

La Commission des titres d'ingénieur (CTI)

Quality assurance and the sustainability agenda

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French independant

QAA funded by Law in 1934



Spécialised in

**Engineering schools and
engineering programmes**

QA in France and abroad



KEY FIGURES – French setting

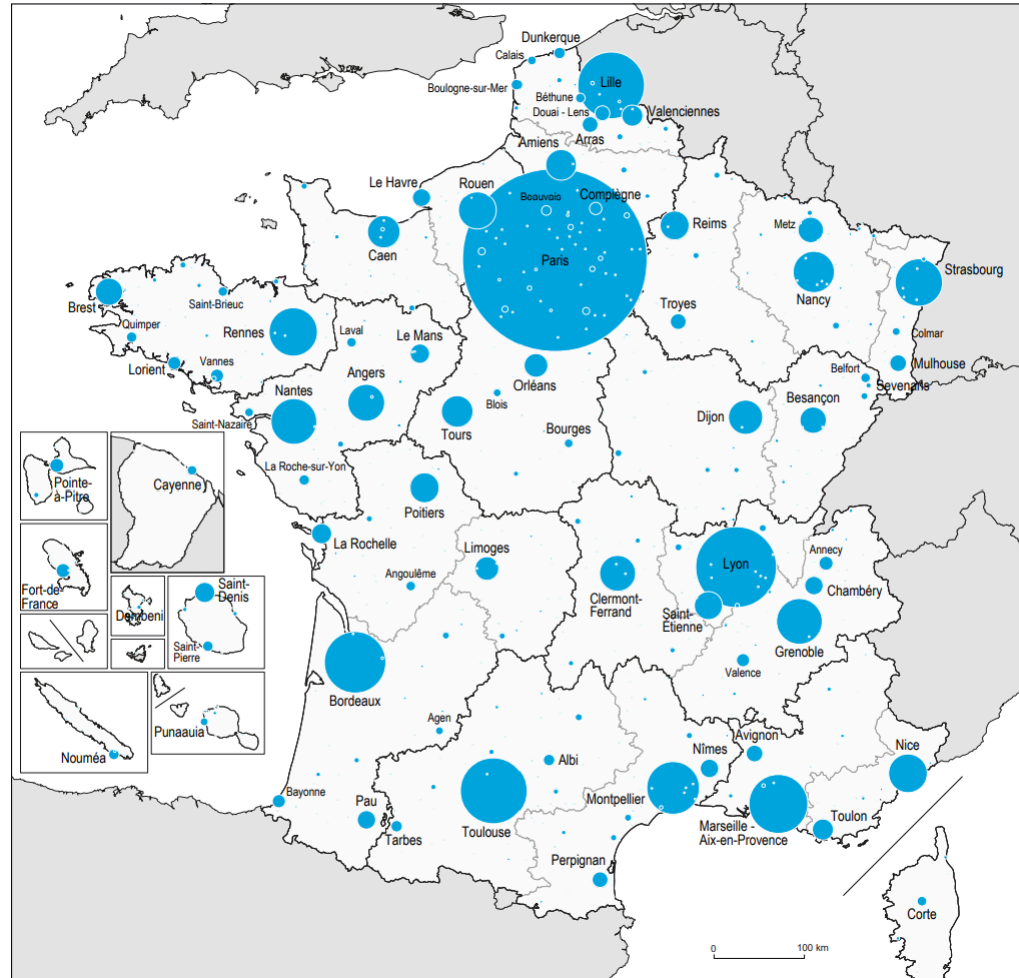
2 745 138 students registered in HE

**370 000 Foreign students (12,%)
(+ 90 % since 1998)**

3500 HEIs (public or private)

**204 Engineering schools
(30% within
Universities)**

**200 000 students in
Engineering Schools**



Source : Atlas régional de l'enseignement supérieur, 2019

- Profession not regulated
(no professional institution of chartered engineers)
- Engineering degree protected by law (Master + title)
- Periodical compulsory accreditation through CTI



- Role of the engineers in society
- Primarily responsibility of the HEIs
- Role of the stakeholders and decision to adapt the national and international framework
- What's next ?



- Engineer = scientist, technical expert, manager, innovator with a thorough scientific and technical background, able to
 - adapt to new techniques during his whole career and adapt their skills
 - put into practice scientific research
 - drive innovation
 - manage complex projects, teams and companies
 - communicate in a national, international and multicultural environment
 - take into account global societal issues
 - tackle new global challenges : environmental, safety, integrity etc...
- Engineers = frontline for SDGs implementation



- **European Standards and Guidelines**

- "HE, research and innovation play a crucial role in supporting social cohesion, economic growth and global competitiveness. Given the desire for European societies to become increasingly knowledge-based, higher education is an essential component of socio-economic and cultural development. At the same time, an increasing demand for skills and competences requires higher education to respond in new ways."

Multiple purposes of HE

- QA as providing guidance, covering the areas which are vital for successful quality provision and learning environments in higher education.

- **Responsibility of HEIs** (Berlin 2003, ESG 2015 : Introduction and Part1)



- From students

- Requesting adapted programmes to the global challenges and sustainable institutions
- Raising awareness
- Engaged

- From socio economic representatives

- Frequent dialogue with CTI
- Direct links with market needs
- Hiring engineers to face new challenges, with adapted skills and programmes contents



- Références et Orientations (R&O) :
 - Environment (30')
 - Strategie of the institution
 - Societal and environmental responsibility
 - Purchase strategy, International cooperation and environmental impact
 - Included in the curriculum and the definition of an engineer
 - Major criteria for training in societal and environmental responsibility
- Complementary dedicated thematic note and evaluation guide





D.3.1.c Major criteria for training in societal and environmental responsibility

Right from the start of the engineering cycle, the syllabus should be geared to the major medium- and long-term challenges facing society.

The curriculum includes basic teaching specific to societal and environmental responsibility for all students, covering the Sustainable Development Goals (SDGs), climate issues, planetary limits, ecological and energy transitions, eco-design, digital sobriety and the social responsibility of organisations. The knowledge acquired in these courses and the associated skills are assessed. A systemic approach is favoured.

Each student engineer is trained to analyse the life cycle of a product or service, from the design (use of resources, carbon footprint, energy footprint, etc.) to the recycling.

Pedagogical activities, lessons, projects, case studies, etc., specifically designed to explore in greater depth the theme of societal and environmental responsibility specific to the technical fields covered, are included in each of the thematic and professional orientations (specialisation, in-depth pathway, etc.) of the programme and are given priority at the end of the curriculum.

The concepts of ethics, professional conduct and health and safety in the workplace are covered throughout the course.

- **At national level :**
 - Continuation of the dialogue with our stakeholders
 - Climate fresh experience
 - Development of self evaluation approaches for HEIs
 - Discussion on adding more criteria to the framework

- **At European level :**
 - European universities initiative
 - ESG revision ?

- **Beyond boundaries**
 - Role of the HEIs ?
 - Role and missions of QAAs
 - Where is our limit ?



Merci !

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