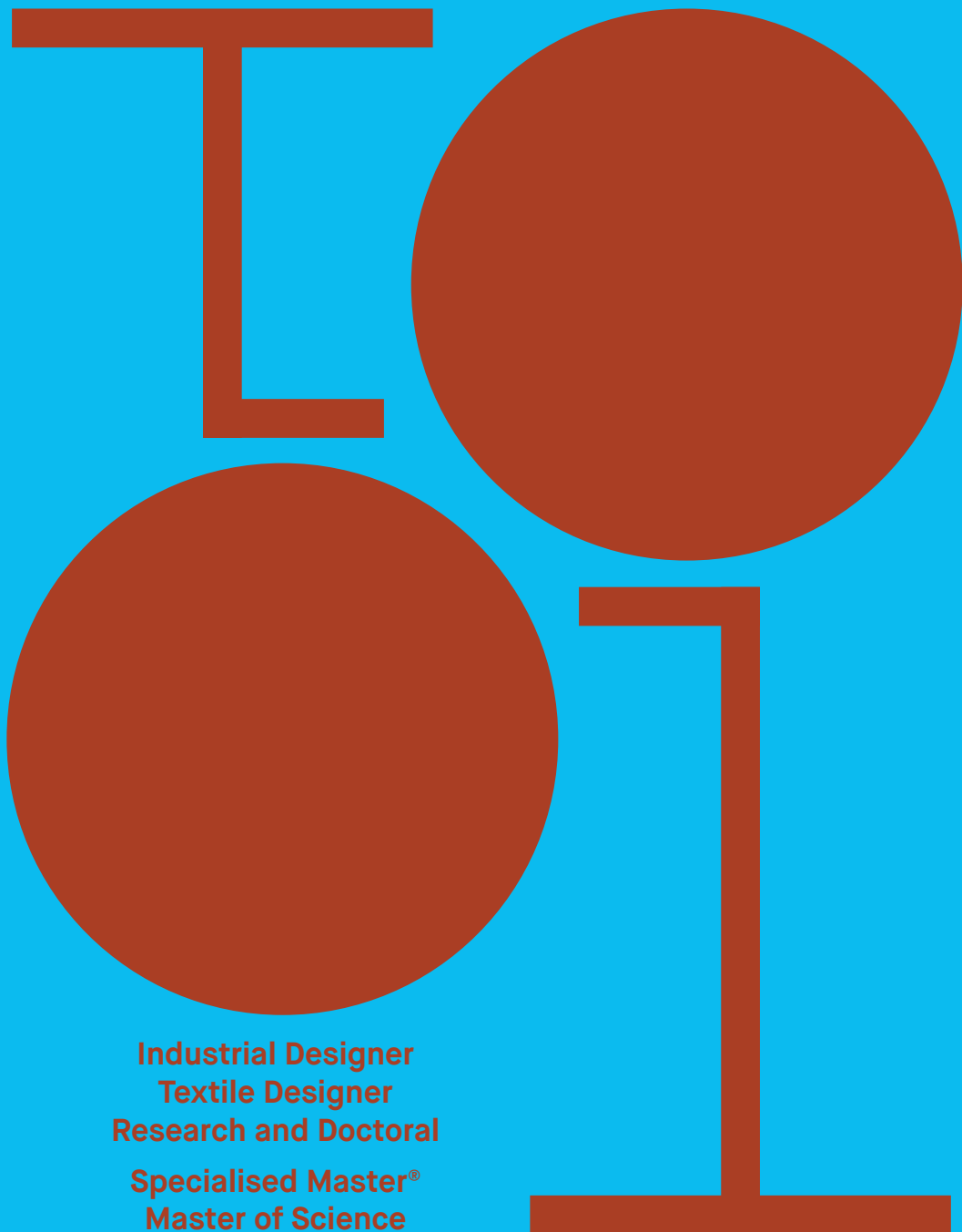


ENSCi-Les Ateliers
École Nationale Supérieure de Création industrielle



Industrial Designer
Textile Designer
Research and Doctoral
Specialised Master®
Master of Science

A SCHOOL AT THE HEART OF CHANGE

The École Nationale Supérieure de Création Industrielle (ENSCi -Les Ateliers) is the only national school devoted exclusively to industrial design, industrial creation and design.

Close to the Place de la Bastille, in the heart of Paris, ENSCi-Les Ateliers occupies a historic place on the site of the former workshops of the decorator Jansen. The school has retained the spirit of these workshops, by opening up to the latest technologies.

From its inception, the school has been open 24 hours a day, all year-round, to encourage creative serendipity, with an environment conducive to experimentation and learning.

ENSCi was founded in 1982, at a time when products were the flagship of industry. The term “creation”, associated with that of industry, reflected the political will at the time, to innovate in industry through creation, and to make up for the lack of French training in this field.

This is reflected in our affiliation with our two supervisory bodies – the Ministry of Culture and the Ministry of Industry. Since 2008, ENSCi has been a member of the renown “Conférence des Grandes Écoles”.

Today, even if the term “industry” has changed significantly, design has to take into account, the industries of the 21st century and the economic world. Many of the current themes dealt with at ENSCi reflect the changes taking place in business and society, such as ecological transition, public action, social innovation, organisational transformations, new technologies, etc. services and digital design, connected textiles, life sciences and the rethinking of industrial design processes.

While these issues are addressed in the two initial training courses and in the lifelong learning programmes, the school has recently taken a number of structuring initiatives in order to strengthen its position on today’s major societal challenges through the creation of research and teaching chairs. The public sector is experimenting with new ways of increasing its capacity for innovation and accelerating its digital transformation and support the emergence

of new concepts of public governance and democracy, in line with the expectations of citizens and society.

For ENSCi, this primarily involves in producing new approaches and methodologies related to the designer's profession. That's why ENSCi has set up the Public Innovation Chair with INSP (formerly NAE), Sciences Po and École Polytechnique.

Controlling noise and the sound environment in workplaces have become major issues not only for the health and well-being of people at work, but also for work performance and results. How can we give people at work control over their individual and collective noise experience? ENSCi has taken up this question and created a Chair on the future of work, the Chair "S'entendre".

As part of its mission to train and promote design, and in order to federate and support multi-disciplinary projects, ENSCi is involved in structuring partnerships with major national and international academic institutions. As part of its multi-disciplinary approach, ENSCi is working over the long term to create new synergies around design and has embarked on a policy of forging closer links with a number of major academic players, including the Université Paris-Saclay, the Alliance Sorbonne Université and the Institut Polytechnique de Paris.

A UNIQUE TEACHING APPROACH: ENSCI, A UNIQUE MODEL

ENSCI-Les Ateliers is an agile entity capable of collectively exploring uncharted territory, experimenting with uncharted universes, and used to dealing with complex systems.

It explores emerging and future forms of education and training, design pedagogy, aimed at training designers to meet the challenges of sustainability, inclusion and the aesthetics of our future world. ENSCi's teaching methods, innovative from the outset and based on the iteration between thinking and doing, are centred on individualised and flexible programmes, learning through real projects and industrial partners, and interdisciplinary experiments.

INTERNATIONAL RECOGNITION

ENSCI-Les Ateliers, France's leading design school, is ranked 33rd in the QS world ranking of art and design universities 2022, and 11th in Europe. ENSCi has also been ranked in the top 3 European and American universities by the Red Dot design awards for the past 10 years. ENSCi relies on an extensive network of over 50 academic, professional and institutional partners abroad. Some of these partners help the school to develop design workshops and research programmes, for example: National University of Singapore; University of Chiba, Japan; National Institute of Design (NID), India, Börs, Sweden.

At European level, ENSCi is a founding member of the unique Master of European Design (MEDes) programme. Created in 1999, this programme enables students to spend two years studying in two of the seven partner universities:

**Université Aalto d'Helsinki,
Politecnico di Milano (POLIMI),
Konstfack de Stockholm,
Köln international school of design (KISD),
Universidade de Aveiro,
Glasgow School of Art.**

ENSCI is an active member of the World Design Organization, the Cumulus European and international network of design schools, the Conférence des grandes écoles and ANDEA (Association nationale des écoles publiques d'art et de design).

ENSCI regularly wins awards in the main national and international design competitions (Conscious Design Award, Design Parade, Red Dot design awards, Audi Talent awards, Wanted Design Awards, etc.), Boisbuchet residency award, as well as for its research publications (Best paper award).



INITIAL TRAINING

ENSCi-Les Ateliers trains designers with no specific field in mind and prefers a versatile, open-minded profile to that of an expert, agile and capable of adapting to the diversity of contexts and interacting with a wide variety of stakeholders and professions.

Two initial training diplomas are awarded: Textile Designer and Industrial Designer, both of which have been raised to Master's level. A total of 60 new students are accepted each year.

There are no departments that define design territories, as there are in other schools – product design, space design, graphic design – because a design project must be considered in its entirety. Nor are there any classes, as in traditional chronological courses. Students are actors in their own training, following a personalized pathway and attending classes and workshops not according to their year of arrival, but according to their profile, the development of their project and their needs... The wide range of profiles and backgrounds, from the entrance exam and throughout the curriculum, right up to the diploma, encourages rich exchanges and learning.

The school was created based on an educational project open to the business world, to train high quality designers. The partnership with companies is part of this dynamic, to familiarise and prepare students for the world of business, and for the open practice of their future profession. Understanding companies and the issues they face, meeting the different players involved, participating in industry projects and keeping up with changes in our society are all challenges for the training of future designers.

Selected because of educational interest and quality, ENSCi's partners focus on innovation, creative exploration and foresight, covering a wide range of fields.



INDUSTRIAL DESIGNER TRAINING

ENSCi-Les Ateliers advocates the idea of an “individualised pathway” to enable students to learn independently, to assess their needs and strengths and, ultimately, to be able to define their own career path.

PROJECT-BASED LEARNING

The “Industrial Designer” course is multi-disciplinary, both theoretical and practical, correlated with project-based learning in project workshops run by professional designers. A project workshop is a place for creation and experimentation where project-based teaching is applied, a collective space where a group dynamic develops that stimulates everyone’s creativity through exchange and confrontation. Students are grouped according to their objectives rather than by year of entry, with newcomers rubbing shoulders with older students. It is in the project workshop that students learn to master the different phases of project development, and then to develop and refine an independent approach.

Design covers a wide range of fields, from products to public and private spaces. It questions production models, social models, proposes new services, designs new lifestyles... And all these paradigms are also affected by digital technology. That’s why each workshop proposes a specific but complementary positioning and approach in the different fields of industrial design.

The contexts and issues addressed are real and require teamwork. Most projects are conducted in partnership with companies or institutions.

LEARNING BY DOING

In project workshops, students experiment with digital modelling, mock-ups and rapid prototyping using tools such as digital machines, 3Dprinters and scanners...

They use material, photo, video and digital workshops. They take part in creative studios, experimental studios and workshops.



THE INDIVIDUALISED PATHWAY

Training is divided into 3 phases rather than years of arrival at the school. Phase 1 is the discovery phase, phase 2 the deepening and opening phase. The last phase corresponds to the diploma phase, which requires both a theoretical demonstration – the dissertation – and a practical demonstration – the project.

The six or seven project workshops, supervised by professional designers and geared towards open-ended exploration, are the main tools for integrating projects from the professional world, bringing together around fifteen students each semester to work on a specific problem defined with the partner. The development of the student's career path should enable them to tackle the many fields of industrial design and as many different projects. Theoretical and practical lessons are given alongside the project workshops. These enable students to acquire the knowledge they need to practise design and communicate their project.

All students undertake a compulsory one-semester work placement, in France or abroad, and many go abroad on a university exchange. Double curriculums and double degrees have been set up with Celsa, Pierre and Marie Curie University, the École Centrale de Paris and the École Nationale Supérieure d'Architecture de Paris Belleville.

RELATIONS WITH COMPANIES

Partnership projects encourage students to develop their thinking, reasoning, coherence and strategy. They allow them to explore and explore new avenues, to participate in innovation and to research product or service concepts. The aim is to produce proposals tailored to the objectives defined jointly with the partner, but always with an educational approach. For students, working on a project in partnership means having the opportunity to measure and evaluate, with outside contributors, the relevance of their ideas, their practice, their knowledge, their capacity for argument and discourse, and their mastery of tools and techniques. For the company, working with ENSCi students means coming into contact with a pool of talent and the opportunity to broaden your vision.

THE DESIGN PROFESSION TODAY

The world of business, but also of public policy, is demanding new service models, understanding complex systems, ecological transition and organization, and are looking to design for tools to anticipate and convince. Designers also work in the fields of public policy, social innovation, healthcare, complex systems design, service design, industrial process design, information design and organisational design.

For example, many ENSCi alumni are expanding or devoting their work to these new fields of investigation, including: Yoan Ollivier, Alexandre Mussche, Xavier Figuerola (founders of the Vraiment Vraiment agency/public policy design and social innovation); Ariane Epstein (Design Director, Inter-ministerial Directorate for Public Transformation – DITP/public policy design); Marie Coirié, designer (co-founder and co-director of lab-ah, the design lab of the GHU Paris psychiatry and neurosciences); Alexandre Echasseriau, designer at Atelier Luma (design and research laboratory based in Arles).

Others have taken on responsibilities in major groups and organisations, including: Guillaume Foissac, designer, director of Design at EDF; Marie-Virginie Berbet, Designer and Director of Product and Service Design at Essilor; Bruno Truong, Designer and Director of Product and Service Design at EDF.

GENERAL INFORMATION

Bac +5 (master's degree)

Around forty students enrol each year for 3 to 5 years of study. Admission to the school is by competitive examination, open to all candidates with a very good knowledge of the French language and meeting the following criteria of the following levels:

— Category 1

Bac, BT, equivalent foreign diplomas
5-year course

— Category 2

Holders of a 2-year higher education qualification in France or abroad (DMA, BTS, DNAT, CPGE 2, etc.). 4-year course

— Category 3

Holders of at least a 3-year higher education diploma from a French or foreign university (Bachelor of Fine Arts, DNAP, DNSAP, DNSEP, DSAA). Minimum 3-year course

— Category 4

Candidates with at least 4 years' professional experience in industrial design, whatever their previous level of education. 3-year course

The competition is also open to English-speaking candidates with some knowledge of French and at least a bachelor's degree, who are offered a 3.5-year course; the first semester is devoted to a project in English and intensive French language tuition.

The admission process is described in the Candidate's Guide, which can be downloaded from the ENSCi website. Reading this guide is essential to prepare for the competitive entrance exam.

CONTACTS

Sarah Aubry, entrance exam coordinator
sarah.aubry@ensci.com
T: +33 1 49 23 12 22

For the double-degrees
Véronique Eicher, in charge
of academic partnerships
veronique.eicher@ensci.com
T: +33 1 49 23 12 90



TEXTILE DESIGNER TRAINING

At ENSCI-Les Ateliers, textile design is seen as an open practice embedded in current economic and societal models, which considers the diversity of contexts and the wealth of fields of application for textiles.

PROJECT-BASED LEARNING

The project workshop is the pivotal teaching format. Each project workshop is a collective and individual adventure, a space for experimentation and storytelling to develop and affirm an autonomous and committed approach.

Accompanied by one or two design teachers, and using a project-based teaching approach, the students develop the following skills.

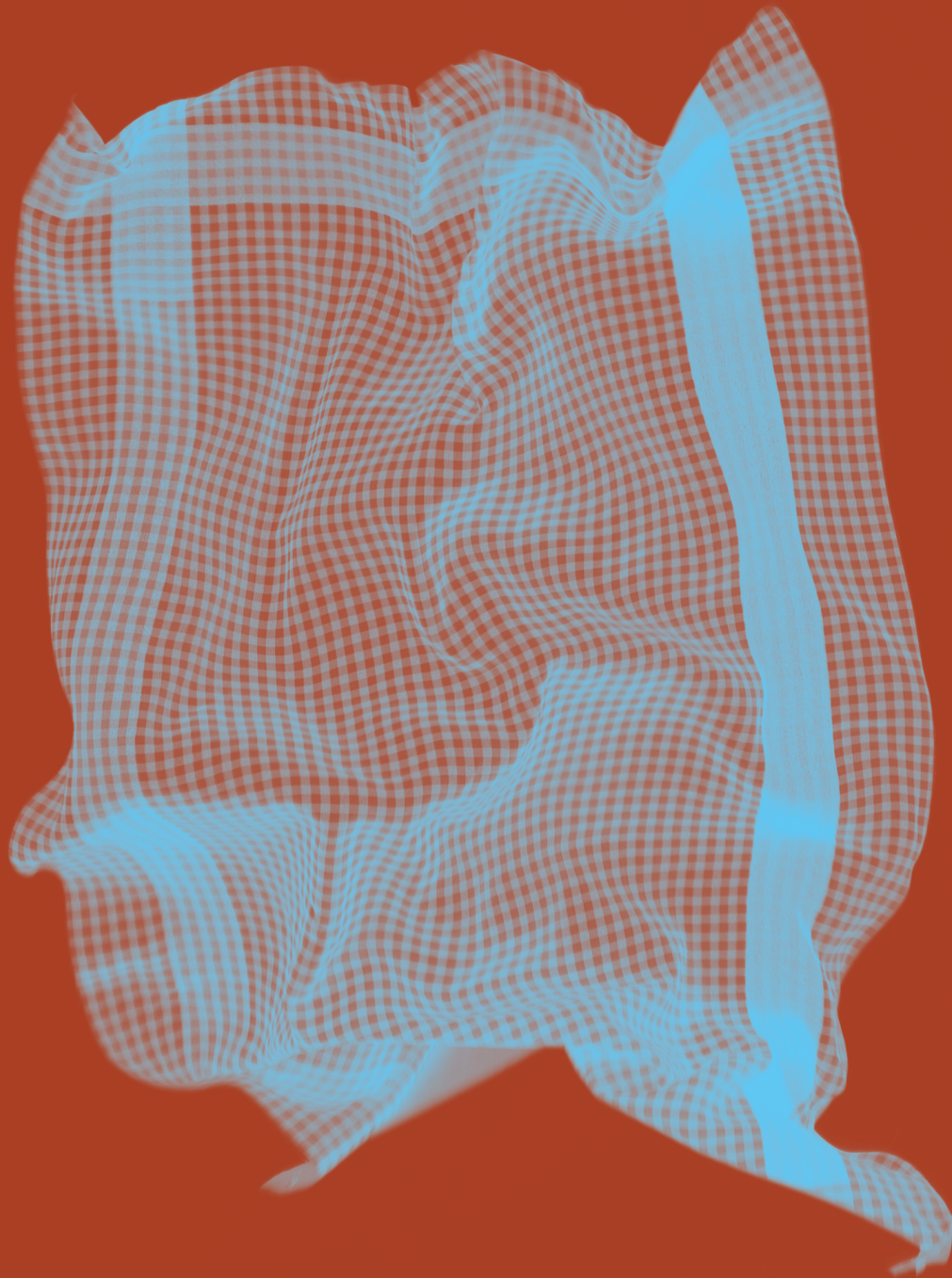
They learn how-to structure their thinking. They learn how to carry out a project in its entirety, from the exploration phases and the development of a personal point of view through to relevant and appropriate proposals. The work groups mix several classes of students, with newcomers rubbing shoulders with older students. Project workshops can be conducted with industrial, corporate or institutional partners, or on a voluntary basis.

LEARNING BY DOING

Knowledge of textile manufacturing techniques is essential to give designers the tools they need to first research and then put their intuitions into practice. Understanding fabric while revisiting ingenious processes is the aim of the courses and the work in the knitting and weaving workshop.

Other techniques are also covered: 3D printing, laser cutting, vegetable dyes, bio-finishing, etc.

Using these basic tools, textile designers become familiar with all the ENSCi resources that will enrich their projects: wood workshop, digital workshop, photography, video, graphic design, etc.



WORKING WITH TEXTILES

The creation of textile materials is at the heart of the curriculum. For each use, each application, each performance and each desired aspect, we study an adapted and contextualized textile structure.

THE INDIVIDUALISED PATHWAY

Training is divided into 3 phases, not years, lasting from 3 to 5 years. Phase 1 is spent discovering and acquiring the basic tools, phase 2 is spent deepening and opening, and the final phase corresponds to the diploma phase, which requires demonstration, both theoretical – the dissertation –, and practical – the project.

All students undertake a compulsory one-semester work placement, either in France or abroad, and many go abroad on a university exchange.

RELATIONS WITH COMPANIES

Projects carried out in partnership with companies are fruitful and stimulating experiences. For the student, they provide a concrete work context and the satisfaction of seeing their research prototyped under industrial conditions.

For the company, it's a chance to explore new avenues by benefiting from the creative vision and ideas of young people immersed in the zeitgeist.

THE TEXTILE DESIGN PROFESSION TODAY

Textiles and flexible materials have properties that today make them a main option in many areas of use, from the most traditional (furniture, fashion, automotive, etc.) to the most cutting-edge (health, aerospace, technical composites, new modes of transport, etc.).

Textile materials also have the advantage of being at the heart of locality (production of fibers, first transformation, shaping, etc.), circularity (reuse, re-employment, recycling, etc.), re-industrialisation at different scales (from craft to mass production) and sector organisation (cooperation, organisation of the different production phases, etc.).

ENSCI's approach to textile design enables students to discover the different facets of the ecosystem and its technical and methodological tools, and to position themselves from product design to strategic sector positioning, working with a wide range of players, from companies to local authorities. For example, many ENSCi alumni are expanding or devoting their work to these new fields of investigation, including: Emmylou Doutres, textile designer at the CETI (Centre de recherche textiles et non tissés); Axelle Gisserot and Margot Graziani, textile designers at the Atelier Luma (design and research laboratory based in Arles); Pauline Vitupier, textile designer at the Atelier Luma (design and research laboratory based in Arles). Pauline Vitupier, textile designer at Salomon; Florence Lafarge at Hermès; Robin Abrial, Maud Boudet, Laurence Bourghol, Johanna Vray...

GENERAL INFORMATION

Bac + 5 (master's degree)

The programme takes 10 students each year for 3 to 5 years of study. Admission to the school is by competitive examination, open to all candidates with a very good knowledge of the French language and meeting the following criteria:

— Category 1

Holders of a Bac, BT, equivalent foreign diplomas
5-year course

— Category 2

Holders of a 2-year higher education qualification in France or abroad (DMA, BTS, DNAT, CPGE 2, etc.). 4-year course

— Category 3

Holders of at least a 3-year higher education diploma from a French or foreign university (Bachelor of Fine Arts, DNAP, DNSAP, DNSEP, DSAA). Minimum 3-year course

— Category 4

Candidates with professional experience in relation to textile creation of at least four years, whatever the level of initial training. 3-year course

The admission process is described in the candidate's guide, which can be downloaded from the ENSCi website. Reading this guide is essential to prepare for the competition.

CONTACTS

Sarah Aubry,
entrance exam coordinator
sarah.aubry@ensci.com
T: 01 49 23 12 22

Corélia Pinault,
pedagogical coordinator
corelia.pinault@ensci.com
T: 01 49 23 12 38

RESEARCH AND DOCTORAL TRAINING

A LABORATORY

The Centre for Research in Design (CRD), created in 2018 by ENSCi and ENS-Paris Saclay, is one of the first in France to bring together a team of 15 researchers and 10 doctoral students. The centre is linked to both a master's degree and a doctoral programme in design research. The CRD also runs 2 research chairs: public innovation (IP Chair) and the future of work (S'entendre Chair). Researchers at the CRD are working on the question of resources, which has become an issue in our societies in the throes of transition. That's why the CRD is tackling this issue through 4 areas of research: Design of devices; Design and ecology; Design and politics; Design and critical study.

DOCTORATE IN DESIGN

Training in research at the ENSCi means integrating research experience into your course of study; theoretical and practical experience which enables you to continue your studies in design beyond the ENSCi diploma, within the framework of a doctorate.

MASTER 2 IN DESIGN RESEARCH

The Master 2 Research in Design is aimed at design professionals (from all disciplines) wishing to pursue a career as a researcher in academic laboratories or in corporate R&D laboratories. It prepares students for a doctorate in design, particularly as part of a thesis carried out in a company (CIFRE) or government department (COFRA). The programme is open to both traditional students and students on a "Contrat de Professionnalisation – a Professional Training Contract" (a pedagogical innovation).

GENERAL INFORMATION

PEDAGOGICAL QUESTIONS

armand.bekar@ensci.com
james.auger@ens-paris-saclay.fr

CONTACTS

Sithari Sisombat (ENS-Paris Saclay)
sithari.sisombat@ens-paris-saclay.fr

Fanny Claude (ENSCI)
fanny.claude@ensci.com

INFORMATION ON THE CONTENTS

Armand Behar, co-director of the Centre of Research in Design and head of doctoral training
crd.ens-paris-saclay.ensci.com



LIFELONG LEARNING

ENSCI-Les Ateliers, with its reputation, its ability to be a forerunner and its unique teaching methods, designs training programmes to meet contemporary challenges. It offers degree courses, as well as short sessions, to companies, employees and entrepreneurs who want to acquire the skills and know-how to understand the design issues linked to contemporary transformations.

ENSCI is a partner of major schools and institutions with which it has developed training courses: public innovation with the Institut National du Service Publique – INSP (formerly ENA); creative management with Polytechnique Executive Education. Revealing trends, encouraging new social practices, anticipating future needs, design is a central element in the challenges of this transformation.

There are three level 7 post-graduate diplomas: the Specialised Masters “Sustainable Innovation by Design” offers a diploma in sustainable innovation strategy through design; the “Creation and Contemporary Technology” Specialized master’s offers a diploma in sustainable innovation strategy through design. A diploma in Design of Technological and Sustainable Products; the Master of Science “Nature Inspired Design” provides certification in biomimicry and design.

IN DETAILS...

SPECIALISED MASTER® PROGRAMME CONTEMPORARY CREATION AND TECHNOLOGY (CTC) – RNCP – LEVEL 7

It offers creative professionals and young graduates the chance to experiment with new technologies and measure their impact on our business practices.

From electronics to biomimetics, this course enables students to apply new methods, tools and approaches to their projects, and to grasp the industrial challenges of today’s world.

SPECIALISED MASTER® PROGRAMME SUSTAINABLE INNOVATION BY DESIGN (IBD) – RNCP – LEVEL 7

It contributes to the quality and performance of innovation in organizations (businesses, public authorities, associations) by encouraging the use of design.

It trains experts in the conception, structuring of design approaches to innovation, as well as in the conception and management of innovative projects. It allows change through design.

MASTER OF SCIENCE – MSC – NATURE INSPIRED DESIGN (NID)

The aim of the Msc Nature inspired design programme is to draw inspiration from nature and the living world in order to change design methods and tools, and train new generations of project managers in biomimicry and design.

GENERAL INFORMATION

formation-continue.ensci.com

CONTACTS

Geneviève SENGISSEN,
head of lifelong training programmes
T: 01 49 23 12 25
Formation-continue@ensci.com

ENSCi-Les Ateliers
48, rue Saint-Sabin
75011 Paris
www.ensci.com

ENSCi
LES ATELIERS



RÉPUBLIQUE
FRANÇAISE

*Liberté
Égalité
Fraternité*



CONFÉRENCE DES
GRANDES
ÉCOLES



SATT
LUTEC

