

Données Certifiées Cti

CTI's certified data, an enhancement tool for quality culture

Context of the process

For 2015-2016

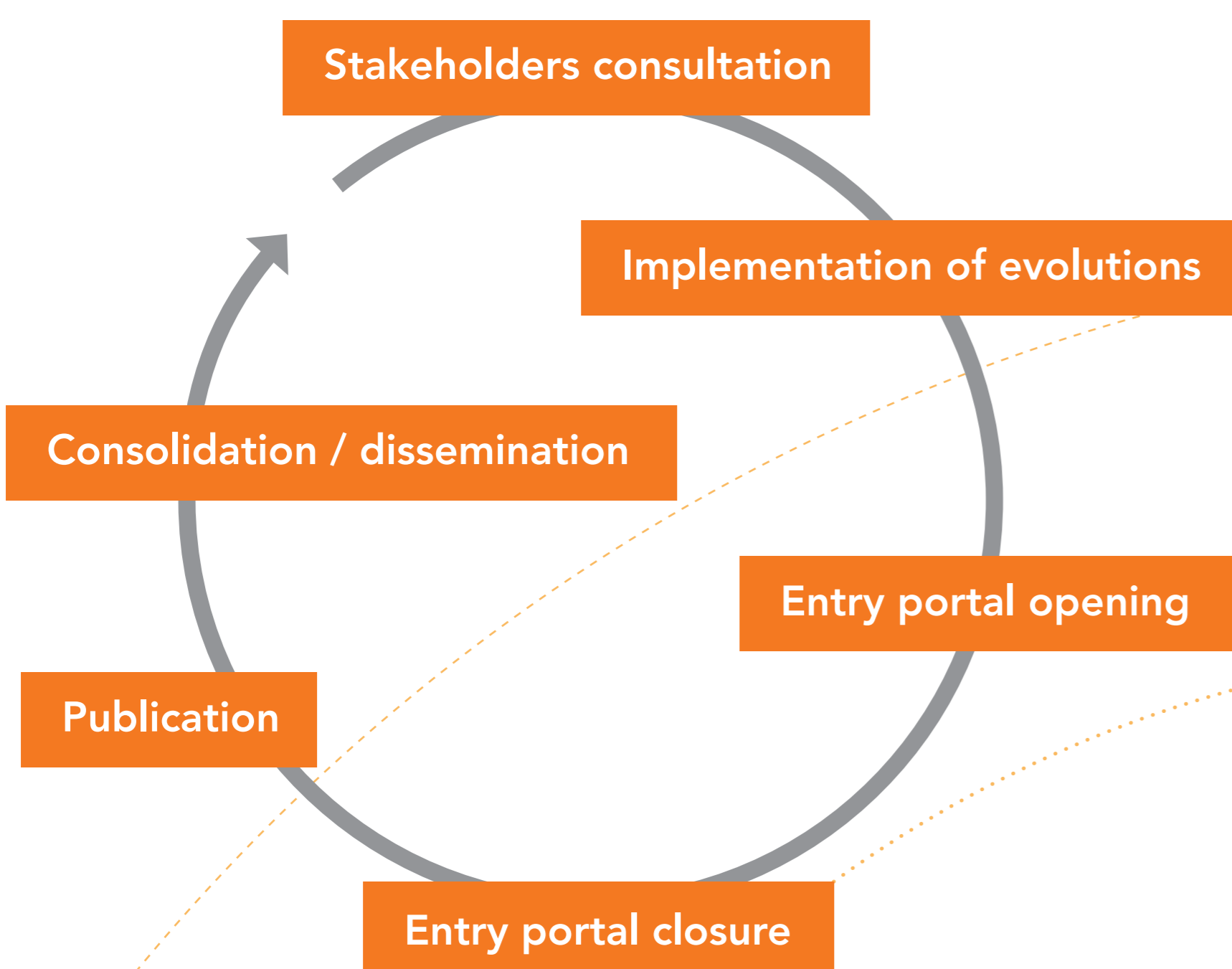
- * 206 engineering schools /HEI
- * 551 programmes
- * 983 curricula

3 typologies of Engineering schools/HEI

- * Public owned, related to University (*internes*)
- * Public owned, independant from University (*externes*)
- * Private

Only CTI accredited programmes lead to the engineering degree (Diplôme d'ingénieur, grade de master)

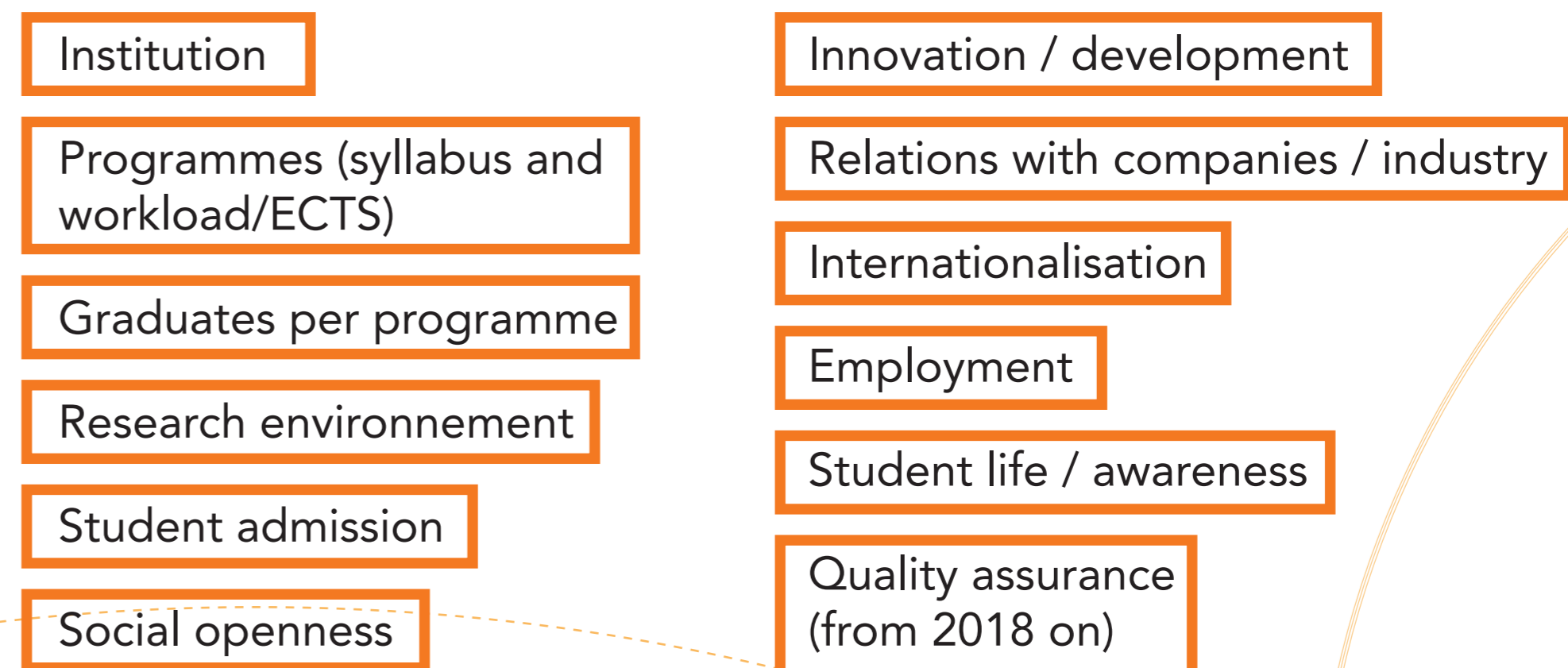
1 year recurrent process



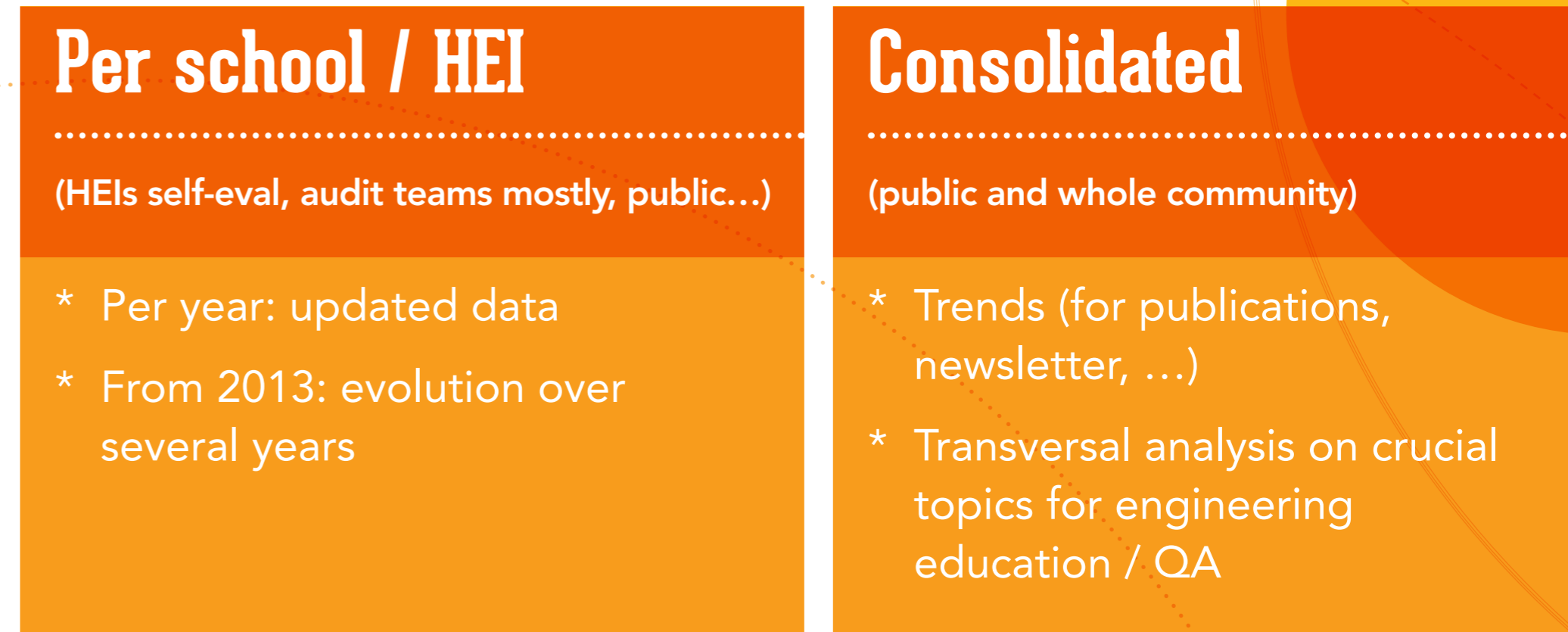
Key elements and items

- * Launched in 2013 (experimented in 2012)
- * List of indicators previously requested in the SER «body»
- * Yearly filled in by every French HEI with CTI accredited programmes
- * Mandatory step in the accreditation procedure
- * Crucial tool for the experts panel
- * Same template for all typologies
- * Certified by the head of the school / HEI
- * Published on line (CTI and school / HEI)

12 fields covered



Certified data in practice: analysis



SWOT ANALYSIS

Strenghts



- * Available and useful data on engineering education
- * Useful tool for self-assessment and EQA
- * Global involvement of stakeholders and community
- * Development of the transparency culture
- * Access to indicators through accreditation report

Weaknesses



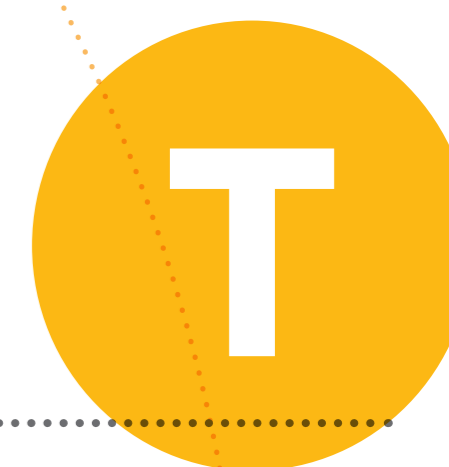
- * Declarative aspect
- * Diversity of schools / HEIs (private/public, 3/5 years), especially for consolidation
- * Lack of visibility towards general public (Students, families, HR, companies)

Opportunities



- * Improve the consistency of the data (better involvement of stakeholders and community in the data checking)
- * Publish indicators in *open data* (through the portal data.gouv.fr)

Threats



- * Use by the media (rankings as a threat for QA ?)