

# “Quality for learning”

## EIT Quality Assurance and Learning Enhancement Model

EIT Label Handbook for planning, labelling and reviewing degree  
programmes

Revised Edition (June 2021)

The EIT – Making Innovation Happen

European Institute of Innovation and Technology (EIT)

[www.eit.europa.eu](http://www.eit.europa.eu)



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The revised edition of the 'Handbook for planning, labelling and reviewing EIT-labelled Master's and Doctoral programmes' has been produced by the EIT with contribution from the KICs. The original and revised editions are based on the work of Professor Lena Adamson, and on work of experts Richard Tunstall and Jaana Puukka.

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# Abbreviations

ALO	Achieved Learning Outcome
CEO	Chief Executive Officer
CLC	Co-location Centre
DG EAC	Directorate General for Education and Culture
DS	Diploma Supplement
ECTS	European Credit Transfer System
EIT	European Institute of Innovation and Technology
ENIC-NARIC	European Network of Information Centres - National Academic Recognition Information Centre
ESG	European Standard and Guidelines
EQF	European Qualification Framework
HEI	Higher education institution
ILO	Intended Learning Outcome
I&E	Innovation and Entrepreneurship
JRC	Joint Research Centre
KIC	Knowledge and Innovation Community
KTI	Knowledge Triangle Integration
NGO	Non-Governmental Organisation
NQF	National Qualification Framework
OLO	Overarching Learning Outcome
QA	Quality Assurance
QALE	Quality Assurance and Learning Enhancement
Qi	Quality indicator
QF EHEA	Qualification Framework of European Higher Education Area
R&D	Research and Development
RIS	EIT Regional Innovation Scheme
SPOC	Single Point of Contact

# Introduction

## EIT – European Institute of Innovation and Technology

The EIT was established in 2008 to increase the EU's ability to innovate and contribute to sustainable economic growth and competitiveness. It has pioneered the integration of education, research and innovation, and business creation (i.e. the 'Knowledge Triangle'), with a strong emphasis on entrepreneurial talent and innovation skills<sup>1</sup>.

The EIT operates through its Knowledge and Innovation Communities (KICs). As referred to in Horizon Europe, KICs are large-scale European partnerships between education, research and business organisations. There are currently eight EIT KICs that operate in the following areas: climate change, digital transformation, energy, food, health, raw materials, urban mobility and manufacturing.

Each KIC is organised around co-location centres (CLCs<sup>2</sup>) which act as geographical hubs for the practical integration of the Knowledge Triangle. They are organised and structured according to their regional and national innovation context and they build on a pan-European network of existing labs, offices or KIC partner's campuses.

The EIT KICs run a portfolio of Knowledge Triangle activities:

- **Education and training activities** with strong entrepreneurship components to train the next generation of talents, including the design and implementation of programmes awarded the EIT Label. The EIT's education agenda is key for developing highly entrepreneurial and skilled innovators.
- **Activities supporting innovation** to develop products, processes and services that address a specific business opportunity.
- **Business creation and acceleration activities**, such as accelerator schemes to help entrepreneurs translate their ideas into successful ventures and speed up the growth process.

Focusing on societal challenges through the implementation of the Knowledge Triangle, is a distinctive feature of the EIT compared to other EU innovation instruments. The EIT's approach contributes to both incremental and disruptive innovations, effectively addresses market failures and helps to transform industries. It enables the creation of long-term business strategies for addressing societal challenges and helps create the conditions that are essential for a well-functioning innovation ecosystem to thrive. The EIT has also set the objective for the KICs to become financially sustainable. According to the EIT Regulation (recast)<sup>3</sup>, financial sustainability means "a capacity of a KIC to finance its Knowledge Triangle activities<sup>4</sup> independently of contributions from the EIT". In this context, KICs must develop and implement revenue-

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<sup>1</sup> See also Decision (EU) 2021/820 of the European Parliament and of the Council of 20 May 2021 on the Strategic Innovation Agenda of the European Institute of Innovation and Technology (EIT) 2021-2027: Boosting the Innovation Talent and Capacity of Europe and repealing Decision No 1312/2013/EU ('EIT Strategic Innovation Agenda 2021-2027', OJ L 189, 28.5.2021, p. 91).

<sup>2</sup> In accordance with Article 2(3) of the EIT Regulation (recast), a 'co-location centre' means a physical hub, established in an open and transparent manner, which promotes links between and active collaboration among knowledge triangle actors and acts as a focal point for knowledge exchange and through which the KICs' partners are able to access facilities and the expertise needed to pursue their common objectives.

<sup>3</sup> Regulation (EU) 2021/819 of the European Parliament and of the Council of 20 May 2021 on the European Institute of Innovation and Technology (recast) ('EIT Regulation (recast)', OJ L 189, 28.5.2021, p. 61)

<sup>4</sup> As defined in point (16) of Article 2 of the EIT Regulation (recast).

creating strategies in order to maintain their innovation ecosystem and Knowledge Triangle activities beyond the period covered by the grant agreements.

The EIT thus offers a dynamic platform for launching, scaling up, monitoring and supporting KICs with strong network effects and positive spill-overs. The first wave of KICs (EIT Digital, EIT Climate-KIC and EIT InnoEnergy), launched in 2009, are established and mature. After 2024, in line with the maximum grant duration, their partnership agreements cannot be further extended and will therefore expire. A second generation (EIT Health and EIT RawMaterials) and third generation (EIT Food) of KICs were designated in 2014 and 2016, respectively. EIT Urban Mobility and EIT Manufacturing, two KICs designated in December 2018, started their operations in 2019. In the next step, the EIT Strategic Innovation Agenda 2021-2027 presents the creation of a new EIT Knowledge and Innovation Community, in the cultural & creative sectors and industries.

The KICs' higher education partners focus on building upon existing excellence in education to provide students, entrepreneurs and business innovators with the knowledge, competences and skills necessary for a knowledge economy and an entrepreneurial, sustainable society. These innovative programmes are based on partnerships between different universities, companies, public bodies, NGOs, and research centres that collaborate closely and offer international and cross-sectorial mobility experiences, as well as applied innovation and entrepreneurship education.

To scale up and elevate this positive effect, the EIT has launched a new pilot **EIT Initiative: Innovation Capacity Building for Higher Education**. Part of the EIT Strategic Innovation Agenda 2021-2027, it aims to increase the entrepreneurial and innovation capacity of higher education across Europe by promoting and supporting institutional change in HEIs and the integration of HEIs into innovation ecosystems. More specifically, the initiative aims to encourage these institutions to look at their own practices and develop concrete actions to increase their impact on their respective ecosystems. The EIT shall strengthen and widen the scope of the EIT label beyond the KICs to include the HEIs participating in the action. With the involvement of actors from across the knowledge triangle, the EIT shall strive to link its support for developing innovation capacity in higher education to the EIT Label.

## Handbook objectives

The main objective of the EIT Label Handbook is to present the key principles of the EIT Label model, as provided in the **EIT Label Framework**<sup>5</sup> and to ensure their implementation at degree education. In this regard, this Handbook outlines the EIT Quality Assurance and Learning Enhancement system (EIT-QALE) that aims to guarantee, and enhance, the quality and excellence of the **EIT-labelled degree programmes**.

This Handbook offers guidance and hands-on working tools for the design, development and review of the EIT-labelled degree programmes at master's and doctoral level. It is therefore an essential tool for the education coordinators, instructors and external reviewers of both master's and doctoral degree programmes.

This Handbook is divided into five main parts.

**Part 1** introduces the EIT Label, its components, key principles and the underlying logic.

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<sup>5</sup> See Decision 11/2021 of the Governing Board of the EIT on the adoption of the new EIT Label Framework (Ares(2021)1930763).

**Part 2** introduces the main concepts for EIT degree programmes to facilitate planning, labelling, reviewing and monitoring the EIT-labelled degree programmes.

**Part 3** outlines the EIT Label assessment processes for the degree programmes: labelling new degree programmes, introducing changes to the labelled programmes and monitoring the programmes.

**Part 4** provides guidance and templates for the application and the self-assessment of the EIT Label.

**Part 5** provides guidance and templates for the external experts' reviews.

## EIT Quality Assurance and Learning Enhancement (EIT- QALE) model

The EIT Label Framework<sup>6</sup> introduces the EIT Quality Assurance and Learning Enhancement (EIT-QALE) Model, which represents the set of key principles to ensure that the EIT Label is consistently implemented in the education and training provision across the EIT KICs' education portfolios.

EIT-QALE enhances the implementation of the Overarching Learning Outcomes (OLOs) among learners and across the KICs' education and training portfolios and help to disseminate the experience across a large number of European higher education institutions, individual learners and other stakeholders.

The EIT QALE combines the OLOs with the EIT Label's key principles and underlying principles and guides the process of determining fitness *for* purpose and fitness *of* purpose. While fitness for purpose is related to the EIT's mission, fitness of purpose refers to the programme's capacity to satisfy the EIT's goals.

The focus of the EIT-QALE system on learning outcomes is in line with the Bologna process; it is also aligned with the Quality Assurance in the European Higher Education Area (ESG)<sup>7</sup>.

Accountability and enhancement are the two main purposes of the EIT-QALE<sup>8</sup>. It provides a transparent system for the quality assurance and enhancement of degree programmes, which is easy to understand and work with. It is:

- a user-friendly tool for planning and evaluating degree programmes;
- generic, with simple adjustments, so it can be contextualised and applied to different degree programmes regardless of content and/or level;
- evidence-based, as it builds on knowledge and research concerning evaluation and quality assurance in teaching and learning;
- focused on the EIT/KIC added value; and
- collaborative, as it engages stakeholders in the processes in order to create trust and motivation to use the system.

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<sup>6</sup> See Decision 11/2021 of the Governing Board of the EIT on the adoption of the new EIT Label Framework (Ares(2021)1930763)

<sup>7</sup> <https://enqa.eu/index.php/home/esg/>

<sup>8</sup> Högskoleverket (Swedish National Agency for Higher Education) (2009). Quality Evaluations in Learning, Report 2009, 25 R.



# Part 1: The EIT Label for degree programmes

## The EIT Label and its components

The EIT Label is a quality seal awarded to higher education degree programmes, irrespective of their level (master's / doctoral). It is a certificate of quality education in entrepreneurship and innovation and is provided by the EIT following an external and independent review. It indicates that a particular degree programme complies with the set of standards and principles articulated in the EIT Label Framework, and in this EIT Label Handbook, and enables students to achieve a specified set of learning outcomes.

All EIT-labelled programmes build on the following components:

- The EIT Overarching Learning Outcomes (EIT OLOs)
- The key principles

Should the implementation of the programmes require EIT funding, the development of the programmes must also build on (and in accordance with) the EIT's, and the KICs' Financial Sustainability strategy.

The focus of the EIT-QALE systems, and the key task for those involved in the design, implementation, and evaluation of the EIT-labelled degree programmes, is the '*EIT/ KIC added value*':

- Do the EIT-labelled degree programmes ensure that students achieve the EIT Overarching Learning Outcomes (OLOs)?
- Are the key principles integrated in the programmes?

The assessment of any other aspects, including the Bologna requirements<sup>9</sup>, remains at the discretion of regional or national quality assurance systems. Consequently, the reviews for the EIT Label complement the accreditation processes that are based on national quality assurance systems for higher education.

## Research and development (R&D) projects on KIC educational activities

In order to continuously improve the KIC's education offer towards modernization, excellence and Knowledge Triangle integration, the KICs are encouraged to run research and development projects on the curricula development, on the teaching for the Knowledge Triangle competences and on innovative pedagogical approaches. The projects develop as part of the EIT Community, and they can include research studies, evaluations, analysis, development activities. These projects should result in research that contributes significantly to teaching and learning knowledge in European higher education. When carried out, these projects can be also included in monitoring the long-term progress of the programme (see the assessment field 4.5 in the reviews).

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<sup>9</sup> See [https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area\\_en](https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en)

## The EIT Overarching Learning Outcomes (EIT OLOs)

The general set of EIT Overarching Learning Outcomes (EIT OLOs) is outlined in the EIT Label Framework. The definitions of the EIT OLOs at master's and doctoral level (as provided in the Table 1 below) are fully coherent with the good practice in entrepreneurship education at European level, such as the European Entrepreneurship Competence Framework, EntreComp<sup>10</sup>, and will allow for tailored application for the types of programmes that EIT and the KICs are trying to promote. The EIT OLOs complement the intended learning outcomes of the Qualification Framework of European Higher Education Area (QF-EHEA, 'the Bologna framework').<sup>11</sup>

The main objective of EIT-labelled master's and doctoral programmes is to ensure that the learners achieve the EIT OLOs. The degree programmes should therefore provide the learners with opportunities to develop entrepreneurship skills and competencies and Knowledge Triangle integration skills.

The EIT OLOs are integrated into the teaching, learning and assessment of all EIT-labelled degree programmes. They are contextualised and seamlessly integrated into a thematic field of their studies in order to foster innovative and entrepreneurial mindsets based on the Knowledge Triangle. The KICs and their education partners are free to decide on how to achieve this goal. The EIT OLOs are also transformed into more specific learning outcomes for programmes, modules and courses in order to equip the students with the desired skills and competencies.

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<sup>10</sup> See: <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>.

<sup>11</sup> Qualification Framework of European Higher Education Area (EHEA). Available at [2015-10-22]: <http://www.ehea.info/article-details.aspx?ArticleId=67>

Table 1. EIT Overarching Learning Outcomes (EIT OLOs)

Master's Programmes	Doctoral Programmes
<b>EIT OLO 1 - Entrepreneurship skills and competencies</b>	
The capacity to identify and act upon opportunities and ideas to create social, cultural and financial value for others, including translating innovations into feasible business solutions, with sustainability at their core. <sup>12</sup>	The capacity to identify, synthesize and act upon opportunities and ideas to create social, cultural and financial value for others, including translating innovations into feasible business solutions, with sustainability at their core, and to lead and support others in this process.
<b>EIT OLO 2 - Innovation skills and competencies</b>	
The ability to formulate knowledge, ideas and technology to create new or significantly improved products, services, processes, policies, new business models or jobs, and to mobilise system innovation to contribute to broader societal change, while evaluating the unintended consequences of innovation and technology.	The ability to evaluate the research experiences combined with the knowledge, ideas and technology of others to create, test and implement new or significantly improved products, services, processes, policies, new business models or jobs, and to mobilise system innovation to contribute to broader societal change, while evaluating the unintended consequences of innovation and technology.
<b>EIT OLO 3 - Creativity skills and competencies</b>	
The ability to think beyond boundaries and systematically explore and generate new ideas.	The ability to extend boundaries and systematically explore and generate new ideas and to inspire and support others in this process and contribute to the further development of those ideas.
<b>EIT OLO 4 – Intercultural skills and competencies</b>	
The ability to engage and act internationally and to function effectively across cultures, sectors and/or organisations, to think and act appropriately and to communicate and work with people from different cultural and organisational backgrounds.	The ability to engage and act internationally and to function effectively – in research and other activities – across cultures, sectors and/or organisations, to think and act appropriately and to communicate and work with people from different cultural and organisational backgrounds.
<b>EIT OLO 5 - Making value judgments and sustainability competencies</b>	
The ability to identify short- and long-term future consequences of plans and decisions from an integrated scientific, ethical and intergenerational perspective and to merge this into a solution-focused approach, moving towards a sustainable and green society.	The ability to identify short- and long-term future consequences of plans and decisions from an integrated scientific, ethical and intergenerational perspective and to merge this into their professional activities, moving towards a sustainable and green society.
<b>EIT OLO 6 - Leadership skills and competencies</b>	
The ability of decision-making and leadership based on a holistic understanding of the contributions of Higher Education research and business to value creation, in limited sized teams and contexts.	The ability of decision-making and leadership based on a holistic understanding of the contributions of Higher Education, research and business to value creation.

<sup>12</sup> See <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecamp-action-get-inspired-make-it-happen-user-guide-european-entrepreneurship-competence>.

## Learning outcomes at programme level - ILOs and ALOs

Learning outcomes are defined in terms of knowledge, skills and competencies. At programme level, the EIT recognises two types of learning outcomes: **intended learning outcomes (ILO)** and **achieved learning outcomes (ALO)**. The 'Intended Learning Outcomes'(ILO) are written statements in educational documents of what a student is expected to know, understand and able to do on completion of a learning process. 'Achieved Learning Outcomes' (ALO) are what the students have attained during a study or learning process, shown in their responses to different educational activities and/or assessments within a degree programme.

Intended learning outcomes can apply to different levels, from the qualification frameworks as the Qualification Framework of European Higher Education Area (QF EHEA), the European Qualification Framework (EQF), or the National Qualification Frameworks (NQF)<sup>13</sup> down to the level of programmes, modules and tasks. At the top level they are identified as Overarching Learning Outcomes (OLOs) to distinguish them from the specified intended learning outcomes at the module and task level. OLOs express competencies on a general level, whereas ILOs (the Intended Learning Outcomes) are specified to be used in a fit-for-purpose assessment task.

The Bologna system levels (QF-EHEA and NQF) and the EQF (for professional modules) form the basis for the EIT QALE model. In this model, the module-level intended learning outcomes are specified in relation to (and later evaluated against) the OLOs, in line with the Bologna system where all levels are integrated into a holistic system.

### Defining intended learning outcomes

All ILOs in EIT education activities, as performed by the KICs, should:

- be clearly written in order to be easily understood by the potential learner;
- outline the expected results of the learning;
- have a clear student-centred educational process;
- emphasise competences, skills and impact in the learning content;
- describe skills and competencies and not only content knowledge. An example could include the following description: 'After the end of module... the student should be able to...'

Action verbs are used to describe how the ILOs are assessed at the module level. As an example, it is not possible to assess a learner's 'understanding', or their 'awareness of' or 'familiarity with' matters, whereas the ability to 'define', 'explain', 'calculate', 'differentiate', 'categorise', 'compare' can be clearly demonstrated in an assessment task.

In general, the objectives of a programme should in broad terms answer the question "what is the purpose/rationale of a programme?". The ILOs should specify the knowledge, skills and attitudes that an individual will be required to demonstrate in order to have completed the programme successfully. The relationship between objectives and the ILOs is close; the ILOs are derived from the objectives. Syllabuses

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<sup>13</sup> Qualification Framework of European Higher Education Area (EHEA). Available at [2015-10-22]: <http://www.ehea.info/article-details.aspx?ArticleId=67>

describe the content and the subject matter of a programme. In sum, the ILOs describe what students will be able to do with the content in order to fulfil the objectives<sup>14</sup>.

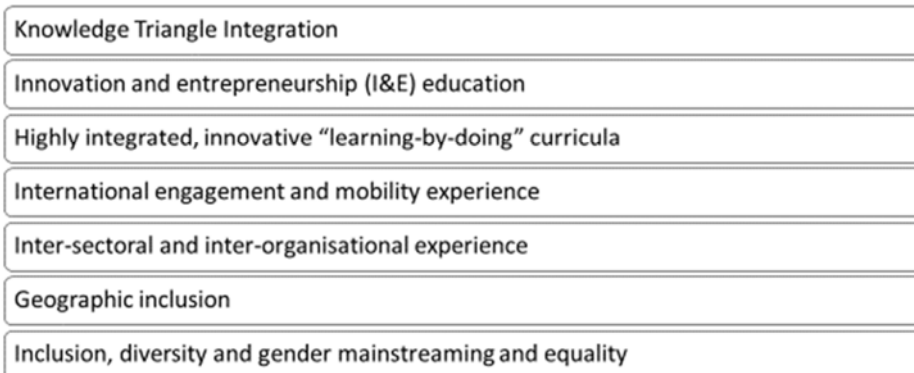
## The key principles

All EIT-labelled degree programmes address the key principles in line with the EIT Label Framework. They set the expectations for the design, implementation and review of the degree programmes. For further elaboration, including the particular requirements, see the templates in Part 4: Guidance and templates for applicants.

**Ethics and digitalisation** are transversal elements that run through all the OLOs and the key principles of EIT-labelled degree programmes.

The following section presents how the key principles are manifested in the EIT-labelled degree programmes.

## The key principles of the EIT Degree Programmes



### Knowledge Triangle Integration

The Knowledge Triangle Integration (KTI) is a key principle of all EIT degree programmes where co-creation and collaboration between education, research and innovation, and business contribute to addressing societal challenges<sup>15</sup>. The focus on societal challenges through the integration of the Knowledge Triangle distinguishes the EIT from other EU innovation instruments. Since the inception of the EIT degree programmes, this principle has also applied to the development of the EIT’s internal quality assurance system for the educational activities provided by the KICs. Depending on the particular field and discipline, KICs are encouraged to involve civic society in the innovation processes and education programmes in different ways.

<sup>14</sup> Adamson, L. (2011). On aims/objectives, learning outcomes and aligned teaching. Working material produced for SKVC - the National Lithuanian Quality Assurance Agency.

<sup>15</sup> In line with the EIT Regulation (recast), see Article 3

## Innovation & entrepreneurship (I&E) education

The EIT contributes to a highly-skilled European workforce, with an entrepreneurial mindset and capacity for innovation which reflects current societal needs. Hence, all EIT education and training activities emphasize the need for sustainable and inclusive forms of innovation, and teaches its students about business models that are regenerative and aim to create societal value which holistically takes into consideration environmental, economic and societal dimensions. In higher education, EIT programmes increase the I&E education capacity by empowering learners to transform their scientific expertise into tangible societal solutions.

## Highly integrated, innovative learning-by-doing curriculum

All EIT-labelled degree programmes are grounded in contemporary insights from the scientific research on entrepreneurship education and characterised by learning by doing. This refers to a hands-on approach where learners benefit from evidence-based insights about innovation and entrepreneurial practices to interact with their environment in order to adapt and learn. This entails working both individually as well as in teams, with an interdisciplinary approach and typically focussing on authentic challenges articulated by KIC industry and business partners and/or other non-academic partners. Furthermore, students will be stimulated to work on their own (science-based) ventures during, and as part of, the programme.

## International engagement and mobility experience

While innovation and entrepreneurship often take place locally, a distinctive feature of entrepreneurship fostered by the EIT is the international dimension in which local or regional ecosystems are connected through a network of institutional and personal relationships.

All EIT-labelled degree programmes shall feature a mandatory physical mobility. However, in justified cases the mobility can take virtual<sup>16</sup> (online) or blended form<sup>17</sup>, including cross-border digitally enhanced activities and diverse 'internationalisation at home' actions. Additionally, the programmes will devote explicit attention to the existence and working of innovation systems at different scales, such as local, national, regional and international; as well as the positive and negative externalities of I&E.

## Inter-sectoral and inter-organisational experience

All EIT-labelled degree programmes include inter-sectoral or organisational mobility in non-academic organisations, including business and industry, public sector, government, regulators and civil society. Best practices in inter-organisational experience are collaborative projects that involve intense interaction between the learner and the external organisation, including working in start-ups and social enterprises.

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<sup>16</sup> For Virtual Mobility, see <https://virtualmobility.eadtu.eu/formats>

<sup>17</sup> Force majeure such as pandemic or individual reasons such as specific individual constraints related to health, disability, family.

Opportunities for virtual and blended learning and remote working to support mobility mitigation are promoted.

### Geographic inclusion

In EIT-labelled degree programmes, geographic inclusion, the European dimension and international openness are embedded in the student recruitment, programme content and programme partner selection. The EIT-labelled degree programmes also increase their regional and local outreach in order to address disparities in innovation capacity and to promote knowledge and innovation diffusion across the Union. Special efforts are made to enhance the participation of learners, teachers and organisations from the countries eligible to take part in the EIT Regional Innovation Scheme. The use of blended learning and remote working are also encouraged to facilitate and enhance participation, inclusion and diffusion of innovation.

### Inclusion, diversity and gender mainstreaming and equality

Inclusion, diversity, gender mainstreaming and equality are integrated into the design, implementation, monitoring and evaluation of the EIT-labelled degree programmes in line with EU policies on equality and non-discrimination as well as related EU strategies and policies in Education, Research and Innovation<sup>18</sup>. Recruitment and enrolment policies, alternative pathways and recognition of prior learning are promoted in view of improving social inclusion. Investments in student support, blended learning and remote working opportunities enable equal access and success in EIT education and training activities.

The EIT promotes a gender responsive portfolio of EIT-labelled programmes and balanced gender representation among education actors (learners, teachers, evaluators and decision makers) to address the current and anticipated skill shortages and demographic changes as well as the underutilisation of the skills and competencies of women.

## The EIT quality indicators and quality requirements

The EIT QALE system is based on a set of four quality indicators (Qi1-Qi4), divided into different assessment fields, that – with minor adaptations – apply to both master's and doctoral programmes.

- Two indicators – Qi1 and Qi2 – are used for the labelling of new programmes.
- Two indicators – Qi3 and Qi4 – are focussed on results from and impact of the programme implementation and stakeholder experience. These indicators are used for follow-up evaluations but the exact choice of the indicators will depend on the scope and focus of evaluation, defined prior to the evaluation taking place.
- Follow-up evaluations may include all four or some of the indicators.
- The first quality indicator (Qi1) differs from the others in that it addresses a number of compulsory requirements on a yes/no basis whereas the quality indicators Qi2, Qi3 and Qi4 are all evaluated on a four-grade scale.

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<sup>18</sup> See also the EIT Gender Mainstreaming Policy: <https://eit.europa.eu/library/eit-gender-mainstreaming-policy>

### Quality indicator 1 – Compulsory requirements

All assessment areas of Quality indicator 1 are compulsory components of EIT-labelled degrees. They are evaluated as yes/no, with room for additional comments. All assessment fields need to be fulfilled in order to proceed with the assessment of the programme.

### Quality indicator 2 – Qualitative requirements

Quality indicator 2 evaluates whether the programme sufficiently covers the EIT OLOs in relation to the thematic field of the KIC as well as the key principles of the EIT Label model. Additional assessment fields evaluate whether the programme is characterised by activating teaching and learning methods (student-centred) and whether it provides students with access to rules, regulations and assessment criteria regarding assessment and grading. Qualitative requirements set the ambition; modest performance in some qualitative requirements can be compensated with excellent performance in others.

### Quality indicator 3 – Results, achievements, and impacts

Quality indicator 3 consists of four assessment fields which evaluate:

1. **Student’s entrepreneurship skills and competencies.** Examples of student entrepreneurship skills and competencies may include projects, products, or entrepreneurial test score. Guidance on curriculum design and benchmarking student entrepreneurship competencies is provided by the JRC’s European Entrepreneurship Competencies Framework (EntreComp)<sup>19</sup> as well as the Entrepreneurial Potential and Innovation Competences (EPIC) course assessment tool which can be used to measure students’ skills and competence development.<sup>20</sup>
2. **Achieved Learning Outcomes (ALOs).** These refer to samples of actual products by EIT students (e.g., master’s theses, I&E theses, summer school deliverables, business development lab deliverables etc.)
3. **Student retention and completion rates.** Retention and completion rates should be closely monitored and analysed.
4. **Graduate employment and career progress.** This assessment field will stimulate the KICs to undertake analysis, evaluations and research on their educational activities in order to determine whether graduates show excellent labour market outcomes and career progress.

### Quality indicator 4 – Stakeholder experiences and continuous improvement

Quality indicator 4 is divided into five assessment fields, covering feedback from, and experiences of, students, alumni, instructors, and non-academic partners (business/industry and other stakeholders); as well as the efforts to support the EIT Label community of practice and continuously improve the programme.

Data should be gathered by questionnaires or interviews (focused primarily on issues to do with Qi1 – Qi3).

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<sup>19</sup> <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-action-get-inspired-make-it-happen-user-guide-european-entrepreneurship-competence>

<sup>20</sup> For more on EPIC, see <https://heinnovate.eu/en/heinnovate-resources>



# Part 2: Concepts and definitions

This part introduces the main concepts of the EIT education and the EIT QALE model and may be used as a guidance in the design and evaluation of the EIT-labelled degree programmes.

## Entrepreneurship and Entrepreneurship education

EIT defines **entrepreneurship** as a unique process that enables individuals with the entrepreneurial skills, mindset and know-how to turn ideas into action through a fusion of innovation, opportunity and resources. It relates to ways in which individuals in all kinds of organisations and sectors (private, public and third) create value and facilitate change for the benefit of themselves and others, with a particular emphasis on science and research-based forms of entrepreneurship.

**Entrepreneurship education** as understood by the EIT, is the development of entrepreneurial competencies and skills, with a focus on fostering ‘can-do’ attitudes and innovative behaviour within the scientific research field, which is fit for a variety of contexts and challenges in industry, the world of work and society. The aim is to enhance the entrepreneurial talent and innovation of the European Union to successfully impact upon global challenges and the drive for a sustainable society.

## The EIT added value

Added value is defined by the EIT as maximising opportunities to connect the EIT OLOs, innovative concepts (ideas/intention) and practice (know-how/application/action); to support learners to ‘try-out’ entrepreneurship in a nurturing environment, enabling the application of I&E competences, skills and a ‘can-do’ attitude through experiential learning utilising authentic challenges and scenarios. This provides an insight into entrepreneurship in action and ‘adds value’ to the learners’ personal I&E journey.

The EIT/KIC added value in the context of EIT-labelled degree programmes education refers to all elements of a degree programme by which the programme fosters an integration of the Knowledge Triangle dimensions – education, research and innovation, and business – and equips learners with Innovation and entrepreneurship skills and competencies.

## Quality in the context of the EIT educational agenda

In the EIT/KIC context, quality means that students achieve the Intended Learning Outcomes (ILO) of a programme through active learning methods and clear and helpful feedback in a rich and supportive learning environment.

## Teaching for quality in the knowledge triangle

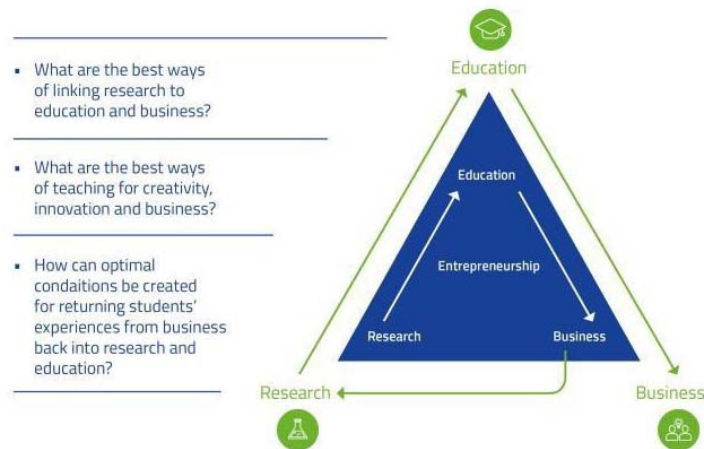


Fig. 3 Teaching for Quality in the Knowledge Triangle

## Teaching and learning in the Knowledge Triangle

The Knowledge Triangle paradigm stands for improving the integration between education, research and innovation, and business. The EIT QALE model transforms this paradigm into a practical working model. The planning and labelling of the EIT degree programmes involve a simple enquiry-based process around the three nodes of the Knowledge Triangle<sup>21</sup>. The design and implementation of EIT education activities should reflect and respond to the following questions which constitute the basis for the EIT QALE model:

- What are the best ways of linking research to education and business /non-academic actors?
- What are the best ways of teaching for creativity, innovation and entrepreneurship, sustainability and internationalisation?
- How to create optimal conditions for returning student's experiences from business (or other non-academic actors) back into research and education?

## Knowledge forms in the EIT education agenda

'Knowledge forms' provide a way of logically grouping OLOs together. The Bologna process promotes transferable or transversal skills, competencies, and attitudes, such as communication, making judgments and learning to learn. Ordering these into knowledge forms is a way to highlight also these types of learning outcomes. The explicit use of knowledge forms is the key to moving from content-based education to competence-based education<sup>22</sup> which integrates skills, knowledge and attitudes.

<sup>21</sup> Adamson, L. (2010, invited). Teaching for Quality in the Knowledge Triangle – how do we do it? European Institute of Innovation and Technology, EIT, Education Conference, 'The role of the EIT in the Education Landscape', Leuven - 2 & 3 December 2010.

<sup>22</sup> Adamson, L & Flodström, A. (2013, in press). EU and Bologna - A New Educational Agenda for the Knowledge Society and its Global Students. In *The Global Student Experience: An International and Comparative Analysis*. Eds. Camille B. K., and Weyers, M. International Higher Education Series, Routledge Taylor Francis.

Using knowledge forms is also an effective way of profiling and branding educational programmes. In the EIT-labelled degree programmes, the chosen knowledge forms – EIT OLOs – relate to the Knowledge Triangle which distinguishes these programmes from others.

## Fit-for-purpose assessment

The assessment must concern the ‘object’ under study, and the assessment method should always mirror the competencies that students are expected to be able to demonstrate. Assessment methods used by the KICs must provide students with opportunities to give evidence of their skills and competencies related to the EIT OLOs within the KIC thematic area.

In the EIT-labelled degree programmes, different assessment approaches are used: **Content-based assessment** refers to tasks that primarily concern facts about the object under study. **Competence-based assessments** refers to the assessment of intended learning outcomes that test the learner’s ability to use these facts. **Impact-based assessments** assess the ability of the learner to use these competencies in a real-life situation to create a change or solve a challenge.

The different modes of delivery and the focus on OLOs may call for **alternative assessments** compared to examinations or traditional academic writing. Alternative assessment methods should convince the learners (and other users of qualifications) that the qualifications have the same value and fitness for purpose as qualifications based on more traditional methods. Alternative assessment methods include asynchronous online assessments, which are less susceptible to variation in contexts and time zones, as well as essays and reports, time-limited open-book/take home examinations and pre-release of materials for students to work on prior to synchronous assessment.<sup>23</sup>

## Criterion-based assessments

In the criterion-based system, students achieve the ILOs of the programme or module and receive grading for this which provides a basis for a fair and reliable grading system for assessing learning outcomes.

The foundation for a criterion-based system is a *grading scale* based on numbers (1, 2, 3, etc.), letters (A, B, C, etc.) or labels (Pass, Pass with distinction, cum laude, etc.) and assessment criteria (grade descriptors)<sup>24</sup>, which describe to what extent the student has achieved the learning outcomes for each level of the scale.

A continuous dialogue among instructors of the interpretations and use of these assessment criteria enhances the reliability of the assessments. For instance, training students in peer assessment and in applying assessment criteria to other students’ work improve their own learning.

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<sup>23</sup> The Irish quality assurance agency QII has published guiding principles for alternative assessments which have been revised in view of the COVID-19 crisis.

<sup>24</sup> Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) available at [2015-09-29]: [http://www.enqa.eu/wp-content/uploads/2015/05/ESG\\_endorsed-with-changed-foreword.pdf](http://www.enqa.eu/wp-content/uploads/2015/05/ESG_endorsed-with-changed-foreword.pdf)

## Active learning

Active learning is defined as any instructional method that engages students in the learning process. In active learning, students are required to do meaningful learning activities and think about what they are doing. The learning activities include both 'doing' and 'thinking/reflecting about this doing'.

Research evidence supports the idea that active learning improves learning outcomes<sup>25</sup>. However, active learning does not mean a total absence of lectures. Instructors can also activate students during a lecture, for instance, by asking them to compare their notes for a few minutes.

## Aligned teaching

Aligned teaching or 'constructive alignment'<sup>26</sup> implies a shift in the planning of the education programmes 'from beginning to end', in a reversed process<sup>27</sup>. See Figure below.

Aligned teaching helps balance content-based education with competence-based education. It implies a transition from teacher-driven to student-centred learning: it changes the focus from teachers talking *to* students to teachers talking and interacting *with* the students.

Aligned teaching gives a clear logic and understanding of what students are expected to do and be able to achieve by the end of the study period subject to their own efforts. It shifts the focus in assessment from assessment *of* learning to assessment *for* learning and even assessment *to* learn.

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<sup>25</sup> Hake, R. (1998) Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *Am. J. Phys.*, Vol. 66, No. 1, January  
Prince, M. (2004). Does Active Learning Work? A Review of the Research. *Journal of Engineering Education*, 93(3), 223-231.

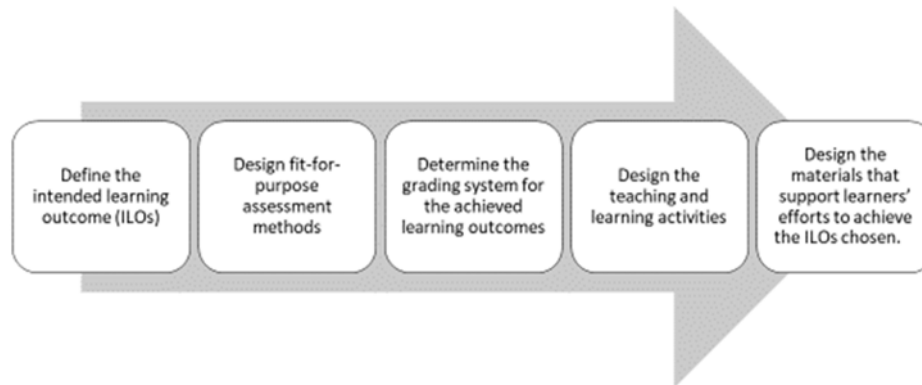
Smith, M. K., Wood, W. B., Adams, W. K., Wieman, C., Knight, J. K., Guild, N. & Su. T. T. (2009). Why Peer Discussion Improves Student Performance on In-Class Concept Questions. *Science*, Vol. 323 no. 5910 pp. 122-124.

Gibbs, G. (1982), Twenty Terrible Reasons for Lecturing, SCED Occasional Paper No. 8, p.27.

<sup>26</sup> Biggs, J. (1999): What the student Does: teaching for enhanced learning, *Higher Education Research & Development*, 18:1,57-75. See Available at [2018-03-26]: <https://doi.org/10.1080/0729436990180105>

<sup>27</sup> Adamson, L. (2011, invited). Quality Assurance and Student Centred Learning – Can QA be a tool that helps shifting the paradigm? Chinese University of Hong Kong, CUHK.

## Aligned teaching



## Joint curriculum development

Joint curriculum development refers to the collaboration between universities in different countries and within specific disciplines, which generates joint study programmes. There is a shared responsibility of the participating institutions to define the objectives of the programme, and to design of the curriculum, the organisation of the studies and the type of qualifications awarded. The objectives of a programme are jointly defined by partner institutions, with a view to giving graduates an added value when they enter the job market. This requires the identification of professional profiles that will be required, as well as a search for coherence between the objectives pursued and the curriculum developed.

The EIT takes one more step when it comes to joint curriculum development given the focus on the collaboration between academic and non-academic representatives.

## Joint programmes, joint degrees, double or multiple degrees

The European Approach for Quality Assurance of Joint Programmes provides definitions for joint programmes, joint degrees and multiple degrees.

A **'joint programme'** refers to 'an integrated curriculum coordinated and offered jointly by different higher education institutions from European Higher Education Area (EHEA) countries and leads to double/multiple degrees or a 'joint degree'. Joint programmes are a hallmark of the EHEA. They are set up to enhance the mobility of students and staff, to facilitate mutual learning and cooperation opportunities and to create programmes of excellence. They offer a genuine European learning experience to students.

A **'joint degree'** is a single document awarded by higher education institutions offering the joint programme and nationally acknowledged as the recognised award of the 'joint programme'. A joint degree is an award, not the document (the diploma) providing evidence of having obtained the degree. It is possible to issue a joint degree, as evidenced by issuing separate documents (the diplomas).

A **'double degree'** or **'multiple degree'** are separate degrees awarded by higher education institutions offering the joint programme, attesting the successful completion of this programme (if two degrees are awarded by two institutions, this is a 'double degree'). They are recognised officially in the countries wherein the degree-awarding institutions are located.

## The European Approach for Quality Assurance of Joint Programmes

The European Approach for Quality Assurance of Joint Programmes has been developed to enable lean and simple external quality assurance for joint programmes through a single accreditation procedure. It defines the need for QA standards that are based on the agreed tools of the European Higher Education Area, without the need to apply additional national criteria. The implementation of the European Approach is possible only if national legislation allows it.

# Part 3: Processes and working tools

## Labelling of new degree programmes

The labelling of new degree programmes follows four stages of the quality assurance processes.

1. Self-assessment of the programme by the applicant organisation in collaboration with the KIC.
2. External review by the expert review team.
3. Conclusion and recommendations by the review team.
4. Decision by the EIT on the initial award of the EIT Label.

The labelling process is a **structured review**, meaning that the self-assessment and the external review shall follow the guidance and templates provided in this Handbook.

The applicant organisations shall follow the **portfolio principle**: applications should provide evidence that is sufficient to convince the review team that the programme shall equip learners with the EIT OLOs, and that the other quality criteria are met.

The result and conclusions of the external review and the process of appeal

The external review team's conclusion on the application may take 3 different forms (for detail instructions see Part 5: Guidance and instructions for the external reviewers):

**Option 1:** The review team may recommend rejecting the application and to consider reapplication in cases where there is a need to make fundamental changes in the programme design and/or the application file and documentation provided fail to convince the review team about meeting the minimum criteria.

**Option 2:** Where the minimum requirements are met, but there are significant shortcomings that need to be addressed, review team may recommend provisional award of the EIT Label until specific improvement measures are taken prior to the award of the full EIT Label. In such cases, the review team might recommend a provisional Label up to 2 years to allow time to address the requirements.

**Option 3:** The review team recommends an award of the full EIT Label with no additional conditions.

Final decision is taken by the EIT Director, based on the conclusions and recommendations of the review team. The EIT Director decides on the initial award of the EIT Label for each of the submitted programmes. When the result of the assessment process leads to awarding the full Label (Option 3), the EIT Label is awarded **for an unlimited period, and the consistency and quality of the programme will be monitored continually**.

The **process of appeal** means that the applicant organisation(s), in collaboration with the KIC, may challenge the rejection and recommendation for reapplication (Option 1), by presenting the arguments for their

disagreement with the contested decision. Such appeal should be submitted in writing to the EIT Director within 3 months from the rejection decision. The decision will be made by the EIT Director after the consultation with the EIT Education Panel.

Additionally, applicant organisations who believe that there was a maladministration regarding the assessment of their application, may lodge a complaint to the European Ombudsman within two years of the date on which they became aware of the facts on which the complaint is based<sup>28</sup>.

Finally, applicant organisations may bring an action for annulment under Article 263 of the Treaty on the Functioning of the European Union against the EIT within 2 months of receiving the rejection decision. The court responsible for hearing annulment procedures at first instance is the General Court of the European Union.

### The EIT Labelling – step by step process

- The EIT Label application for a degree programme is produced by the applicant organisation (normally Higher Education Institution), or consortium of partners – together with the respective KIC education team. It is suggested to applicants to register the intention to submit a proposal and contact the KIC education team to receive further advice.
- The EIT Label application must include a self-assessment report of the programme, produced by the applicant organisation(s), in accordance with the requirements stipulated in this Handbook and in line with the provisions foreseen in the EIT Label Framework that sets the general guidelines.
- The application file should be structured according to the quality indicators (Qi1 and Qi2) and accompanied with relevant supporting evidence. The main working tool for both processes are the templates that must be used by the applicants. The templates include a list of the assessment fields which represent requirements for a programme to be awarded the Label.
- Annual application rounds are established by the EIT, and the applicants are expected to submit their applications by the deadlines announced by the EIT.
- The EIT Label application, including the accompanying documents, is submitted through the available online tool (EIT Cloud or other online form decided by the EIT).
- The EIT selects a panel of independent external experts to review the applications for the award of the EIT Label. KICs' representatives in the EIT Education Panel are informed about the selected experts in advance. The expert review team is briefed and instructed by the EIT. EIT makes sure that experts have access to the application files and all accompanied evidence as provided by the applicant(s).
- The evaluation of the application is conducted remotely. However, the EIT might – after consulting with the KICs who submitted the applications – suggest a specific face-to-face discussion (hearing) involving the representatives of the applicants, the KIC and the review team. In such case, the review team will submit specific question for the discussion in due time (ideally not later than one week before the meeting) as a basis for the discussion. They can be also held online.

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<sup>28</sup> <http://www.ombudsman.europa.eu>



- The review team first confirms the compliance by answering “Yes” to all Template Q1 criteria before proceeding to the review of new programmes using the Templates for Q2.
- The review team submits their individual as well as consolidated evaluation programme reports to the EIT through the available online tool (EIT Cloud or other online), and the EIT forwards them to the respective KIC for information.
- After having considered the evaluation reports of the review teams, the EIT Director decides on the initial award of the EIT Label for each of the submitted programme.
- The EIT reports on the outcomes of the EIT labelling process to the KICs, informing any conditions underlying the granting of the EIT Label provisionally.
- In cases of awarding provisional Label (Option 2), requirements for specific improvement measures are forwarded to the relevant applicant(s). Applicant(s) shall submit the status report addressing the requirements at latest 3 months before the expiry of the duration of the provisional Label set in the awarding decision (up to 2 years). The EIT Officer in charge of the Label, having consulted the review team, reports on the progress in addressing the requirements to the EIT Director who consults with the EIT Education Panel and decides whether to award the full Label, or not.
- The EIT updates the information on the EIT’s website regarding the EIT Label awards on the basis of the outcome of the given evaluations.
- All students graduating/being admitted within the validity period of an EIT-labelled programme (irrespective of whether the period of study was commenced prior to/completed after the validity period) can be awarded an EIT Label certificate.

## Regular monitoring and reporting on implementation of the programmes

The programmes awarded the EIT Label are subject to streamlined, regular monitoring and reporting, covering both quantitative and qualitative data.

Quantitative monitoring on student and graduate data shall be fully integrated in the central EIT data model which collects data from KICs’ activities in all segments. The regular monitoring of quantitative data will benefit from the standardisation of data flow within the EIT. The key data on students and graduates will be collected in line with the EIT Impact Framework and the Horizon Europe requirements.

In addition to the quantitative data, regular reporting will also include **brief narrative reports** based on qualitative data which will be delivered multi-annually, in line with the future EIT grant cycle model reporting frequency (standard grant reporting is planned after 18 and 36 months).

Qualitative part of the brief narrative reports will comprise of the following elements:

- A brief executive summary report (up to 2 pages) on the programme implementation against the project plan.
- Information on possible changes that have been made in the programme, their justification, accompanying documentation and also a description of how the changes affect particular assessment fields in the templates (if any).

- A brief summary (up to 3 pages) of feedback from students, alumni and stakeholders and a summary of whether, and how, this feedback has influenced the development of the programme.
- Any other relevant information that programmes would like to share; for instance, examples of good practice, exceptional student products, start-ups or other outcomes, achievements and impacts.

## Longer-term monitoring and follow-up evaluation

As part of the continuous monitoring of the development of the EIT Label programmes, it is necessary that every programme will undergo a follow-up monitoring and evaluation after a sufficient number of student cohorts have graduated (at least three).

The follow-up monitoring and evaluation will not constitute a re-labelling of the programme but will simply ensure the 'health' of the programme and its compliance with the EIT Label. This ad-hoc evaluation will be integrated within EIT Monitoring Strategy.

The follow-up monitoring and evaluation will be initiated at the EIT's request and will be conducted in line with the EIT rules and provisions for monitoring.

The EIT will define the exact scope of the monitoring and evaluation event, in consultation with the EIT Education Panel, including a specification which aspect(s) of the programme design or performance will be covered.

The monitoring and evaluation may focus on:

- a single programme,
- an entire portfolio of a single KIC, or
- a horizontal topic/element/feature of programmes across KICs (for example, a topic identified during annual monitoring).

An ad hoc diagnostic follow-up evaluation may also be triggered by the results from the annual reporting, expert views, feedback from students, alumni and other stakeholders.

The EIT will inform the KIC about the scope, focus and objective of the upcoming monitoring and evaluation at least 12 months before the evaluation.

Depending on the scope and focus of the evaluation, the EIT will seek assistance of the independent external experts with relevant profile and background to conduct the evaluation.

The external review team's conclusion may take three different forms:

1. Confirmation of the good status and progress of the programme(s), without any further requirements.
2. Recommendation to keep the Label, but request for adjustments within a specific timeline.
3. Recommendation to revoke the Label in a duly justified case, if the quality of the programme does not comply with the requirements (Qi1 and Qi2) and/or its performance (following Qi3 and Qi4)

is unsatisfactory, and the programme has consistently failed to comply with the expert recommendations for improvement.

Final decision is taken by the EIT Director, who can confirm the experts' recommendations or – after consulting EIT Education Panel – to decide differently.

Applicant organisations have the right of appeal (see above the provision for appeal at the time of the initial application for EIT Label).

## The independent external experts and their role

Independent external experts will be selected and contracted to perform the assessment in close cooperation with the EIT. They sign a Declaration of absence of conflict of interest as part of their expert contract.

The EIT will contract a maximum of three experts per each of the expert review team, from the following different profiles:

- One expert with a profile on Entrepreneurship and Education;
- One expert with a profile on Development of new curricula and Quality Assurance;
- One expert with a profile representing business and linking education with the Knowledge Triangle Integration (notably University-Business Cooperation)

It is recommended that the expert panel shall be complemented by one representative of the EIT Alumni community in the role of an observer (nominated by the EIT Alumni Board), who will not participate in the formal assessment of the applications, but can advise the experts and provide recommendations from perspective of students and graduates. The observer shall also sign a Declaration of absence of conflict of interest.

One of the experts will be nominated Rapporteur with the responsibility to collect comments and opinions of the experts, synthesize, prepare, summarise and submit the consolidated assessment report.

Each expert will participate in a briefing session with the EIT, and work remotely for the fulfilment of their tasks.

The KICs are responsible for responding to the experts' requests and needs for information in a timely manner.

## Working tools

The labelling process is a *structured peer review*, which means that the self-assessment and the external review shall follow the guidance provided in this Handbook. The main working tools for the labelling and reviewing are the templates with guiding questions.

### The self-assessment report and the templates

The development of the self-assessment report is guided by the templates available in this Handbook. These templates provide a list of self-evaluation questions for the new degree programme that the

applicants should respond to, as well as brief instructions what material should be provided as supporting evidence.

The self-assessment report is required to include the relevant documentation in order to provide evidence for the specific requirements. The questions in the templates will guide this selection, together with the examples provided in each template. As – in line with the portfolio principle mentioned above – the aim is to give the best possible evidence to reviewers, material may be both added and omitted from the list. Applicants may use official documents from the KIC and/or from KIC partner universities as well as any other relevant supporting documents from the KIC.

#### The external review and the templates (Qi1-Qi4)

The main working tool for the external review is this Handbook and the templates. Each template (Qi1-Qi4) addresses one quality indicator/requirement and consists of:

- A table for the evaluation on a four-grade scale for each assessment field, including grading criteria (apart from Qi1 which is pass/no-pass);
- brief instructions what material should be provided to reviewers;
- brief instructions to the reviewers; and
- review questions for each assessment field of the indicator.

The templates for the external review include *a final evaluation score template and the final conclusions and recommendation* from the review team. The conclusion should be based on a holistic view; no sharp cut-off values are provided. Where a provisional EIT Label is recommended, reviewers are requested to provide detailed recommendations to be completed in order to receive the full award.

The reviewers are expected to be well informed about how the EIT and its KICs use the key concepts as described in this Handbook. The EIT organises workshops in order to familiarise the expert reviewers sufficiently with the labelling and reviewing processes of the degree programmes. The external review should focus on the EIT added value and on what is asked for in the templates, nothing else.

# Part 4: Guidance and templates for applicants

This part provides the general guidance for the submission of applications for the EIT Label for degree programmes and the templates for the labelling processes.

## Guidance for compiling an application for the EIT Label

1. Each application consists of:
  - a. applicant details,
  - b. a factsheet for communication purposes,
  - c. contextual information,
  - d. a self-assessment report of the programme, prepared in line with the requirements stipulated in this Handbook,
  - e. a list of attachments for supporting evidence, and
  - f. the attachments which document fulfilment of particular requirements.
2. The applicant details, the factsheet for communication purposes and the contextual information will not be part of the formal assessment of the quality of the programme.
3. The applicant details comprise: (a) the title of the degree programme, and the level (master's, doctoral) (b) the name of the KIC, (c) administrative information i.e. identification of the submitting partner (leading HEI) and the names of the partner HEIs, and other partner organisations, each followed by the country code and a link to the website, and (c) contact details of the applicant.
4. The factsheet for communication purposes shall cover<sup>29</sup> (a) Aims and objectives of the programme, (b) themes, priorities and market needs, (c) programme vision and philosophy pertaining to innovation and entrepreneurship (d) partners' roles and their capacity, and (c) structure and content.
5. The contextual information shall cover (a) the long-term vision of the programme, including its expected impacts; (b) the financial model leading to financial sustainability, and (c) a risk analysis and mitigation plan. See below for details.
6. The self-assessment report shall be structured according to the EIT requirements for the EIT Label. The main working tool to develop the self-assessment report are the templates (Qi1 and Qi2) which outline the EIT requirements. Applicants must address all requirements by providing a sufficient narrative answer as well as supporting documents as evidence. All compulsory requirements in template Qi1 must be met as a precondition for the evaluation of the additional requirements.

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<sup>29</sup> The information in the factsheet will be posted on the EIT website for communication purposes.

7. The selection of the supporting evidence is based on the portfolio principle: the applicant should select the necessary documentation for the self-assessment report in order to give sufficient evidence for each requirement. This selection is guided by the questions in the templates, along with the non-exhaustive list of examples of possible supporting evidence, usually official documents from the KIC and/or from the KIC partner universities. In addition to text documents, the supporting documents may consist of different visuals such as figures, infographics, video materials, YouTube testimonials, photos etc. The supporting documents and evidence must be concise and limited – the idea is not to provide as much as possible, but to clearly and briefly document how the particular requirement is achieved.
8. Applications shall include a list of the attachments. Applicants shall clearly indicate where the relevant supporting information can be found in the annexes and rename each supporting document in a consistent way. Where appropriate, hyperlinks, infographics, video clips etc. can be used.

## Guidance on ‘contextual information’

Applicants are required to provide a brief 3-to-5-page reflection on the context of the programme and its long-term vision. This reflection shall help to position the programme and provide information to better understand the long-term vision, intended impacts, the financial model behind the programme and the potential risks and mitigation strategies. The contextual information shall not be part of the formal assessment of the quality of the programme; however, the review team is invited to provide their brief informal recommendations how the programme can best make progress in the contextual aspects in a constructive and non-binding way.

### The long-term vision of the programme including expected impacts

Applicants are requested to reflect on the long-term vision of the degree programme covering the market needs, target groups, and potential changes over time. This could take the form of a skills-needs analysis, which should cover - among other things - the horizontal elements of digitalisation and ethics. To enable programmes to decide the right emphasis for their audience and employment market, the programmes should demonstrate how they will cover demand for digital skills, on the one hand, and ethical considerations, on the other. They should also reflect on the expected impacts; for instance, in terms of societal challenges and the Sustainable Development Goals (SDGs), the future of the labour market, European higher education, the EIT Community context and other aspects that consider the impact of integrating the programme into the European/regional/local innovation system. In this section the applicants are expected to address the key performance indicators from the EIT Impact Framework<sup>30</sup>.

### The financial model of the programme

The EIT Label aims to contribute to the development of strong and sustainable education and training programmes. The applicants for the EIT Label are therefore requested to reflect on the financial model of the programme and provide their early ideas for financial sustainability strategies. These may take different forms across programmes, covering diverse co-funding arrangements and building on synergies and complementarities.

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<sup>30</sup> See EIT GB Decision on the EIT Key Performance Indicators (Ares(2021)3113267 - 10/05/2021)

## Risk analysis and mitigation plan

Transnational, collaborative education programmes are subject to diverse risks. For instance, some programmes are at greater risk of being affected by safety and security; others, there may be concerns over academic integrity. Programme risks must, therefore, be assessed individually. In order to make the EIT's education programmes financially sustainable, risk management and risk mitigation measures need to be embedded in the programme design. Special focus should be on the protection of learner needs. The applicants for the EIT Label are requested to identify the risks for the degree programme, their likelihood of occurring (low/medium/high) and the actions they plan to take to mitigate the risks.

### ***Template for EIT Label – Introduction (the applicant details and the communication factsheet)***

#### **Frontpage**

Please indicate the following:

*(a) The title of the degree programme:*

*(b) The level (master's, doctoral)*

*(c) The name of the KIC:*

#### **The administrative information**

*(a) The submitting partner (leading HEI):*

*(b) The names of the partner HEIs, and other partner organisations, each followed by the country code and a link to the website:*

*(c) Contact details of the applicant:*

#### **The factsheet for communication purposes**

(max. 100 words for each section in bullet points where possible):

*(a) Aims and objectives of the programme:*

*(b) Themes, priorities and market needs:*

*(c) Programme vision and philosophy pertaining to innovation and entrepreneurship:*

*(d) Partners' roles and their capacity, and (c) structure and content:*

## Template for EIT Label – Contextual information

<i>Provide brief overview of max. 400-600 words for each section in bullet points where possible.</i>
<b>The long-term vision of the programme</b>
<b>Expected impacts (including core EIT KPIs from the Impact Framework)</b>
<b>The financial model of the programme</b>  In case the programme intends to request EIT funding contribution, please explain how the key EIT strategic principle of financial sustainability will be achieved. This requirement only applies to programmes applying for EIT funding.
<b>Risk analysis and mitigation plan</b>



## Template Qi1 for EIT Label – Compulsory requirements for degree programmes

This section outlines the compulsory Quality Indicators and requirements for the EIT-labelled degree programmes. All applications for the EIT Label must demonstrate full compliance with these requirements.

Each compulsory requirement is supported by questions. All requirements apply to both master's and doctoral degrees. However, in the case of Qi1.2 (Compliance with national and European quality standards and recognition requirements) dedicated questions have been developed for master's and doctoral degrees. The EIT-labelled doctoral programmes and their quality assurance draw on the Salzburg II Recommendations<sup>31</sup> as well as the paper on 'Doctoral degrees beyond 2010: training talented researchers for society.'<sup>32</sup>

### How to use this template

Please respond to all questions by providing a positive/affirmative narrative response ('Yes, the programme ...') as well as additional evidence that best supports your application as it relates to the disciplinary field.

Minor contextual deviation from the requirement could be accepted – in such cases please fully explain and justify the case. However, the notion of the requirement must be satisfied.

The supporting documents may vary according to the programme and may consist of programme descriptions, project descriptions, websites, partner agreements etc. The list of examples should not be considered exhaustive; other evidence can be included in the EIT Label applications. The supporting documents and evidence must be concise and limited – the idea is not to provide as much as possible but only to clearly and briefly document how the particular requirement is achieved.

### Compulsory requirements

**Qi1.1 UNIVERSITY AND NON-ACADEMIC PARTNER COLLABORATION IN THE CURRICULUM:** The degree programme features collaboration between universities and non-academic partners in the design and implementation of the curriculum.

- Q1.1.1 Are at least 2 partner universities engaged in the implementation of the programme?
- Q1.1.2 Are the academic or non-academic partners at least from 2 different countries?
- Q1.1.3 Are at least 2 non-academic partners engaged in the development of the curriculum?
- Q1.1.4 Are at least 2 non-academic partners engaged in teaching activities?
- Q1.1.5 Do all students receive both academic and non-academic support on their mandatory thesis?

Examples of supporting evidence:

- Letters of intent and support from all partners
- Description of each partner (brochure)
- Description of the role of the partners
- Consortium agreement signed by all partners

<sup>31</sup> <https://www.eua.eu/resources/publications/615:salzburg-ii-%E2%80%93-recommendations.html>

<sup>32</sup> See <https://www.leru.org/files/Doctoral-Degrees-beyond-2010-Training-Talented-Researchers-for-Society-Full-paper.pdf>

#### **Q1.2. COMPLIANCE WITH NATIONAL AND EUROPEAN QUALITY STANDARDS AND RECOGNITION**

**REQUIREMENTS:** The degree programme meets the national requirements and the European quality standards: EHEA<sup>33</sup> requirements for Master's level and Salzburg II Recommendation for Doctoral level<sup>34</sup> as well as Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESGs)<sup>35</sup>.

- *Q1.2.1a Is the master's programme aligned with the European guidelines on EHEA requirements and is the degree accredited or recognized in all the countries of the awarding universities?*
- *Q1.2.1b Is the doctoral programme aligned with European guidelines on Doctoral Degree and is the degree accredited or recognized in all the countries of the awarding universities?*
- *Q1.2.2 Will each graduate receive a Diploma Supplement (DS) for the degree?*

Examples of supporting evidence:

- Copy of diploma supplement
- National accreditation documents or other relevant documentation

**Q1.3 STUDENT SELECTION AND ADMISSION:** The degree programme selection processes are jointly organised by the partner universities (and KIC) and they identify students' entrepreneurial potential.

- *Q1.3.1 Does the student selection process include criteria for the assessment of students' entrepreneurial potential?*
- *Q1.3.2 Do all the partner universities - and the KIC where relevant - implement jointly a shared process of application, selection and admission?*

Examples of supporting evidence:

- Information on selection procedures
- Information how the selection addresses students' entrepreneurial potential

**Q1.4 GRADUATE TRACKING:** The degree programme has in place a graduate tracking system

- *Q1.4.1 Does the programme have a system in place to track graduates, or advanced plans to introduce it?*
- *Q1.4.2 Is there a KIC alumni organisation in place to track graduates or advanced plans to establish an alumni organisation?*

Examples of supporting evidence:

- Description of the graduate tracking system or related plans
- Description of KIC alumni organisation and its graduate tracking system or related plans

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<sup>33</sup> <http://www.ehea.info/page-tools>

<sup>34</sup> <http://www.ehea.info/cid102053/doctoral-degree-salzburg-2005.html>

<sup>35</sup> [https://enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)

**Q1.5 EIT COMMUNITY BRAND AND EIT LABEL PROMOTION AND RECOGNITION:** The degree programme promotes the EIT/KIC brand and the EIT Label.

- *Q1.5.1 Is the EIT Community Brand Book used as the basis for the programme promotion? Are the EU and the EIT emblems prominently displayed along with the EIT KIC logo?*
- *Q1.5.2 Is the EIT brand and the EIT Label consistently communicated through the programme delivery and collaborative work with partners?*
- *Q1.5.3 Will/Do the programme promotion and the websites of all partnering universities include information of the EIT Label?*
- *Q1.5.4 Will/Do all graduates receive either an EIT Label Certificate with the EIT logo or a degree certificate/Diploma Supplement with the EIT logo?*

Examples of supporting evidence:

- Example of marketing or promotional materials or plans that promote the EIT/KIC brand and EIT Label
- Copy of, or design for the EIT Label Certificate, degree certificate/diploma supplement with the EIT logo and the EU emblem

**Q1.6 CROSS-ORGANISATIONAL AND INTERNATIONAL MOBILITY:** The degree programme includes cross-organisational and international mobility.

- *Q1.6.1 Does the programme include a compulsory cross-organisational mobility, with the workload equivalent of at least 15 ECTS?*
- *Q1.6.2 Does the programme include a compulsory international mobility, with the workload equivalent of at least 15 ECTS?*
- *Q1.6.3. In case of a combined cross-organisational and international mobility, is the workload equivalent of at least 30 ECTS?*

Examples of supporting evidence:

- Description of cross-sectoral mobility opportunities
- Description of international mobility opportunities, including physical and virtual mobility<sup>36</sup>
- Cross-sectoral mobility agreements and international mobility agreements
- Declaration confirming that all students shall undergo cross-organisational mobility
- Declaration confirming that all students shall undergo physical international mobility

**Q1.7 LANGUAGE OF INSTRUCTION:** The degree programme is taught in English.

- *Q1.7.1 Is the programme taught in English?*

Examples of supporting evidence:

- Declaration confirming that all students receive teaching in English

<sup>36</sup> See <https://virtualmobility.eadtu.eu/formats>; Virtual Mobility Handbook, 2006, available at <https://www.eurashe.eu/library/modernising-phe/mobility/virtual/WG4%20R%20Virtual%20Mobility%20Best%20Practice%20Manual.pdf>

## *Template Qi2 for EIT Label – Qualitative requirements for degree programmes*

This section outlines the qualitative requirements for the EIT-labelled degree programmes in connection to the OLOs and key principles.

Quality requirements set the ambitions for the EIT degree programmes. Therefore, good performance on one quality requirement compensates for a more modest performance on another.

The EIT OLOs and the key principles are part of the requirements for labelling, and they need to be integrated into the programme design and implementation. The applicants are therefore requested to detail the programme's intended learning outcomes that relate to EIT OLOs and key principles in order to ensure that students can achieve these OLOs, and that the programme can meet the key principles.

The EIT labelling process shall not replace or duplicate national accreditation or quality assurance processes.

Most of the qualitative requirements apply to both master's and doctoral programmes. Exceptions are clearly indicated in the template. The key difference between the master's and doctoral programmes is that the doctoral programmes focus on the practice of research; as such, they are highly individual and therefore cannot be treated as a study programme in the same way as master's programmes can.

### **How to use this template**

Please answer by using thematic information from the relevant specialisation, subject, programme or field. Start with the key words and concepts, by indicating how they relate to the degree programme to clarify meaning. As an example: *"In the context of this programme, this is what is meant by 'sustainable society'",* etc. Narrative answers must provide justification which may be based on the programme-specific approach to the terms and concepts, and subject areas concerned.

Please outline how the learning experience will ensure that the students achieve the EIT OLOs. For example, in relation to the requirement on OLO on entrepreneurial skills and competencies, make the intended learning outcomes contextual to the degree programme and illustrate how they simultaneously fulfil EIT OLOs; propose a narrative about the student experience.

- Include a table for the *Coverage of EIT Overarching Learning Outcomes* to ensure that all required OLOs are covered.

Please outline how the degree programme delivers on the key principles. For example, in relation to the Knowledge Triangle Integration (KTI): How do students perceive the KTI during the degree programme? Propose a narrative about the student experience.

- Include a table for the *Coverage of Key Principles* to ensure that all required principles are addressed.

### **Qualitative requirements:**

**Qi2.1 EIT OLO COVERAGE:** The degree programme enables students to achieve all EIT Overarching Learning Outcomes. Innovative pedagogies including active teaching and learning methods are implemented to enable the achievement of intended learning outcomes.

- Q2.1.1 *Does the programme ensure that students develop all the EIT OLOs?*
- Q2.1.2 *Are teaching and learning methods in the programme appropriate for achieving the intended learning outcomes which relate to the EIT OLOs?*
- Q2.1.3 *Are teaching and learning methods activating and appropriate irrespective of the mode of learning whether in-class, online or blended?*
- Q2.1.4 *What other innovative pedagogies are integrated into the programme design, particularly regarding the elements which relate to the EIT OLOs?*

Examples of supporting evidence:

- OLO Coverage table
- Evidence and documents how the OLOs are achieved by the student through the course of the programme, examples from all involved universities, relevant module outlines
- Descriptions on teaching and learning methods, including alternatives to in-class teaching and learning methods, and how they are supporting student development related to the EIT OLOs
- A full description of the programme with the possible master's student study tracks clearly indicated / The Doctoral Work Plan template, as this relates to EIT OLOs
- A list of all compulsory courses that are included in the programme and relate to EIT OLOs and competences
- Description of modules/courses with ILOs highlighted including description of skills and competencies and mapping to EIT OLOs

**Qi2.2 ASSESSMENT AND GRADING:** The intended learning outcomes are transparent and assessable. The student assessment is fit for purpose irrespective of the mode of delivery and allows feedback from students. Appropriate grading is used.

- Q2.2.1 *Are the programme's intended learning outcomes (which relate to EIT OLOs) transparent and assessable, and skills and competencies clearly described?*
- Q2.2.2 *Is the student assessment fit for purpose regarding the content and mode of learning, competencies and the EIT OLOs, allowing feedback from students? **Not applicable to Doctoral programmes***
- Q2.2.3 *Are the rules and regulations for assessing and grading the programme in relation to EIT OLOs available to students before they begin the respective module? **Not applicable to Doctoral programmes***
- Q2.2.4 *Are the assessment criteria (grade descriptors) used when assessing and grading student work in relation to the EIT OLOs?*

Examples of supporting evidence:

- Example of tasks (academic or non-academic) that are used to assess (formative and summative assessment) the student's attainment
- National accreditation documents as appropriate (with English translation where relevant)
- Highlighted sections of appropriate official documents such as Exam and teaching regulations where they relate to assessment of EIT KIC thematic content
- Course descriptors/teaching units files including assessment methods connected to ILOs as these relate to EIT OLOs, covering also potential alternatives to standard in-class assessments
- Module/Course descriptors with assessment methods

- Information on the nature of the examinations, possibilities for re-sits, access to trial exams, post-exam inspection session
- Examples how assignments and examinations will be/are presented to students
- Samples of students' work (where available)
- Information on grading policy related to EIT OLOs given to students
- Document with the assessment criteria (grade descriptors) that are applied at each university when assessing students' attainment on modules in relation to EIT OLOs

**QI2.3 KNOWLEDGE TRIANGLE INTEGRATION:** The degree programme is based on bridging the academic and the non-academic world, and co-creation and collaboration which brings together universities and business and other non-academic partners whether public or third sector and civic society.

- *Q2.3.1 Are industrial and non-academic partners actively involved in the curriculum development?*
- *Q2.3.2 Are industrial and non-academic partners actively involved in teaching and learning activities?*

Examples of supporting evidence:

- Advisory Board records
  - Testimonies from industrial/non-academic partners including from local public authorities or third sector
  - List of educational activities provided by industrial/non-academic partners
  - Examples of educational materials developed for the programme with industrial/non-academic partners which are provided to students (e.g. case studies)
  - List of placements for internships
  - Document describing the different roles of industrial/non-academic partners including from public or third sector in teaching and learning activities including thesis supervision
  - List of guest lectures from industrial / non-academic partners given in courses
  - List of site visits and study tours to industrial / non-academic partners
  - Description of mentorships and student counselling involving industrial/non-academic partners
- *Q2.3.3 Do all students receive joint academic supervision and non-academic mentoring in their thesis work?*
  - *Q2.3.4 Does the programme actively promote student's non-academic professional networks?*

Examples of supporting evidence:

- Consortium agreement
- Description of the implementation of the thesis
- Description of KIC partnership activities regarding non-academic professional networking opportunities open to students on the programme
- Description of events/conferences open to students

- Q2.3.5 *Are Doctoral candidates offered leadership training focussed on Knowledge Triangle for value creation (in support of Doctoral programme EIT OLOs)?* **Not applicable to Master's programmes**

Examples of supporting evidence:

- The Doctoral Work Plan template with elements related to leadership training highlighted

**Qj2.4 INNOVATION AND ENTREPRENEURSHIP EDUCATION AND INTERDISCIPLINARITY:** The degree programme develops an entrepreneurial mindset and capacity for innovation.

- Q2.4.1 *Are students exposed/actively offered an access to the KIC's or university-based innovation and entrepreneurship ecosystem, including technical, financial and human services (incubators, mentoring and coaching, seed funding etc.) in order to develop their entrepreneurial skills and competencies and to test out the commercial potential and viability of their ideas/learning/research outcomes?*
- Q2.4.2 *Does the programme provide students with information and guidance on intellectual property rights (IPR) aligned with the respective (inter)disciplinary field?*
- Q2.4.3 *Does the programme have a continuous improvement plan in place to support instructors covering e.g. training, shared learning or continuous professional development in the area of I&E education?*
- Q2.4.4 *Does the programme adopt inter-/transdisciplinary approaches and bring together science/technology/knowledge in order to address broad societal and global challenges and/or link up with new business and innovation processes?*

Examples of supporting evidence:

- Description of incubators, entrepreneurship labs, summer school, seminar, or any other facility or mechanism designed to support entrepreneurial students, including both curricular and extra-curricular opportunities
- Description of the integration of IPR awareness in the programme
- Description of opportunities for instructors to gain and update their pedagogical skills in innovation and entrepreneurship
- Profiles of the key innovation and entrepreneurship staff (I&E specialists or thematic specialist with the additional task to support I&E)
- Information about the different roles of non-academic supervisors and how that compares to the role of academic supervisors; information of the weight that is given to the non-academic supervisors' evaluation when it comes to the (final) grades.
- Brief description of the organisation of the support for non-specialist staff in teaching I&E
- Letter of endorsement from industrial and non-academic partners

**Qj2.5 HIGHLY INTEGRATED, INNOVATIVE "LEARNING-BY-DOING" CURRICULA:** The programme utilises hands-on approached where learners interact with their environment in order to adapt and learn.

- Q2.5.1 *Does the programme provide students with opportunities for learning by doing, exposure to the reality of professional life outside university and the future labour market needs?*

Examples of supporting evidence:

- List of site visits and study tours to industrial partners and companies or non-academic partners
- Real-life industrial/non-academic challenges integrated into the curriculum
- Testimonies from recruiters (industrial/non-academic partners)
- Programme objectives, philosophy of the programme
- Non-academic internships
- Documents detailing the internship length and requirements

**Qi2.6 INTERNATIONAL ENGAGEMENT AND MOBILITY EXPERIENCE:** Mandatory physical mobility<sup>37</sup> supports the achievements of OLOs and complemented with cross-border virtual or blended mobility where needed.

- *Q2.6.1 Is the international physical mobility organized so that it enables the achievement of the intended learning outcomes? Alternatively, in situations where physical mobility is not possible, is the programme organised so that it can offer international experience through virtual, blended and hybrid mobility that enables the achievement of the intended learning outcomes?*

Examples of supporting evidence:

- Student tracks/The Doctoral Work Plan template
- Objectives of the modules
- Documents such as the consortium agreement
- Mobility agreements
- Course descriptions
- Cross-border digitally enhanced co-curricular activities and diverse 'internationalisation at home' actions
- Description of the organisation of the support for faculty/staff in the facilitation of the mobility

**Qi2.7 INTER-SECTORAL EXPERIENCE AND CROSS-ORGANISATIONAL MOBILITY:** The programme include inter-sectoral or organisational mobility in non-academic organisations, (business and industry, public sector, government, regulators, third sector, start-ups).

- *Q2.7.1 Is the cross-organisational mobility organized so that it enables the achievement of the intended learning outcomes in relation to the EIT OLOs?*
- *Q2.7.2 Does the programme offer support for the university staff in the facilitation of cross-organisational mobility?*
- *Q2.7.3 Are Doctoral Candidates performing an internship outside the university, equivalent of 30 ECTS (please take note that 15 ECTS is compulsory)? **\*not applicable for Master's programmes***

Examples of supporting evidence:

- Master's student tracks/The Doctoral Work Plan template
- Mobility agreements
- Objectives of associated modules
- Documents such as the consortium agreement

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<sup>37</sup> Physical mobility can be replaced by other means of mobility under exceptional, well justified cases.



- Brief description of the organisation of the support for faculty/staff (including non-specialist staff) in the facilitation of the mobility

**QI2.8 GEOGRAPHIC INCLUSION:** Geographic inclusion, the European dimension and openness to the world are embedded in the student recruitment, programme content and programme partner selection. Special efforts are made to enhance the participation from the countries eligible to take part in the EIT Regional Innovation Scheme (RIS).

- *Q2.8.1 Are appropriate plans in place to ensure a balanced recruitment of European vs. non-European students, including targets and monitoring mechanisms?*
- *Q2.8.2 Are appropriate plans in place to enhance recruitment of students from the EIT RIS-eligible countries, including appropriate monitoring mechanisms?*
- *Q2.8.3 Is at least 1 of the partner universities and at least 1 of the non-academic partners from the EIT RIS eligible countries or are there advanced plans to encourage institutions from EIT RIS-eligible countries to participate in the programmes?*
- *Q2.8.4 Are plans in place to enhance participation of instructors from the EIT RIS-eligible countries?*

Examples of supporting evidence:

- Description of marketing and recruitment plans for European and non-European students as well as from the EIT RIS-eligible countries
- Report on recruitment data at host institution and historical performance of related programmes, with comparison against proposed programme application
- Description of plans to enhance participation of instructors from EIT RIS-eligible countries
- List of the partner universities from EIT RIS eligible countries or the plan to integrate RIS country universities in the programme

**QI2.9 INCLUSION, DIVERSITY AND GENDER MAINSTREAMING:** Recruitment and enrolment policies, alternative pathways and recognition of prior learning are promoted to improve social inclusion and diversity. Investments in the student support enable equal access and success. Balanced gender representation among learners and instructors is promoted.

- *Q2.9.1 Are appropriate strategies and policies in place to enhance inclusion, diversity and non-discrimination, including targets and monitoring mechanisms?*
- *Q2.9.2 Are appropriate strategies and policies in place to enhance gender equality and mainstreaming in line with the EIT policies, including targets and monitoring mechanisms?*

Examples of supporting evidence:

- Description of marketing and recruitment plans and policies for inclusion including financial, social and academic support
- Description of marketing and recruitment plans and policies for gender inclusion
- Strategies, policies and actions plans for gender equality and mainstreaming in institutional staff and student policies
- Data on inclusion, diversity and non-discrimination and gender equality

## Guidance for monitoring and evaluation of EIT Label throughout the validity of the Label

This part provides general guidance for monitoring of the degree programmes after the EIT Label has been awarded for an unlimited period. It covers two different processes:

- Regular monitoring and reporting on implementation of the EIT-labelled programmes
- Longer-term monitoring and follow-up evaluation of the EIT-labelled degree programmes after sufficient number of cohorts have graduated - normally, three cohorts.

### Regular monitoring and reporting on implementation of the EIT-labelled degree programmes

This section outlines the requirements for regular monitoring and reporting on the implementation of the EIT-labelled degree programmes.

The EIT-labelled degree programmes are subject to streamlined, regular monitoring and reporting on the implementation.

The regular monitoring and reporting will cover the progress, performance and health of the programme as well as supporting data sourced from the EIT central data system. Both quantitative and qualitative data will be collected and used for continuous improvement of the programmes.

The results and indications from the regular monitoring and reporting will feed into long-term follow-up evaluation and may trigger an ad hoc diagnostic evaluation.

#### Regular reporting by programme coordinators

The regular reporting on the programme implementation by programme coordinators will be aligned with the EIT Grant Cycle, respecting the academic year<sup>38</sup>. **Brief narrative reports** consisting qualitative data will be delivered multi-annually, in line with the future Business Plan frequency (after 18 and 36 months).

Regular reporting by programme coordinators will comprise of the following four elements:

- A brief executive summary (up to 2 pages) on the programme implementation against the project plan (progress, performance and milestones, reflection on delivery formats, participating institutions, key principles, modules, lecture teams, syllabuses, curricula etc.)
- Information on possible changes that have been made in the programme, their justification, accompanying documentation and also description of how the changes affect particular assessment fields in the templates (if any).
- A brief summary (up to 3 pages) of available feedback from students, alumni and stakeholders, including whether, and how, this feedback has influenced the development of the programme.

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<sup>38</sup> The annual frequency of the monitoring may be changed if the EIT moves to the multiannual approach

- Any other relevant information that programmes would like to share; for instance, examples of good practice, examples of student products, start-ups or other outcomes, achievements and impacts.

### Monitoring through the central EIT data model

The monitoring of quantitative data will benefit from the standardisation of data flow within the EIT. Quantitative data on students and graduates shall be retrieved from the central EIT data model which collects data from KICs' activities in all segments. Annual cut-off dates are set by the EIT.

The monitoring on students and graduates will cover the following key data in line with the EIT Impact Framework<sup>39</sup> and the Horizon Europe requirements

- o Student data: number of applicants, number of enrolled students, number of active students, gender balance, geographical background (EU/EHEA, EIT RIS countries, Third countries),
- o Graduate data: number of graduates, gender, geographical background (EU/EHEA, EIT RIS countries, Third countries), graduate destinations and labour market situation,

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<sup>39</sup> See EIT GB Decision on the EIT Key Performance Indicators Ares(2021)3113267 - 10/05/2021

## Longer-term monitoring and follow-up evaluation of EIT-labelled degree programmes

This section outlines the requirements for the ad hoc longer-term monitoring and evaluation of the EIT-labelled degree programmes.

The EIT-labelled degree programmes will undergo a longer-term monitoring and evaluation after at least three graduate cohorts has been produced. This does not constitute a relabelling of the programme but will simply ensure the 'health' of the programme and its compliance with the EIT Label.

The evaluation is not automatic; rather, it is initiated by the EIT, based on specific triggering events, such as findings and results from the regular continuous monitoring (see above), past recommendations of the independent experts, feedback from students, alumni and stakeholders or following request of the EIT Governing Board.

The EIT will define the exact scope of the monitoring and evaluation event, in consultation with the relevant KIC or the EIT Education Panel (if more than one KIC shall be affected), including a specification which aspect(s) of the programme design or performance will be covered. This ad-hoc evaluation will be integrated within EIT Monitoring Strategy and will be conducted in line with the EIT rules and provisions for monitoring.

The EIT will inform the KIC about the scope, focus and objective of the upcoming monitoring and evaluation ideally at least 12 months before the evaluation.

The monitoring and evaluation may focus on:

- a single programme,
- an entire portfolio of a single KIC, or
- a horizontal topic/element/feature of programmes across KICs (e.g. a topic identified in regular monitoring).

Depending on the focus and scope of the evaluation event, the programme must evidence how it fulfils quality indicators Qi1, Qi2, Qi3 and Qi4 as relevant. The evaluation may therefore focus on requirements for programme design, but also on results and achievements aligned with the EIT Impact Framework.

In this section you will find the templates for reporting on and monitoring of the results, achievements, and impact of EIT Label degree programmes (Qi3) as well as for reporting on the stakeholder experience and continuous improvement (Qi4).

These templates are offered as baseline for the review, however EIT will provide KICs and programmes with concrete requirements and instructions for preparation prior the particular monitoring event in advance.

## *Template Qi3 for the results, achievements, and impact of EIT Label degree programmes*

**Qi3.1 STUDENTS' ENTREPRENEURSHIP COMPETENCIES:** The degree programme fosters entrepreneurship skills and competencies.

- *Q3.1.1 Does the programme foster entrepreneurship skills and competencies?*

Examples of supporting evidence:

- Examples of completed student projects and/or products and start-ups
- Benchmarking against entrepreneurship competencies (EntreComp, European Entrepreneurship Competencies Framework, EPIC etc.)

**Qi3.2 STUDENT ACHIEVEMENT OF EIT OLOs:** Students achieve all EIT OLOs.

- *Q3.2.1 Does the sample from the programme self-assessment demonstrate that the students have achieved all the EIT OLOs?*
- *Q3.2.2 Are the students' results of programme assessments (such as reports, thesis, etc.) stored for EIT review purposes in line with the GDPR requirements?*

Examples of supporting evidence:

- Description of the process for storage of learner feedback and the results from programme assessments (e.g. old student work) in line with GDPR requirements
- A selection of student work e.g. master's theses, I&E theses, summer school deliverables, business development lab deliverables etc. The selection should:
  - Randomly cover 30% of the students per student cohort, for instance 10 students from a cohort of 30 students, whose products may come from any semester.
  - Give examples of what is considered lowest, medium and highest quality.

**Qi3.3 STUDENT RETENTION AND COMPLETION:** The degree programme has high retention/completion rates.

- *Q3.3.1 Does the programme have high student retention and completion rates (the share of admitted students completing the full programme)?*
- *Q3.3.2 Does the programme provide a robust tracking and analysis of retention and completion?*

Examples of supporting evidence:

- Data on student retention and completion rates
- Analysis of the retention and completion rates

**Qi3.4 GRADUATE EMPLOYMENT AND CAREER PROGRESS:** Graduates show excellent labour market outcomes and career progress.

- *Q3.4.1 Does the programme show evidence of high graduate employment rates?*

- *Q3.4.2 Does the programme provide robust graduate tracking with fine grained data and analysis of graduate outcomes (employment, labour market match, sector, entrepreneurship) and career progress over time?*

Examples of supporting evidence:

- Data in line with the EIT Impact Framework
- Graduate tracking data
- Employment outcomes, match with EIT Label education, career progress over time
- Graduate destination surveys and their results over time
- Analysis of the graduate tracking data

### ***Template Q4 for the stakeholder experience and continuous improvement of the EIT Label***

**Q4.1 STUDENT FEEDBACK AND EXPERIENCES:** Systematic student feedback is collected and used to improve the programme.

- *Q4.1.1 Are students and doctoral candidates given the opportunity to express their views of the programme?*
- *Q4.1.2 Are questions included that are directly focused on the EIT profile; EIT OLOs, learning-by-doing, connections with non-academic contexts?*
- *Q4.1.3 Are the results presented of these surveys, focus groups etc. satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the programme?*

Examples of supporting evidence:

- Description of the methods – surveys, focus groups etc. – for gathering feedback and experiences from students
- The latest results of these inquiries regarding the EIT OLOs, key principles such as learning-by-doing, and connections with the non-academic contexts
- Examples how student feedback has been / is used to improve the programme

**Q4.2 ALUMNI FEEDBACK AND EXPERIENCES:** Systematic alumni feedback is collected and used to improve the programme.

- *Q4.2.1 Are alumni given the opportunity to express their views of the programme on a regular basis through a formal appraisal process?*
- *Q4.2.2 Are questions included about career changes (career progress, job changes, start-up and innovation project involvement etc.) related to completing the programme?*
- *Q4.2.3 Are the results of the formal appraisal process satisfactory in giving a clear overview of the areas of strength and areas in need of improvement?*

Examples of supporting evidence:

- Description of the methods (surveys, focus groups etc.) you use for gathering experiences and opinions from alumni
- Description of the alumni and their careers as tracked in the university/alumni tracking system.
- The latest results of the relevant inquiries about career changes related to graduating from the programme
- Description of the process for storage of alumni feedback in line with GDPR requirements
- Examples how alumni feedback has been / is used to improve the programme

**Qi4.3 INSTRUCTOR FEEDBACK AND EXPERIENCES:** Systematic feedback from instructors is collected and used to improve the programme.

- *Q4.3.1 Are instructors (who are delivering the education in the EIT-Label programmes) given the opportunity to express their views of the programme?*
- *Q4.3.2 Are questions included that are directly focused on the EIT profile; EIT OLOs, learning-by-doing, connections with non-academic contexts?*
- *Q4.3.3 Are the results presented of these surveys, focus groups etc. satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the programme?*

Examples of supporting evidence:

- Description of the methods – surveys, focus groups etc. – for gathering feedback and experiences from instructors
- The latest results of these inquiries regarding the EIT OLOs, key principles such as learning-by-doing, and connections with the non-academic contexts
- Description of the process for storage of instructors' feedback in line with GDPR requirements
- Examples how student feedback has been / is used to improve the programme

**Qi4.4 EXTERNAL STAKEHOLDERS' FEEDBACK AND EXPERIENCES:** Systematic feedback from business and not-academic partners is collected and used to improve the programme.

- *Q4.4.1 Are partners and other external stakeholders given the opportunity to express their views of the programme on a regular basis through a formal appraisal process?*
- *Q4.4.2 Is feedback collected directly focused on the EIT profile; EIT OLOs, learning-by-doing, connections with non-academic contexts?*
- *Q4.4.3 Is feedback collected (from industry) whether the programme fills skills gaps and/or skills shortages?*
- *Q4.4.4 Are the results of these surveys, focus groups, etc., satisfactory in giving a clear overview of the areas of strength and areas in need of improvement of the programme?*

Examples of supporting evidence:

- Information on the methods (surveys, focus groups, etc.) for gathering experiences and opinions from external stakeholders (e.g. non-academic partners, industry / business partners, employers, innovation and entrepreneurship support actors, policy makers etc.)
- The latest results of the relevant inquiries
- Description of the process for storage of feedback from external stakeholders in line with GDPR requirements
- Examples how the feedback from external stakeholders has been / is used to improve the programme

**Q4.5 SUPPORT TO EIT LABEL COMMUNITY OF PRACTICE:** Systematic efforts are made to support the EI Label community of practice.

- 4.5.1 *Have there been any research studies, evaluations, analyses and/or development activities to improve the programme?*
- 4.5.2 *If you answered yes on 4.5.1, have these activities generated new evidence and knowledge on what works and where there is room for improvement and what changes, measures and actions are needed to improve the programme?*
- 4.5.3 *If you answered yes on 4.5.1, have these activities led to evidence-based decisions on how to develop the programme?*
- 4.5.4 *Have there been continuing professional development activities for the instructors notably in teaching of entrepreneurship and innovation?*

Examples of supporting evidence:

- Description of outcomes of evaluations of the programme, including programme evaluation reports, new pedagogic tools developed etc.
- Research studies and analyses in the form of published articles, reports, conference presentations etc. of educational R&D projects
- Training and development delivered or planned for the programme stakeholders based on research and development activity within the programme
- Evidence of the development of communities of practice for teaching and learning; documented pedagogical cooperation methodology, processes and/or tools; documented continuous improvement processes



# Part 5: Guidance and instructions for the external reviewers

This part provides the guidance for the external review team experts who are selected by the EIT and invited to take part in the evaluation of the applications for the EIT Label or to assist the EIT in the monitoring and evaluating of the existing EIT-labelled degree programmes. The external independent experts are invited to familiarise themselves with the following instructions, as well as with the instructions for the applicants in Part 5.

## Review of initial award of the EIT Label

External experts support the labelling of new degree programmes by:

- verifying the self-assessment reports,
- identifying “good practices” within the submitted applications and in the programme design, and
- providing feedback on relevant aspects of EIT Label Model and assessment process from expert perspective.

The review for the initial award of the EIT Label covers:

- the contextual Information for the EIT Label for degree programmes – Introduction sections of the application,
- the compulsory requirements for awarding the EIT Label to degree programmes – Template Qi1, and
- the qualitative requirements for the EIT Label – Template Qi2.

## Review of the Contextual Information for the initial award of the EIT Label

The experts shall review the contextual information of the programme, by providing their brief informal recommendations how the programme can best make progress in the contextual aspects outlined in this Handbook. The reflections should be brief, max 300-500 words for each aspect (Long-term vision, Expected impacts, Financial model, and Risk analysis and mitigation), and reported in a dedicated template.

### Please note:

The reflection on the contextual information is not part of the formal assessment of the quality of the programme. No grading is required for this task. Expert’s views on contextual information will feed into long-term monitoring of the programmes in a non-committing way.

In case the review team does not agree on a specific recommendation, the chair of the review team shall make the final decision. In this case the arguments for the disagreement should be specified.

### **Template for the expert team informal recommendations for the contextual aspects of the degree**

## programme

<b>Informal recommendations how the programme can best make progress in contextual aspects</b>
<i>Brief recommendations of 300-500 words for each section in bullet points where possible.</i>
The long-term vision of the programme
Expected impacts
The financial model of the programme
Risk analysis and mitigation plan

### Review of the compulsory requirements for the initial award of the EIT Label - Template Q11

The experts shall confirm the full compliance of all compulsory requirements before they can proceed to the quality review of the programme (Template Q11).

However, if in some requirements the application can convincingly document only at least partial compliance, the expert panel could exceptionally consider awarding the EIT Label provisionally and require adjustment and changes to be made in a given time to ensure full compliance.

#### Please note:

The criteria shall be assessed on a yes/no scale. Additional information can be requested from applicants for clarification. No written comments from the review team are required per assessment field as these are basic compliance requirements, rather than a quality assessment. But experts can still provide suggestions and reflections towards compulsory requirements in the final general feedback section of their report.

#### Results of the assessment

- If the programme receives a 'Go' decision, the review team may progress to the full quality review.
- If the programme receives a 'No Go' decision, the review team should write a short report (maximum 500 words) to make recommendations for reapplication or improvement prior to the award of the EIT Label. In this case, the programme review is halted, the EIT is informed.
- The recommendations for reapplication or improvement are forwarded to the relevant KIC which then informs the applicant.

## Review of the Qualitative requirements for the EIT Label - Template Qi2

The experts shall assess the applicants' submission for the qualitative requirements, using a specified grading scale and a template. Applications for the EIT Label (new programmes) should evidence to what extent they fulfil the quality indicator assessment fields.

Each expert should base their grading on the evaluation on the programme as a whole although different HEIs within the same programme may show different quality on the same requirement.

For further guidance, see the 'EIT Overarching Learning Outcomes (OLOs)' and 'Key principles' in addition to the explanations of terms and concepts in this document.

### Please note:

The EIT labelling process does not replace or duplicate national accreditation / quality assurance processes but aims to ensure that the students will achieve the learning outcomes and that the programmes meet the other quality requirements. The review focus is primarily on the added value proposed through (new applications) or provided by (new applications) the EIT Label.

### Grading scale: determining Quality Indicator Scores

Qualitative requirements will be assessed using the grading scale from 1 to 4. The review team members should grade each assessment field/question in line with the table 2.

Each quality indicator score should build on the consensus of the external review team. An average score of indicators may be used to inform the decision; however, the scoring of indicators and the overall application should be based on the portfolio application submission and verbal evidence presented by the applicants during the interviews. This consensus decision should be explained in the review report with justifications based on the evidence provided.

Scoring per particular assessment question shall be accompanied with brief narrative explanation, using concrete references to information provided in the application. The lower the evaluation score, the more thorough and elaborated explanation is expected, to provide the applicants with as detailed feedback as possible in order to learn from the assessment and to address the shortcomings accordingly. In case the review team does not agree on a specific recommendation, the chair of the review team shall make the final decision. In this case the arguments for the disagreement should be specified.

Table 2. Grading scale for assessing particular assessment fields in Qi2

Grade	Evaluation	Criteria
1	Does not meet the minimum criteria	The main part of criteria has not been met
2	Meets the minimum criteria but improvements are needed	The criteria has been partially met.
3	Good	The criteria has been met
4	Excellent	The criteria has been met and includes evidence of best practice in design and/or implementation

## Final conclusions and Recommendations Template for Reviewers

This section provides guidance for the review team to design their final conclusions and recommendations regarding the application for the initial award of the EIT Label.

### Determining the Final Evaluation Score

The final evaluation score and proposal to award the EIT label should build on the consensus of the external review team. An average score of indicators may be used to inform the decision; however, the scoring of indicators and the overall application should be based on the portfolio application submission and verbal evidence presented by the applicants during interviews. This consensus decision should be explained in the report with justifications based upon the different forms of evidence provided.

In the narrative feedback, and conclusions concrete references to information provided in the application should be made. The lower the final evaluation score, the more thorough and elaborated explanation is expected, to provide the applicants with as detailed feedback as possible in order to learn from the assessment and to address the shortcomings accordingly.

Should the review team not agree on a specific recommendation, the chair of the review team makes the final decision. This situation should be stated clearly and the arguments for the disagreement should be specified.

Table 3: Grading scale for Final evaluation score

Grade	Evaluation	Criteria
1	Does not meet the minimum criteria	Mainly scores of 1 and no evidence that the application meets the requirements for the EIT Label
2	Meets the minimum criteria but still needs improvement	Mainly scores of 2 and limited evidence that the application meets the requirements for the EIT Label
3	Good	Mainly scores of 3 and evidence that the application meets the requirements for the EIT Label
4	Excellent	Mainly scores of 4 and evidence of best practice in design for the EIT Label

### When shall be the Label recommended?

Where the programme has received a final evaluation score of 3 or 4, the review team recommends that EIT Label is awarded. After positive assessment, the EIT Label is awarded for unlimited period and consistency and quality of the programme will be monitored continually.

If the programme meets the minimum criteria only (a final evaluation score of 2), the review team needs to propose concrete recommendations for improvement. A provisional award may be recommended for a period of between 1 to 2 years, based on the time needed to implement the required improvements in a satisfactory way.

If the review team does not recommend the EIT Label (a final evaluation score of 1), it should provide clear reasons for this in the final report so that applicants can learn from the process if they should wish to consider making a new application in future years.

**Template for the expert team - Final Conclusions and recommendations (Initial award of the EIT Label)**

Programme name:	
Level of the programme (Master's / Doctoral):	
KIC:	
Final Evaluation Score (1-4):	
Final Conclusion – is Label recommended? (Yes/No/Provisionally)	

**Provisional Award of EIT Label - Requirements**

Where a provisional award is recommended, the following requirements must be addressed before a full award can be recommended.

*Comments should not exceed 1000 words and should use bullet points where possible. Statements should be qualified with examples and reference to the particular assessment questions/answers and information as provided in the application file.*

The list of requirements:

Recommended probationary period (1-2 years):

**Review Team Overall Comments**

*Comments should not exceed 2000 words and should use bullet points where possible. Statements should be qualified with examples.*

Date
Name of Chair of review team:
Name of review team members:

## Review for the longer-term follow-up evaluation of the EIT-labelled degree programmes

This section provides the review team with guidance to design their final conclusions and recommendations regarding the long-term follow-up evaluation of the EIT Label.

As part of the continuous monitoring of the development of the programmes, it is necessary that every programme will undergo a follow-up evaluation after sufficient number of graduate cohorts have been produced.

The EIT will define the scope and focus of the monitoring event. Depending on the scope and focus, the EIT will seek assistance of independent external experts with relevant profile and background to conduct the review. Depending on the scope, the experts shall evaluate the quality of the existing EIT-labelled programmes against some of the requirements covered in this Handbook for programme design (Qi1 and Qi2), and/or for results, impact and stakeholder experience (Qi3 and Qi4).

Each programme must evidence how the programme or the specific elements under evaluation fulfil the quality indicators (Qi1, Qi2, Qi3; Qi4) as relevant and required by the EIT guidance. For Qi3 and Qi4 the same logic, templates and grading systems will be used as for the review of the Qi2 qualitative requirements specified above.

For reviewing 3.1. Entrepreneurship competencies and 3.2 Achieved learning outcomes: please note that all student products have already been assessed according to each university's rules and assessment criteria and hence should not be assessed again here, the review focus is on the achievement of EIT OLOs.

### Determining the Final Evaluation Score

The final evaluation score should build on the consensus of the external review team. An average score of indicators may be used to inform the decision; however, the scoring of indicators and the overall application should be based on the portfolio application submission and verbal evidence presented by the applicants during interviews. This consensus decision should be explained in the report with justifications based upon the different forms of evidence provided.

In the narrative feedback, and conclusions concrete references to information provided in the application should be made. The lower the final evaluation score, the more thorough and elaborated explanation is expected, to provide the applicants with as detailed feedback as possible in order to learn from the assessment and to address the shortcomings accordingly.

Should the review team not agree on a specific recommendation, the chair of the review team makes the final decision. This situation should be stated clearly and the arguments for the disagreement should be specified.

Table 4: Grading scale for Final evaluation score

Grade	Evaluation	Criteria
1	Does not meet the minimum criteria	Mainly scores of 1 and no evidence that the application meets the requirements for the EIT Label
2	Meets the minimum criteria but still needs improvement	Mainly scores of 2 and limited evidence that the application meets the requirements for the EIT Label
3	Good	Mainly scores of 3 and evidence that the application meets the requirements for the EIT Label
4	Excellent	Mainly scores of 4 and evidence of best practice in design for the EIT Label

What is the final conclusion of the expert team in case of the long-term follow-up evaluation?

The external review team’s conclusion may take 3 different forms – experts can either (a) confirm good status and progress of the programmes, without any further requirements, (b) recommend to keep the EIT Label, but request for adjustments within given timeline, or (c) in duly justified case, when the quality of the programme does not comply with the requirements and/or performance of the programme (following Qi3 and Qi4) is unsatisfactory, recommend to revoke the EIT Label awarded to the programme.

If the review team does not recommend the EIT Label (a final evaluation score of 1), it should provide clear reasons for this in the final report so that applicants can learn from the process if they should wish to consider making a new application in future years.

Template for the expert team - Final Conclusions and recommendations (long-term follow-up evaluation)

Programme name:	
Level of the programme (Master’s / Doctoral):	
KIC:	
Focus of the evaluation as identified by the EIT	
Evaluation Score for Qi2 (1-4):	
Evaluation Score for Qi3 (1-4):	
Evaluation Score for Qi4 (1-4):	
Final Evaluation Score (1-4):	
Final conclusion of the long-term follow-up evaluation:	

(Good progress and no requirements / Good progress with specific requirements / Unsatisfactory)	
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**Specific Requirements (if applicable)**

*Comments should not exceed 1000 words and should use bullet points where possible. Statements should be qualified with examples and reference to the particular assessment questions / answers and information as provided in the application file.*

The list of requirements:

Recommended period to address the requirements (1-2 years):

**Review Team Overall Comments**

*Comments should not exceed 2000 words and should use bullet points where possible. Statements should be qualified with examples.*

Date

Name of Chair of review team:

Name of review team members: