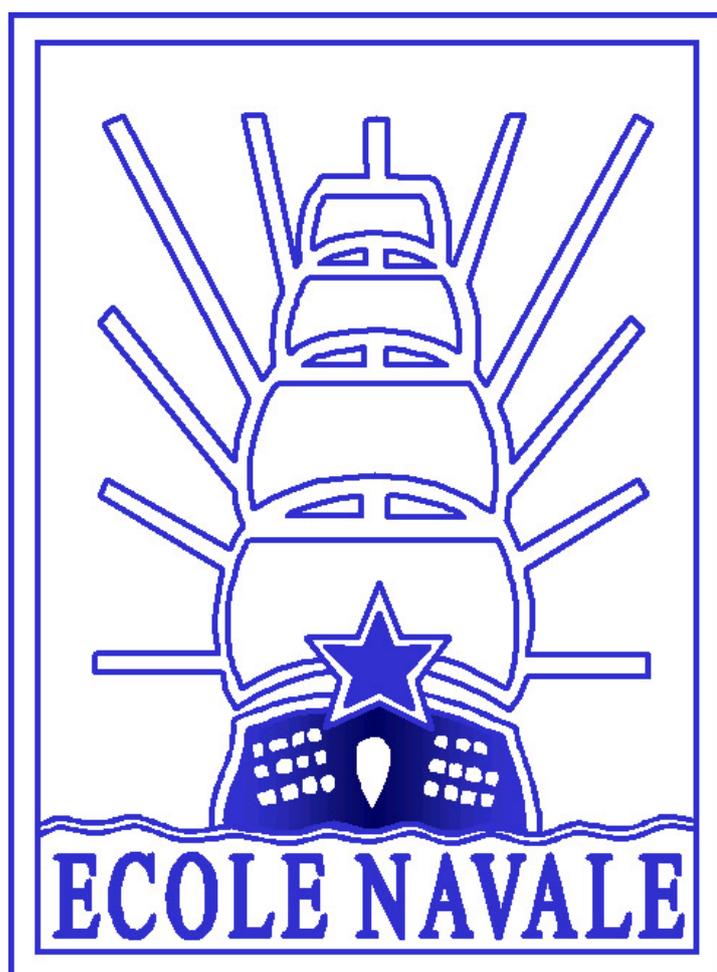


# STUDIES AND EXAMS RULING STATEMENT



**HISTORICAL REVIEW OF THE DOCUMENT**

<b>Edition</b>	<b>Date</b>	<b>References</b>	<b>Evolutions</b>	<b>Performed by</b>
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## Table of contents

<b>TITLE I : TRAINING AT THE ÉCOLE NAVALE</b>	<b>4</b>
1. Main objectives.	4
2. Schooling.	6
2.1. Engineer and professional masters training course.	6
2.2. Recruitment on qualifications.	6
<b>Seaman training</b>	<b>7</b>
1. Training objectives	7
1.1. Main objectives.	7
1.2. Specific objectives.	7
1.3. Training at sea.	8
2. Maritime training department.	9
2.1. Organisation.	9
2.2. Means of action.	9
<b>Human and military training</b>	<b>10</b>
1. Training objectives	10
1.1. Main objectives.	10
1.2. Specific objectives.	10
2. Human and military training department.	12
2.1. Organisation.	12
2.2. Means of action.	12
<b>Engineering training</b>	<b>13</b>
1. Training objectives	13
2. Training organisation	13
2.1. Stage 1 : Core curriculum.	13
2.2. Stage 2 : Scientific additional elements.	14
2.3. Stage 3 : Learning extending.	14
2.4. Stage 4 : Final studies project.	15
<b>Chronological view of the education at the École navale</b>	<b>16</b>
<b>Sum up of work placements performed during the schooling</b>	<b>17</b>
<b>TITLE II : SCHOOLING FUNCTIONING</b>	<b>18</b>
<b>Courses</b>	<b>18</b>
<b>Absences</b>	<b>18</b>
<b>Assessment</b>	<b>18</b>
1. General matters	18
2. Responsibilities	19
2.1. Education council.	19
2.2. Professional masters jury.	19
3. Training objectives.	20
4. Assessed training.	20
4.1. General matters.	20
4.2. Types of assessment.	20
5. Non-assessed training.	21
<b>Diplomas awarding</b>	<b>21</b>
1. Engineer diploma of the École navale.	21
2. Professional masters «Maritime environment and naval operations» diploma.	21

## Title I : Training at the École navale

# « *The École navale prepares naval officers to fight and win battles of the 21st century* ».

### 1. MAIN OBJECTIVES

The general mission of the École navale is conducted through different types of training: maritime, human and military as well as training linked to engineering professions. Those include all main objectives that follow:

#### **...the officer...**

*« As an executive of the Nation, you will know further its institutions and functioning and will then be well prepared to have responsibilities and work within a team in an international environment connected with other armies and allies. As a military leader, in service of the State, you will possess a sense of values linked to your profession ».*

Seamanship training enables cadets to prepare themselves to become a sector chief on any combat ship or a service chief on a small ship (personnel and equipment management, continuous training, testing, practical training, maintenance and repairing...).

Human and military training aims at stimulating, through reflexion and practical exercises, all the aspects of their personality so as to develop personal qualities that constitute an officer's worth. For example: loyalty, availability, humanity, patriotism, sense of honour and service, rigour and initiative. Thanks to the different exercises, cadets are trained like military leaders. They learn to act and command by developing their personal autonomy, their will for taking decisions and the culture of benefits. Human and military training enables them to understand the world, society and institutional mechanisms by using a long-term multidisciplinary and global approach. This also means that the cadets have to understand what the reasons and the requirements of their service to the Nation are, and which values they have to rely on to act in the global interest.

#### **... of the Navy...**

*« As a specialist of the sea, you will be able to change within this environment in security. You will acquire a strong knowledge of the maritime world in general, with which you will have to work ».*

Seamanship training aims at developing the sea sense of the future professionals of the sea. It also trains them to become watchkeeping officers in the fields of navigation, manoeuvring and the global management of ships.

The general objective of human and military training is to provide a global knowledge of the military environment and its regulations that is necessary for their integration into the Navy and Defence. Moreover, education linked to social and human sciences enables them to be open-minded and assert their maritime vocation. Cadets develop their knowledge of the civilian and military maritime environment, which also includes an historical perspective.

The engineering training also contributes to this objective since it enables cadets to be in contact with scientific matters and to go thoroughly into those which have maritime applications (engineering, computer sciences, automatic systems, signal treatment, electric engineering and naval architecture).

**... to win...**

*« You will be quickly able to assert yourself as a leader, a manager and a decision-maker thanks to your personality, your character, your ability to adapt, be autonomous and innovative, your natural authority, your general knowledge, the acquaintance of your personnel as well as your sense of the human being ».*

Human and military training must enable future officers to act and command in any circumstances. This ability relies on good physical condition, endurance, willpower, a sense of human relationships and communication combined with synthesis abilities, the mastering of the French language in its various forms of expression, and through the spreading of ideas.

**... the battles...**

*« As a warfare specialist, you will master the tactical and technical management of complex facilities and systems of which you are in charge and will contribute to their preservation. You will also be prepared for combats of ideas you will experience throughout your career in order to promote, defend and reinforce the French Navy ».*

Seamanship training introduces cadets to their functions of operational Officer of the Watch on a medium-sized ship (operations management and implementation of weapons and sensors) and section officers (energy production, ship propelling, disasters mastering, preservation of fight capacities...).

Human and military education is composed of a strong military training that must form officer cadets' personalities. They can thus gain or reinforce qualities, useful to take their teams to the combats of the 21st century.

The engineering training must provide some keys to master and implement complex weapon systems within the French Navy.

**... of the 21<sup>st</sup> century.**

*« As an executive and engineer of the 21<sup>st</sup> century and a French citizen in Europe, you will be able to express yourself and place your action within the current national and international environment. Moreover, you will have scientific knowledge, necessary for the understanding of technologies you will use or even develop by yourself».*

Human and military training enables the future officer to understand the world's mechanisms and grasp the current context of international relations, that will be part of his future job. Thanks to this training, he must also have a good mastering of English, and possibly of a second modern language.

The engineering training provides students with scientific knowledge, that are necessary for them to exert fully their responsibilities and especially for the definition and implementation of complex systems.

**...prepares...**

*« Finally, as you learn how to learn, you will build up and expand your capacities thanks to your efforts and willpower, sustained by the next steps of continuous training ».*

Human and military training is based on eminent lecturers' presentations in the field of action and thought in order to reinforce in student officers the willpower to enlarge their knowledge and gain strong personal beliefs.

Engineering training permits them to gain theoretical learning but also reflexion and working methods that will enable officers, throughout their career, to assimilate the knowledge, necessary to fulfill their duties as an officer both in the implementation, maintenance and conception of naval equipments. Moreover, it prepares them for the military education of 1st degree at the second level. The high-level specialisation training is specially based on the courses taught at the École navale.

## 2. SCHOOLING FUNCTIONING.

The training programme of career naval officers is four years long. The education given at the École navale is composed of six and a half semesters. The rest of the fourth year is dedicated to training on board the Jeanne d'Arc. (*école d'application des officiers de marine: EAOM*).

From an academic point of view, it awards two types of diplomas depending on the individual : the diploma of the École navale or the professional masters « Maritime environment and naval operations ».

### 2.1. Engineer and masters pro syllabus.

During the second and third years, two different types of training syllabuses are offered :

- the « engineer » syllabus, compulsory for students coming from the external examination (ENE), gives access to the engineer diploma of the École navale (certified by the CTI) ;
- the « master pro » syllabus, which enables students who were declared as being registered by the admission jury to apply for the professional masters "maritime environment and naval operations " of the Ecole navale. To this aim, a commission is put in place at the end of the first year, to validate the knowledge drawn from experience.

Students passing the internal examination (ENI) also have access to the engineer syllabus. Those who are interested and motivated have to apply through their course director at the end of semester 2. The instruction council will then examine each individual case. Candidates that are chosen by the jury will be integrated into the engineering syllabus courses. They will be then judged according to the same criteria all through their schooling. The choice of this syllabus is irreversible.

Some subjects have a double function : they are used both for the engineering degree and the professional masters.

In the framework of the masters, those subjects are grouped together in a specific way, i.e. under the form of teaching units within the three training fields.

Within each teaching unit, basic modules are called component elements (EC).

The precise content of each teaching unit as well as the number of ECTS credits that are linked to each of them will be covered in a separate document.

### 2.2. Recruitment on qualifications.

Students who are recruited on qualifications for the second year training programme attend semesters S1 and then S4 to S8.

Those who are recruited on qualifications for the third year and who already have a 5-year master degree, attend S1 and then S6 to S8.

To gain fundamental maritime knowledge, it is essential for these students to complete the first semester.

## SEAMAN TRAINING

*« The École navale prepares naval officers to fight and win battles of the 21<sup>st</sup> century. »*

### 1. TRAINING OBJECTIVES

Lessons taught during Seamanship training is the same for the engineering syllabus and the auditor syllabus.

#### 1.1. General objectives.

Seamanship training begins at the École navale and will be completed during the practical training on board the Jeanne d'Arc (*École d'application des officiers de marine*). The general aim of the professional training provided by the École is to introduce future officers to their various functions on board naval vessels:

- **bridge watchkeeping officers** on naval vessels receive maritime training in accordance with recommendations of the International Maritime Organisation convention STCW 95 (Standards Training and Certification for Watch-keeping for seafarers) at a « management level » ;
- **section officers** who master various fields of action : energy production, ship propulsion, disaster management, preservation of fighting capabilities on ships.

Student officers who are physically unable to be watch-keeping officers receive the same theoretical training as watch-keepers but complete a practical training that is limited to the functions of watch-keeping officer assistant. This also includes a good knowledge of ship steering, but reinforces all fields of «operations».

#### 1.2. Specific objectives.

Training objectives in this field of education for the school years at the École navale are the following:

<i>Semester</i>	<i>Seamanship training objectives - Schedule</i>
1	/
2	- O1 : to have acquired the qualification of mechanic on launches ( <i>canot major</i> <sup>1</sup> ) - O2 : to have acquired patron « sea sense » certificate and dinghy skipper certificate
3	/
4	- O3 : to have acquired the J80 skipper certificate
5	/
6	- O4 : to have acquired the skipper certificate for the canot major <b>or</b> the cruiser - O5 : to have acquired the ship theoretical training of the qualification of section officer - O6 : to have acquired the aptitude certificate for bridge watchkeeping
7	- O7 : to have acquired the fundamental qualification for security (level 2)

Students are responsible for their training. They have to organise themselves with the means they have at their disposal to reach the objectives at the relevant dates.

- **O1 – Mechanic on a canot major**

The “canot major” is the launch which carries out the transit between the École navale and Brest in the evening. It is reserved for the school’s command staff.

Cadets who hold this certificate must be able to:

- carry out preliminary operations before starting up propelling and auxiliary devices,
- to control their functioning and to steer them,
- to react quickly in case of irregularities or incidents.

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<sup>1</sup> Canot major : liaison boat between the arsenal of Brest and the École navale

- **O2 – « Sea sense » and dinghy skipper certificate (see standing order n°02 DEMMAR)**

Sea sense and navigation qualifications are provided by different means: theoretical courses, practical exercises on the stretch of water and self-training. Those are tested through a theoretical quiz at the end of semester 2. Cadets must get a minimum mark of 16 (out of 20). This certificate does not give the right to borrow a boat but is nevertheless necessary to take the J 80 certificate.

The dinghy skipper certificate is delivered to all the cadets who own the sea sense certificate and have attended dinghy training.

- **O3 – J80 skipper certificate (see standing order n°02 DEMMAR)**

"J 80" are training sailing boat and 8-meter regatta sailing boats. For the cadets who own the « sea sense » certificate, the J80 skipper certificate can be acquired during a practical training session under an instructor's command. It gives the right to borrow a J80.

- **O4 – Canot major skipper certificate**

The cadet that can now be the skipper of a canot major must take on the responsibility for personnel movement between the Ecole navale and Brest on this launch. This function is normally exercised by the cadets of 2<sup>nd</sup> year.

- **O5 – Cruiser skipper certificate (see standing order n°02 DEMMAR)**

Cruisers of the École navale are sailing boats from 9 to 12 metres. When the cadets own the cruiser skipper certificate for navigation at deep sea, they can carry out sea rides as the skipper of the ship. This is possible when some trips are programmed in the framework of the education plan or during an activity proposed by the sailing division of the academy's sports club. This skipper certificate will be granted to cadets that own the J80 skipper certificate on proposal of the manoeuvre grouping chief after the assessment of skills acquired during navigation.

- **O6 – Aptitude certificate for bridge watchkeeping**

The aptitude certificate for bridge watchkeeping (CQUARPASRL) is delivered to cadets who have reached maritime training objectives, in accordance with STCW standard at a direction level (Standard Training and Certification for Watchkeeping) which was put in place by the International Maritime Organisation. They are thus judged as being able to carry out bridge watchkeeping.

- **O7 – Fundamental qualification for security (level 2)**

The fundamental qualification for security (level 2) must enable cadets to acquire the knowledge necessary to exercise their future functions linked to security on a surface ship as first mate, chief of a "ship group", float or mobility section head or security assistant for example.

### 1.3. Practical training at sea.

A 12-weeks training will be dedicated to boarding on training ships. Those periods at sea are called "corvettes".

The first corvette is considered as an initiation during which cadets become familiar with functions they will have to exercise the first years of their career (watchkeeping officer, engineering watch officer...).

The pursued objectives increase gradually at each corvette in the field of navigation, manoeuvre and ship/energy. These objectives are detailed in the training programmes of each semester.

The sharing out of the corvettes during the schooling is the following:

- 1<sup>st</sup> year : one corvette of 2 weeks during Semester 1 (CF1) ;
- 2<sup>nd</sup> year : two corvettes of 2 weeks during Semester 3 (CA1) and Semester 4 (CA2) ;
- 3<sup>rd</sup> year : three corvettes of respectively 1 week in Semester 5 (CE1), 3 weeks in Semester 6 (CE2) and 2 weeks in Semester 7 (CE3).

Apart from corvettes CE1 and CE3, each of the corvettes will be preceded by a week of « pre-corvette » which is mainly made up of watches on the simulator. It aims at fighting against the loss of the cadets' knowledge. It is also a way to optimize the periods onboard ships by reminding cadets a certain number of reflexes thanks to the immersion in the maritime environment. That is why the programme is composed of theoretical and practical navigation, manoeuvre, sailing, ship/energy and simulator.

To understand the sea, it is also important to go through sailing because this enables an accelerated and intensified acquisition of the sea sense and a basic maritime know-how.

- Coastal navigation permit:

Cadets take the exam for the coastal navigation permit at the end of the first semester. This permit enables them to steer in all weathers a ship with a 50-horsepower motor to a distance of 5 miles from shore.

- Deep sea navigation permit:

This permit is delivered by equivalence at the end of the schooling. It enables the owner to steer in all weathers a ship with a 50-horsepower motor to a distance of more than 5 miles from shore.

## 2. MARITIME TRAINING DEPARTMENT.

### 2.1. Organisation.

The department for seaman training (DEMMAR) is organised around 3 groups of training which are called groupements d'instruction (GI) :

- the *navigation/operations* education grouping (directed by the navigation teacher) is responsible for navigation training, meteorology, learning on simulators, « French Navy additional elements » (Operations, Transmissions) and maritime English.
- the *manoeuvre/sailing* education grouping (directed by the manoeuvre officer) is responsible for manoeuvre and sailing education.
- the ship education grouping (directed by the ship officer) is responsible for training dedicated to energy production, propulsion, basic security and NBCD, the management of hazards linked with health, safety and safety at work as well as accidents prevention, environment and basic training to assistance.

### 2.2. Means of action.

This department has at its disposal significant means of action :

- classrooms and a navigation simulator ;
- a centre for security training ;
- power-driven crafts and manoeuvre training ships;
- sailing ships;
- the «ÉTOILE » and « BELLE POULE » schooners, the « MUTIN » cutter and the « GRANDE HERMINE » ketch.

The practical training at sea is performed on 8 training ships which are called “bâtiments écoles” (BE), on two training ships dedicated to navigation which are called “bâtiments d’instruction à la navigation” (BIN) and possibly on other ships of the naval action forces.

## HUMAN AND MILITARY TRAINING

*« The École navale prepares naval officers to fight and win battles of the 21<sup>st</sup> century. »*

### 1. TRAINING OBJECTIVES.

#### 1.1. General objectives.

Human and military training which is provided at the École navale must form cadet officers' personality. They can thus gain or reinforce qualities, useful to take their teams to the combats of the 21<sup>st</sup> century.

Its general objective is to provide a knowledge of military environment and regulations that are necessary to their integration within the naval and defence system, as well as education in the field of social and human sciences. This type of training is essential to make students open their minds and assert their maritime vocation. It also relies on various conferences that reinforce among student officers the willpower to enlarge their knowledge and build up strong personal beliefs.

Human and military training is also and especially empowered to stimulate through reflexion and exercises, all the aspects of their personality so as to develop in them qualities that constitute an officer's worth. For example: loyalty, availability, humanity and patriotism, the sense of honour and service, rigour and initiative.

Human and military training that is provided at the École navale aims at training Navy's officers so that they are able to:

- **act and command**, relying on a good physical shape and physical endurance, by developing autonomy and developing a talent for human relations, the will and taste for taking decisions and making benefits;
- **understand the world, society and institutions mechanisms** by opting for a general and multidisciplinary approach, implemented in the long-term. This also means that the cadets have to understand what the sense and the requirements of their involvement to serve the nation are and which values they have to rely on to act in the interest of all;
- **communicate**, which supposes good synthesis capabilities, the mastering of French and expression of ideas. It also means to be at ease with the use of English, especially in the field of operations and international relations. It could also be useful to master a second modern language.

#### 1.2. Specific objectives.

Some goals must be reached before the end of schooling at the École navale :

- To get English military certificate (1<sup>st</sup> and 2<sup>nd</sup> level) corresponding to a very good knowledge of conversational English and maritime vocabulary (other modern languages concern individual objectives);
- To show one's personal involvement and progress during ground exercises, sports and physical activities, seminars and other works that are available within the academic training;
- To be able to supervise a shooting session with light weapons (CATI<sup>2</sup> II) as well as a basic sports session in order to organise future training sessions and functions as an officer (MAPTISPORT);
- To qualify as a diving supervisor (with a specific skill: diving security monitor).

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<sup>2</sup> CATI (Certificat d'Aptitude au Tir) = Aptitude certificate for shooting

### 1.2.1. *Training for leadership and action*

Training for leadership and action is based on different objectives:

- to identify and develop human qualities that make an officer's worth;
- to become initiated into leadership principles and put them into practice;
- to harden oneself physically and morally to improve endurance, lucidity and reactivity;
- to know and apply rules and habits that are specific to professions linked with weapons in the Navy;
- to know the missions, means and organisation of the Navy as well as of its diverse constituents and units;
- to have infantry skills and put them into practice;
- to know how weapons must be used, coercion means and the scope of self-defence;
- to be able to supervise a shooting session and use an individual weapon in service within the Navy;
- to know ceremonial and take part in large military ceremonies;
- to acquire and keep up the taste for sport activities;
- to develop physical capacities that are specific to fighting and survival at sea;
- to become initiated into scuba diving and to be able to exercise the function of diving supervisor (with a specific skill: diving security monitor).

This learning goes on throughout schooling. It is carried out daily by officers in charge of their training. Schooling is made up of important events depending on hardening exercises (*Chrysalide* exercise starting from the conscription and hardening training period at the military school of St-Cyr or at the École for preparing marines and special warfare officers, which is located in Lorient), and pre-selection training periods (commandos, clearance divers, pilots) and exercises in the framework of the leadership training (*Piranha, Barracuda et Espadon*) which give each cadet the opportunity to command a group carrying out a mission.

Sport constitutes another pillar of this training since it enables cadets to develop their endurance, their competitive spirit (participation in the sport tournament gathering military Grandes Ecoles and in other sport meetings with external teams) and their capacity to supervise their personnel's physical training.

Finally, this learning is also completed by two other fields dedicated to the management and supervision of the military staff.

### 1.2.2. *Social and human sciences training.*

Training to leadership and action is based on the following objectives:

- to develop general knowledge linked with the duties of an officer;
- to acquire and keep up the taste for history;
- to locate France's maritime and defence policy within its historical viewpoint;
- to make cadets become more public-spirited and develop their capacity to analyse current matters;
- to know French political, judicial and administrative institutions;
- to become initiated into public finances basic rules;
- to become initiated into european and international institutions;
- to become initiated into the main mechanisms of the market economy;
- to understand international laws within which the Navy must operate ;
- to know maritime geography and the juridical system that has to be applied to maritime spaces and law and order at sea;
- to discover the others protagonists of the maritime world;
- to become familiar with geopolitics and international relations so as to better understand the foreign policy of France and to be able to contribute to representing France at sea and during the calls;
- to know the military status and the organisation of human resources in the French Navy so as to be able to achieve the responsibilities of a company captain.

To reach these objectives, cadets attend all the subjects that enable them to understand their environment and direct their action at the disposal of France (ethics, history and maritime geography, French, European and international institutions, economy and public finances, geopolitics).

Finally, the third year gives the cadets the opportunity to take part in a 5-week long training period, that is to say a situation of personal autonomy. It enables them to learn about civilian organisations belonging to the maritime world in France and also abroad: maritime transport companies, ports, shipyards, fishing, but also town councils and prefectures of the coastline, Centre for Littoral preservation, general secretary of the sea, European agency for maritime security, International maritime organisation...

### 1.2.3. *Communication training.*

Communication training was put in place with different objectives:

- to know the rules of official correspondence;
- to know how to give an oral presentation as well as a written synthetic reasoning which is logical and organised, by using modern presentation techniques;
- to know internal and external communication modes that are specific to the Navy and defence but also to improve one's personal communication qualities;
- to have a good mastering of English;
- to keep up and improve a second modern language.

## 2. HUMAN AND MILITARY TRAINING DIVISION.

### 2.1. **Organisation.**

Human and military training division is divided into 6 different departments:

- the « languages » department;
- the « expression and communication » department;
- the « political and social sciences » department;
- the department dedicated to « physical education »;
- the department responsible for « general military training » ;
- the department responsible for « leadership training ».

### 2.2. **Means of action.**

Human and military training division has at its disposal:

- a languages laboratory;
- a library and a documentation centre;
- sport facilities;
- a shooting range;
- means of the Pilot Instruction School 50S for the aeronautic pre-selection and the assessment of the cadets.

## ENGINEERING TRAINING

*« The École navale prepares naval officers to fight and win battles of the 21<sup>st</sup> century. »*

### 1. TRAINING OBJECTIVES.

The engineering training is conceived with a twofold objective which must enable cadets from the École navale to:

- **acquire theoretical knowledge and especially working and thinking methods** which will enable them to master complex technological systems that are onboard Naval vessels, to exercise their first technical responsibilities, and all along their career, to assimilate the learning necessary for exercising their trade as an officer. This will permit them to implement and manage the upkeep of Navy's equipments but also to take part in their design;
- **be well prepared for the military learning (1st degree and 2<sup>nd</sup> level)**. This trains high-level specialists starting from the knowledge taught at the École navale.

Cadets belonging to the « engineering » syllabus get at the École navale a general engineer training which will enable them, thanks to their scientific culture, to understand and use complex systems and to contribute to their design. The future engineers will also be able to go thoroughly into specific problematics, from a large basis of knowledge and working methods. The training of cadets belonging to the « auditor » syllabus is more orientated towards the acquisition of knowledge and working methods that are useful to deeply understand how a ship and its crews function.

### 2. TRAINING ORGANISATION.

Scientific training is shared out between semesters 2 and 5. It is planned towards autonomy in 4 progressive stages:

- 1) a core curriculum which is attended by all the cadets of internal and external recruitment methods. It is mainly composed of lectures;
- 2) an optional training and an in-depth course for engineer students;
- 3) a training by teaching units for the auditor students;
- 4) a work placement corresponding to the final studies project of all cadets.

#### 2.1. Stage 1: Core curriculum.

Core curriculum is taught during the 2<sup>nd</sup> semester and is the same for all the cadets.

The objective is the learning of basic tools and the assimilation of knowledge that are necessary to understand systems (examples : mechanical technology, naval architecture, signal treatment bases, computer structures and networks). It highlights the connection between sciences and sea environment. Courses are illustrated by applications related to sea profession as much as possible.

## 2.2. Stage 2 : Scientific additional elements.

Starting from semester 3, two syllabi are available:

- Engineering syllabus – scientific options, practical and projects :

This second stage of the schooling is more thorough than the core curriculum. This enables cadets to acquire scientific additional elements linked with the two chosen fields. Concepts taught during this period initiate the in-depth courses that are suggested or set during the 3rd stage.

Cadets can choose two options among the four suggested here. Those are completed by a common compulsory module which is made up of the project of introduction to autonomy (PIA) and practical:

- O1 : Computer sciences,
- O2 : Mechanics,
- O3 : Waves and Signals,
- O4 : Energy.

Each cadet defines his preferences concerning the possible options so as to share out the cadets in each option on a well-balanced way.

- Auditor syllabus – teaching units, practical and projects:

The second stage enables the cadets to acquire a basic knowledge in the scientific fields that follow:

- naval energy;
- naval hydrodynamics;
- digital filters and sea applications;
- geographic information systems.

This learning is completed by a module (common with engineers students) which is made up of the project of introduction to autonomy (PIA) and practical.

## 2.3. Stage 3 : Learning extending.

- Engineering syllabus – in-depth courses:

During the 4<sup>th</sup> semester, scientific learning is organised according to in-depth courses which correspond to a high-level training in a selected field. Subjects that are taught here act as a support to the assimilation of working tools and methods. The cadet must acquire autonomy and especially in the fields of documentary research learning, organisation, team work and projects planning. With this end, four in-depth courses are proposed, and each of them extends the optional learning:

- data processing systems and modelling (VA SIM),
- maritime engineering (VA GM),
- submarine acoustics (VA ASM),
- energy engineering (VA GE).

- Auditor syllabus – in-depth teaching units and projects :

The 3<sup>rd</sup> stage will enable cadets to complete the concepts they acquired during stage 2. This learning is completed by a scientific project and lectures.

#### 2.4. **Stage 4 : Final studies project.**

Education ends with a final studies project which corresponds to the achievement of the scientific training of all student officers: external entrance exam, internal entrance exam, foreign cadets and people recruited on academic qualifications for integrating the 2<sup>nd</sup> year .

The subjects of the training periods are chosen in accordance with the in-depth courses for the engineering syllabus and with the teaching units as far as auditor syllabus is concerned. They can linked with the activities of the Research Institute of the École navale (IRENav). Each project is implemented under the form of a long-term training period (about 10 weeks) by groups of two cadets and enables them to become aware of the world outside of the Navy. Being external to the school for this period contributes to the autonomy of the cadets and the recognition of the training by outside organisations. This project also gives them the opportunity to use the acquired knowledge and working methods in a less academic setting. It enables the cadets to exercise their autonomy and initiative by taking on more responsibility. At the end of the project, they produce a report and make an oral presentation of their work in front of a jury. Concerning the training periods that take place abroad, reports and oral presentations are performed in English.

## CHRONOLOGICAL OVERVIEW OF THE TRAINING AT THE ÉCOLE NAVALE

SEMESTER 1 – BASIC MARITIME AND MILITARY TRAINING																
August	September			October			November			December		January	February			
Conscription	Chrysalide exercice				Stage apprentissage	Drapeau	Leaves	CML English	Corvette sèche		Pre- Corvette	Leaves	Corvette Fistots 1.1			
									Corvette sèche				Pré- Corvette	Corvette Fistots 1.2		
										Corvette sèche				Pré- Corvette	Corvette Fistots 1.3	
SEMESTER 2 – BASIC SCIENTIFIC LEARNING AND TRAINING OF THE EXECUTIVE OF THE NATION																
February	March			April			May			June		July				
Leaves			TSGED <sup>1</sup>			Leaves			FPC <sup>2</sup>	WE voile		Bal	CML <sup>3</sup>		Stage PARA	
SEMESTER 3 – OPTIONAL SCIENTIFIC TRAINING AND TRAINING OF THE EXECUTIVE OF THE NATION																
August	September			October			November			December		January	February			
	Pre- Corvette		Midshipmen Corvette 1.1			Leaves			MAPTSPORT	Visite médicale	Leaves	DECPLMIL	Aguerrissement			
			Pré- Corvette	Midshipmen Corvette 1.2					Visite médicale	MAPTSPORT		Aguerrissement	DECPLMIL			
									Aguerrissement	DECPLMIL		Visite médicale	MAPTSPORT			
									DECPLMIL	Aguerrissement		MAPTSPORT	Visite médicale			
SEMESTER 4 – IN-DEPTH SCIENTIFIC TRAINING AND TRAINING OF THE EXECUTIVE OF THE NATION																
February	March			April			May			June		July				
Leaves		SIGEM <sup>4</sup>	TSGED <sup>1</sup>			Leaves		WE voile	Pré- Corvette	Midshipmen Corvette 2.1		Pré- Corvette	Midshipmen Corvette 2.2	CML <sup>3</sup>	FPC2 <sup>2</sup>	Leaves
SEMESTER 5 – FINAL STUDIES PROJECT AND INTERNATIONAL RELATIONS																
August	September			October			November			December		January	February			
	Training course: discovering the civilian maritime world			Final studies project			Leaves			Final studies project		CE 1.1	Oral presentation			
AVIAT pre-selection	Leaves	AVIAT pre-selection	Training course: discovering the civilian maritime world									Oral presentation	CE 1.2			
Final studies project			Présélection PLB/PLA <sup>5</sup>									Oral presentation		CE 1.2		
SEMESTER 6 – UPPER MARITIME AND MILITARY TRAINING																
February	March			April			May			June		July				
Leaves			TSGED <sup>1</sup>	Pre- Corvette	Ensigns Corvette 2.1	Leaves		FPC3 <sup>3</sup>			Formation navire	Prépa 14 juillet	Formation navire	Leaves		
					FPC3 <sup>3</sup>	Pre- Corvette		Ensigns Corvette 2.2								
SEMESTER 7 – UPPER MARITIME AND MILITARY TRAINING																
August	September			October			November			December		January	February			
Théorie QF	CES <sup>6</sup>	Cornélie	CE 3.2	Stage encadrement	Leaves	Application school group for naval officers										
		Pre-selection CDO <sup>7</sup>	Cornélie	CE 3.4	Leaves											
	Stage encadrement	CES <sup>6</sup>	CE 3.3	Leaves	Cornélie											
	CE 3.1	Stage encadrement	CES <sup>6</sup>	Cornélie	Leaves											

1 TSGED = Sport tournament gathering military schools  
5 PLB/PLA = plongeur de bord/plongeur d'armes

2 FPC = Practical training for leadership  
6 CES = Security training centre

3 CML = Military language certificate  
7 CDO = commando

4 SIGEM = Joint military academies Seminar

## SUMMARY OF TRAINING COURSES THAT ARE CARRIED OUT DURING SCHOOLING

Throughout their schooling at the École navale, cadets have to attend various training courses in the three education fields:

<b>Training field</b>	<b>Semester</b>	<b>Type of the training courses</b>	<b>Duration</b>
<b>Seamanship Training</b>	S1	Apprenticeship training period	2 weeks
	S6	Training course in the field of ship training	4 weeks
	S7	Security training course	4 weeks
<b>Human and military training</b>	S2	Parachuting training course	2 weeks
	S3	Physical hardening training course	1 week
		Training course for discovering military diving	1 week
		Training course for the supervision of sport sessions	1 week
	S4	Joint seminar of military schools	2 weeks
S5	Training course for discovering the civilian maritime world	5 weeks	
	S7	Supervision training	2 weeks
<b>Engineering training</b>	S5	Final studies project	11 weeks

These training courses represent about 35 weeks during which cadets are placed in an environment which is external to the school or the Navy.

## Title II : Schooling terms

### COURSES

The attendance at classes, lectures, tutorials, practical activities and exercises is compulsory. Students are responsible for their timetable and must try to be present at the scheduled activity, on time, with the relevant outfit and the necessary equipment. Punctuality is required.

Cadets are required to hold a laptop at the time of their admission at the *École navale*. It is used for tutorials and practical activities and also for the personal work of the cadets.

### ABSENCES

An absence is either ordered (because of the duty) or submitted to approval (personal reason). In case of an absence (ordered or authorised), cadets must as soon as possible:

- inform their liaison executive, if it has not already been done;
- inform concerned teachers or instructors or make it known by another person;
- make arrangements so as to catch up on lessons they have missed (courses supports, classmate's notes, guardianship provided by a teacher...).

### ASSESSMENT

#### 1. GENERAL MATTERS

All the information linked with the assessment of the cadets are specified in the permanent education paper n°13 issuing from the Education Department (see appendix II). The professional master takes specific measures that are indicated in its own studies and exams ruling statement.

The assessment of the cadets from the *École navale* pursues several objectives:

- to deliver the engineering diploma or the professional masters degree at the end of the schooling;
- to make sure that the training which was taught at school has been assimilated, is correctly used and that the cadets have reached the basic requisite knowledge (diploma, aptitude certificate for bridge watchkeeping, etc.);
- to detect cadets who have difficulties so as to take adapted measures at the right time ;
- to enable the cadets to locate themselves towards the objectives they have to reach;
- to evaluate their potential and evolution prospects;
- to ease the selection and careers guidance of the cadets towards the different possible fields thanks to a thorough knowledge of each cadet;
- to enable the setting of a ranking ;
- to draw up a forecast concerning the success of the cadets;
- to motivate cadets.

Four types of information can contribute to this assessment:

- marks that were obtained for written and oral assignments, corvettes or the oral presentation of projects;
- a commitment mark which makes it possible to evaluate regularly the cadets' involvement in activities outside of the school;
- to validate or not the non-quantified objectives set for the cadets (English CML2, *canot major* or cruiser skipper certificate, aptitude certificate for bridge watch-keeping) ;
- a non-assessed individual evaluation.

## 2. RESPONSIBILITIES

The training heads as well as the person in charge of the professional masters are responsible for the assessment process of their own field of action.

Executives who belong to the officers schools management support training heads and follow the individual situation of their cadets.

Measures linked to the studies sanction are the responsibility of the education council and the professional masters jury.

### 2.1. Education council.

The education council of the École navale is the authority which is responsible for controlling the different steps of the training and the results obtained by the cadets, following the cadets' progress and sanctioning the training. It meets at the end of each semester and is made up of:

- the Admiral, superintendent of the EN/GEP, chairman;
- the Head of the general staff;
- the education head;
- the scientific education head;
- Seamanship training head;
- Human and military training Head;
- the Head of officers schools studies;
- liaison executives of the concerned year (courses head and lieutenants responsible for their squads) ;
- the medical officer;
- the scientific research head.

When a cadet gets inadequate results, the education council can:

- decide the continuation of the cadet's schooling and provide him with support measures;
- decide the continuation of the cadet's schooling and give him a warning;
- decide the continuation of the cadet's schooling and put him to the test;
- suggest to the DPMM<sup>3</sup> that the cadet repeat the year;
- suggest to the DPMM the postponement of the engineering diploma awarding;
- suggest to the DPMM not to award the engineering diploma;
- suggest to the DPMM changing the cadet to a different course or another element (petty officers, officers under contract, return to their former element for candidates issuing from the internal recruitment) or a restrictive access to certain types of courses or jobs;
- suggest to the DPMM an expulsion.

Any cadet who is concerned by one of this measure, is received by the education council which informs him.

Finally, the education council gives its decision concerning the aptitude certificate for bridge watch-keeping at the end of the schooling.

### 2.2. The professional masters jury.

The professional masters meets specific organisation and validation criteria. For instance, it owns a specific jury which is different from the education council's one. It deliberates and decides on the cadets' marks at least at the end of each session of each studies year. It gives its decision concerning the acquisition of the teaching units and the validation of the year. It is made up of:

- the Admiral, superintendent of the EN/GEP, chairman ;
- a counsellor in the field of education;
- the education head;
- 3 scientific research teachers in charge of courses of the masters;

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<sup>3</sup> DPMM = Department responsible for the military personnel of the Navy

- a research teacher or a teacher in the field of human sciences in charge of a course of the masters;
- two qualified teachers in charge of courses of the masters.

3. TRAINING OBJECTIVES.

Each cadet of the officers schools has to reach training objectives on which depend the awarding of their diploma:

- general objectives: **per semester, to get an average mark <sup>4</sup> of 10 out of 20 ;**
- specific objectives:
  - to pass the English CML2 at the end of the schooling;
  - to get the aptitude certificate for bridge watch-keeping (for cadets who are physically fit).

4. ASSESSED EVALUATION.

4.1. General matters.

The assessed evaluation is made of marks that were obtained during various learning assessments. These marks complete the various marks (average mark per semester and in each training field) of all the students.

A process preventing and managing failures ensures that each cadet hits a minimum level of knowledge. It is based on:

- a **systematic academic support** in the field of engineering training and English (guardianship);
- **validation tests** for cadets who have not reached a minimum mark (qualified as "bottom mark") in a subject or module.

A **commitment mark** is also allocated at the end of each school year so as to take into account the involvement of the cadets in the internal activities and the public image of the school. This mark is made of a certain number of a point's tenths that is added to the average mark of each cadet. It contributes to setting up the general ranking at the end of the year. It is based on the following scale:

Reason	Scale
A cadet who is particularly motor and who constantly takes responsibilities in the organisation of activities that have a high influence on the public image of the school and also concerning the internal life of the school.	0,2
A dynamic cadet who regularly takes responsibilities in the organisation of activities that contribute to a positive image of the school and also the internal activities.	0,1
A cadet who does not or hardly take initiatives, or waits for being requested for doing it.	0

This mark is suggested by the executives in charge of the different courses and receive the approval of the *DIROFF*. It is then validated by the education council, whose decision is irrevocable.

4.2. Types of assessment.

As far as academic subjects are concerned, assessment is based on the following procedure:

- **in first year**: by continuous testing;
- **in second year**: by means of locked periods for written class tests. However, some modules can be subjected to assignments within a continuous testing (especially in the case of the professional masters). Six blocked periods are planned on the whole year. Those are usually set immediately before or after leaves periods;
- **in third year**: by means of appointments depending on the objectives. In this field, some modules can also be subjected to assignments within a continuous testing (especially in the case of the professional masters).

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<sup>4</sup> The objectives can yet be considered as being met by a student who has not reached this pass mark but who has however obtained the missing modules/subjects *a posteriori* thanks to validation tests. **In any case, the education council will have to rule on the situation of cadets whose average mark on the semester is lower than 9 out of 20 in a training field and who have not validated the missing subjects.**

5. **NON ASSESSED EVALUATION.**

Assessed evaluation is completed by other types of assessed exercises linked to individual qualities, the capacity of being operational quickly and the cadets' potential.

Literal comments and various reports are regularly collected so as to know each student at best. Most of these remarks are formulated by the executives belonging to the department in charge of officers courses. This whole information is gathered under the form of an individual file which results in an appreciation paper at the end of the schooling. It is intended for the future unit of each assessed cadet.

At least one interview per semester is planned with the lieutenants responsible for their squad. It gives the opportunity to take stock on the academic situation of the cadets as well as their behaviour and future career.

At the end of the schooling, the executive in charge of the courses of his squad proposes an appreciation paper to the head of the department in charge of officers studies and courses. One copy is sent to the Navy Officers Application School at the end of semester 7, completed by the examination results and the officer of the watch record. A copy of this paper as well as the examination results are sent to the PM1 office of the Department for military and naval personnel, to the *CTI/RH* (Centre for data processing/Human Resources) and the *SLPA* (Local service for applied psychology) located in Brest.

## **DIPLOMAS AWARDING**

1. **ENGINEER DIPLOMA OF THE ÉCOLE NAVALE.**

At the end of semester 6, the education council examines if the training objectives on the whole schooling period have been met by the cadets. It then draws up a list of the students belonging to the engineering syllabus for whom it suggests the *DPMM* (Department for military personnel of the Navy) the awarding of the diploma. It also indicates the students for whom it suggests a referral or a refusal of the diploma awarding by justifying its proposal.

2. **PROFESSIONAL MASTERS ENGINEERING DIPLOMA «MARITIME ENVIRONMENT AND NAVAL OPERATIONS».**

After due deliberation by the professional masters jury, the « Maritime environment and naval operations » professional masters diploma is awarded by the Superintendent of the Naval academy at the end of the third year. It rewards the cadets of the auditor syllabus who were allowed to attend the masters' schooling and who validated all the teaching units that are part of the Masters, and this, in each of the training fields.