

# “Quality for learning”

EIT Label Handbook for Quality system for non-degree education and training and EIT Competence Certification Model

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The EIT – Making Innovation Happen

European Institute of Innovation and Technology (EIT)

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



The EIT is a body of the European Union

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This Handbook has been produced by the EIT with contribution from the KICs. This first edition is based on the work of expert 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
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
Qi	Quality indicator
QF EHEA	Qualification Framework of European Higher Education Area
R&D	Research and Development
RIS	EIT Regional Innovation Scheme
SIA	Strategic Innovation Agenda
SPOC	Single Point of Contact

# Introduction

## European Institute of Innovation and Technology in brief

The EIT – European Institute of Innovation and Technology – was established in 2008 to increase the EU’s ability to innovate and contribute to sustainable economic growth and competitiveness. The EIT has pioneered the integration of education, research and innovation, and business creation, the ‘Knowledge Triangle’, with a strong emphasis on entrepreneurial talent and innovation skills<sup>1</sup>. A distinctive feature of the EIT compared to other EU innovation instruments is its focus on societal challenges through the implementation of the Knowledge Triangle.

The EIT operates through its Knowledge and Innovation Communities (KICs) which are large-scale European partnerships between education, research and business organisations. Currently eight KICs operate in the following areas: climate change, digital transformation, energy, food, health, raw materials, urban mobility and manufacturing. In 2022, a new KIC has been launched in the cultural & creative sectors and industries.

The EIT KICs run a portfolio of Knowledge Triangle activities:

- **Education and training activities** for developing 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.

## EIT’s education and training provision

The KICs’ education and training partners focus on building upon existing excellence in education and training to provide learners, entrepreneurs and business innovators with the knowledge, competencies and skills necessary for a knowledge economy and an entrepreneurial, sustainable society.

In addition to degree (Masters and Doctoral) programmes, EIT’s education and training offer comprises a rich portfolio of non-degree courses and programmes, including professional education, based on partnerships between universities and other education providers, companies, public bodies, NGOs, and research centres that collaborate closely to offer leading-edge hands-on education and training in innovation and entrepreneurship.

The aim is that the EIT education and training provision will become financially sustainable.

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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).

## Expanding the EIT Label to non-degree education and training

The EIT Label is a quality mark in education and training. In line with the EIT Strategic Innovation Agenda 2021-2027<sup>2</sup> (SIA), the ambition is to widen the scope of the EIT Label model from degree programmes to lifelong learning activities (such as mentoring, vocational training, skilling, re-skilling and up-skilling programmes, massive open online courses and other professional and executive training formats) in order to reach out to a wider target group of learners of different ages and experiences as well as institutions beyond the KICs. The application of the EIT label beyond the EIT Community is expected to have a more structuring effect at all levels (individual, programme and institution).

The expansion of the EIT Label model towards new target groups and learners will help the KICs to reach the ambitions and targets for label extension laid down by the EIT SIA. For this purpose the EIT is adopting this **EIT Quality System for non-degree education and Competency Certification model** as a new part of the EIT Label model.

The expansion of EIT Label to non-degree education and training as well as to competency certification will also contribute to the objective for the KICs to become financially sustainable. The KICs are expected to develop and implement revenue-creating strategies in order to maintain their innovation ecosystem and Knowledge Triangle activities beyond the period covered by the EU grant agreements. Non-degree education and training, particularly professional and executive education and competency certification are important tools to reach this goal.

## The objective of this Handbook

The main objective of this Handbook is to outline how the EIT Label model, in line with the EIT Label Framework<sup>3</sup>, is implemented in non-degree education and training and in the assessment and certification of competencies. The aim is also to offer guidance and hands-on working tools for the design, development and review of the EIT-labelled non-degree and professional education and training.

The Handbook is divided into five main parts.

**Part 1** introduces the EIT Label in non-degree education and training and EIT Competence Certification Model, its components, overarching learning outcomes, key principles and the underlying logic.

**Part 2** introduces the main concepts and definitions to provide guidance in planning, labelling, and monitoring the EIT - labelled non-degree activities.

**Part 3** outlines the processes that are used in the labelling and monitoring KIC-specific schemes and arrangements for non-degree education and training and competency assessment/certification.

**Part 4** provides guidance and templates for KICs and their education and training partners for the application of the EIT Label for quality system in non-degree education and training and competency assessment / certification model.

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

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<sup>2</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

<sup>3</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 1: The EIT Label in non-degree education and training and Competency Certification Model

This part introduces the EIT Label in non-degree education and training, the key aspects of the EIT Competency Certification Model and the contextualisation of EIT key principles and EIT Overarching Learning Outcomes in non-degree education and training.

## The EIT Label –quality mark for education and training

The EIT Label is a quality mark for education and training. It validates the quality of education and training, following an external and independent review.

The EIT Label is already awarded to academic degree programmes, and from 2022 also to KIC-specific quality systems for non-degree education and training and competency certification.

The EIT Label Framework<sup>4</sup> provides key principles and prescribes the overarching learning outcomes to ensure that the EIT Label is consistently implemented across the KICs' education and training portfolios, including non-degree education and training.

The EIT key principles and the overarching learning outcomes guide 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 capacity of the programmes and courses to meet the EIT's goals.

The key principles and overarching learning outcomes will be contextualised across KICs' education and training portfolio.

The focus of the EIT Label is on the 'EIT/ KIC added value':

- Does the education and training ensure that learners/participants achieve the EIT overarching learning outcomes?
- Are the EIT Label key principles integrated in education and training?

## The EIT Label in non-degree and professional education and training

In non-degree and professional education and training, the EIT Label is awarded to the KIC-specific model(s) of ensuring the quality of education and training provision. The EIT Label indicates that the courses, modules or programmes enable learners to achieve a specified set of EIT overarching learning outcomes, and they comply with the set of key principles articulated in the EIT Label Framework and in this Handbook.

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<sup>4</sup> See Decision 11/2021 of the Governing Board of the EIT on the adoption of the new EIT Label Framework (Ares(2021)1930763)

Furthermore, the EIT Label guarantees the quality, consistency, impartiality and appropriateness of the KIC-specific quality system for the design, implementation and assessment of non-degree education.

For the KIC's professional and executive education and training, the EIT Label indicates that it meets the following key building elements and principles: an identified market demand/need, market sustainability, co-design and sharing of responsibilities, risk management and impact.

In case the implementation of the non-degree courses and programmes requires EIT funding, the development of the programmes must also build on (and be in accordance with) the Financial Sustainability strategy of the EIT and the respective KIC(s).

Non-degree education and professional and executive education and training is typically although not necessarily modular-based with emphasis on individual learning trajectories, which may be achieved through micro-credentials.

EIT-labelled non-degree and professional education and training is based on clearly defined and specific learning outcomes based on market needs and followed up via programme assessment.

## The EIT Competency Certification model

While all KICs are expected to have a system in place to enable assessment of learning outcomes and competencies, EIT encourages KICs to develop their competency certification systems in professional education and training. The EIT Competency Certification model ensures a lean, flexible, tailored approach, adaptable to the specific characteristics of different types of activities and formats.

**The KICs will define their own certification model approach following the EIT key principles for non-degree education and training defined in this Handbook, in line with the principles outlined in the EIT Label Framework and in the EIT Competency Certification principles as well as international trends in quality assurance with a strong focus on individual competencies.**

The EIT Competency Certification Principles codify the provisions and requirements regarding non-degree education and training, notably professional and executive education, aligned with the key principles in the EIT Label Framework. These principles will allow extension to any other types of non-degree programmes.

A central premise for the EIT competency certification model is the **autonomy of KICs to develop their quality systems for non-degree programmes and competency certification according to their own needs and goals**. The autonomy and strategic development of KICs is supported in the EIT's labelling model by offering KICs the possibility to develop their own approaches and procedures for quality assurance.

The EIT proposes a labelling model for KICs' non-degree education and training provision that assesses the appropriateness, functionality and effectiveness of the KICs' quality systems and the EIT added value. The focus of the labelling and continuous monitoring is on the procedures used by the KICs to maintain and enhance the quality of their non-degree education and training.

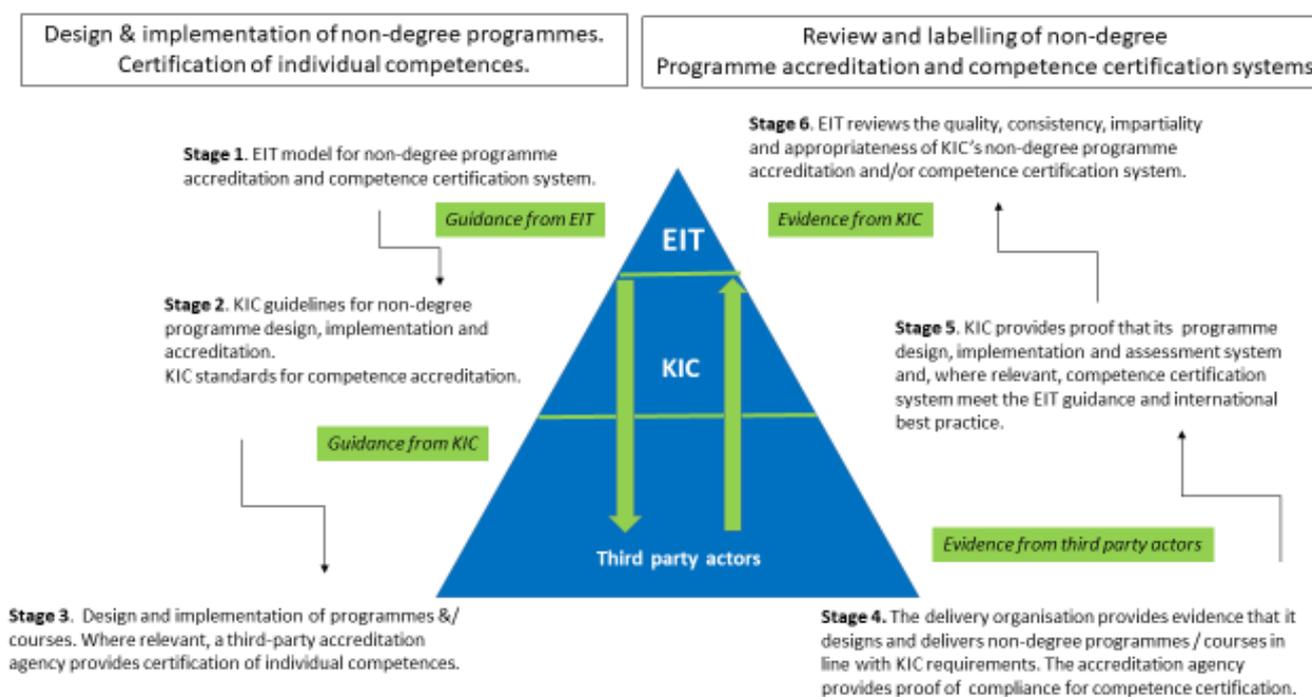
For individual learners, the quality shall be ensured through a competency assessment method, as defined by KICs. These methods may include the implementation of competency certification.

## KICs' quality systems ensure alignment with the EIT Label

The KIC's quality systems for non-degree education and training need to ensure that the delivery organisations – whether a KIC's knowledge partner or a third party actor – have in place mechanisms to align with the EIT Label requirements when designing and implementing non-degree programmes.

The KICs will also need to ensure that the delivery partners are able to provide proof and evidence that the non-degree programme design, implementation and assessment systems satisfy the requirements of the EIT guidance. See Figure 1.1

Figure 1.1 The EIT model for non-degree programme accreditation and competency certification system



## Research and development projects in non-degree education and training

In order to continuously improve the KICs' education and training provision and the related quality systems, the KICs are encouraged to engage in research and development projects that could include cross-KIC efforts to design shared approaches to competency assessment and certification, including joint pilot programmes to test the new approaches. They could also focus on developing more effective education and training methods.

Such projects may be included in monitoring the long-term progress of the non-degree education and training portfolio.

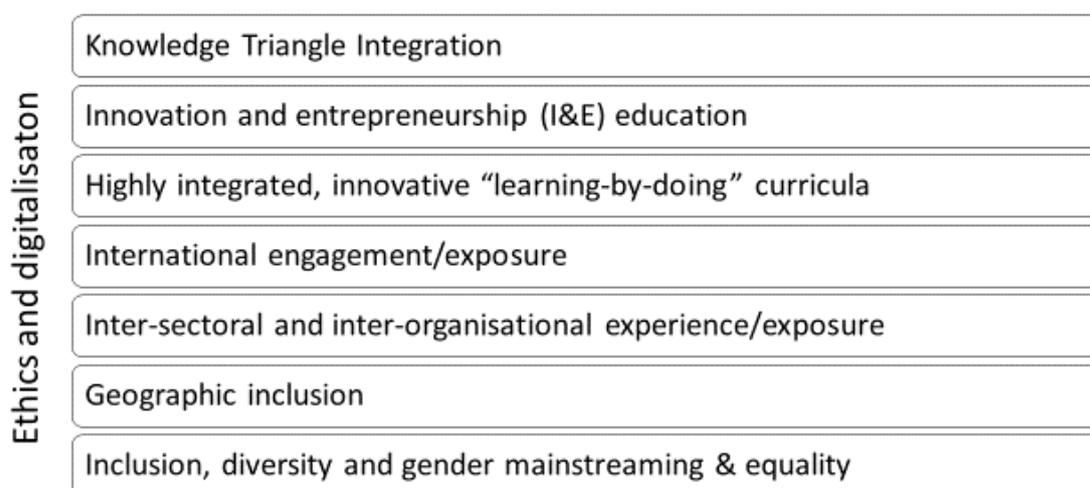
## The EIT key principles in non-degree education and training

The EIT-labelled quality systems in non-degree education and training (programme portfolio) address the seven key principles outlined in the EIT Label Framework. Ethics and digitalisation are transversal elements that run through the key principles and the overarching learning outcomes of EIT-labelled education and training. (See Figure 1).

While the key principles set the expectations for the design, implementation and assessment of non-degree programmes, the way they are contextualised and adapted is up to the individual KICs who ensure that the delivery organisation – KIC’s knowledge partners or third party actors – contextualise and implement them in a meaningful way. For further elaboration, including the particular requirements, see the templates in Part 4: Guidance and templates for KICs applying for the EIT Label.

The following section presents how the key principles are manifested in the EIT-labelled non-degree education and training programmes, including professional education programmes.

Figure 1.2 The key principles of the EIT non-degree education



### Knowledge Triangle Integration

The Knowledge Triangle Integration is embedded in all EIT education and training provision including executive and professional education, and programmes with schools and in vocational education and training. The focus on societal challenges including their technological dimensions through the integration of the knowledge triangle distinguishes the EIT from other EU innovation instruments. Co-creation and collaboration between education, business and research contribute to addressing these challenges which range from digital transformation, transition to climate neutrality, ensuring equity and inclusion etc.

### Innovation and entrepreneurship education

The EIT contributes to a highly-skilled European workforce, with an entrepreneurial mindset and capacity for innovation which reflects societal needs. In non-degree and professional education, EIT education and

training provision empowers learners and participants to transform their expertise into tangible solutions for their workplace, business environment and any other operational environments.

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

Non-degree and professional education and training are characterised by learning by doing and hands-on approaches which enable learners and participants to benefit from innovation and entrepreneurial practices, and interact with their operational environments in order to adapt and learn. This may entail working and collaborating both individually and in teams, for instance working on authentic challenges and problems. In professional education and training, courses and programs shall provide concrete solutions for the work using learning-by-doing and challenge-based learning approaches, with focus on bringing innovation into business and society.

### **International engagement/exposure**

EIT-labelled non-degree education and training and professional education have no formal requirements for international mobility, although learners/participants typically benefit from international exposure. This may include international ‘mobility’ through physical, virtual<sup>5</sup> (online) or blended forms<sup>6</sup>, including digitally enhanced activities and diverse ‘internationalisation at home’ actions. Non-degree education and training also devotes attention to the existence and working of innovation systems at different scales, such as local, national, regional and international.

### **Inter-sectoral and inter-organisational experience/exposure**

EIT-labelled non-degree education and training typically embeds inter-sectoral or organisational experience and/or exposure. In executive and professional education and training, where participants are often from industry, this may entail exposure to cutting-edge RDI and entrepreneurship outcomes.

### **Geographic inclusion**

In EIT-labelled non-degree programmes, geographic inclusion, the European dimension and international openness are embedded in the recruitment of participants, the design of programme content and partner selection. They also enhance regional and local outreach to address disparities in innovation capacity and to promote knowledge and innovation diffusion across the European Union. Including countries and regions 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 non-degree programmes. Recruitment and enrolment policies, alternative pathways and recognition of prior learning are promoted in view of improving social inclusion. Investments in learner support, blended learning and remote learning and working opportunities enable equal access and completion in education and training activities. In addition to women entrepreneurship, EIT also promotes university-school/VET collaboration to raise aspirations and improve the quality of learning and teaching, with special regard to learners from disadvantaged backgrounds, for instance through STEAM education. The EIT promotes a gender responsive portfolio of EIT-labelled non-degree programmes and balanced gender representation among education actors (learners, teachers,

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<sup>5</sup> For Virtual Mobility, see <https://virtualmobility.eadtu.eu/formats>

<sup>6</sup> Force majeure such as pandemic or individual reasons such as specific individual constraints related to health, disability, family.

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 Overarching Learning Outcomes in non-degree education and training

The EIT Overarching Learning Outcomes (EIT OLOs) are outlined in the EIT Label Framework. The EIT-labelled education and training aims to ensure that the learners achieve the EIT OLOs.

Therefore, **the EIT-labelled KIC-specific quality systems non-degree education and training should ensure that programmes and courses provide the learners/participants with opportunities to develop entrepreneurship skills and competencies and Knowledge Triangle integration skills, and that learners can have these competencies assessed with the help of the competency assessment/certification model.**

The definitions of the EIT OLOs for non-degree education and training (as provided in the Table 1 below) are coherent with the good practice in entrepreneurship education at European level, such as the European Entrepreneurship Competence Framework, EntreComp<sup>7</sup>, and will allow for tailored application for the non-degree courses and programmes that EIT and the KICs are promoting. The EIT OLOs complement the intended learning outcomes of the European Qualification Framework.

The EIT OLOs are contextualised and integrated into a thematic field of the education and training provision in order to foster innovative and entrepreneurial mindsets based on the Knowledge Triangle. The KICs and their partners are free to decide on how to achieve this goal. The application of OLOs is evaluated at the portfolio level. At the application stage for initial labelling, it is recommended that **single non-degree education and training activities should embed at least three OLOs**. The long-term ambition is that each KIC will make continuous efforts towards full coverage of OLOs in all education and training activities.

Each OLO is applicable across KICs' non-degree education and training provision, although their specific focus and weight may vary across KICs and individual programmes. The OLOs are further transformed into more specific outcomes for programmes, modules and courses in order to equip the learners and participants with the desired skills and competencies.

**Table 1. EIT Overarching Learning Outcomes (EIT OLOs) in non-degree education and training**

<b>EIT OLO 1 - Entrepreneurship skills and competencies</b>
To identify and act upon opportunities and ideas to create social, cultural and financial value for others and oneself. <sup>8</sup>
<b>EIT OLO 2 - Innovation and technology skills and competencies</b>
To use knowledge, ideas and technology to create new or improve existing products, services, processes as well as policies, business models and jobs. Where relevant, to mobilise system innovation for broader societal change, while evaluating the unintended consequences of innovation and technology.

<sup>7</sup> See: <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>.

<sup>8</sup> See <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>.

<b>EIT OLO 3 - Creativity skills and competencies</b>
To think beyond boundaries and systematically explore and generate new ideas.
<b>EIT OLO 4 – Intercultural skills and competencies</b>
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 <sup>9</sup> .
<b>EIT OLO 5 - Making value judgments and sustainability competencies</b>
To identify the consequences of plans and decisions and to merge this into a solution-focused approach that moves towards a sustainable and green society.
<b>EIT OLO 6 - Leadership skills and competencies</b>
To make decisions and provide leadership based on a holistic understanding of the contributions of education, research and business to value creation.

## The EIT quality indicators and quality requirements

The EIT Label on a KIC's quality system for non-degree education and training and Competency Assessment/Certification Model is based on a set of four quality indicators (Qi1-Qi4), divided into different assessment fields, that – with minor adaptations – apply to all non-degree education and training.

- Two indicators – Qi1 and Qi2 – with focus on design and structural requirements are used for the initial (entry level) labelling of the KIC's quality systems, and possible resubmission
- Two indicators – Qi3 and Qi4 – are focussed on results from and impact of the KIC's quality systems in non-degree education and training, and stakeholder experience. They are used for continuous follow-up evaluations; the choice of the indicators will depend on the scope and focus of evaluation, defined prior to the evaluation, in line with the EIT continuous monitoring model.
- Continuous follow-up evaluations may include all or some of the indicators.
- The first quality indicator (Qi1) addresses compulsory requirements on a yes/no basis. The rest of quality indicators are evaluated on a three-grade scale: excellent, good, insufficient.

### Quality indicator 1 – Compulsory requirements

All assessment areas of Qi1 are compulsory components. 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.

### Quality indicator 2 – Qualitative requirements

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<sup>9</sup> For instance through mobility.

All assessment areas of Qi2 evaluate whether the KIC's schemes and quality system for non-degree education and training and competency assessment/certification model sufficiently covers the EIT OLOs and the key principles of the EIT Label model. Additional assessment fields evaluate whether the quality system is activating learner-centred teaching and learning methods and whether it provides learners 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**

Qi3 comprises four assessment fields which evaluate to what extent the KIC's quality system enables:

1. **Entrepreneurship skills and competencies.** Guidance on programme design and benchmarking entrepreneurship competencies is provided by the JRC's European Entrepreneurship Competencies Framework (EntreComp)<sup>10</sup> as well as the Entrepreneurial Potential and Innovation Competences (EPIC) course assessment tool which can be used to measure students' skills and competency development.<sup>11</sup>
2. **Other skills and competencies (Achieved Learning Outcomes).**
3. **Completion of studies.** Completion should be closely monitored and analysed.
4. **Impact on employment and career progress and transformation of workplaces.** This assessment field will stimulate the analysis, evaluations and research on non-degree education in order to identify labour market outcomes and career progress.

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

Quality indicator 4 shows to what extent the KIC's quality system ensures collection and use of feedback from learners, alumni, instructors, and education and other partners (business/industry and other stakeholders); as well as the efforts to support the EIT Label community of practice and continuously improve and renew the non-degree education and training.

Data should be gathered by questionnaires and interviews.

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<sup>10</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>11</sup> For more on EPIC, see <https://heinnovate.eu/en/heinnovate-resources>

# Part 2: Terms and concepts

This part introduces the main concepts of the EIT education and training and may be used as a guidance in the design and evaluation of the EIT-labelled non-degree education and training including professional education.

## Entrepreneurship education

‘Entrepreneurship education’ refers to the development of entrepreneurial competencies and skills. The focus is on fostering ‘can-do’ attitudes and innovative behaviour within the respective 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 in non-degree education and training

The EIT/KIC ‘added value’ in the context of EIT-labelled non-degree education and training refers to all elements by which it 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 education and training agenda

In the EIT/KIC context, ‘quality’ means that learners/participants achieve the Intended Learning Outcomes (ILOs) of a course or a programme through active learning methods and feedback in a rich and supportive learning environment.

### Teaching for quality in the knowledge triangle

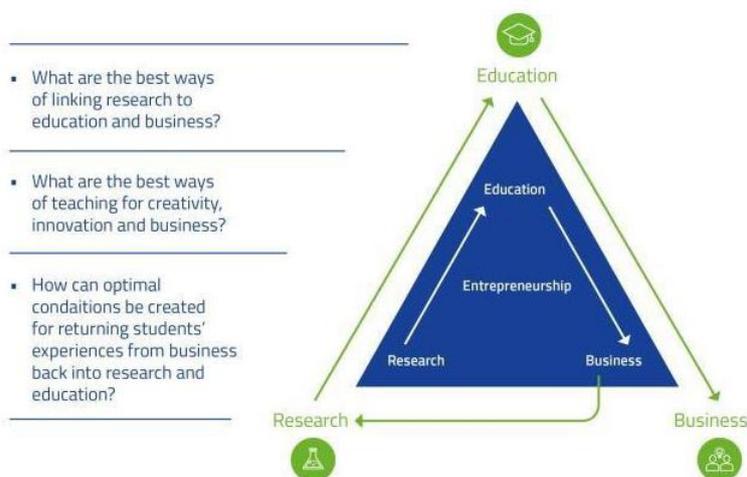


Fig. 2.1 Teaching for Quality in the Knowledge Triangle

## Teaching and learning in the Knowledge Triangle

The Knowledge Triangle paradigm stands for improving the integration between education and training, research and innovation, and business. The KIC-specific non-degree and professional education framework transforms this paradigm into a practical working model. The planning and implementation of the EIT non-degree programmes and professional education and training involve a simple enquiry-based process around the three nodes of the Knowledge Triangle<sup>12</sup>. The design and implementation of EIT education and training activities should reflect and respond to the following questions which constitute the basis for the EIT non-degree and professional education framework:

- What are the best ways of connecting research, education and training, and business / non-academic actors?
- What are the best ways of educating and training to foster creativity, innovation and entrepreneurship, sustainability and internationalisation?
- How to create optimal conditions for feeding learners'/participants' experiences from business (or other non-academic actors) back into research and education and vice versa?

## Learning outcomes at course and programme level - ILOs and ALOs

Learning outcomes are defined in terms of knowledge, skills and competencies. **'Intended learning outcomes' (ILOs)** refer to written statements of what learners and participants are expected to know, understand and be able to do on completion of a study or learning and training process. **'Achieved Learning Outcomes' (ALOs)** are what the learners and participants attain during a study or learning process, shown in their responses to different education and training activities and/or through assessments within a non-degree course or programme.

Intended learning outcomes can apply to different levels, in line with 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. It is very important to ensure that ILOs are adapted to the particular context of the target group, type of learners, education level and objective of the learning activity.

## Defining Intended Learning Outcomes

The Intended Learning Outcomes (ILOs) describe what learners will be able to do with the content in order to fulfil the objectives<sup>14</sup>. ILOs specify the knowledge, skills and attitudes that an individual will be required to demonstrate in order to have completed the programme successfully. The ILOs are derived from the

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<sup>12</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>13</sup> Qualification Framework of European Higher Education Area (EHEA). Available at [2015-10-22]: <http://www.ehea.info/article-details.aspx?ArticleId=67>

<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.

objectives of a programme (or course or module) which should in broad terms answer the question “what is the purpose/rationale of a programme?”

All ILOs in EIT education and training 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;
- feature a clear learner-centred education and training process;
- emphasise competencies, skills and impact in the learning content; and
- describe skills and competencies and not only content knowledge. For instance, ‘after the end of module... the learner should be able to...’

Action verbs are used to describe how the ILOs are assessed at the module level. As an example, the ability to ‘define’, ‘explain’, ‘differentiate’, ‘categorise’, ‘compare’ can be clearly demonstrated in an assessment task.

## Needs-based education and training

The development of non-degree courses and programmes begins with needs assessment (market analysis) undertaken at the KIC level. Where the KIC lacks adequate resources and/or expertise, the market analysis may be outsourced to a relevant external organisation.

## Collaborative programme design and implementation

The design of the non-degree programmes and professional education and training, their learning outcomes and teaching and learning strategies are based on co-creation, involving delivery organisations, end users and reference customers in order to ensure compliance with the market needs and learner-centric approaches. Collaborative programme development hence refers to the collaboration between education and training providers – whether KIC knowledge partners or third party actors – and the industry and learners. 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 / training and the type of qualifications awarded. The objectives of a programme are jointly defined by partner institutions, with a view to giving participants an added value in the labour market.

Joint design and implementation also necessitates that intellectual property is organized and agreed upon with partners. Partnership agreements describe who owns the intellectual property and how the IPR process will be implemented, while details are decided among partners.

Furthermore, the development and implementation of the programmes and related activities should be based on an agreement between the KIC and their delivery partners working collaboratively at every stage of the process. This will ensure that the responsibilities regarding the implementation are shared among partners, with the aim of long-term collaboration, and sharing and dissemination of good practice in Europe and beyond.

## Aligned teaching in non-degree education

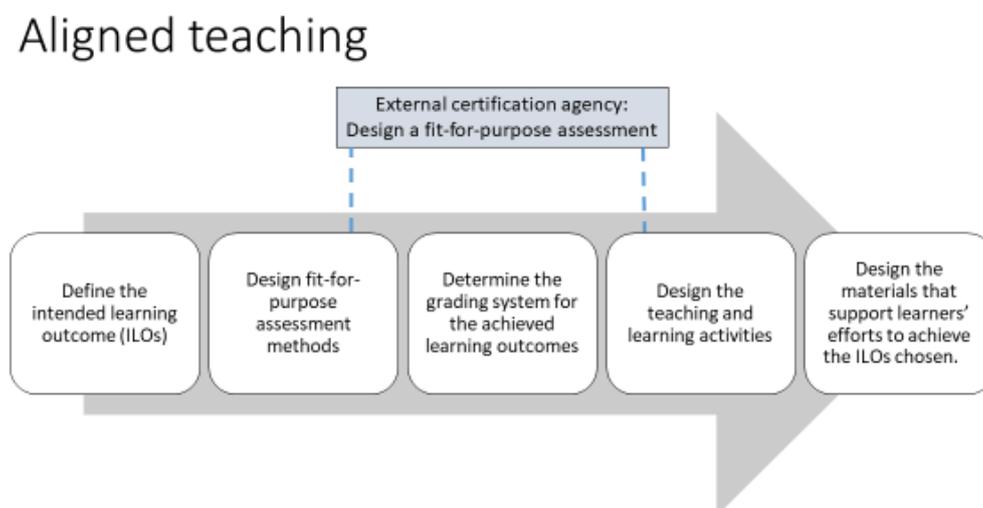
Aligned teaching or 'constructive alignment'<sup>15</sup> implies a shift in the planning of the education and training programmes 'from beginning to end', in a reversed process<sup>16</sup>. See Figure below.

KICs are free to design their own approaches to the assessment of competencies. **Some KICs may opt for a competency certification model that involves an external certification agency that designs and implements a fit-for purpose assessment**, as identified in the figure below.

Aligned teaching helps balance content-based education and training with competency-based education and training. It implies a transition from instructor-driven to learner-centred education and training: it changes the focus from instructors talking *to* learners/participants to instructors talking and interacting *with* them.

Aligned teaching gives a clear understanding of what learners are expected to do and be able to achieve by the end of the study/training 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.

Figure 2.2 Aligned teaching in non-degree and professional education



## Audit (initial submission for awarding the EIT Label)

The audit is an independent and systematic external evaluation of initial KICs submissions for getting the EIT Label. The audit assesses whether the KIC's quality system is appropriate and functional and whether it meets the agreed criteria. The methods by which the KIC maintains and develops the quality of its operations are examined. The audit does not take a position on the objectives or results of the activities

<sup>15</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>16</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.

*per se*, but evaluates the processes by which the KIC manages and develops the quality of education and other activities.

## Fit-for-purpose assessment

Assessment methods should convince the learners/participants and other users of qualifications that the assessment or – where relevant – the certification of competencies is fit for purpose.

The assessment which is fit for purpose concerns the ‘object’ under study/training, while the assessment method reflects the competencies that learners/participants are expected to be able to demonstrate. Assessment methods used by the KICs must allow learners/participants to demonstrate advancement of their skills and competencies related to the specific EIT overarching learning outcomes within the KIC thematic area.

In the EIT-labelled non-degree education and training programmes, different assessment approaches can be used: **Content-based assessment** refers to tasks that primarily concern facts about the object under study. **Competency-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 KICs are free to develop their own approaches to competence-based assessments. These may include competency certification through an external certification agency.

## Certification of competencies

Certification of competencies refers to the formal recognition of the proved / assessed competency of an individual. The issue of a certificate implies that there has been a prior process of competency assessment. It provides a proof of a verified competency, based on a well-defined standard. The certificate can be issued by the organization’s management, customer or an external accreditation agency.

In the EIT context, certification may be given to any pedagogical or andragogical framework developed. Certification shall assess individual competencies. Certification will be carried out at the KIC level, unless EIT will decide to develop certification authority at central level or outsource it.

## Micro-credentials

Micro-credentials certify the learning outcomes following a small learning experience (e.g. a short course or training). These learning outcomes are assessed against transparent and clearly defined standards. Micro-credentials offer a flexible, targeted way to help people develop the knowledge, skills and competences they need for their personal and professional development. Micro-credentials are particularly useful for people want to build on their knowledge, reskill to meet labour market needs or to develop professionally. They also provide a tool for education and training providers, employers and workers representatives, learning providers, employment services, civic society organisation etc. to

develop specific training for in-demand skills. The use of micro-credentials enable people to learn new or additional skills in a tailored and inclusive way.<sup>17</sup>

Micro-credentials are owned by the learner, they can be shared and they are portable. They may be standalone or combined into larger credentials.

## Digital credentials

A digital credential is a digitally documented statement containing an individual's learning achievement, issued by an educational organisation following a learning experience. It can describe: activities (e.g. classes attended), assessments (e.g. projects), achievements (e.g. skills developed), professional entitlements and qualifications. As a digital file, credentials can include a wide range of information that help the recognition and understanding of the credential by employers and other institutions.

In contrast to paper-based certificates, digital credentials reduce administration for learners and graduates as well as education and training providers and businesses. They also decrease the impact of credential-fraud and contribute towards paperless workflows. They support instant verification; recipients can automatically verify information such as the identity of the awarding body or the quality assurance of a qualification. For instance the Europass Digital Credentials are signed with an e-Seal, which indicates that they have a legal authenticity across the EU and equivalence to paper-based credentials containing the same information.

## Individual learning accounts

Individual learning accounts are personal accounts in which training entitlements can be accumulated and spent on quality-assured training. Individual learning accounts aim to ensure that everyone has access to quality training opportunities that are tailored to their needs, at all times – whether employed or not. Individual learning accounts can support training for professional transitions, cover the training needs of the workforce that is not in standard employment, and increase the tailoring of training to individual needs.

The Commission Proposal for a Council Recommendation of 10 December 2021<sup>18</sup> asks Member States to set up individual learning accounts, offer guidance and validation opportunities and paid training leave.

## Monitoring, measuring and assessing impact

Monitoring and measuring impact is a key element of the quality assurance and quality management in EIT non-degree education and training. Quantitative monitoring will be integrated in the non-degree courses and programmes and fully aligned with the EIT Impact Framework. Data shall be collected on non-degree programmes, the learners and participants, as well as institutions/organisations delivering the non-degree education and training.

The impact hypothesis in non-degree education and training, including professional education, is related to the specific strategies of the individual KICs, with emphasis on change in the mindset and behaviour. While individual KICs will design their specific strategies for the assessment of impact across their

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<sup>17</sup> Proposal for a Council Recommendation on a European approach to micro-credentials for lifelong learning and employability COM/2021/770

<sup>18</sup> Proposal for a Council Recommendation on individual learning accounts COM/2021/773 final

programmes, the task of EIT is to confirm their consistency and alignment with the EIT Label and the EIT Impact Framework.

## Enhancement-led evaluation

Enhancement-led evaluation is based on participation and interaction. In the EIT context, its purpose is to help KICs recognise strengths, good practices and enhancement areas in their activities, thus enabling continuous development of KICs and their programmes.

# Part 3: Processes and working tools

This part presents the processes and tools for the EIT-labelling (initial audit), re-audits and periodic and continuous longer-term monitoring and evaluation of the EIT Label for the KIC-specific quality systems in non-degree education and training and where relevant, competency certification models.

The EIT proposes a labelling and monitoring model for KICs' non-degree education and training to assess the appropriateness, functionality and effectiveness of the KIC's quality systems and the alignment with the EIT Label Framework.

**The focus of the labelling and audit is on the procedures used by the KICs to maintain and enhance the quality of these programmes and courses, and to ensure the EIT added value.** Through the labelling and monitoring of the KIC-specific quality systems, the EIT verifies the consistency of the KICs' arrangements for non-degree programme design, delivery and assessment, and their alignment with the EIT Label Framework.

The EIT labelling and evaluation processes also covers the verification of the KICs' competency assessment methods and where relevant, the competency certification.

## The EIT labelling of KICs' quality systems for non-degree education and training and competency assessment/certification

The labelling process entails the following stages:

1. Self-evaluation and documentation by the KIC to present its quality system for the design, implementation and assessment of non-degree education and training, and their alignment with the EIT criteria.
2. External review by the expert team to verify the consistency of the KIC approaches.
3. Conclusion and recommendations by the expert team.
4. Decision by the EIT on the initial award of the EIT Label for the KIC's quality system for the design, implementation and assessment of non-degree education and training.

The labelling of the KIC-specific quality systems for non-degree education and training and competency assessment/certification model follows the principles of a **structured review**, meaning that the self-evaluation and the external review/audit shall follow the guidance and templates provided in this Handbook.

The KIC shall follow the **portfolio principle**: applications should provide evidence that is sufficient to convince the expert team that its quality systems ensure the alignment with the EIT Label Framework, that it equips learners with the EIT OLOs, and that the other quality criteria are met.

## The result and conclusions of the external review (audit) and the process of appeal

The expert team's conclusion on the application may take 2 different forms (for detailed instructions see Part 5: Guidance and instructions for experts):

**Option 1:** The expert team recommends an award of the EIT Label.

**Option 2:** The expert team recommends the rejection of the initial application and a re-audit (i.e. resubmission of the application).

Final decision is taken by the EIT Director, based on the conclusions and recommendations of the expert team. When the result of the assessment process leads to awarding the EIT Label, the EIT Label is awarded **for an unlimited period, but shall be subject to continuous monitoring to ensure consistency of the quality system.**

If the KIC's quality system for non-degree education and training need to go through a re-audit, the decision will state the evaluation areas where improvements are necessary, and which specific areas will be assessed in the re-audit.

A KIC whose quality system has been audited or re-audited by the EIT may request a review of the outcome of the audit (appeal). The **process of appeal** means that the KIC may challenge the decision of the EIT Director, 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>19</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

- The EIT Label application for the KIC-specific quality system for non-degree education and training, and where relevant, the competency certification model, is produced by the KIC education team, in collaboration with relevant partners.
- The EIT Label application includes a self-assessment report of the KIC's quality system for non-degree education and training (for planning, implementation and assessment) and where relevant for competency certification. The application file is produced by the KIC, in accordance with the requirements in this Handbook and in line with the provisions in the EIT Label Framework that sets the general guidelines.

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<sup>19</sup> <http://www.ombudsman.europa.eu>

- The application file is structured according to the quality indicators (Qi1 and Qi2) and accompanied with relevant supporting evidence. The main working tool are the templates with a list of the assessment fields which represent requirements for the quality system.
- The EIT Label application, including the supporting evidence, is submitted through the available online tool (EIT Cloud or other online form decided by the EIT).
- The EIT selects an expert team 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 team is briefed and guided 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, based on a document review and a hearing involving the representatives of KIC's quality system for non-degree education and training and where relevant competency certification, and the expert team. The expert team can request for additional information at least four weeks before the hearing. They can also submit specific questions not later than one week before the hearing as a basis for the discussion.
- The expert team submits their individual and consolidated evaluation reports to the EIT through the available online tool (EIT Cloud or other online form decided by the EIT). 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 award of the EIT Label for the KIC's quality system for non-degree education and training (programme design, implementation and assessment) and competency assessment / certification.
- If the KIC's quality system passes the review, its quality system will receive the EIT Label. The EIT Label is awarded for an unlimited time, subject to regular monitoring. The EIT updates the information on the EIT's website regarding the EIT Label awards on the basis of the outcome of the reviews.
- If the KIC's quality system does not pass the review, it is required to undergo a re-audit. The requirements for specific improvement measures are communicated to the KIC. The EIT and the KIC will agree on the timeline for the re-audit.
- The KIC arranges in cooperation with the EIT a seminar on the review/audit results within approximately a month of the EIT decision. The KIC and the review team are invited to give feedback to EIT on the review/audit process. The feedback is used in the enhancement of KIC's non-degree programmes and related activities.
- All learners attending education and training activities included in the EIT-labelled KICs portfolio are considered "EIT learners" and as such can be awarded an EIT Label certificate upon successful completion of the education activity (irrespective of whether the period of study was commenced prior to/completed after the validity period). If the KIC education and training activity is also covered by external certification they can also receive a specific certificate.

## Re-audit in case of rejection of the initial application

In case the application for the initial award of the EIT Label is rejected, the decision will state the evaluation areas where improvements are necessary, and which areas will be assessed in the re-audit. In the re-audit, the KIC must have evidence that it has developed its activities in the respective evaluation and training

areas at least to the level good. The same criteria are used in the re-audits as in the initial review. Only the areas where improvements are necessary will be re-evaluated.

The KIC will be offered the opportunity to discuss with the EIT its development plan for the quality system in response to the expert team report. In the plan, the KIC should present the development measures by which it responds to the development recommendations set out in the decision of the EIT. The structure of the re-audit material and the overall schedule will be agreed in the consultation. Representatives by the KIC, the initial expert team and the EIT will participate in the consultation.

## Periodic monitoring and reporting on implementation of the KIC quality system

The KIC's quality system for non-degree education and training and competency assessment/certification which has been developed in line with the EIT guidance, is subject to streamlined, monitoring and reporting to the EIT (at portfolio level), covering both quantitative and qualitative data.

Quantitative monitoring on learner/participant data is fully integrated in the central EIT data model which collects data from KICs' activities in all segments. The monitoring of quantitative data will benefit from the standardisation of data flow within the EIT. The key data on learners/participants and graduates will be collected, analysed and monitored 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 EIT grant cycle model reporting frequency (standard grant reporting is planned after 18 and 36 months in case of a 3-year grant agreement).

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

- A brief executive summary report (up to 2 pages) on the implementation of the quality system against the development plans.
- Information on possible changes that have been made in the KIC's quality system, with justification, accompanying documentation and also a description of effects of these changes.
- A brief summary (up to 3 pages) of feedback from learners/participants and alumni, delivery partners and other stakeholders, including certification agencies, as well as a summary how this feedback has influenced the development of the quality system.
- Any other relevant information that KICs and their partners would like to share regarding the non-degree education and training; for instance, examples of good practice, exceptional outputs, products, start-ups or other outcomes, achievements and impacts.

## Continuous Long-term follow-up evaluation

As part of the continuous monitoring of the development of the EIT Label, the KIC's quality system in non-degree education and training and where relevant the competency certification model will undergo a follow-up evaluation after a sufficient number of learners/participants have completed non-degree education and training or have been certified.

The KICs' continuous follow-up evaluation will not constitute a re-labelling but will simply ensure the 'health' of the quality system and provision and compliance with the EIT Label. This ad-hoc evaluation will be integrated within EIT Monitoring and Evaluation 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 and evaluation.

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 KIC-specific quality system for non-degree education and training and/or competency certification model (at portfolio level);
- a horizontal topic/element/feature of non-degree education and training across KICs (for example, a topic identified during continuous monitoring).

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

The EIT will inform the KIC about the scope, focus and objective of the upcoming monitoring and evaluation ideally 12 months before the evaluation (or in justified cases in shorter notice – in line with the EIT Monitoring and Evaluation Strategy).

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 expert team's conclusion may take three different forms:

1. Confirmation of the good status and progress of the KIC-specific quality system, 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 model does not comply with the mandatory requirements (Qi1) and/or its performance (following Qi2 and Qi3) is unsatisfactory, and the model 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. KICs have the right of appeal.

## The experts and their role

EIT appoints and contracts independent external experts to perform the evaluations and re-audits. The principles governing the appointment, work and decision-making of the expert team that are applied in the initial evaluation also apply to the re-audit. Experts sign a Declaration of absence of conflict of interest and confidentiality as part of their expert contract.

The EIT will contract a maximum of 3 to 4 members for each review, from the following different profiles:

- One or two expert(s) 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

It is recommended that the expert panel is 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 learners/participants. The observer shall also sign a Declaration of absence of conflict of interest and confidentiality.

The expert team as a whole must possess experience in the following areas:

- knowledge of quality systems in education
- knowledge of non-degree education and competency certification systems
- knowledge of innovation and entrepreneurship education
- insights into societal impact
- previous evaluation or audit experience or experience in quality work

One of the experts will be nominated Chair/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, and work remotely for the fulfilment of their tasks.

The KICs are responsible for responding to the experts' requests e.g. 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 regarding quality system for non-degree education and training that the KIC should respond to, as well as instructions on 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 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 delivery partners as well as any other relevant supporting documents from the KIC.

### The expert evaluation and the templates (Qi1-Qi4)

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

- A table for the evaluation using the scale excellent, good, insufficient (apart from Qi1 which is pass/no-pass);
- brief instructions what material should be provided to the experts;
- brief instructions to the experts; and
- review questions for each assessment field of the indicator.

The templates include *a final evaluation score template and the final conclusions and recommendation* from the review team. The conclusion shall be based on a holistic view. Where a re-audit is recommended, experts are requested to identify improvement areas and provide detailed recommendations.

The experts 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 a briefing session in order to familiarise the experts sufficiently with the labelling and reviewing processes of the non-degree programme provision.

# Part 4: Guidance and templates for KICs applying for the EIT Label

## I) Guidance for compiling an application for the EIT Label

This part provides the general guidance for the submission of applications for the EIT Label for KIC quality systems in non-degree education and training, and where relevant competence certification and the templates for the labelling processes.

1. Each application consists of:
  - a. KIC applicant details,
  - b. basic description,
  - c. contextual information,
  - d. a self-assessment report, in line with the requirements in this Handbook,
  - e. basic background material for the competency assessment or certification system,
  - f. a list of attachments for supporting evidence, and
  - g. the attachments that document fulfilment of particular requirements.
2. The applicant details comprise: (a) the title of the KIC's quality system in non-degree education and training and, where relevant, competency certification (b) administrative information: name of the KIC, contact details of the KIC staff; (c) identification of the level, format of education and training: school, VET, adult, professional, executive, other non-degree education; and (d) identification of the key delivery partners<sup>20</sup>, and where relevant the certification agency/-ies, each followed by the country code and a link to the website.
3. Basic description covers: (a) aims and objectives; (b) themes, priorities and market demand; (c) vision and philosophy; (d) role of the partners and third party actors; and (e) structures and mechanisms.
4. The contextual information (3-5 pages) shall cover (a) the long-term vision of the KIC's quality system of non-degree education and training, and where relevant, competency certification, (b) expected impacts; (c) evidence of market sustainability; (d) financial model and sustainability, and (e) a risk analysis and mitigation plan. This information shall not be part of the formal assessment of the quality. The review team is invited to provide their brief informal recommendations how the KIC can best make progress in the contextual aspects. Please note that the application file includes only short summary, however KICs are required to develop a full scale market analysis and financial model in the planning stage.
5. The self-assessment report shall be structured according to the EIT requirements. The main working tools are the template Qi1 and Qi2 which outlines the EIT requirements. KICs must address all requirements by providing a narrative answer as well as supporting documents as evidence.

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<sup>20</sup> Changes in key delivery partners are informed through the continuous monitoring process.

6. Where labelling is applied for the competency certification, in addition to the self-assessment report, the KIC shall also provide the following basic competency certification background material for application:
  - a. an organisational chart and description of the quality system for non-degree education and training and competency certification (max 3 pages),
  - b. a description of the organisation and staff involved in quality system and competency certification (1 page),
  - c. the strategy for non-degree education and training and competency certification,
  - d. a quality manual and certification manual or a brief description,
  - e. a description of the development trajectory of the KIC's quality system (1 page),
  - f. a SWOT analysis of the KIC's quality system (1 page),
  - g. Instructions for the Recognition of Prior Learning.
  
7. The selection of the supporting evidence is based on the portfolio principle: the KIC should provide sufficient, but concise evidence for each requirement in response to the questions in the templates. In addition to text documents, the supporting evidence may consist of different visuals (figures, infographics, vide/o clips, YouTube testimonials, photos, infographics etc.)
  
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 can be used.

### **Template for EIT Label for quality system in non-degree education and training and competency certification – Introduction**

#### **Administrative information** (front page)

*(a) the title of the KICs' quality system in non-degree education and training and competency certification model*

*(a) The name of the KIC:*

*(b) Contact details of the contact person:*

*(c) The names of the key partner organisations for non-degree education and competency assessment/certification, followed by the country code and a link to the website:*

#### **Coverage of the application**

*(a) The format and level (school, VET, adult, professional/executive, other):*

*(c) The competency certification model is included: Y/N*

**Basic description** (max. 100 words for each section in bullet points where possible)

(a) *Aims and objectives:*

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

(c) *Vision and philosophy:*

(d) *Partners' and third party actors' roles:*

(e) *Structures and mechanisms:*

***Template for EIT Label – Contextual information for the quality system for non-degree education and competency certification***

*Max. 400-600 words for each section in bullet points where possible*

**The long-term vision**

**Expected impacts**

(including EIT KPIs from the Impact Framework, e.g. EIT Label graduates (or individuals who have successfully completed the programme(s); Career growth of participants) and Horizon Europe requirements.

**The market sustainability**

Please note that the application file includes only short summary, however KICs are required to develop full scale market analysis in the planning stage.

**The financial model and sustainability**

Please note that the application file includes only short summary, however KICs are required to develop full scale financial model in the planning stage.

In case the KIC intends to request EIT funding contribution for non-degree programme provision, explain how the key EIT strategic principle of financial sustainability will be achieved.

**Risk analysis and mitigation plan**

## Template for EIT Label – Background material for competency certification

*Where labelling is applied for competency certification, please provide the following basic competency certification background material for application*

**The long-term vision**

**An organisational chart and description of the quality system for non-degree education and competency certification (max 3 pages)**

**A description of the organisation and staff involved in quality system and competency certification (1 page)**

**KIC's strategy for non-degree education and competency certification**

**A quality manual and certification manual or a brief description**

**A description of the development trajectory of the KIC's quality system (1 page)**

**A SWOT analysis of the KIC's quality system (1 page)**

**Instructions for the Recognition of Prior Learning**

## Template Qi1 for EIT Label – Compulsory requirements

This section outlines the compulsory Quality Indicators and requirements for the EIT-labelled the KIC quality systems for non-degree education and training, and competence assessment and certification. 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 quality system and competency certification model.

### How to use this template

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

Minor contextual deviation from the requirement will 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 KICs and may consist of course or module 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. A SYSTEM AND MECHANISMS TO DEVELOP, MAINTAIN AND IMPROVE THE NON-DEGREE EDUCATION AND TRAINING PORTFOLIO, IN LINE WITH THE EUROPEAN QUALITY STANDARDS AND RECOGNITION FRAMEWORKS:** Non-degree education and training is developed following the established KIC-specific guidelines and, where applicable, the relevant European quality standards and recognition frameworks<sup>21</sup>.

- *Q1.2.1 Does the KIC have a system and mechanisms in place to ensure that the non-degree courses, modules and programmes and, where applicable, the competency certification system, are developed in line with KIC-specific guidelines and, where relevant, the European quality guidelines and frameworks?*
- *Q1.2.2 Does the KIC have a system and mechanisms and in place to ensure that the education and training partners outside of KIC members are carefully selected and compliant with the European quality standards?*

Examples of supporting evidence:

- Quality manual
- Where relevant information on the competency certification system (e.g. alignment with ISO 17024 standard)

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<sup>21</sup> The European Qualifications Framework (EQF) for Lifelong Learning (Annex IV), Qualifications Frameworks in the European Higher Education Area (QF-EHEA), the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the European quality assurance reference framework (EQAVET) in vocational education and training, and guidelines for validation of non-formal and informal learning

**Q1.2 SELECTION AND ADMISSION OF LEARNERS AND PARTICIPANTS:** Selection processes of learners are jointly agreed between the relevant partners/third party actors.

- *Q1.2.1 Does the KIC have procedures in place to ensure that the learner/participant selection and admission processes are transparent and fair?*

Example of supporting evidence:

- Information on selection and admission guidelines

**Q1.3 EIT COMMUNITY BRAND AND EIT LABEL PROMOTION AND RECOGNITION:** The non-degree education and training promotes the EIT/KIC brand and the EIT Label.

- *Q1.3.1 Does the KIC have procedures in place to ensure that the EIT Community Brand Book used as the basis for the promotion of KIC's non-degree education and competency assessment/certification, with the EU and the EIT emblems prominently displayed along with the EIT KIC logo?*
- *Q1.3.2 Does the KIC have procedures in place to ensure that the EIT brand and the EIT Label consistently communicated through the non-degree programmes delivery?*
- *Q1.3.3 Does the KIC have procedures in place to ensure that all participants who pass the competency assessment/certification receive a certificate 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 Certificate with the EIT logo and the EU emblem

## *Template Q12 for EIT Label – Qualitative requirements*

This section outlines the qualitative requirements for the KIC quality system for non-degree education and training and, where relevant, competency certification in connection to the EIT OLOs and key principles. It also outlines the requirements for the KIC to have procedures in place to ensure quality.

Qualitative requirements assess the procedures which support learner-centred, demand-driven planning, implementation and enhancement of non-degree education and training, based on EIT OLOs and key principles.

Quality requirements set the ambitions for the EIT non-degree education and training portfolio, but 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 design and implementation of non-degree programmes irrespective whether the delivery organisations are KIC knowledge partners or third party actors. The KICs are therefore requested to detail what systems, mechanisms and procedures they have in place (or under planning) to ensure that

learners/participants in non-degree education and training can achieve these OLOs, and that the programmes and courses can meet the key principles.

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

### How to use this template

Please outline how the learning experience will ensure that the learners/participants 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 non-degree education and training portfolio and illustrate how they simultaneously fulfil EIT OLOs; propose a narrative about the learner experience.

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

Please outline how the non-degree education and training delivers on the EIT key principles. For example, in relation to the Knowledge Triangle Integration (KTI): How do learners perceive the KTI during the non-degree education and training? Propose a narrative about the learner experience.

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

**Qi2.1 CO-CREATION OF NON-DEGREE EDUCATION AND TRAINING.** The design of the non-degree programmes, learning outcomes and teaching and learning strategies is based on co-creation, involving education providers, end users and reference customers in order to ensure compliance with the market needs and learner-centric approaches.

The KIC has procedures in place to ensure that

- *Q2.1.1 non-degree education and training is co-created.*

Examples of supporting evidence:

- Guidelines for the design of non-degree education and training

**Qi2.2 DEMAND- / NEEDS-DRIVEN NON-DEGREE EDUCATION AND TRAINING.** The development of non-degree courses and programmes begins with needs assessment (market analysis) undertaken at the KIC level.

The KIC has procedures in place to ensure that

- *Q2.2.1. non-degree education and training addresses needs and market demand.*

Examples of supporting evidence:

- Guidelines for non-degree education and training design, including for need assessment and market analysis

**Qi2.3 AGREEMENTS AND SHARED RESPONSIBILITIES.** The development and implementation of non-degree education and training is based on an agreement between the KIC and delivery partners. Responsibilities in the implementation are shared among partners. Intellectual property is organized and agreed upon with partners.

The KIC has procedures in place to ensure that

- *Q2.3.1 the development and implementation of non-degree education and training is based on agreements.*
- *Q2.3.2 responsibilities in implementation are shared among partners.*
- *Q2.3.3 Intellectual property is organized and agreed upon with partners.*

Examples of supporting evidence:

- Guidelines for co-operation in non-degree education and training
- Examples of agreements on non-degree education and training

**Qi2.4 LEARNER CENTREDNESS:** Non-degree education and training promotes learner-centric approaches: recognition of prior learning, flexible study paths, micro-credentials, feedback and support.

The KIC has procedures in place to ensure that

- *Q2.4.1 prior learning is assessed and recognised.*
- *Q2.4.2 flexible study paths are enabled.*
- *Q2.4.3 learners/participants can take an active role in the learning processes, and receive feedback on their learning.*
- *Q2.4.4 learners/participants are supported at different stages of their studies.*

Examples of supporting evidence:

- Guidelines for learner-centred approaches
- Instructions for Recognition of Prior Learning
- *Examples of early intervention mechanisms to prevent the termination of studies*

**Qi2.5 TRACKING OF SUCCESSFUL PARTICIPANTS:** There is a system or mechanism to track the successful participants in non-degree education and training.

The KIC has procedures in place to ensure that

- *Q2.5.1 Individuals completing non-degree education and training programmes and courses are appropriately tracked in terms of their employment outcomes, career growth and start-up activity.*

Examples of supporting evidence:

- Description of the tracking system for the successful participants in non-degree education and training or related plans

**Q2.6 EIT OLO COVERAGE:** The non-degree education and training enables participants to achieve EIT Overarching Learning Outcomes. Innovative and active teaching and learning methods are implemented to enable the achievement of intended learning outcomes.

The KIC has procedures in place to ensure that

- *Q2.6.1 EIT OLO coverage is achieved (minimum of 3 EIT OLOs per course / activity, and balanced representation of all OLOs at portfolio level).*
- *Q2.6.2 teaching and learning methods are appropriate for achieving the intended learning outcomes which relate to the EIT OLOs.*
- *Q2.6.3 teaching and learning methods are activating and appropriate irrespective of the mode of learning whether face-to-face, online or blended.*

Examples of supporting evidence:

- Instructions for non-degree education and training design
- OLO Coverage table
- Evidence and documents how the OLOs are achieved by learners
- Descriptions on teaching and learning methods, including alternatives to face-to-face teaching and learning methods, and how they are supporting the acquisition of the EIT OLOs
- Description of modules/courses with ILOs highlighted including description of skills and competencies and mapping to EIT OLOs

**Q2.7 ASSESSMENT AND CERTIFICATION:** The intended learning outcomes are transparent and assessable. The assessment is fit for purpose irrespective of the mode of delivery and allows feedback from learners.

The KIC has procedures in place to ensure that

- *Q2.7.1 assessment is fit for purpose regarding the content and mode of learning, competencies and the EIT OLOs, allowing feedback from participants*
- *Q2.7.2 certification arrangements enable fit-for-purpose assessment and are appropriately organised (where relevant)*

Examples of supporting evidence:

- Competency Assessment / Certification handbook or advanced plans for these
- Document with the assessment criteria (grade descriptors) that are applied when assessing learner attainment on modules in relation to EIT OLOs

**Q2.8 KNOWLEDGE TRIANGLE INTEGRATION:** Non-degree education and training is based on bridging the education and the non-education world, and co-creation and collaboration.

The KIC has procedures in place to ensure that

- *Q2.8.1 education and non-education partners are involved in the development of non-degree education and training.*
- *Q2.8.2 education and non-education partners are involved in teaching of non-degree education and training.*

Examples of supporting evidence:

- Testimonies from academic and non-academic partners and third party actors
- List of educational activities provided by non-academic partners
- Document describing the different roles of non-academic partners in teaching and learning activities

**Qj2.9 INNOVATION AND ENTREPRENEURSHIP EDUCATION AND TRAINING:** Non-degree education and training develops an entrepreneurial mindset and capacity for innovation.

The KIC has procedures in place to ensure that

- *Q2.9.1 learners/participants are exposed to innovation and entrepreneurship: ecosystem.*
- *Q2.9.2 the non-degree education and training brings 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:

- Letter of endorsement from education and non-education partners

**Qj2.10 HIGHLY INTEGRATED, INNOVATIVE “LEARNING-BY-DOING” CURRICULA:** Non-degree education and training utilises hands-on approaches where learners interact with their environment in order to adapt and learn.

The KIC has procedures in place to ensure that

- *Q2.10.1 non-degree education and training provides learners with opportunities for learning by doing.*
- *Q2.10.2 professional learners are exposed to academic research for integration in their sector/organisation.*

Examples of supporting evidence:

- Examples of authentic industrial/non-academic challenges integrated into non-degree programmes and courses
- Programme objectives, philosophy of the programmes

**Qj2.11 INTERNATIONAL ENGAGEMENT/EXPOSURE:** International exposure supports the achievements of OLOs.

The KIC has procedures in place to ensure that

- *Q2.11.1 the non-degree education and training enables international experience/exposure.*

Examples of supporting evidence:

- Cross-border digitally enhanced co-curricular activities and diverse ‘internationalisation at home’ actions, virtual and blended ‘mobility’
- Internationalisation embedded in the topics

**Qi2.12 INTER-SECTORAL / CROSS-ORGANISATIONAL EXPERIENCE OR EXPOSURE:** The non-degree programmes include inter-sectoral or organisational experience or exposure with academic and research institutions, non-academic organisations (e.g. business and industry, public sector, government, regulators, third sector, start-ups).

The KIC has procedures in place to ensure that

- *Q2.12.1 the cross-organisational experience or exposure is organized so that it enables the achievement of the intended learning outcomes in relation to the EIT OLOs.*

Examples of supporting evidence:

- Guidelines on design of non-degree education and training
- Objectives of modules
- Documents such as the consortium agreement etc.

**Qi2.13 GEOGRAPHIC INCLUSION:** Non-degree education and training aims at geographic inclusion, the European dimension and openness to the world through recruitment, programme content and partner selection. Special efforts are made to enhance the participation from the countries eligible to take part in the EIT Regional Innovation Scheme (RIS).

The KIC has procedures in place to ensure

- *Q2.13.1 the recruitment of learners/participants from diverse geographic backgrounds.*
- *Q2.13.2 the participation of instructors from diverse geographic backgrounds.*
- *Q2.13.3 that the content of non-degree education and training addresses geographic inclusion, including in terms of the EIT Regional Innovation Scheme.*
- *Q2.13.4 the participation of learners and instructors from the countries eligible to take part in the EIT Regional Innovation Scheme.*

Examples of supporting evidence:

- Description of marketing and recruitment plans for recruitment of learners and participants
- Description of plans to enhance participation of instructors from diverse geographic backgrounds

**Qi2.14 INCLUSION, DIVERSITY AND GENDER MAINSTREAMING:** Recruitment and enrolment policies, alternative pathways and recognition of prior learning are promoted to improve social inclusion and diversity. Balanced gender representation among learners and instructors is promoted.

The KIC has procedures in place to enhance

- *Q2.14.1 inclusion, diversity and non-discrimination, including targets and monitoring mechanisms.*
- *Q2.14.2 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, and strategies, policies and actions plans to support inclusion, diversity, non-discrimination and gender equality
- Data on inclusion, diversity, non-discrimination and gender equality

## II) Guidance for re-audits

In case the application for the initial award of the EIT Label is rejected, the decision will state the evaluation areas where improvements are necessary, and which areas will be assessed in the re-audit. In the re-audit, the KIC must evidence that it has developed its activities in the respective evaluation areas at least to the level of 'good'. The same criteria are used in the re-audits as in the initial review.

For the re-audit, the KIC will provide a written report (10-20 pages) on how it has progressed in developing its quality system. The structure of the re-audit material and the overall schedule will be agreed in the consultation.

The report shall comprise

- a cover page
- a table of contents
- a one-page summary of the implementation of the development work and the main results
- a 1–3 page description for each development area showing the development work and its implementation and results.
- a quality system development plan

The KIC will be prepared to provide evidence of the issues raised in the report during the hearing. The KIC must submit the material to the EIT as electronic documents at least four weeks before the re-audit hearing.

The review team may request from the KIC other additional materials it deems necessary before or during the hearing. The KIC shall also arrange for members of the review team an access to electronic materials essential for the quality system.

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

This part provides general guidance for monitoring of the KIC's quality systems for non-degree education and training and competency assessment/certification after the EIT Label has been awarded for an unlimited period. It covers two different processes:

- a) Periodic monitoring and reporting on implementation of the KIC’s quality system for non-degree programmes and competency assessment/certification.
- b) Continuous longer-term monitoring and follow-up evaluation of the quality system after sufficient number of participants have completed their studies or had their competencies assessed/certified.

## a) Periodic monitoring and reporting on implementation of the quality system for non-degree education and training and competency certification

This section outlines the requirements for periodic monitoring and reporting on the implementation of the KIC’s quality systems for non-degree education and training, and where relevant, competency certification.

The KIC’s quality systems are subject to streamlined, regular monitoring and reporting on the implementation.

The periodic monitoring and reporting will cover the progress, performance and health of the non-degree education and training provision and where applicable, the competency certifications 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 quality system and the education outputs.

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

Regular periodic reporting by the KIC’s coordinators for non-degree education and training and competency certification

The regular periodic reporting on the quality system and implementation of non-degree education and training and competency certification by KIC coordinators is aligned with the EIT Grant Cycle. **Brief narrative reports** consisting qualitative data will be delivered multi-annually, in line with the Business Plan frequency.

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

- A brief executive summary (up to 2 pages) on the implementation of the quality system in non-degree education and training and where relevant competency certification, against the plans (progress, performance and milestones, delivery organisations, participants, key principles, curricula etc.)
- Information on possible changes that have been made in the KIC’s quality system, their justification, accompanying documentation and also description of how the changes affect particular evaluation fields.
- A brief summary (up to 3 pages) of available feedback from learners, alumni, delivery partners, certification agencies, and other stakeholder, and how, this feedback has influenced the development of the programme.
- Any other relevant information on non-degree education and training and competency certification that the KIC would like to share: good practice, achievements and impacts.

## Periodic Monitoring through the central EIT data model

The periodic monitoring of quantitative data will benefit from the standardisation of data flow within the EIT. Quantitative data on learners/participants 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 learners/participants and graduates will cover in particular the following key data in line with the EIT Impact Framework<sup>22</sup> and the Horizon Europe requirements:

- Sum of students / participants enrolled in EIT labelled non-degree education and training programmes (in year N).
  - Year of reporting
  - Name
  - Contact detail/email address
  - Gender
  - Country of origin
  - Country of residence
  - Education programme/activity and information whether the activity has been developed as part of the HEI CBI
  - Name of the HEI / education provider
  - Year of starting the studies under the EIT label,
- Sum of graduates / successful participants from EIT labelled non-degree education and training programmes (in year N). Data to include:
  - Year of reporting
  - Name
  - Contact detail/email address
  - Gender
  - Country of origin
  - Country of residence
  - Education programme/activity
  - Name of the HEI / education provider
  - Year of starting the studies under the EIT label
  - Year of completing the studies under the EIT label
- Career growth measured through steady progress of the job grade/level, satisfaction with work, contribution to creating impact, improvement in salary/work conditions. Not to be reported regularly. KICs to maintain an up-to-date record. Data to include:
  - links to the education activity – level (master, doctoral, professional, etc). to be compared against the baseline - standard (average) results in sector (against non-EIT average).

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<sup>22</sup> See EIT GB Decision on the EIT Key Performance Indicators Ares(2022) 2301160 - 03/2022

## b) Continuous Follow-up evaluation of the KIC's quality system for non-degree education and training and competency certification

This section outlines the requirements for the *ad hoc* longer-term follow-up evaluation of the KIC's EIT-labelled quality systems in non-degree education and training.

The EIT-labelled quality systems in non-degree education and training will undergo a continuous longer-term follow-up evaluation after a sufficient number of learners have had their competencies assessed or certified. This does not constitute a re-labelling of the KIC-specific model but will simply ensure the 'health' of the system 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 continuous monitoring (see above), past recommendations of the experts, feedback from learners, alumni and stakeholders, or following a 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 quality system on non-degree education and training, and where relevant competency certification, are covered. This ad-hoc evaluation will be integrated within EIT Monitoring and Evaluation Strategy and will be conducted in line with the EIT rules and provisions for monitoring and evaluation.

The EIT will inform the KIC about the scope, focus and objective of the upcoming evaluation ideally at least 12 months before the evaluation (or in justified cases in shorter notice – in line with the EIT Monitoring and Evaluation Strategy).

The evaluation may focus on:

- Quality system of a single KIC or some or all KICs,
- a single non-degree education and training activity (programme, course, module),
- an entire non-degree portfolio of a single KIC, or
- a horizontal topic/element/feature of non-degree education and training across KICs (e.g. a topic identified in regular monitoring)

Depending on the focus and scope of the evaluation event, the KIC must evidence how its quality system fulfils quality indicators Qi1, Qi2, Qi3 and Qi4 as relevant. The evaluation may therefore focus on requirements for 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 non-degree education and training (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 non-degree education with concrete requirements and instructions for preparation prior the particular monitoring event in advance.

## *Template Qi3 for the quality system on non-degree education and training and competency certification: results, achievements and impact of EIT Label*

**Qi3.1 ENTREPRENEURSHIP COMPETENCIES:** The non-degree education fosters entrepreneurship skills and competencies among learners/ participants.

The KIC has procedures in place to ensure that

- *Q3.1.1 the non-degree education and training fosters entrepreneurship skills and competencies.*
- *Q3.1.2 these skills and competencies are appropriately assessed or certified.*
- *Q3.1.3 assessment results and/or results of competency certifications are handled in line with the GDPR requirements.*

Examples of supporting evidence:

- Examples of completed projects and products of learners/participants
- Data from assessments and/or competency certification system
- Benchmarking against entrepreneurship competencies (EntreComp, European Entrepreneurship Competencies Framework, EPIC etc.)

**Qi3.2 ACHIEVEMENT OF EIT OLOs:** Learners/participants achieve a set of EIT OLOs.

The KIC has procedures in place to ensure that

- *Q3.2.1 the non-degree education and training equips learners/participants with the EIT OLOs.*
- *Q3.2.2 learners'/participants' results from assessments and/or competency certifications are handled in line with the GDPR requirements.*

Examples of supporting evidence:

- Description of the process for storage of assessment results / results from competency certifications in line with GDPR requirements
- Data from assessments and/or competency certification system
- A selection of work by learners/participants. The selection should:
  - Randomly cover 30% of all participants, 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 COMPLETION OF NON-DEGREE PROGRAMMES AND MODULES:** The non-degree education and training has high completion rates.

The KIC has procedures in place to ensure that

- *Q3.3.1 non-degree education and training has high completion rates (the share of admitted participants completing the full programme, module, course).*
- *Q3.3.2 non-degree education and training provides a robust tracking of successful participants and related analysis.*

Examples of supporting evidence:

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

**Qi3.4 IMPACT ON THE PARTICIPANTS' CAREER GROWTH:** Career growth measured through progress of the job grade/level, satisfaction with work, contribution to creating impact, improvements in salary / work conditions.

The KIC has procedures in place to

- *Q3.4.1 monitor the impact of non-degree education and training and, where applicable, the impact of competency certification on participants' careers (job grade/level), possible further education, remuneration and work satisfaction.*
- *Q3.4.2 monitor the impact of non-degree education and training and, where applicable, the impact of competency certification on participants' contribution to creating impact, e.g. transforming their workplaces or other operational environments.*

Examples of supporting evidence:

- Data on links to the education and training activity level (master, doctoral, professional etc.) and to be compared against the standard / average results in sector (against non-EIT average)
- Data and reports on learners'/participants' career growth (job grade/level), wages and work satisfaction, or further education
- Reports on participants' impacts on their workplaces / other operational environments

### *Template Qi4 for the stakeholder experience and continuous improvement of the EIT Label*

**Qi4.1 PARTICIPANT FEEDBACK AND EXPERIENCES:** Systematic participant feedback is collected and used to improve the non-degree education and training and, where applicable, competency certification.

The KIC has procedures in place to ensure that

- *Q4.1.1 feedback is collected from participants.*
- *Q4.1.2 the feedback results (from these surveys, focus groups etc.) are used to identify the areas of strength and/or areas in need for improvement.*
- *Q4.1.4 feedback on feedback is provided.*

Examples of supporting evidence:

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

**Q4.2 ALUMNI FEEDBACK AND EXPERIENCES:** Systematic alumni feedback is collected and used to improve the non-degree education and training and, where applicable, competency certification.

The KIC has procedures in place to ensure that

- *Q4.2.1 feedback is collected from successful participants in the education activities and alumni.*
- *Q4.2.2 questions about related career changes (career progress, job changes, start-up and innovation project involvement etc.) are included.*
- *Q4.2.3 the feedback results (from surveys, focus groups etc.) are used to identify the areas of strength and/or areas in need of improvement.*
- *Q4.2.4 feedback on feedback is provided.*

Examples of supporting evidence:

- Description of the proposed methods— (surveys, focus groups etc. – for gathering feedback
- Description of the alumni and their careers as tracked
- The latest results of the relevant inquiries about career changes related to completion of non-degree programmes and/or competency assessment/certification
- Description of the process for storage of feedback in line with GDPR requirements
- Examples how the feedback has been / will be used to improve the non-degree education provision

**Q4.3 INSTRUCTOR FEEDBACK AND EXPERIENCES:** Systematic feedback from instructors is collected and used to improve the non-degree education and training.

The KIC has procedures in place to ensure that

- *Q4.3.1 feedback is collected from instructors.*
- *Q4.3.2 the feedback results (from these surveys, focus groups etc.) are used to identify areas of strength and/or need for improvement of the non-degree education and training provision.*
- *Q4.3.3 feedback on feedback is provided.*

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 feedback in line with GDPR requirements
- Examples how the feedback has been / will be used to improve the non-degree education and training

**Q4.4 EXTERNAL STAKEHOLDERS' FEEDBACK AND EXPERIENCES:** Systematic feedback from business and other non-education partners is collected and used to improve the non-degree education and training.

The KIC has procedures in place to ensure that

- *Q4.4.1. partners and other external stakeholders can express their views of the non-degree education and training.*
- *Q4.4.2 feedback from industry shows whether the non-degree education and training fills skills gaps and/or shortages.*
- *Q4.4.4 the results of these surveys, focus groups, etc., are giving a clear overview of the areas of strength and/or areas in need of improvement.*

Examples of supporting evidence:

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

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

The KIC has procedures in place to ensure that

- *4.5.1 research studies, evaluations, analyses and/or development activities are conducted to improve the non-degree education and training.*
  - *4.5.1.1 If yes, 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 non-degree education and training.*
  - *4.5.1.2 If yes, have these activities led to evidence-based decisions on how to develop the non-degree education and training.*
- *4.5.2 continuing professional development activities are available for the instructors notably in teaching of entrepreneurship and innovation.*

Examples of supporting evidence:

- Description of outcomes of evaluation, 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 delivery partners and third sector actors based on research and development activities
- Evidence of the development of communities of practice for non-degree education and training; documented pedagogical cooperation methodology, processes and/or tools; documented continuous improvement processes

# Part 5: Guidance and instructions for experts

This part provides the guidance for the external expert teams who are selected by the EIT and invited to take part in the evaluation of the applications for the EIT Label for quality system of non-degree education and training or to assist the EIT in the re-audit or in the follow-up evaluations. The 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 (audit)

Experts support the labelling of the KIC's quality system for non-degree education and training and competency assessment/certification by:

- verifying the self-assessment reports;
- identifying "good practices" within the submitted applications and in the quality system design; and
- providing feedback on relevant aspects of EIT Label Model and assessment process from the expert perspective.

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

- the contextual Information for the EIT Label for KIC's quality system for non-degree education and training, and where relevant basic competency certification background material for application
- the compulsory requirements for awarding the EIT Label – 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 KIC's quality system for non-degree education and training and, where applicable, competency certification by providing their brief informal recommendations how the quality system 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 KIC's quality system for non-degree education and training. No grading is required for this task. Expert's views on contextual information will feed into the monitoring of the system.

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 KIC's quality system in non-degree education and training**

<p><b>Informal recommendations how the KIC's quality system in non-degree education and training provision can best make progress in contextual aspects</b></p> <p><i>Brief recommendations of 300-500 words for each section in bullet points where possible.</i></p>
The long-term vision
Expected impacts
Market sustainability
Financial model and sustainability
Risk analysis and mitigation plan
Competency certification background material

**Template for the expert team informal recommendations for the competency certification model**

<p><b>Informal recommendations on the competency certification system</b></p> <p><i>Brief recommendations of 300-500 words for each section in bullet points where possible.</i></p>
<b>The long-term vision</b>
<b>Organisation and staff</b>

Strategy for non-degree education and competency certification
The development trajectory of the KIC's quality system
The quality system for certification
Recognition of Prior Learning
Other comments

## Review of the Compulsory requirements for the initial award of the EIT Label - Template Qi1

The experts shall confirm the full compliance of all compulsory requirements before they can proceed to the quality review of the quality system (Template Qi1).

### 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 expert team are required per assessment field as these are basic compliance requirements, not 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 KIC's quality system receives a 'Pass' decision, the expert team may progress to the full quality review.
- If it receives a 'No Pass' decision, the expert team should write a short report (maximum 500 words) to identify challenges and make recommendations for improvements. In this case, the EIT is informed that the review is halted.
- The recommendations for re-audit or improvement are forwarded to the relevant KIC.
- In case of appeal by the applicants, if requested by the EIT, the expert team should support the EIT in providing further clarifications regarding the team's assessment and recommendations.

## 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 should evidence to what extent they fulfil the evaluation fields.

Each expert should base their grading on the evaluation of the KIC's quality system for non-degree education as a whole.

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 learners/participants will achieve the learning outcomes and that the non-degree education and training meet the other quality requirements. The review focus is primarily on the quality, consistency, impartiality and appropriateness of KIC's quality assurance arrangements for non-degree education and training and, where applicable, competency certification.

### Determining Quality Indicator Scores

Qualitative requirements will be assessed using the grading scale from 1 to 3. The experts should grade each assessment field/question in line with the table 5.1.

Each quality indicator score should build on the consensus of the experts. 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. For the score 3 ‘insufficient’ a more thorough and elaborated explanation is expected, to provide the KIC with detailed feedback in order to learn from the assessment and to address the shortcomings accordingly. In case the experts disagree on a specific recommendation, the chair shall make the final decision. In this case the arguments for the disagreement should be specified.

Table 5.1. Grading scale for assessing particular evaluation fields in Qi2

Grade	Evaluation	Criteria
1	Excellent	The criteria have been met and includes evidence of best practice in design and/or implementation. The KIC shows evidence of continuous and effective enhancement work. Enhancement activities generate substantial added value for the KIC, stakeholders, or both. The KIC presents compelling examples of successful enhancement activities.
2	Good	The criteria have been met.
3	Insufficient	The KIC shows an absence of, or major shortcomings in the evaluation areas. There is no clear evidence of the impact of quality management in the enhancement of activities.

## Final conclusions and recommendations - Template for experts

This section provides guidance for the expert team to design their final conclusions and recommendations regarding the application for the initial award of the EIT Label for the KIC’s quality system for non-degree education and competency assessment/certification.

### Determining the Final Evaluation Score

The final evaluation score and proposal to award the EIT label should build on the consensus of the expert 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 evaluation score of insufficient (3) will require a more thorough and elaborated explanation 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 expert team does not agree on a specific recommendation, the chair shall make the final decision. In this case the arguments for the disagreement should be specified.

Table 5.2: Grading scale for the final evaluation score

Grade	Evaluation	Criteria
1	Excellent	Mainly scores of 1 and evidence of best practice in the quality system for non-degree education and training
2	Good	Mainly scores of 2 and evidence that the application meets the requirements for the quality system for non-degree education and training
3	Insufficient	Mainly scores of 2 and little or no evidence that the application meets the requirements for the quality system for non-degree education and training

#### Results of the assessment

- If the KIC's quality system and competency certification model receives a final evaluation score of 1 or 2, the expert team recommends that the EIT Label is awarded. After positive assessment, the EIT Label is awarded for unlimited period and consistency and quality of the quality system will be monitored continually
- If it receives a final score of 3, the expert team recommends a re-audit. In this case the expert team shall provide clear reasons for this recommendation in the final report and propose concrete recommendations for improvement. The recommendations for re-audit and improvement areas forwarded to the relevant KIC by the EIT.

#### **Template for the expert team - Final conclusions and recommendations (Initial award of the EIT Label for KIC's quality system in non-degree education and training and competency certification)**

Name of the KIC	
The title of the KICs' quality system in non-degree education and training and competency certification model	
Final Evaluation Score (1-3)	
Final Conclusion: Label is recommended (Y/N) Re-audit is recommended (Y/N)	

#### **Re-audit requirements**

<i>Comments should not exceed 1000 words and should use bullet points where possible. Statements should be qualified with examples and reference to the particular evaluation questions/answers and information as provided in the application file.</i>
Reasons for re-audit:
The list of recommendations for improvements:
Improvement area(s) to focus the re-audit:

<b>Review Team Overall Comments</b>
<i>Comments should not exceed 2000 words and should use bullet points where possible. Statements should be qualified with examples.</i>
Date
Name of Chair of expert team:
Names of expert team members:

## Re-audit of the quality system for non-degree education and training and competency certification

This section provides the expert team with guidance to design their final conclusions and recommendations regarding the re-audit of the KIC's quality system for non-degree education and training and, where applicable, competency assessment/certification.

### Re-audit report

The expert team prepares its report on the basis of the material accumulated in the evaluation process (KIC documents and the hearing). The report presents the results of the re-audit by improvement area. The report contains an evaluative text and conclusions, but no recommendations for further development. At the end of its report, the expert team presents an overall assessment and its recommendation whether the KIC's quality systems passes the re-audit.

The EIT decision on the result of the re-audit is presented at the end of the report.

What is the final conclusion of the expert team in case of a re-audit?

The expert team’s conclusion may take 2 different forms – experts can either (a) confirm good status and progress of the quality system, or (b) in a duly justified case, when the quality system does not comply with the requirements, recommend not to award the EIT Label.

If the expert 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 KIC can learn from the process.

**Template for the expert team - Final Conclusions of the Re-Audit**

KIC name:	
The title of the KICs’ quality system in non-degree education and training and competency certification model	
Focus of the re-audit	
Final conclusion of the re-audit: (Sufficient / Insufficient progress)	

**Specific comments regarding the re-audit areas**

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

**Expert 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 the expert team:
Names of expert team members:

## Continuous follow-up evaluation of the EIT-labelled quality system for non-degree education and training and competency certification

This section provides the expert team with guidance to design their final conclusions and recommendations regarding the longer-term follow-up evaluation of the EIT Label for the KIC’s quality system for non-degree education and training and, where applicable, competency certification.

Each KIC’s quality system for non-degree education and training and where applicable competency certification system undergo a follow-up evaluation after sufficient number of participants have had completed programmes or sufficient number of participants have had their competencies certified.

The EIT will define the scope and focus of the monitoring event. Depending on the scope and focus, the EIT will seek assistance of experts with relevant profile and background to conduct the review. Depending on the scope, the experts shall evaluate the quality system for the non-degree education and training and competency certification against the requirements covered in this Handbook for system design (Qi1 and Qi2), and/or for results, impact and stakeholder experience (Qi3 and Qi4).

The KIC-specific quality systems must evidence how 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.

### Determining the Final Evaluation Score

The final evaluation score should build on the consensus of the expert 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.

In case the experts disagree on a specific recommendation, the chair shall make the final decision. This situation should be stated clearly and the arguments for the disagreement should be specified.

Table 5.4: Grading scale for final evaluation score

Grade	Evaluation	Criteria
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1	Excellent	Mainly scores of 1 and evidence of best practice in the quality system for non-degree education and training
2	Good	Mainly scores of 2 and evidence that the application meets the requirements for the quality system for non-degree education and training
3	Insufficient	Mainly scores of 2 and little or no evidence that the application meets the requirements for the quality system for non-degree education and training

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

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

If the expert team does not recommend the EIT Label (a final evaluation score of 3), it should provide clear reasons for this in the final report so that the KIC can learn from the process.

**Template for the expert team - Final conclusions and recommendations (longer-term follow-up evaluation of the EIT Label for KIC’s quality system in non-degree education and training and competency certification)**

KIC name:	
The title of the KICs’ quality system in non-degree education and training and competency certification model	
Focus of the evaluation as identified by the EIT	
Evaluation Score for Qi2 (1-3):	
Evaluation Score for Qi3 (1-3):	
Evaluation Score for Qi4 (1-3):	
Final Evaluation Score (1-3):	
Final conclusion of the long-term follow-up evaluation: (Good progress and no requirements / Good progress with specific requirements / Unsatisfactory)	

**Specific gaps and 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 gaps and 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 expert team:

Names of expert team members: