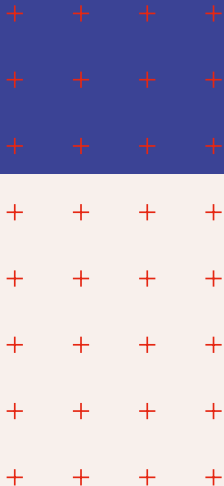


INSA

INSTITUT NATIONAL
DES SCIENCES
APPLIQUÉES
CENTRE VAL DE LOIRE

GRADUATE SCHOOL OF ENGINEERING AND LANDSCAPE ARCHITECTURE





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OVERVIEW

INSA Centre Val de Loire is a public school of engineering and landscape architecture. It offers several five-year post-secondary school engineering programmes, with admission in the 1st, 2nd, 3rd or 4th year, as well as a five-year post-secondary school landscape architecture programme with admission in the 1st, 3rd or 4th year.

INSA grants four accredited engineering Master's degrees after assessment by the CTI (Commission des titres d'Ingénieurs):

- Energy Risks and Environment in partnership with École Curien
- Industrial Engineering
- Risk Management
- Computer security

And a National Master's degree in Landscape architecture.



MEMBER OF THE FRENCH GRANDES ECOLES AND INSA GROUP

INSA Group is composed of 7 INSA schools (Centre Val de Loire - Hauts-de-France - Lyon - Rennes - Rouen Normandy - Strasbourg - Toulouse) and 1 international INSA school (Euro-Mediterranean) in Fez (Morocco). It welcomes approximately 10% of France's engineering students and its alumni community includes over 90,000 engineers around the world in all professional sectors.

INSA GROUP ALSO INCLUDES:

- 6 INSA partner schools: ENSCI Limoges, ISIS Castres, ENS CMU Mulhouse, ENSISA Mulhouse, ESITech Rouen, Sup' ENR UPVD Perpignan
- 18,389 engineering, architecture and landscape architecture students
- Nearly 3,000 graduates per year
- 96,078 INSA engineers around the world
- 1,236 PhD students
- 1,165 research and faculty members
- 56 research laboratories
- Member of the European Consortium of Innovative Universities (ECIU) for innovation and societal impact

INSA CENTRE VAL DE LOIRE: TWO HUMAN-SCALE CITIES, BOTH UNESCO WORLD HERITAGE SITES, OFFER A HIGH QUALITY OF LIFE AND VIBRANT CULTURAL SCENES.

OUR CAMPUSES

Blois is home to exceptional architecture and a stunning natural environment. The city also offers a wide range of sports activities and a vibrant cultural scene. The INSA campus, located in the city centre near the train station, welcomes all first year students from the STPI preparatory engineering programme, a portion of second year STPI students, students specialising in GSI and all landscape architecture students.

Bourges is a hotspot for art and history and is also well known for its music festival, “Le Printemps de Bourges”. This vibrant city cultivates a pleasant atmosphere and activities for young people which attract students to the city. The INSA campus is located on the Lahitolle site, a 15-minute walk from the city centre. It welcomes second year students in STPI, MRI, STI and ERE specialisations.

Both campuses feature spacious teaching facilities and study areas - labs, lecture halls, workshops, learning centres – and several student living spaces - CROUS student housing, student residences, a cafeteria and university dining hall, facilities for student associations.

BEING A STUDENT AT INSA CENTRE VAL DE LOIRE MEANS:

- Studying at a school where everyone knows each other, including students, faculty and administrative staff, where **students gain a strong sense of belonging and mutual aid is essential.**
- Receiving **personalised support** that empowers each individual to gain the skills they need, develop, thrive and build their own identity.
- Benefiting from **high-quality courses taught by professional and attentive professors.** It also means becoming familiar with entrepreneurship through introductory modules on creating innovative and/or digital companies.
- Participating in a wealth of **activities led year round by student associations** with nearly forty clubs and associations to choose from.



BLOIS
BOURGES

WHAT DOES IT MEAN TO BE AN ENGINEER IN THE 21st CENTURY?

“All sectors of society have a role to play in leading the transition to resilient, low-carbon economy. We must therefore raise awareness of socio-ecological issues among all students in all disciplines in different ways. Engineers have historically been at the crossroads of societal objectives and material contingencies and they therefore play a decisive role in socio-ecological transition. As managers, ers and in other positions, they must integrate climate change, biodiversity loss, the scarcity of available resources, especially energy, and the social consequences of these upheavals into their analyses and decisions.”

Excerpt from the “Training 21st century engineers” manifesto published by the Shift Project and INSA Group

AND WHAT ABOUT INSA ENGINEERS?

INSA engineers are professionals who have an awareness of their impact on the society in which they live. They have an excellent scientific background, knowledge of cutting-edge technology, a sense of values, an openness to the world that allows them to speak several languages, and practical experience in the field that allows them to adapt to a constantly changing world. Their education is founded on a model that values all forms of diversity (social, cultural, gender and disability). These differences represent sources of wealth and innovation.

SPECIFIC TEACHING METHODS

Student empowerment through:

- The educational approach (immersive, skill and project-based learning, critical thinking, and much more), being an inspiring example,
- Promotion of student involvement, the student life master plan, recognition of involvement and professional skills.

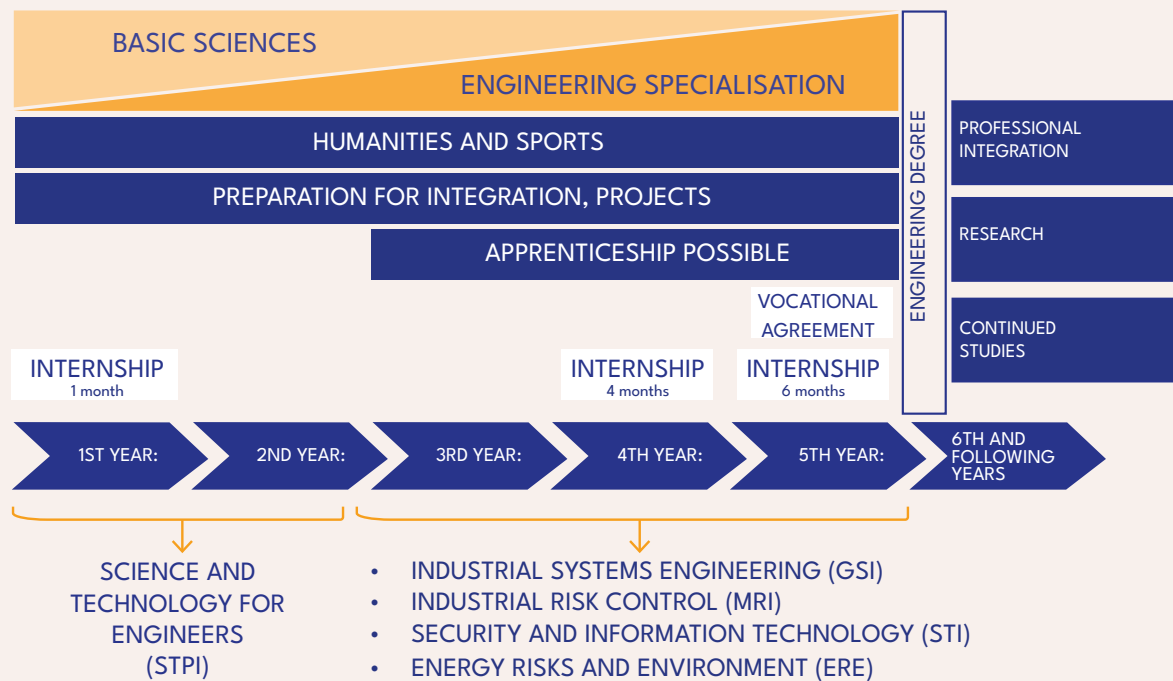




ORGANISATION OF THE PROGRAMME

ENGINEERING PROGRAMME

The engineering programme has a unique format including gradual career guidance over the five-year period. A significant part of the programme is devoted to internships, projects, professional integration, and the humanities and sports. It allows to students to earn a Master's degree in engineering.



LANDSCAPE ARCHITECTURE PROGRAMMES

5 FUNDAMENTAL PILLARS

- THE LANDSCAPE ARCHITECTURE PROJECT
- TECHNICAL COURSES
- LIFE SCIENCES
- VISUAL ARTS AND REPRESENTATION
- HUMAN AND SOCIAL SCIENCES

INTERNSHIPS THROUGHOUT THE PROGRAMME



ADMISSIONS

The INSA Centre Val de Loire engineering programme is open to those in all levels of initial training, as well as through continuing education and through the validation of acquired experience based on specific conditions.

Admission in the 1st, 2nd and 3rd year is via the joint competitive entrance exam for INSA Group with an application and interview.

You can find more information on all the procedures online at www.groupe-insa.fr

Specific admission procedures apply to applications to the 4th year with an apprenticeship format. More details are provided on the pages for each programme. A specific application procedure has been established for applicants to special programmes (sport, art, music, theatre) as well as for those with disabilities.

Students may be admitted to the landscape architecture programme in 1st (CPEP1), 3rd (DEP1) and 4th year (DEP2).

The entrance exam in the preparatory programme for landscape architecture studies includes drawing, English and an interview with a jury.

The programme awarding a National Landscape architecture Degree by means of the joint national competitive entrance exam, students who have completed the preparatory programme take the internal exam and the external exam is reserved for students who have earned a national degree worth 120 ECTS credits, and finally, students with 180 ECTS credits may be admitted to DEP2 based on academic qualifications.

Find more information at www.ecole-nature-paysage.fr



STUDENT ENTREPRENEURS

INSA Centre Val de Loire helps develop an entrepreneurial mindset among engineering, landscape architecture and PhD students by offering an entrepreneurial education module. The goal is to introduce students to innovative and/or digital business creation and develop their specific knowledge of entrepreneurship: business plan, market research, legal forms of companies, industrial property etc.

EQUALITY SCHOLARSHIP

The "Equal Opportunities" scholarship programme is supported by the INSA CVL Foundation. It aims to:

- promote social access to an engineering and landscape architecture school,
- support students in their academic success,
- address self-censorship among high school students from rural areas,
- support students with unconventional academic backgrounds,
- contribute to the feminisation of engineering professions,
- financially assist students who cannot benefit from scholarships based on social criteria and who are in need of financial resources.

All students are eligible for this programme, including those who receive:

- A host scholarship from the INSA Foundation and Centre Gaston Berger,
- A CROUS scholarship from the State.

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+ + + + +

EDUCATION

SCIENCE & TECHNOLOGY FOR ENGINEERS (STPI)

1ST AND 2ND YEARS

The first two years are devoted to providing engineering students with the basic scientific and personal skills they need to continue their studies in the areas of specialisation offered at INSA Centre Val de Loire.

PROGRAMME OBJECTIVES

- Master the disciplines and acquire basic knowledge
- Improve oral and written communication skills in French and in foreign languages
- Become familiar with business culture and international culture
- Promote personal development, curiosity, critical thinking, taking initiative, autonomy and team spirit
- Help future engineers define and prepare for their careers by offering customised introductory teaching units (1st year), then pre-career choice courses (2nd year).

ORGANISATION

First year classes are taught at the Blois campus and focus on common core courses. A supervised project allows students to reflect on their career plan and helps them transition towards their area of specialisation.

Second year classes are taught at the Bourges and Blois campuses, with continued common core courses and the start of teaching and the beginning of pre-career choice courses (about 20% of the overall hourly volume) dedicated to the 4 specialisation departments. Students make their final choice at the end of the semester. They also receive personal and professional development assistance.

CURRICULUM

BASIC SCIENCES

- Mathematics
- Computer Science
- Physical Sciences

APPLIED SCIENCES

- Industrial sciences
- Practical work

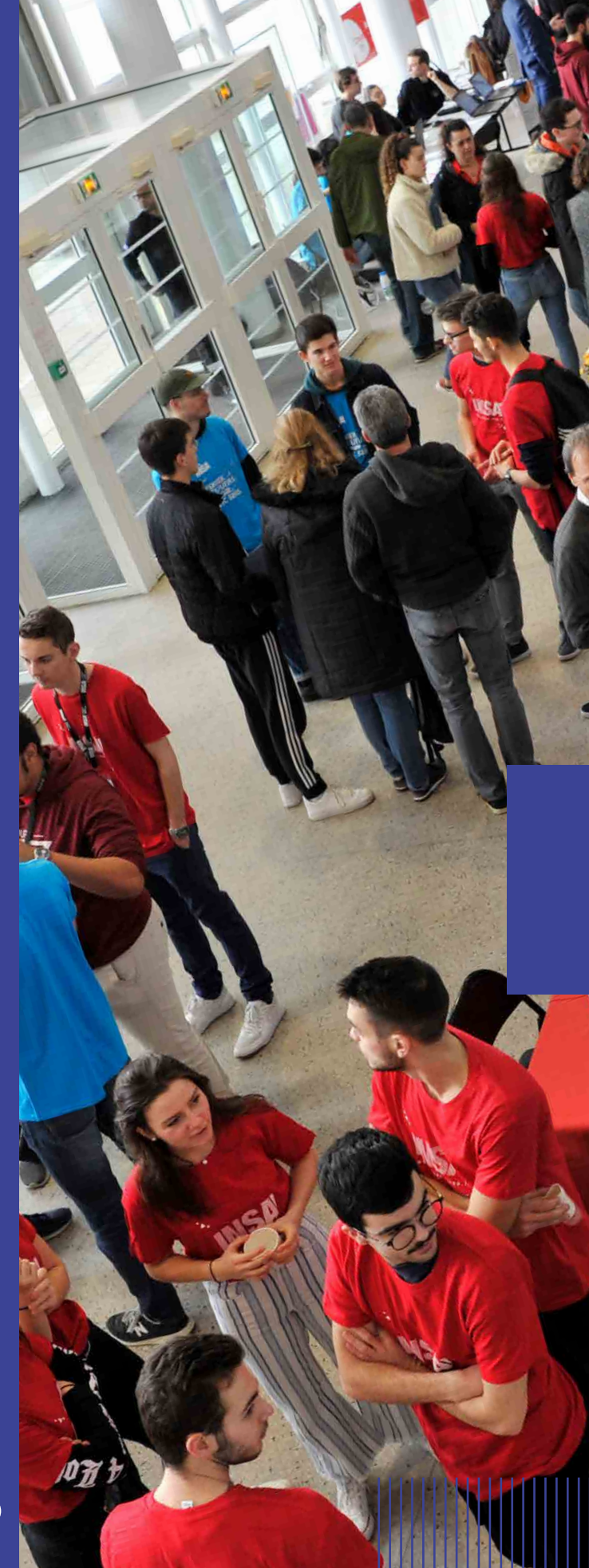
HUMANITIES

- Languages (2 mandatory languages)
- Human, economic, legal and social sciences
- Physical and sports education

CONTINUING YOUR STUDIES

INSA Centre Val de Loire offers you the opportunity to continue your studies in one of the following specialisation departments:

- Industrial Risk Control Department (MRI)
- Security and Information Technology Department (STI)
- Industrial Systems Engineering Department (GSI)
- Energy Risks and Environment Department (ERE)



EDUCATION

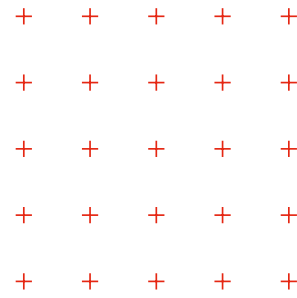
INDUSTRIAL SYSTEMS ENGINEERING (GSI)

YEARS 3, 4 AND 5

✓ Initial training

✓ Apprenticeship

Industrial Systems engineers are recognised for their versatility in industrial systems. General education courses are taught under student or apprentice status, with specific characteristics in terms of the course options offered. Over the three-year period, students develop their career plan (internships, international academic or corporate mobility, dual degree, project, choice of optional modules, final year project and internships). The choice of the final year option and associated professional internship form the culmination of the students' studies and serve as a transition into the professional world. Apprentices customise their project through their choice of assignments within the company.



PROGRAMME OBJECTIVES

Teach engineers, future decision-makers, managers and innovators to optimise the performance of their companies from a technical, organisational, environmental and human perspective based on a sustainable development approach. As part of industry 4.0 and the transition towards a circular economy, it is essential for students to master the multidisciplinary methods, tools and knowledge needed to develop, analyse and optimise the and performance of production and distribution systems for products and services.

The Industrial Systems Engineering specialisation trains general engineers who are versatile in integrated systems and capable of leading lead industrial production activities in the broad sense:

- (mechanics, electronics, computer science)
- Management and operation of industrial production.

CURRICULUM

- Solid multidisciplinary training in Electrical Engineering, Mechanical Engineering, Production Systems Engineering
- Integration of societal and environmental issues
- Project and skill-based learning
- Sports

STUDENT STATUS:

The programme is founded on solid multidisciplinary teaching. During the second semester of the 4th year, students take a pre-career choice module to introduce them to the possible options. In the last year, the programme integrates part of the common core courses into the five areas of specialisation, specific courses for the options chosen, and a final year project completed over a semester.

THREE FORMATS AVAILABLE FOR THE LAST YEAR OF THE INDUSTRIAL SYSTEMS ENGINEERING SPECIALISATION

- Five areas of specialisation to choose from in the first semester, followed by an internship.
- Dual degree alongside the chosen programme: 4 jointly accredited Master's degrees
- Vocational training agreement with a company 1 to 2 days a week, then during the school holidays in the first semester and full time starting in February.

5TH YEAR SPECIALISATIONS

(possible dual degrees:

Regional Master or Master from a foreign university)

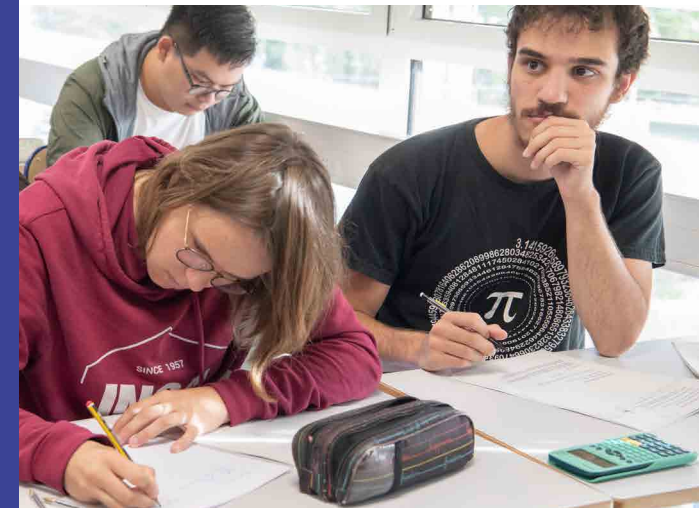
- ACAD - "Acquisition, Analysis and Decision"
- ENR - "Renewable Energies"
- IAI - "Industrial Purchasing Engineering"
- IMC - "Mechanical Engineering and "
- PMFSI - "Performance, Maintenance, Reliability of Industrial Systems"

APPRENTICE STATUS: another training approach with an adapted pace.

Students can choose from companies throughout France by alternating fairly long periods (3-5 week periods) at the company with courses at INSA (4-7-week periods); the total apprenticeship period represents 54 weeks at INSA and 102 weeks at the company. A single specialisation is proposed in the 5th year, with a final accreditation of skills acquired in a business setting.

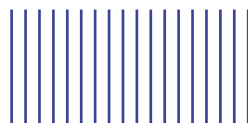
ADMISSION TO THE APPRENTICESHIP PROGRAMME

Scan the QR code to request an application



CAREER OPPORTUNITIES

- R&D Engineer in Automated Systems
- Production Information Systems Engineer
- Electrical/Electronic Systems Engineer
- Project Manager Engineer
- Developer Programmer Engineer
- IoT Development Engineer
- Embedded Systems Engineer
- Data Scientist Engineer
- Lean/Continuous Improvement Engineer
- QHSE Engineer (Quality, Hygiene, Safety & Environment)
- Methods or Industrialisation Engineer
- Production, Operational Reliability and Safety Engineer
- Maintenance Engineer
- Logistics / Supply-Chain Support Engineer
- Purchasing Manager
- Renewable Energy Project Manager
- Renewable Energy System Engineer
- Process Engineer (solar, wind, storage)
- Engineer
- Consultant Engineer
- Business Engineer



EDUCATION

INDUSTRIAL RISK CONTROL (MRI)

YEARS 3, 4 AND 5

Initial training

Apprenticeship

Industrial risk control has become a key strategic issue for the economy due to increasingly complex industrial activities and growing demand in terms of safety requirements. Industrial risk control engineers are versatile general engineers with an awareness of industrial risk control issues. They are in charge of tasks that are central to current engineering issues. Industrial risk control engineers can manage the various risk control issues involved in a company or its activities. The choice of option during the last year allows students to apply this expertise to specific sectors (energy, environment, logistics).

PROGRAMME OBJECTIVES

The programme aims to provide students with the foundations of the various aspects of theoretical and practical risk management for companies and their activities (preventive actions, corrective actions, security of assets and people, environmental impacts, corporate responsibilities, major and external risks) while also integrating the financial risks linked to necessary investments for companies as well as the legal risks inherent in the relations between the company and its partners.

The central theme of the programme requires a systemic and multidisciplinary approach in order to train versatile engineers who are open to the world. Over the course of their studies, students develop

their ability to use problem-solving methods and tools. In addition to teaching technical and scientific knowledge, a significant part of the programme is devoted to learning languages and the human, economic, legal and social sciences.

This programme is only offered under student status. The curriculum helps students develop their career plan gradually (internships, compulsory international mobility at a university or company, dual degree, business creation project). Study arrangements are possible for students enrolled in our special programmes (High-Level Athletes, Music-Studies, Dance-Studies, etc.).

CURRICULUM

BASIC SCIENCES

- Science for engineers
- Industrial risk management
- Human and social sciences

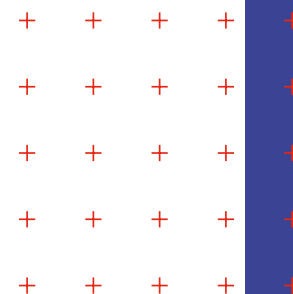
5TH YEAR SPECIALISATIONS

- Operational Safety For Nuclear Energy
- Industrial Risks and Accidents
- Environmental Risks
- Industrial Risks and Systems
- Safety for Transport, Logistics and Robotics



CAREER OPPORTUNITIES

- Risk Control Engineer / Consultant
- Nuclear Safety Engineer
- Resistant Structural Engineers
- Fire Safety Officer
- Quality, Hygiene, Safety & Environment
- Engineer for Polluted Sites
- Renewable Energy Engineer



EDUCATION

SECURITY AND INFORMATION TECHNOLOGY (STI)

YEARS 3, 4 AND 5

Initial training

Apprenticeship

Increasingly rapid technological change opens up new possibilities every day. Recent examples of this reality include the democratisation of the internet and networks, widespread use of smartphones and the emergence of connected objects. Information systems have become a sensitive asset for companies because they use them to store a significant portion of their wealth, especially in terms of their know-how in the form of patents, customer files and confidential data.

All of these components are tempting targets that can be stolen through cyber attacks, like those we often hear about in the news. While it remains difficult to assess the real damage of these attacks on information systems, the number of companies that report to have suffered losses is constantly growing.

PROGRAMME OBJECTIVES

Provide the theoretical, technological and practical foundations required to meet these needs.

- Provide computer training on the scientific, technical and human aspects required to , develop and manage any information system
- Provide methodological and technological expertise in system security
- Train students in prevention and information system protection

Training via a vocational training agreement (accessible in the 5th year of the engineering programme):

1-2 days a week at a company
+ during school holidays

Full-time at the company starting in February.

APPRENTICE STATUS

This programme is offered in the conventional format, but is also available as an apprenticeship starting in the 3rd year or via a vocational training agreement in the 5th year. The schedule was ed to limit the number of trips between the company and school and allow apprentices to choose companies anywhere in France. 54 weeks at INSA Centre Val de Loire and 102 weeks at the company (5-6-week periods at INSA and 3-week to 5-month periods at the company).

ADMISSION TO THE APPRENTICESHIP PROGRAMME

Scan the QR code
to request an
application



CURRICULUM

- Computer Science
- Computer Security
- Development
- Computer Systems
- Networks
- Methodologies for information system analysis

5TH YEAR SPECIALISATIONS

- 4As: Architecture, Administration, Audit and Security Analysis
- Software Architecture and Security
- 2SU: Ubiquitous System Security

CERTIFICATION

The Security and Information Technology department has also received SecNumEdu certification from the the National Cybersecurity Agency of France (ANSSI) for its four courses (differentiated by the 3 options and the apprenticeship programme). This recognition confirms the school's significance in France's network of cybersecurity training providers.

The purpose of this certification is to provide students and employers with an assurance that the programmes offered in the field of digital security comply with the charter and criteria defined by ANSSI in collaboration with stakeholders and professionals in the field (higher education institutions, industry stakeholders).



CAREER OPPORTUNITIES

- Network Supervision Engineer
- IT Security Consultant
- Cyber Security Integrator
- Overall Architect
- Research and Development Engineer
- Information Systems and Development Engineer
- Embedded System Development Engineer
- Secure Development Engineer
- /Development Engineer

EDUCATION

ENERGY RISKS AND ENVIRONMENT (ERE)

YEARS 3, 4 AND 5

Initial training

Apprenticeship

The Energy Risks and Environment (ERE) programme conducted in partnership with Ecole Curien (CFSA - Centre de Formation d'Apprentis de l'Enseignement Supérieure), awards an Engineering degree from INSA Centre Val de Loire.

The programme lasts three years in apprenticeship format.



PROGRAMME OBJECTIVES

ERA engineers must be able to , operate and maintain complex human, technical and organisational systems, ensuring that they are effective and efficient, reliable, safe and environmentally friendly.

Over the course of the three-year programme, ERE apprentices will carry out the following for their company:

- Implement improvement actions related to their area of specialisation
- and manage projects
- Assess the performance and maturity of practices
- Structure the improvement methods
- Innovate and support change projects

ADMISSION TO THE APPRENTICESHIP PROGRAMME



Scan the QR code to request an application

APPRENTICE STATUS

This programme is only offered as an apprenticeship.

The work-study schedule was ed to limit the number of trips between the company and school and allow apprentices to choose companies anywhere in France (only 7 over the three-year period).

60 weeks at INSA and CFSA Hubert Curien

and 97 weeks at a company (4-13 week training periods and 10-22 week periods at a company):

- **1st year:**
21 weeks at INSA – 34 weeks at a company
- **2nd year:**
3 weeks at INSA – 24 weeks at a company
- **3rd year:**
16 weeks at INSA – 39 weeks at a company (this data is subject to change)

CURRICULUM

- Basic sciences
- Specialised sciences and techniques
- Interpersonal skills / Personal development
- Project management
- Economic, social and legal sciences
- Innovation, creation of an entrepreneurial activity
- Sustainable development, environment, risk control
- English

5TH YEAR SPECIALISATIONS

- Engineering and Risk Governance
- Quality Engineering
- Energy Efficiency Control

INTERNATIONAL

A B2 level of English validated by TOEIC or equivalent exam

A mandatory two-month stay abroad.



CAREER OPPORTUNITIES

ENERGY EFFICIENCY CONTROL OPTION

- and Development Engineer
- Heating and Energy Engineer
- Energy and Renewable Energy Project Engineer
- Consultant and Project Management Support
- Energy Efficiency Consultant

ENGINEERING AND RISK GOVERNANCE OPTION

- Operational Safety Engineer
- HSE Engineer
- Risk Engineer
- Quality and Sustainable Development Manager

QUALITY ENGINEERING OPTION

- Quality of Methods Engineer
- Change Management and Business Improvement Manager
- Quality and Sustainable Development Manager
- Purchasing Quality Support

EDUCATION

LANDSCAPE ARCHITECT

YEARS 1, 2, 3, 4 AND 5

Initial training

Apprenticeship

The “Nature and Landscape School” department trains students from all walks of life to transform our living spaces.

The five-year programme trains them to become landscape architects and grants the National Landscape architect degree and title.

PROGRAMME OBJECTIVES

This programme combines several disciplinary fields and focuses on both and solid scientific knowledge, especially in the life sciences.

The school is taught by a committed team of faculty from a wide range of backgrounds. They each listen to each other and work together with great respect: visual artists, sculptors, draftsmen, painters, scientists, ecologists, geographers, philosophers, historians, ers, architects, landscapers, urban planners, specialists in light, sound and public policy. The rich exchanges between these professions, which students experience daily, is expressed in the landscape architect project. The school attaches great importances to places, to the embodiment of the problems addressed, and to remaining connected with reality. Students therefore remain connected with the rest of the world.

The first part of the programme provides students an opportunity for exploration. The scientific courses present living environments in all their complexity. The internships allow students to encounter this living world, especially the plant world. Students learn how to see in terms of space and to represent it. During the 3rd year, students begin to discover urban scale. All the courses help to define it and favour its perception and transformation. During the 4th year, students’ work focuses on large landscapes, regional thought, and living areas. This last change of scale allows students to consider larger spaces and look further into the future. By mapping out the long-distance trajectories of the landscapes, we open up vast fields of foresight while also integrating the changes that our societies are facing: climate change, energy decline, food delocalisation, new mobility practices, soil erosion and the rapid degradation of biodiversity.



ADMISSION

Please note: admission is subject to a separate procedure from the INSA Group (please check the website mentioned opposite)

TO THE PREPARATORY PROGRAMME FOR LANDSCAPE STUDIES

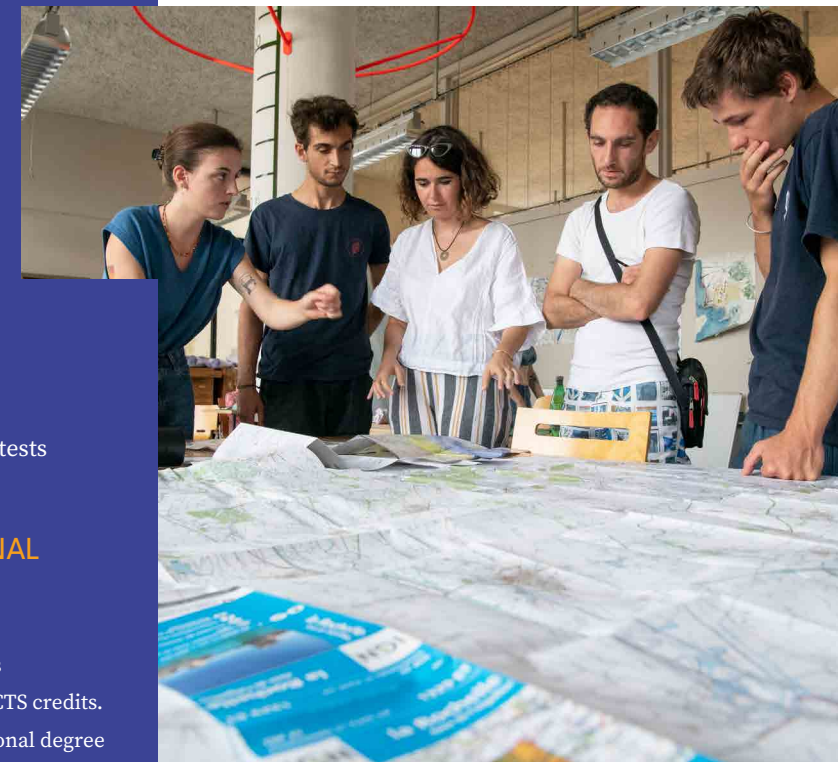
Entrance examination with drawing and English tests and an interview

TO THE PROGRAMME FOR THE NATIONAL LANDSCAPE DEGREE

- Joint national DEP competitive entrance exam
- Internal competitive entrance exam for students in the preparatory cycle who have earned 120 ECTS credits.
- External entrance exam for students with a national degree (or dispensation) worth 120 ECTS credits, and who have passed the competitive exam based on the ranking and their wishes
- Admission to DEP2 based on academic qualifications for students with 180 ECTS credits who have submitted an application reviewed by the joint national jury, based on the ranking.

INTERNATIONAL

- International student mobility can include both internships and academic courses. Students must spend a minimum of 8 consecutive weeks abroad during their studies.
- The two-month internships, particularly in CPEP 1 and CPEP 2, are mainly conducted abroad.
- Students also have the possibility of spending one semester in DEP1 or DEP2 studying at a foreign partner university.
- The Nature and Landscape School is a member of the network of European Council of Landscape Architecture Schools (ECLAS). The programme has been accredited (2017-2022) by IFLA Europe (International Federation of Landscape Architects), and the accreditation is currently being renewed.



CAREER OPPORTUNITIES

Changes in the territories, related to the climate, political and ecological changes underway, require assistance from high-level professionals with general and cross-disciplinary skills.

Students conduct a 10-month final year project during the 5th year. This new, long experience allows students to synthesise the teaching they have received, further explore their personal preferences and tastes, work on specific tools, experiment with various practices, organise meetings and pursue unique skills. This experience and their many internships (5 experiences during the programme, a minimum of 12 months over 5 years) optimise their professional integration.

The landscape architects use their skills to support project management within landscape agencies or multidisciplinary teams. They can integrate pursue public service opportunities for local authorities or continue on the path of research.

EDUCATION

SPECIAL PROGRAMMES

SPORT - STUDIES



This special options allow students to pursue their sports and engineering goals at the same time! It is ed for national-level athletes or those who aim to achieve national level. It also applies to parasport athletes and referees.

Partnerships have been established with local clubs and regional organisations to allow for regular and supervised training. Athletes may also train in other cities.

Study arrangements may be made to reconcile training, competitions and courses. Each student benefits from individual follow-up with the head of the programme. Second-year tutors can help new students with their studies.

MUSIC - DANCE - THEATRE - STUDIES

INSA Centre Val de Loire has established a programme that allows students to combine their artistic practice (music, dance, theatre) with their engineering studies. To obtain this status, students must first be admitted to a third-party public training institution (CRR, CRD, Ecole de Musique, etc.). The programme benefits from partnerships with the Conservatories of Blois and Bourges and offers 2 courses:

- **MDT:** MUSIC/DANCE/THEATRE STUDIES PROGRAMME, for students pursuing an artistic programme in addition to their engineering studies.
- **MDI:** MUSIC-DANCE STUDIES “PERFORMER” PROGRAMME for students wishing to reconcile their engineering studies with a professional artistic project.



VISUAL ARTS - STUDIES



This programme in partnership with Ecole Nationale Supérieure d'Arts de Bourges (ENSA Bourges), allows students to discover different means of expression and acquire theoretical and practical knowledge that will help them express their creativity.

While students must be motivated to pursue artistic disciplines, there are no prerequisites in terms of a specific practice or knowledge in visual arts. The content and requirement levels for the INSA programme are the same as for the other students. Students must have a sufficient academic level to be able to handle the increased workload and diligently attend the proposed activities. Specific workshops and week-long seminars allow students to learn various techniques such as woodworking, metalworking and videography.

INTERNATIONAL

The international component is central to INSA Centre Val de Loire's strategy. This strategy relies on partnerships with institutions of excellence from five continents in the field of research and in education.

A BILINGUAL INTERNATIONAL SECTION: SIB

Students may only enter the bilingual international section during the first year of the first part of the undergraduate programme. The section is composed of a maximum of 28 students.

The program is identical to that of the Science & Technology for Engineering programme, with some unique features:

- Scientific courses taught 70% in English and 30% in French
- Small groups for tutorials and practical activities
- Educational course materials in English
- Individualised support, scientific support
- Tutoring
- Language training
- F.L.E (French as a Foreign Language) courses for non-French speaking students
- Cultural activities: excursions, conferences, exhibitions, etc.

SIB students then join the conventional programme during the third semester to take courses to help them choose from among the engineering specialties offered at INSA Centre Val de Loire: Industrial Risk Control (MRI) and Security and Information Technology (STI) at the Bourges campus and Industrial Systems Engineering (GSI) at the Blois campus.

HUÉ CAMPUS IN VIETNAM

For several years, the institute has welcomed students from Hué University as part of a cooperation programme. This partnership led to the creation of an overseas campus in 2019 to welcome undergraduate students who then come to France to complete their engineering degree. This preparatory programme welcomes classes of 25 students.

THE INTERNATIONAL FOCUS IN A FEW FIGURES

- 420 international students (undergraduates-PhD students)
- 20% foreign students
- 100 partnerships around the world

INTERNATIONAL MOBILITY

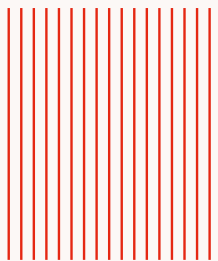
Achieving an international experience, whose duration depends on the followed programme, is mandatory for obtaining the diploma.

This international mobility can take several forms: study abroad as part of ERASMUS+ framework, dual degree with a partner institution, internships...

Dual degree programs have been signed with prestigious universities:

- Ecole de Technologie Supérieure – Montréal, Canada
- University of Dundee – Scotland
- Northwestern Polytechnical University – Xian, China...

The students can benefit from financial support from the Centre Val de Loire region, the French Ministry of Higher Education and Research and the European Union.



PARTNERSHIPS

INSA Centre Val de Loire supports students in their professional integration by pursuing partnerships with companies and local authorities in the region and throughout the country. These partnerships result in internships, apprenticeships, vocational training agreements, recruitment and other actions that bring students and companies together.

Our relations with companies, founded on a true desire for partnership and co-production, allow students to gradually become established in their profession and provide the keys to their professional integration. INSA Centre Val de Loire works closely with companies by ensuring that the economic world is represented within school councils, welcoming professionals from companies to teach courses, through business immersion experiences in the form of internships, work-study and through specific events and conferences.

BUSINESS FORUMS

Business forums are organised annually for students meet companies in person or remotely. The goal is to facilitate students' professional integration by allowing them to directly connect with the business world, giving them the chance to talk with the heads of human resources, discover jobs that are available, participate in round tables and conferences, meet experts, and benefit from CV workshops.

PARTNER RECOGNITION

As part of mission to respond to the societal issues and economic challenges of the future, INSA Centre Val de Loire has created a recognition programme for companies to establish quality partnerships. **The purpose of this programme called "Label Partenaires" is to build strong and lasting relationships while mutually committing to new modes of cooperation founded on shared values.** Companies who receive this recognition in the form of a label gain access to a range of exclusive opportunities that let them increase their visibility, and benefit from the school's expertise, facilities and technical resources, recruit their future employees and get involved in teaching students.



CLASS SPONSOR

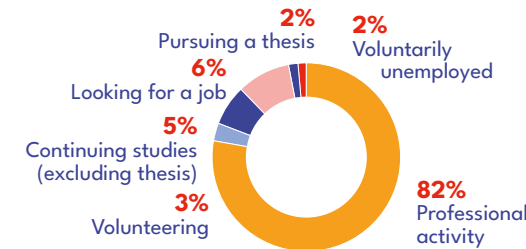
Class sponsorship was created in 2021 with the aim of creating strong connections between companies, the school and its students. The initiative was ed to be developed jointly, coming together to build something new based on actions that mark the academic year for the common purpose of sharing our visions and experiences. One unique component of the sponsorship programme at INSA Centre Val de Loire is its length, since it is part of a five-year period, from integration to graduation, through annual financial support. Using a participatory approach, volunteer student ambassadors lead the sponsorship programme and raise its internal and external visibility.

CLOSE TO COMPANIES

GRADUATE EMPLOYMENT

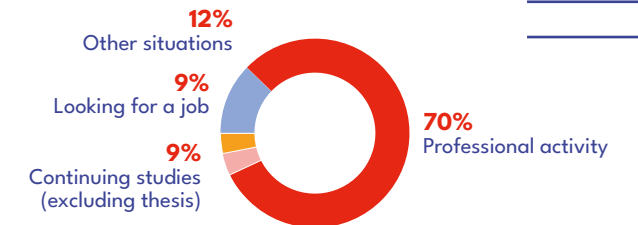
2021 GRADUATES

ENGINEERS



NET EMPLOYMENT RATE: **93%**

LANDSCAPE ARCHITECTS



NET EMPLOYMENT RATE: **89%**

PATRONAGE

The INSA Centre Val de Loire Foundation supports student diversity and civic engagement that promotes solutions to tomorrow's societal issues by creating links with civil society and the region. The goal is to bring public and private stakeholders together to pursue projects with a strong societal impact and that promote the development of the attractiveness of our regions. **Three key priorities structure the Foundation's actions: support for diversity and inclusion of all audiences in higher education and in partner companies,** support for exceptional careers and the success of students in the region in entrepreneurship, the arts, high-level sport, support for innovations that are in the general interest by developing "Alliance" programmes, support for digital and environmental transitions and teaching and research chairs.

Dedicated programmes: "Equal Opportunities" scholarship in partnership with Centre Gaston Berger, "Double Housing" scholarship for apprentices, support for student entrepreneurship, support for high-level athlete students, support for disability situations, cooperation with international emergency firefighters.

ALUMNI

INSA Centre Val de Loire benefits from a network of alumni who contribute to courses and through specific events. Students benefit from graduate testimonials, feedback, advice on professional integration and international contacts thanks to alumni participation in the INSA CVL Alumni association. **This active network allows students to contact graduates from all sectors, thus enriching their vision of the world of work and their understanding of the jobs to which they aspire.**



RESEARCH

Research is a force that illustrates the quality of education, and a higher education institution's capacity for innovation and transfer.

INSA Centre Val de Loire develops cutting-edge multidisciplinary scientific policies, shared within the Strategic Orientation Council for Higher Education, Research and Innovation, including the University of Orléans, University of Tours, French Geological Survey (BRGM), the CNRS, and the university hospital of Tours.



KEY RESEARCH FIGURES:

- **6 laboratories**
 - **69 research and faculty members**
 - **65 PhD students**
- **10 platforms + a partnership with IUT de Blois** for the materials sciences platform enabling physico-chemical and mechanical characterisation.

Our research work is structured around 4 major societal issues:

ENGINEERING FOR HEALTH

SECURITY AND RISK CONTROL

DIGITAL DATA FOR SOCIETY

ENERGY AND RESOURCE OPTIMISATION

The school is committed to developing responsible practices and in the connecting research activities with the main societal issues. Engineering and landscape architecture specialties at INSA Centre Val de Loire mobilize research faculty members **at the 6 laboratories which the school co-supervises.**

SYNERGY BETWEEN EDUCATION AND RESEARCH

Engineering and landscape specialties	The activities of the 6 research laboratories focused on 4 societal issues, in keeping with the UN Sustainable Development Goals:	Engineering for Health	Security and Risk Control	Digital Data for Society	Energy and Resource Optimisation
Nature and Landscape School (ENP)	Cities, Territories, Environment and Societies				
Industrial Systems Engineering Industrial Risk Control Energy Risks and Environment (ERE)	Gabriel Lamé Laboratory of Mechanics				
Industrial Systems Engineering	Research group in materials, microelectronics, acoustics and nanotechnologies				
Industrial Systems Engineering	Fundamental and Applied Computer Science Laboratory of Tours				
Security and Information Technology	Fundamental Computer Science Laboratory of Orleans				
Industrial Risk Control (MRI) Energy Risks and Environment (ERE)	Multidisciplinary Research Laboratory in Mechanical and Energy Systems Engineering				

MASTER'S DEGREES

The school grants Master's degrees (five-year degree level), which are co-accredited with the universities of the Centre-Val de Loire region, which rely on the research laboratories in co-supervision between the school and:

> University of Orléans: Risk and Environment, Intelligent and Secure Mobile Computing

> University of Tours: Electronics, Electric and Automatic energy,

> University of Tours and University of Orléans: Mechanics

Students pursue a dual degree during 5th year.

DOCTORAL DEGREES

INSA Centre Val de Loire is jointly accredited with the Universities of Tour and Orléans to award the doctoral degree for the two doctoral schools:

> **Energy, Materials, Earth and Universe Sciences (EMSTU)** GREMAN, Lamé, PRISME laboratories

> **Mathematics, Computer Science, Theoretical Physics, Systems Engineering (MIPTIS)** LIFO, LIFAT, PRISME laboratories

The doctoral programme is open to holders of a Master's of Research or equivalent degree. It awards the national doctoral degree. The three-year programme provides education on and through research. It is therefore a

professional research experience in itself, allowing the PhD students to gain specific scientific skills related to their subjects, as well as many cross-disciplinary skills, such as project building and management, communication, and the development and handling of complex problems.

Since receiving its accreditation to award the doctoral degree, the number of PhD students enrolled at INSA Centre Val de Loire has been constantly increasing, thanks in particular to international research partnerships and partnerships with the industrial world.

ENGINEERING AND SO MUCH MORE!



AT INSA, we strive to cultivate and ensure our school's unique model, embodied by our entire community, which defends the values of diversity and social responsibility.

This is particularly reflected in our rich and diverse student associations.

STUDENT ASSOCIATIONS

INSA Centre Val de Loire is home to a wide range of student associations. It has about forty clubs and associations organised into 5 association categories:

CULTURE / SPORT / SOLIDARITY / TECHNICAL / GALA



STUDENT SERVICES OFFICE

The Student Services Office (Bureau des étudiants-BDE) plays a major role in organising student life and student association activities. The office is composed of students elected by their classmates to represent them to the administration. Its mission is to unite all students and organise key events in the life of the school, making it as fun and welcoming as possible: integration weekend, cultural events, sports tournaments, humanitarian projects...



INVOLVEMENT IN STUDENT ASSOCIATIONS

Involvement in student associations is a fundamental part of the programme for students. It allows them to open up, experiment, get involved, and use their practical know-how and interpersonal skills. It is also an opportunity for them to contribute to projects with social, societal and environmental impacts and get involved in the life of the school.

Student life is a rewarding and formative experience, it creates a sense of belonging for students and helps give the university its unique soul.



THE FSDIE AND CVEC COMMISSIONS MEET SEVERAL TIMES A YEAR AND CONTRIBUTE TO FUNDING FOR THE ACTIVITIES OF THE STUDENT ASSOCIATIONS.

R³ STUDENT ASSOCIATION MEET, ACHIEVE, SUCCEED

The R³ association organises tutoring actions as part of the "Cordées de la Réussite" programme, an inter-ministerial and partnership initiative that aims to help students from all backgrounds and all areas enter higher education and helps to remove any barriers that prevent them, particularly psychological and cultural obstacles.

INSAGÉNIEUSES

This association seeks to combat the under-representation of women in engineering by initiating conversations and movements related to various themes within the school. These include gender, sexist discrimination and sexual harassment.

GREE'NSA

The objectives of gree'NSA are first of all to establish the association in the local territory, by working hand in hand with local partners. It also seeks to change things and mentalities within the school, with the common goal of promoting the environment, ecology and sustainable development through concrete actions, awareness raising activities and training for students and professors.

And many other associations: Veloc' offers bike rental and repair services, the oenology club, INSAFETY, as association that introduces students to first aid responses and the domestic risks of everyday life throughout the year. The robot club, Game'INSA...

INSARPÈGE

The INSArPège association brings together student musicians at INSA CVL and contributes its talents to many student events and the graduation ceremony.

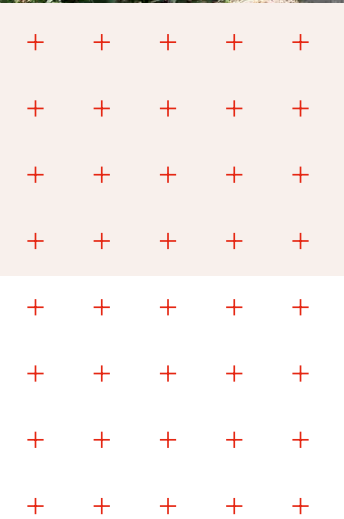
CHEERLEADERS

The INSA CVL cheerleaders participate at the inter-INSA tournaments and lead the quarter and half time entertainment for Tango Bourges Basket and ADA Blois Basket.

AIEP INGENIOUS ASSOCIATION OF LANDSCAPE STUDENTS

AIEP is the student services office for the Nature and Landscape School department. This association, which has existed since the early years of the school, unites several clubs and student initiatives that contribute to the student life of landscape students. It organises events during the school year and tries to maintain connections between the school's alumni, graduates and students by organising a weekend of meetings and celebrations. It benefits from an agreement with the town hall allowing it to use land located 2 minutes walking distance from the school. Students can use this plot to experiment with different gardening techniques and enjoy being together.





INSA

CENTRE VAL DE LOIRE

Blois Campus 3 rue de la Chocolaterie
 CS 23410 - 41034 BLOIS CEDEX
 Tel.: +33 (0)2 54 55 84 00

Bourges Campus 88 boulevard Lahitolle
 CS 60013 - 18022 BOURGES Cedex
 Tel.: +33 (0)2 48 48 40 00

www.insa-centrevalde Loire.fr

