, without putting at risk the quality of the programmes.

The CTI therefore took the following measures:

Adaptation of the accreditation criteria

A first obvious step was to suspend the compulsory international mobility criterium for engineering students enrolled for the last two years of an engineering degree programme.

Also, given the lockdown context and the economic difficulties of some sectors of industry, the CTI adapted the criterium regarding internships in companies. The rule of a minimum professional experience of 28 weeks was suspended. The final overall project, that is normally carried out in a company, was possible with a flexible duration and working conditions. The CTI advised the HEIs to allow overlaps to the following academic year without charging tuition fees and without impacting the official graduation class.

The CTI recommended that students enrolled for apprenticeship tracks should where possible preserve the original calendar with alternate periods in industry and at school. Where stays in a company were cancelled, the HEIs and the company were invited to offer adapted terms to enable students to achieve the expected learning outcomes despite this absence.

All these adaptations were offered, provided that:

- the students on the programme were not penalised;
- the achievement of all programme outcomes were ensured;
- the teaching & learning methods and the conditions for the validation of the degree were adapted to the situation;
- the relevant authorities and boards of the HEIs endorsed the adaptations;
- the changed rules were published in an annex of the study regulations;
- the measures taken were disseminated amongst students and other stakeholders;
- an individual follow-up of students, especially those in a fragile situation, was put into place.

Adaptation of the CTI procedures

As far back as autumn 2019, even before the sanitary crisis, the CTI had started a working group on digitalisation (regarding teaching, learning, evaluation). The sanitary crisis all of a sudden accelerated the process and HEIs made a huge progress in using new digitalised tools and methods.

For the CTI, it also meant to adapt very quickly its evaluation procedures. The most significant measures were:

- postponement of the submission dates for self-evaluation reports and intermediate reports by HEIs;
- postponement of all site visits & plenary sessions during the lockdown period in spring 2020;
- postponement of new international procedures to 2021-2022;

- adding 5 full days of plenary sessions in summer 2020 and in 2021 in order to catch up with the postponed procedures;
- the setting up of a specific procedure for online site visits, including a deontology charter to be signed by the HEI and the CTI before an online site visit;
- first virtual site visits in July 2020;
- joint CTI-Hcéres procedures separated in order to make the adapted planning more flexible;
- new composition of certain expert panels due to the changed evaluation dates.

Communication

In such a crisis situation, an effective communication is essential.

CTI used several means to exchange with the engineering schools:

- several general messages sent to all engineering schools with the information on adapted accreditation criteria and recommendations regarding the support to all students and particularly to the more fragile ones;
- individual response to engineering schools and students on particular subjects;
- a survey launched with the association of the deans of engineering schools (CDEFI) on distance teaching & learning (issues, problems, perspectives...);
- a specific webinar with the association of the deans of engineering schools (CDEFI) with exchanges on good practice in distance teaching & learning;
- participation of CTI representatives in a working group of the deans of engineering schools (CDEFI) on the alternative ways to achieve the learning outcomes of an international mobility;
- various bilateral exchanges with the CTI's stakeholders (associations of HEIs, ministries, student associations..);
- messages in the CTI Newsletter & on its website.

Conclusion

Since the ENQA evaluation and the EQAR decision in June 2019, the CTI had the time to finalise some of the evolutions in its practice that were already planned before the review took place.

Although some analyses and changes were somewhat postponed due to the worldwide sanitary crisis, the CTI may confirm in 2021 that it succeeded in implementing the ENQA recommendations which were endorsed by EQAR.

The CTI will benefit from an ENQA progress visit in October 2021, which will enable it to exchange on its practice and the issues that remain to be improved such as the further harmonisation of the published evaluation reports.

The CTI's standards and guidelines for the evaluation of bachelor programmes

Mapping of the 2021 version against the ESG Part 1

ESG Part 1 – 2015	S&G for the evaluation of Bachelor programmes – 2021 The CTI's self-assessment in September 2021
<p>1.1. Policy for quality assurance Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.</p>	<p>The CTI's standards and guidelines for the evaluation of bachelor programmes are aligned with the ESG 1.1 in chapters: A. Mission and organisation of the engineering school F. Quality assurance (internal & external)</p>
<p>1.2. Design and approval of programmes Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p>	<p>The CTI's standards and guidelines for the evaluation of bachelor programmes are aligned with the ESG 1.2 in chapters: B. External links and partnerships C. Training programme E. Graduate employment</p>

<p>1.3. Student-centred learning, teaching and assessment Standard: Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.</p>	<p>The CTI's standards and guidelines for the evaluation of bachelor programmes are aligned with the ESG 1.3 in chapters: C. Training programme</p>
<p>1.4. Student admission, progression, recognition and certification Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.</p>	<p>The CTI's standards and guidelines for the evaluation of bachelor programmes are aligned with the ESG 1.4 in chapters: A. Mission and organisation of the engineering school C. Training programme D. Student admission and selection</p>
<p>1.5. Teaching staff Standard: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.</p>	<p>The CTI's standards and guidelines for the evaluation of bachelor programmes are aligned with the ESG 1.5 in chapters: A. Mission and organisation of the engineering school C. Training programme</p>
<p>1.6. Learning resources and student support Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.</p>	<p>The CTI's standards and guidelines for the evaluation of bachelor programmes are aligned with the ESG 1.6 in chapters: A. Mission and organisation of the engineering school C. Training programme D. Student admission and selection</p>
<p>1.7. Information management Standard: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.</p>	<p>The CTI's standards and guidelines for the evaluation of bachelor programmes are aligned with the ESG 1.7 in chapters: A. Mission and organisation of the engineering school E. Graduate employment F. Quality assurance (internal & external)</p>

<p>1.8. Public information</p> <p>Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.</p>	<p>The CTI's standards and guidelines for the evaluation of bachelor programmes are aligned with the ESG 1.8 in chapters:</p> <ul style="list-style-type: none"> A. Mission and organisation of the engineering school C. Training programme D. Student admission and selection
<p>1.9. On-going monitoring and periodic review of programmes</p> <p>Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.</p>	<p>The CTI's standards and guidelines for the evaluation of bachelor programmes are aligned with the ESG 1.8 in chapters:</p> <ul style="list-style-type: none"> A. Mission and organisation of the engineering school B. External links and partnerships C. Training programme E. Graduate employment
<p>1.10. Cyclical external quality assurance</p> <p>Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.</p>	<p>The CTI's standards and guidelines for the evaluation of bachelor programmes are aligned with the ESG 1.10 in chapter:</p> <ul style="list-style-type: none"> F. Quality assurance (internal & external)