



Grenoble Institute of Technology

**Supplement to the framework regulations for studies and examinations in the engineering programme and the sandwich course engineering programme**

**ENSE<sup>3</sup>**

Ecole nationale supérieure de l'énergie, l'eau et l'environnement

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# **TITLE I – SUPPLEMENT TO THE FRAMEWORK REGULATIONS FOR STUDIES AND EXAMINATIONS IN THE ENGINEERING PROGRAMME**

## **SUPPLEMENT TO CHAPTER I – STUDIES**

As part of the Continuous Improvement Process which led to the ISO 9001 certification of Ense3, student engineers shall consult the school's specific operational procedures and practices for the aspects related to the studies and curriculum offered by the school in France and abroad.

### **Section 1 – Admission**

Every year, the members of the admissions panels are appointed by the school's Director of Academic Programmes.

Admissions into the 1st year of the engineering programme on the basis of qualifications are managed without a waiting list, however the selected applicants must register at the school before taking the SCEI examinations (competitive examinations for engineering schools).

Admissions into the 2<sup>nd</sup> year of the engineering programme on the basis of qualifications are managed by the course directors or a professor representing the course of study and the selected applicants are assigned to a single course of study for the continuation of their studies.

The admissions falling under international agreements (dual degrees, exchanges) are managed by the international relations officers of the training courses or by the head of the core courses.

### **Section 3-2 Internships**

Student engineers at Ense3 who enrol at the school in 1st year must do at least 3 mandatory internships allowing them to apply their skills and to acquire new ones. The total minimum mandatory duration of these internships is 36 weeks.

Student engineers who enrol at the school in 2nd year only have two mandatory internships to do during their studies, i.e. a total minimum of 32 weeks.

1st year student engineers must do an internship for a period of 4 to 10 weeks intended to give them insight into the business world and teach them about multiculturalism in a professional setting or improve their level of English. At the end of the internship, the student engineers present a report and provide feedback in a group. This assessment counts as 1 ECTS credit and is carried out in the 2nd year.

2nd year student engineers must do an internship as an engineering or research assistant lasting for 10 to 14 weeks and is intended to help them apply the knowledge and skills developed within the training course during a project carried out in a company or a laboratory. This internship is assessed based on a written report and an oral exam. This assessment counts for 7 ECTS credits and is carried out in the 3rd year.

3rd year student engineers must do an end-of-year project that lasts for 22 to 26 weeks allowing the student to implement his or her engineering skills. This internship is assessed based on deliverables, a written report and an oral exam. This assessment which counts for 22 ECTS credits is carried out at the end of the 3rd year.

The internship assessments are taken into account in semester 10. The school ensures that the material, human and moral conditions for carrying out the internships are satisfactory. Students who experience any difficulties during the internship must contact their tutors and applications manager. Depending on the severity of the situation, the school sets up an ad hoc commission in an effort to find a prompt solution or as applicable, to terminate the internship agreement.

Individual adjustments may be made to the student engineer's programme of study such as adapting the length of an internship or the performance of an additional internship in connection with the adjustments to his or her curriculum.

The school may authorise the student to sign an employment contract combined with a learning agreement instead of an internship agreement. Within the context of an employment contract abroad, the school ensures that the student has taken out private insurance to protect against the risks of illness, repatriation, work accidents, etc.

## **SUPPLEMENT TO CHAPTER III – CONDITIONS FOR OBTAINING THE DEGREE**

### **Section 1- 2 Communication of the results of assessments**

Each assessment result must be provided within a period of 3 weeks (excluding university holiday periods).

### **Section 1-3.a Validation of the ability to model natural or physical phenomena or technological systems**

By the end of their course of study, student engineers must be able to model a natural or physical technological system or phenomenon, and must have achieved the level of expertise set by the school. The following students will be assessed in this regard:

- All students enrolled in 1st year in September 2018;
- All students enrolled in 2nd year in September 2019;
- All students who should graduate in July 2021 except those whose 3rd year programme have been adjusted (gap year, voluntary suspension of studies, dual degree with the GEM) in 2020-2021.

The development of this ability must lead to the capitalisation of at least 30 hours of modelling work throughout the student's course of study, individually or with a partner including within a project team. Students are provided with a non-exhaustive list of activities recognised by the student's course of study and the school in an ad hoc procedure. Any other arrangement must be previously validated by the department of academic programmes. The activities preceding the student's enrolment at the school are not taken into account.

Every year, the student must submit a report to the school outlining the scheduled experiments performed in accordance with the procedure in place at the school.

At the end of the training, the student shall submit a self-assessment report to the school regarding his or her ability to model a system or a phenomenon using a criterion-based grid defined in the school's skills reference framework.

The skill will be assessed based on two criteria: reflexivity capability and number of hours spent carrying out modelling (creation of a model and validation).

To validate the skill, student engineers must comply with the procedure established by the school and which can be consulted on the intranet. Various presentations of the procedure are made throughout the curriculum.

The validation or not of the ability to model a system or phenomenon will lead to the allocation of 1 ECTS credit as from academic year 2020-2021. The credit will be taken into account in semester 10. As a result, the credits will be modified between the internships and the two assessed professional skills.

### **Section 1-3.b Validation of the ability to work in a multicultural and international context**

By the end of their course of study, student engineers must develop the ability to work in a multicultural and international context and achieve the level of expertise set by the school.

The development of this ability must lead to the capitalisation, throughout the student's course of study, of at least twelve equivalent weeks of multicultural activities, preferably abroad (eight weeks for students who join the school in the second year). A non-exhaustive list of the multicultural activities recognised by the school and the correspondence in terms of the number of weeks is available for student engineers. Any other arrangement must be previously validated by the department of academic programmes. The activities preceding the student's enrolment at the school are not taken into account.

Every year, the student must submit a report to the school outlining the scheduled experiments

performed in accordance with the procedure implemented at the school.

At the end of his or her training, the student engineer must submit a report to the school assessing the multicultural skill using a criterion-based grid, and based on the three aspects of the skill (openness, knowledge and adaptability) - excluding language proficiency - and the various multicultural pillars (relationship with time, authority, methods of communication, etc.).

The skill will be assessed based on two criteria: reflexivity capability and number of equivalent weeks performed.

All students who hold a foreign baccalauréat (or equivalent level qualification) may request to validate the skill developed during the first six months spent since their arrival at the school for the multicultural skill.

To validate the skill, student engineers must comply with the procedure established by the school which can be consulted on the intranet. Various presentations of the procedure are made throughout the curriculum.

### **Section 1.3.c Validation of the language level**

The school certifies the B2 level in English for all student engineers via the BULATS/ Linguaskill test.

Moreover, the language classes offered at the school allow students to hone the four language skills needed to develop a good ability to interact with others in an international and multicultural professional setting.

In addition to the external certification authenticated by the BULATS/Linguaskill test, students are regularly encouraged to produce various documents in English, whether during English or science classes; communicate and speak in English and use the language as a mediating aid to exchange documents or share their culture with an international audience.

Speaking a second modern foreign language is encouraged but not mandatory.

## **SUPPLEMENT TO CHAPTER IV – ORGANISATION OF EXAMINATIONS AND REVIEW COMMITTEES**

### **Section 2 Operational principles of the review committees**

#### **2 a) Review committee for the period**

An academic year is comprised of one or more periods and a review committee corresponds to each period.

For Ense3, the periods are 1st year, 2nd year, semester 9 of 3rd year and semester 10 of 3rd year. Additionally, a course unit (UE) review committee will be set up at the end of each semester in order to assess the students' results and to determine the resit conditions for each student who has not met the validation requirements.

The UE review committee may also decide on a number of programmes of studies (departure aboard).

### **Section 3 Decisions and appeals**

#### **1) Review committee for the period**

##### **Educational options**

The review committees for the year rely on the summary from the UE committees and decide on whether or not to validate the programmes of study selected by the student engineers: acceptance

into a speciality course in the 2nd year, authorisation to study abroad, individual adaptations (refer to Chapter II, section 2 -6 of the Framework Regulations).

The educational options selected by the school (acceptance into a speciality course in 2nd year, authorisation to study abroad, etc.) are decided based on the general average achieved by the students in accordance with the procedures laid down.

## **2) Degree awarding committee**

### **Calculating the average grade for the degree**

The extra credits awarded for the student's involvement in extracurricular activities and electives are taken into account in calculating the average grade for the period in question.

On a voluntary basis, students who have taken their gap year in a company may request that this professional experience be assessed to the amount of 10 ECTS credits. This assessment will not be count towards the degree but will be included in the calculation of the student's average for semester 10.

The student's grade for the degree is calculated based on the average grades for the various periods with the following coefficients:

- 1st year: coefficient 1
- 2nd year: coefficient 1
- Semester 9: coefficient 0.5
- Semester 10: coefficient 0.5.

The grade awarded for the degree is used as a reference to award the student honours, however the degree awarding committee has the final say on any decision.

## **TITLE II – SUPPLEMENT TO THE FRAMEWORK REGULATIONS FOR STUDIES AND EXAMINATIONS IN THE SANDWICH COURSE ENGINEERING PROGRAMME**

These regulations lay down the operational rules within the Grenoble-INP Ense3 School. They apply to sandwich course students studying in the electrical and energy engineering work-study programme, through apprenticeships.

As part of the Continuous Improvement Process which led to the ISO 9001 certification of Ense3, sandwich course students shall consult the school's specific operational procedures and practices for the aspects related to the studies and curriculum offered by the school in France and abroad.

### **Section 1 – Admission**

Every year, the members of the admissions panels are appointed by the school's Director of Academic Programmes.

The admission procedure for the work-study programme involves several steps;

- A preliminary selection of the applicants through a review of their application file;
- An invitation to an interview to assess the applicant's motivations and capabilities to join a work-study programme. These interviews are led by a mixed committee comprised of a lecturer from the school and a representative of the apprenticeship training centre associated with the training course.

An applicant is accepted into the training course if he or she validates these two steps.

His or her enrolment is validated insofar as the student is eligible for the training and the school has received and approved a file validating a three year placement in a company.

Students in preparatory classes can also be accepted into the work-study programme provided that they are accepted into the school via the SCEI examinations and that they validate an interview with the teaching staff of the programme.

Student engineers taking the core courses of the school can also join the work-study programme in second year provided that they validate their first year, pass the interview with the teaching staff of the programme and submit a validation file for a two-year placement in a company.

## **SUPPLEMENT TO CHAPTER III – CONDITIONS FOR OBTAINING THE DEGREE**

### **Section 2 - Communication of the results of assessments**

Each assessment result must be provided within a period of 3 weeks (excluding university holiday periods).

#### **3.a Validation of the ability to model natural or physical phenomena or technological systems**

By the end of their course of study, sandwich course students must be able to model a natural or physical technological system or phenomenon, and must have achieved the level of expertise set by the school at the end of his or her course of study. The following students will be assessed in this regard:

- All students enrolled in 1st year in September 2018;
- All students enrolled in 2nd year in September 2019;

The development of this ability must lead to the capitalisation of at least 30 hours of modular work throughout the student's course of study, individually or with a partner including within a project team. A non-exhaustive list of activities recognised by the student's programme of study and the school is provided to the sandwich course students in an ad hoc procedure. Any other arrangement must be previously validated by the department of academic programmes. The activities preceding the

student's enrolment at the school are not taken into account.

Every year, the student must provide the school with a report outlining the scheduled experiments performed in accordance with the procedure implemented at the school.

At the end of his or her training, the student shall submit a self-assessment report to the school regarding his or her ability to model a system or a phenomenon using a criterion-based grid defined in the school's skills reference framework.

The skill will be assessed based on two criteria: reflexivity capability and number of hours spent carrying out modelling (creation of a model and validation).

To validate the skill, sandwich course students must comply with the procedure established by the school and which can be consulted on the intranet. The procedure is the subject of various presentations throughout the curriculum.

The validation or not of the ability to model a system or phenomenon will lead to in the allocation of 1 ECTS credit as from academic year 2020-2021. The credit will be taken into account in semester 10. As a result, the credits will be modified between the internships and the two assessed professional skills.

### **3.b Validation of the ability to work in a multicultural and international context**

By the end of their course of study, sandwich course students must develop the ability to work in a multicultural and international context and achieve the level of expertise set by the school.

The development of this ability must lead to the capitalisation, throughout the student's course of study, of at least eight equivalent weeks of multicultural activities, preferably abroad. A non-exhaustive list of the multicultural activities recognised by the school and the correspondence in terms of the number of weeks is available for students. Any other arrangement must be previously validated by the department of academic programmes. The activities preceding the student's enrolment at the school are not taken into account.

The sandwich course students must give preference to vocationally-oriented mobility as part of their placement.

Every year, the student must submit a report to the school outlining the scheduled experiments performed in accordance with the procedure implemented at the school.

At the end of his or her training, the student must submit a report to the school assessing the multicultural skill using a criterion-based grid, and based on the three aspects of the skill (openness, knowledge and adaptability) - excluding language proficiency - and the various multicultural pillars (relationship with time, authority, methods of communication, etc.).

The skill will be assessed based on two criteria: reflexivity capability and number of equivalent weeks performed.

All students who hold a foreign baccalauréat (or equivalent level qualification) may request to validate the skill developed during the first six months spent since their arrival at the school for the multicultural skill.

To validate the skill, sandwich course students must comply with the procedure established by the school and which can be consulted on the intranet. Various presentations of the procedure are made throughout the curriculum.

## **SUPPLEMENT TO CHAPTER IV – ORGANISATION OF EXAMINATIONS AND REVIEW COMMITTEES**

### **Section 1 – Validating acquired knowledge**

An academic year is comprised of one or more periods, and a review committee corresponds to each period.

Additionally, a course unit (UE) committee will be set up at the end of each semester to carry out an assessment of the students' results and determine the resit conditions for each student who has not met the validation requirements.

The committee for the year for 1st or 2nd year students validates that the students can move on to the next year based on the results of the 1st or 2nd session.

The educational options selected by the school (acceptance into a speciality course in 2nd year, authorisation to study abroad, etc.) are decided based on the general average achieved by the students in accordance with the procedures laid down.

### **Section 3 Decisions and appeals**

#### **Calculating the average grade for the degree**

The extra credits awarded for the student's involvement in extracurricular activities and electives are taken into account in calculating the average grade for the period in question.

The student's grade for the degree is calculated based on the average grades for the various periods with the following coefficients:

1st year: coefficient 1

2nd year: coefficient 1

Semester 9: coefficient 0.5

Semester 10: coefficient 0.5.

The grade awarded for the degree is used as a reference to award the student honours, however the degree awarding committee has the final say on any decision.