"Quality for learning"

EIT Label Handbook for EIT Fellowships

First Edition (August 2022)

The EIT – Making Innovation Happen

European Institute of Innovation and Technology (EIT)

www.eit.europa.eu

The EIT is a body of the European Union

Contents

Abbreviations

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

Introduction

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[1]. 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 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

EIT's education and training offer comprises a rich portfolio of both degree and non-degree programmes 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 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.

The aim is to ensure financial sustainability for the education and training provision.

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[1] 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 model and introducing new elements

The EIT Label is a quality mark in education. In line with the EIT Strategic Innovation Agenda 2021-2027[2] (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 also institutions beyond the current KIC partners.

The expansion of the EIT Label model towards new target groups of learners and institutions will help the KICs to reach the ambitions and targets for the label extension laid down by the EIT SIA. One of the new elements of the EIT Label model is EIT Fellowship. The new KIC-specific EIT Fellowship schemes will be launched to enable individual learning pathways including recognition of prior learning in order to provide a similar learning experience and learning outcomes as in the EIT Label degree programmes. The EIT Fellowships will be aligned with the EIT Label Framework and on a par with the EIT Label degree programmes in terms of their overarching learning outcomes, key principles, and mandatory requirements.

The expansion of the EIT Label is expected to contribute to KICs' financial sustainability. The KICs are developing and implementing 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 and EIT Fellowships are important tools to reach this goal.

The objective of this Handbook

The main objective of this Handbook is to define and position the EIT Fellowship as a new element of the EIT Label model. The idea of the Fellowship has been introduced in the updated EIT Label Framework[3]. The aim is also to offer guidance and hands-on working tools for their design, development and review. The Handbook is an essential tool for the education coordinators, educators and external reviewers.

As the EIT Fellowships enable **individual learning pathways through similar learning experience and learning outcomes as in the EIT-labelled degree programmes**, the Handbook for Fellowships closely follows the structure of the EIT Handbook for degree programmes. The focus is on Fellowships at master's and doctoral level; with minor changes the guidance can be adapted to other levels and forms of education.

The Handbook is divided into five main parts.

> **Part 1** introduces the EIT Label, its components as well as the overarching learning outcomes, key principles and the underlying logic adapted to the EIT Fellowships.

> **Part 2** introduces the main concepts and definitions of the EIT Fellowships.

> **Part 3** outlines the processes that are used in the labelling and monitoring the EIT Fellowships.

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[2] 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, 28.5.2021SIA

[3] See Decision 11/2021 of the Governing Board of the EIT on the adoption of the new EIT Label Framework (Ares(2021)1930763).

Part 4 provides guidance and templates for KICs and their knowledge partners for the application of the EIT Label for Fellowships.

Part 5 provides guidance and templates for the external review.

Part 1: The EIT Label for Fellowships

This part introduces the EIT Label and its components, the key aspects of the EIT Label model and the contextualisation of the key principles and Overarching Learning Outcomes in EIT Fellowships.

The EIT Label – quality mark for education and training

The EIT Label is a quality mark for education and training. It is a certificate of quality education in entrepreneurship and innovation and is provided by the EIT following an external and independent review.

The EIT Label is awarded to degree programmes, and from 2022 also to EIT Fellowships as well as KIC-specific quality systems for non-degree education and competency assessment/certification.

The EIT Label Framework[4] provides the two components – the key principles and Overarching Learning Outcomes (EIT OLOs) – that ensure that the EIT Label is consistently implemented in education and training across the KICs' education portfolios.

The key principles and overarching learning outcomes are contextualised across KICs' education and training portfolio. They 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 focus of the EIT Label is on the *'EIT/ KIC added value'*:

— Are the EIT Label key principles integrated in education and training?

— Do the education and training ensure that learners achieve the EIT overarching learning outcomes?

The assessment of any other aspects, including the Bologna requirements[5], remains at the discretion of regional or national quality assurance systems. Consequently, the reviews for the EIT Label complement the accreditation processes that are based on national quality assurance systems for higher education.

EIT Fellowships

In line with the requirements outlined in the EIT Strategic Innovation Agenda for 2021-2027, the EIT is establishing the EIT Fellowships to scale up and expand the scope of the EIT Label from the degree programme level to individual learners, and beyond the KICs existing networks of partner institutions.

The **EIT Fellowships** are KIC-specific schemes that equip learners with a similar experience and learning outcomes as the EIT-labelled degree programmes while enabling greater learner centredness and individual learning pathways including recognition of prior learning.

In practice, EIT Fellowships are focused on schemes of shorter duration than degree programmes. The Fellowship may include inter-sectoral and cross-organisational mobility and/or an opportunity to attend

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[4] See Decision 11/2021 of the Governing Board of the EIT on the adoption of the new EIT Label Framework (Ares(2021)1930763)
[5] See https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en

an EIT Labelled Summer/Winter School which focus on solving societal challenges on the KIC thematic area and developing and putting ideas into action through entrepreneurial competencies.

The EIT Label shall be awarded to the KIC-specific Fellowship schemes, designed and submitted to the EIT by the KICs. Individual learners shall be fully administered by the KICs (together with KICs partners) and by participating in these KIC educational formats, they will then become EIT Fellows.

Inclusion of thesis work in EIT Fellowships

KIC-specific Fellowship concepts are likely to focus – or build – on shorter schemes than the EIT-labelled degree programmes. They may be designed as a post-degree programme or comprise a part of a programme. At the same time, they should find ways to ensure that learners are able continue their studies to complete a full degree and/or embark on a thesis work under the auspices of the Fellowship if they so choose. Therefore,

— The Fellowship model should ensure that learners have appropriate support available from both academic and non-academic supervisors. In practice, this requirement could be implemented through the use of individual learning plans, followed up by the coordinator at the higher education institution or KIC level.

— Flexible approaches should be implemented to enable learners to complete a thesis, if they so wish, by taking into consideration ongoing – and completed work in educational institutions whether KIC knowledge partners or third party actors.

— Where thesis work has already been completed with industry or other non-academic mentoring and support, KICs should look for ways to recognise this, and provide further opportunities for such collaboration for instance by facilitating the collaboration between the learner and KIC's business partner.

— The possibility to include thesis work should be clearly communicated in the calls for Fellowships, and with the partners and learners in order to enhance strong branding through the EIT Label certificate.

— The KICs should also examine to what extent it is possible to enable learners to make the decision to embark on the thesis work at different points of their learning journey.

Research and development (R&D) projects in EIT Fellowships

In order to continuously improve the KICs' education offer towards modernization, excellence and Knowledge Triangle integration, the KICs are encouraged to engage in research and development projects that could include cross-KIC efforts to develop shared approaches to enabling leaner-centred approaches and individualised learning pathways, including joint pilot programmes to test the new approaches.

Such projects can be also included in monitoring the long-term progress of Fellowship schemes (see the assessment field 4.5 in the reviews).

The EIT key principles in EIT Fellowships

Just like EIT-labelled degree programmes, the **EIT Fellowships address the eight key principles in line with 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 EIT Fellowships, the way they are contextualised and adapted is up to the individual KICs. The KIC will ensure that the delivery organisation – KIC's knowledge partner 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 applicants.

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

Figure 1. EIT Label key principles in EIT Fellowships
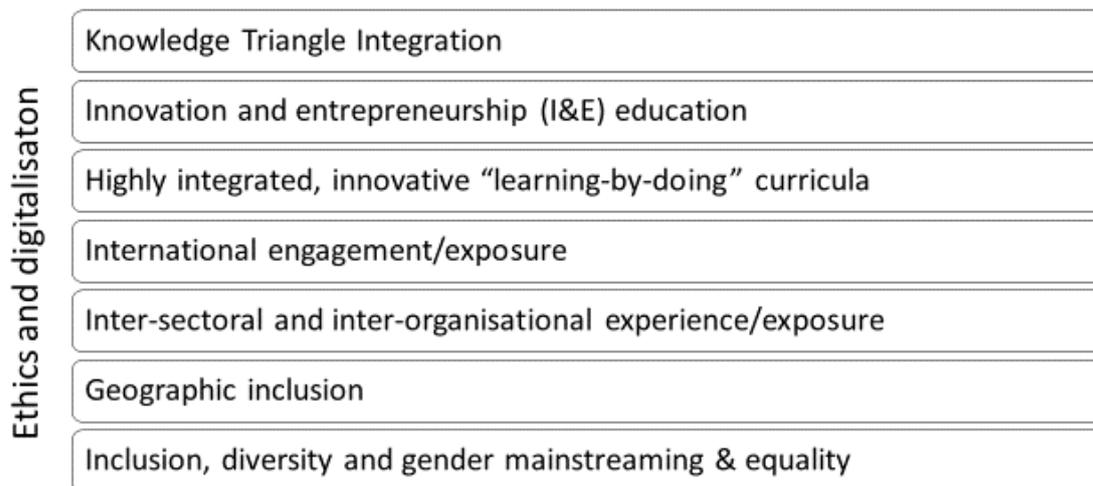
Knowledge Triangle Integration

The Knowledge Triangle Integration (KTI) is a key principle of all Fellowships through co-creation and collaboration between education, research and innovation[6]. The focus on societal challenges through the integration of the Knowledge Triangle distinguishes the EIT from other EU innovation instruments. Depending on the particular field and discipline, KICs are also encouraged to involve civic society in the innovation processes and education programmes in different ways.

Innovation & entrepreneurship (I&E) education

The EIT contributes to a highly-skilled European workforce, with an entrepreneurial mindset and capacity for innovation which reflects current and future societal needs. Hence, all EIT education and training activities emphasize the need for sustainable and inclusive forms of innovation, and equips learners with

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[6]   In line with the EIT Regulation (recast), see Article 3

business models that create societal value and takes into consideration environmental, economic and societal dimensions. EIT Fellowships increase the capacity of the innovation and entrepreneurship education by empowering learners to transform their scientific expertise into tangible societal and business solutions.

Highly integrated, innovative learning-by-doing curriculum

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

International engagement and experience

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

In Fellowships the mobility can take physical, virtual[7] (online) or blended form[8], including cross-border digitally enhanced activities and diverse 'internationalisation at home' actions. Given that Fellowships are expected to allow for individual learning pathways, the experience from combining 'host university' programmes with the EIT Fellowship may also constitute a mobility.

Additionally, the Fellowships devote explicit attention to the existence and working of innovation and entrepreneurship systems at different scales, such as local, national, regional and international.

Inter-sectoral and inter-organisational experience

EIT Fellowships include inter-sectoral or organisational mobility and/or experience in non-academic organisations, including business and industry, public sector, government, regulators and civil society. In Fellowships the mobility may entail attendance in an EIT Labelled Summer/Winter School which focus on solving authentic societal challenges, articulated by non-academic organisations on the KIC thematic area and developing and putting ideas into action through entrepreneurial competencies. It may also entail inter-sectoral and inter-organisational experience in the form of virtual collaborative projects that involve intense interaction between the learner and the external organisation, including working in start-ups and social enterprises. Opportunities for virtual and blended learning and remote working to support mobility mitigation are promoted.

Geographic inclusion

The geographic inclusion, the European dimension and international openness are embedded in the recruitment, and the content and partner selection of EIT Fellowships. The EIT Fellowships increase the regional and local outreach in order to address disparities in innovation capacity and to promote knowledge and innovation diffusion across the Union. Special efforts are made to enhance the participation of learners, teachers and organisations from the countries eligible to take part in the EIT Regional Innovation

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[7] For Virtual Mobility, see https://virtualmobility.eadtu.eu/formats
[8] Force majeure such as pandemic or individual reasons such as specific individual constraints related to health, disability, family.

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 both Fellowships and the EIT-labelled degree programmes in line with EU policies on equality and non-discrimination as well as related EU strategies and policies in Education, Research and Innovation[9]. Recruitment and enrolment policies, alternative pathways and recognition of prior learning are promoted in view of improving social inclusion. Investments in support for learners, blended learning and remote working opportunities enable equal access and success in EIT education and training activities.

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

The EIT Overarching Learning Outcomes (EIT OLOs)

The general set of EIT Overarching Learning Outcomes (EIT OLOs) is outlined in the EIT Label Framework.

The main objective of the EIT Fellowships is to ensure that the learners achieve the EIT OLOs. The Fellowships should therefore provide the learners with opportunities to develop entrepreneurship skills and competencies and Knowledge Triangle integration skills.

The definitions of the EIT OLOs for EIT Fellowships (as provided in the Table 1 below) are fully coherent with the good practice in entrepreneurship education at European level, such as the European Entrepreneurship Competence Framework, EntreComp[10]. They allow for tailored application in EIT Label Fellowships across the KICs. The EIT OLOs complement the intended learning outcomes of the Qualification Framework of European Higher Education Area (QF-EHEA, 'the Bologna framework').[11]

The EIT OLOs are integrated into the teaching, learning and assessment of the EIT-labelled Fellowships. They are contextualised and embedded in a thematic field in order to foster innovative and entrepreneurial mindsets based on the Knowledge Triangle. The KICs and their education partners are free to decide on how to implement the contextualisation. The EIT OLOs are also transformed into more specific learning outcomes for the Fellowship, modules and courses in order to equip the learners with the desired skills and competencies.

Each OLO is applicable across KICs' Fellowships, although their specific focus and weight may vary, and the OLOs can also be achieved through recognition of prior learning. 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.

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[9] See also the EIT Gender Mainstreaming Policy: https://eit.europa.eu/library/eit-gender-mainstreaming-policy

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

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

Table 1. EIT Overarching Learning Outcomes (EIT OLOs) for EIT Fellowships at Master and Doctoral level

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

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[12] 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.

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

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

Intended learning outcomes can apply to different levels, from the qualification frameworks as the Qualification Framework of European Higher Education Area (QF EHEA), the European Qualification Framework (EQF), or the National Qualification Frameworks (NQF)[13] 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.

Defining intended learning outcomes

The Intended Learning Outcomes (ILOs) describe what students will be able to do with the content in order to fulfil the objectives[14]. 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 objectives of a programme 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.

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

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

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

matter of a Fellowship. In sum, the ILOs describe what students will be able to do with the content in order to fulfil the objectives[15].

The EIT quality indicators

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

— Two indicators – Qi1 and Qi2 – are used for the labelling of new Fellowships scheme.

— Two indicators – Qi3 and Qi4 – are focussed on results from and impact of the implementation of Fellowships and stakeholder experience. These indicators are used for continuous follow-up evaluations but the exact choice of the indicators will depend on the scope and focus of evaluation, defined prior to the evaluation taking place.

— Continuous follow-up evaluations may include all four or some of the indicators.

— The first quality indicator (Qi1) differs from the others in that it addresses a number of compulsory requirements on a yes/no basis whereas the quality indicators Qi2, Qi3 and Qi4 are all evaluated on a four-grade scale.

Quality indicator 1 – Compulsory requirements

All assessment areas of Quality indicator 1 are compulsory components of EIT Fellowships. These indicators have been slightly modified with respect to those of the degree programmes to allow for individual pathways and learner-centredness. They are evaluated as yes/no, with room for additional comments. All assessment fields need to be fulfilled in order to proceed with the assessment of the Fellowship.

Quality indicator 2 – Qualitative requirements

Quality indicator 2 evaluates whether the Fellowship sufficiently covers the EIT OLOs in relation to the thematic field of the KIC as well as the key principles of the EIT Label model. Additional assessment fields evaluate whether the Fellowship is characterised by activating teaching and learning methods (learner-centredness). To allow for greater adaptation, the qualitative requirements set the level of ambition; therefore a modest performance in some qualitative requirements can be compensated with excellent performance in others.

Quality indicator 3 – Results, achievements, and impacts

Quality indicator 3 consists of four assessment fields which evaluate:

1. **Entrepreneurship skills and competencies.** Guidance on curriculum design and benchmarking entrepreneurship competencies is provided by the European Entrepreneurship Competencies Framework (EntreComp)[16] and the Entrepreneurial Potential and Innovation Competences (EPIC) course assessment tool which can be used to measure skills and competence development.[17]

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

[16] 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

[17] For more on EPIC, see https://heinnovate.eu/en/heinnovate-resources

2. **Achieved Learning Outcomes (ALOs).** These refer to samples of actual products by learners (e.g., theses, summer school deliverables, business development lab deliverables etc.)
3. **Retention and completion rates**. Retention and completion rates should be closely monitored and analysed.
4. **Graduate employment and career progress.** This assessment field will stimulate the KICs to undertake analysis, evaluations and research on their educational activities in order to determine whether graduates show excellent labour market outcomes and career progress.

<u>Quality indicator 4 — Stakeholder experiences</u> <u>and continuous improvement</u>

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

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

Part 2: Terms and concepts

This part introduces the main terms and concepts and may be used as guidance in the design and evaluation of the Fellowships.

Entrepreneurship

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

Entrepreneurship education

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

The EIT added value

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

The EIT/KIC added value in the context of EIT Fellowships refers to all elements by which the Fellowship 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 Fellowships

In the EIT/KIC context, quality means that the learners achieve the Intended Learning Outcomes (ILO) through active learning methods and feedback in a rich and supportive learning environment.
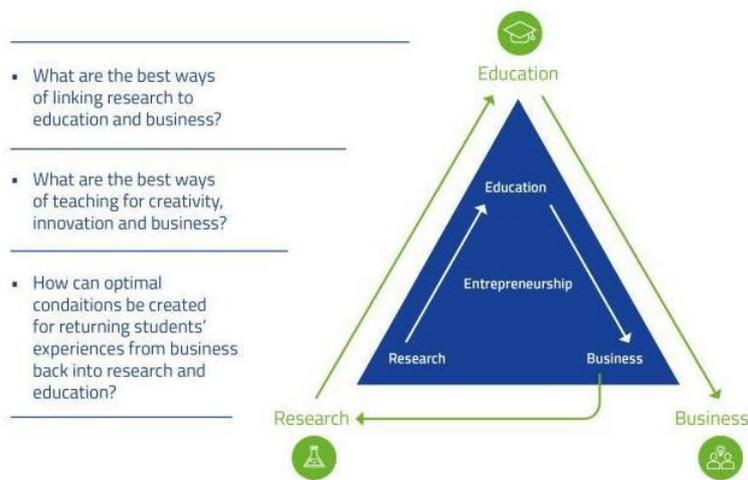
Fig. 3 Teaching for Quality in the Knowledge Triangle

Teaching and learning in the Knowledge Triangle

The Knowledge Triangle paradigm stands for improving the integration between education, research and innovation, and business. The planning and labelling of the EIT Fellowships involve a simple enquiry-based process around the three nodes of the Knowledge Triangle[18]. The design and implementation of EIT Fellowships should reflect and respond to the following questions which constitute the basis for the EIT QALE model:

— What are the best ways of linking research to education and business/non-academic actors?

— What are the best ways of teaching for creativity, innovation and entrepreneurship, sustainability and internationalisation?

— How to create optimal conditions for returning learner experiences from business (or other non-academic actors) back into research and education?

Knowledge forms in the EIT education agenda

'Knowledge forms' provide a way of logically grouping the OLOs together. Ordering transferable or transversal skills, competencies, and attitudes into knowledge forms is a way to highlight also these types of learning outcomes. The explicit use of knowledge forms is the key to moving from content-based education to competence-based education[19] which integrates skills, knowledge and attitudes.

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[18] 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.

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

Using knowledge forms is also an effective way of profiling and branding Fellowships. In EIT Fellowships, like in other EIT-labelled education and training provision the chosen knowledge forms – EIT OLOs – relate to the Knowledge Triangle.

Individual learning pathways

In EIT Fellowships, individual learning pathways allow for a learner-centred individualised programme. In practice, individual learning pathways can be facilitated through the use of individual learning plans that are confirmed, monitored and followed up by the KICs and/or university/training coordinators, and underpinned with support for personal development. In practice, learners could be asked to define a project to drive change in their preferred impact area, using support from the university, educators/learning coaches, and peers. Furthermore, individual learning pathways can be facilitated through support for personal development available in the form of regular group coaching sessions, individual support, mentoring etc. to strengthen the learner's personal development and achievement of learning outcomes towards solving complex societal challenges.

Recognition of prior learning

Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of credit] that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

The recognition of prior learning in the EIT Fellowships can be implemented for instance through a self-assessment survey for learners at the beginning and at the end of the programme. This will allow KICs and the higher education institutions to recognise prior learning and where necessary help the leaner to go through the formalised recognition procedures. This will also allow the evaluation of the achievement of the related learning outcomes, and provide a proof of the competences and skills acquired by participants.

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 Fellowships, different assessment approaches can be used. These include: content-based assessment that focus on facts about the object under study, competency-based assessments that assess the intended learning outcomes and test the learner's ability to use these facts, and impact-based assessments that 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 encouraged to explore ways to develop their own approaches to competency-based assessments, and possible competency certification through an external certification agency. Learners in Fellowships should be made available of these opportunities.

Criterion-based assessments

In the criterion-based system, learners achieve the ILOs and receive grading for this which provides a basis for a fair and reliable grading system for assessing learning outcomes. The foundation for a criterion-based system is a *grading scale* based on numbers (1, 2, 3, etc.), letters (A, B, C, etc.) or labels (Pass, Pass with distinction, cum laude, etc.) and assessment criteria (grade descriptors)[20], which describe to what extent the learner has achieved the learning outcomes for each level of the scale.

Active learning

Active learning is defined as any instructional method that engages learners in the learning process. Research evidence supports the idea that active learning improves learning outcomes[21]. In active learning, learners are required to do meaningful learning activities and think about what they are doing. The learning activities include both 'doing' and 'thinking/reflecting about this doing'.

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. 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.[22]

Micro-credentials are owned by the learner, they can be shared and they are portable. They may be standalone or combined into larger credentials. Hence, they can play an important role in Fellowships: learners can present micro-credentials and ask for stacking them towards a Fellowship; KICs may unbundle their degree programmes to shorter learning schemes as Fellowships.

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

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

[21] Hake, R. (1998) Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. Am. J. Phys., Vol. 66, No. 1, January

Prince, M. (2004). Does Active Learning Work? A Review of the Research. Journal of Engineering Education, 93(3), 223-231.

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

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

[22] Proposal for a Council Recommendation on a European approach to micro-credentials for lifelong learning and employability COM/2021/770

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[23] 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 the EIT. Quantitative monitoring is integrated in the monitoring of education and training provision 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 involved.

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.

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[23] Proposal for a Council Recommendation on individual learning accounts, COM/2021/773 final

Part 3: Processes and working tools

Labelling new EIT Fellowships at KIC level

The labelling of new EIT Fellowships schemes follows the four stages of the quality assurance processes.

1. Self-assessment by the KIC.

2. External review by the expert review team.

3. Conclusion and recommendations by the review team.

4. Decision by the EIT on the initial award of the EIT Label.

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

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

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

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

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

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

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

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

The **process of appeal** means that the KIC, may challenge the rejection and recommendation for reapplication (Option 1), by presenting the arguments for their disagreement with the contested decision.

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

Additionally, applicant organisations who believe that there was a maladministration regarding the assessment of their application, may lodge a complaint to the European Ombudsman within two years of the date on which they became aware of the facts on which the complaint is based[24].

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 of the Fellowships – step by step process

— The EIT Label application for KIC fellowship Scheme is produced by the KIC together with their education partners (normally Higher Education Institution (HEI).

— The EIT Label application must include a self-assessment report, produced by the KIC, in accordance with the requirements stipulated in this Handbook and in line with the provisions foreseen in the EIT Label Framework that sets the general guidelines.

— The application file should be structured according to the quality indicators (Qi1 and Qi2) and accompanied with relevant supporting evidence. The main working tool for both processes are the templates. The templates include a list of the assessment fields which represent requirements for a programme to be awarded the Label.

— Annual application rounds are established by the EIT, and the applicants are expected to submit their applications by the deadlines announced by the EIT.

— The EIT Label application, including the accompanying documents, is submitted through the available online tool (EIT Cloud or other online form decided by the EIT).

— The EIT selects a panel of independent experts to review the applications for the award of the EIT Label. KICs' representatives in the EIT Education Panel are informed about the selected experts in advance. The review team is briefed and instructed by the EIT. EIT makes sure that experts have access to the application files and all accompanied evidence as provided by the applicant(s).

— The evaluation of the application is conducted remotely. However, the EIT might – after consulting with the KICs who submitted the applications – suggest an online discussion(s) (hearing) involving the representatives of the applicants, the KIC and the review team. In such case, the review team will submit specific question for the discussion in due time (ideally not later than one week before the meeting) as a basis for the discussion. They can be also held online.

— The review team first confirms the compliance by answering "Yes" to all Template Qi1 criteria before proceeding to the review based on the Templates for Qi2.

— The review team submits their individual as well as consolidated evaluation reports to the EIT through the available online tool (EIT Cloud or other online), and the EIT forwards them to the respective KIC for information.

— After having considered the evaluation reports of the review team, the EIT Director decides on the initial award of the EIT Label for each Fellowship.

— The EIT reports on the outcomes of the EIT labelling process to the KICs, informing any conditions underlying the granting of the EIT Label provisionally.

— In case of awarding provisional Label (Option 2), requirements for specific improvement measures are forwarded to the relevant applicant(s). Applicant(s) shall submit the status report addressing the requirements at latest 3 months before the expiry of the duration of the provisional Label set in the awarding decision (up to 2 years). The EIT Officer in charge of the Label, having consulted the review team, reports on the progress in addressing the requirements to the EIT Director who consults with the EIT Education Panel and decides whether to the award the full Label, or not.

— The EIT updates the information on the EIT's website regarding the EIT Label awards on the basis of the outcome of the given evaluations.

— All learners graduating/being admitted within the validity period of an EIT-labelled Fellowship (irrespective of whether the period of study was commenced prior to/completed after the validity period) can be awarded an EIT Label certificate.

Periodic monitoring and reporting on implementation of the Fellowships

The Fellowships with the EIT Label are subject to streamlined, periodic monitoring and reporting, covering both quantitative and qualitative data.

Quantitative monitoring on participant and graduate data shall be 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 participants and graduates will be collected in line with the EIT Impact Framework and the Horizon Europe requirements.

In addition to the quantitative data, continuous reporting will also include **brief narrative reports** based on qualitative data which will be delivered multi-annually, in line with the future EIT grant cycle model reporting frequency (standard grant reporting is planned after 18 and 36 months in case of a 3-year grant agreement).

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

— A brief executive summary report (up to 2 pages) on the implementation against the project plan.

— Information on possible changes that have been made, their justification, accompanying documentation and also a description of how the changes affect particular assessment fields in the templates (if any).

— A brief summary (up to 3 pages) of feedback from participants, alumni and stakeholders and a summary of whether, and how, this feedback has influenced the development of the Fellowship.

— Any other relevant information; for instance, examples of good practice, products, start-ups or other outcomes, achievements and impacts.

Continuous follow-up evaluation

As part of the continuous monitoring of the development of the EIT Label, each Fellowship will undergo a follow-up evaluation **after a sufficient number of participants have graduated**. The follow-up evaluation will not constitute a re-labelling but will simply ensure the 'health' of the programme and its compliance with the EIT Label. This ad-hoc evaluation will be integrated within the EIT Monitoring and Evaluation Strategy.

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

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 design or performance will be covered.

The evaluation may focus on:

- a single EIT Fellowship scheme by one KIC,
- a horizontal topic/element/feature of Fellowship **schemes and/or other education delivery across** KICs (e.g. a topic identified in periodic monitoring).

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

The EIT will inform the KIC about the scope, focus and objective of the upcoming evaluation at **least 12 months before** the evaluation (in justified cases it can take place in shorted 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 review team's conclusion may take three different forms:

1. Confirmation of the good status and progress, 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 Fellowship does not comply with the requirements (Qi1 and Qi2) and/or its performance (following Qi3 and Qi4) is unsatisfactory, and the Fellowship has consistently failed to comply with the expert recommendations for improvement.

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

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

The external experts and the review team

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

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

— One expert with a profile on Entrepreneurship and Education;

— One expert with a profile on Development of new curricula and Quality Assurance;

— One expert with a profile representing business and linking education with the Knowledge Triangle Integration (notably University-Business Cooperation)

It is recommended that the review team 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 and graduates. The observer shall also sign a Declaration of absence of conflict of interest and confidentiality.

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 with the EIT, and work remotely for the fulfilment of their tasks.

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

Working tools

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

The self-assessment report and the templates

The development of the self-assessment report is guided by the templates available in this Handbook. These templates provide a list of self-evaluation questions for the Fellowship that the applicants should respond to, as well as brief instructions what material should be provided as supporting evidence.

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

The external review and the templates (Qi1-Qi4)

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

— A table for the evaluation on a four-grade scale for each assessment field, including grading criteria (apart from Qi1 which is pass/no-pass);

- brief instructions what material should be provided to reviewers;

- brief instructions to the reviewers; and

- review questions for each assessment field of the indicator.

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

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

Part 4: Guidance and templates for applicants

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

I) Guidance for compiling an application for the EIT Label

1. Each application consists of:
   a. applicant details,
   b. a factsheet for communication purposes,
   c. contextual information,
   d. a self-assessment report, in line with the requirements of this Handbook,
   e. a list of attachments for supporting evidence, and
   f. the attachments which document fulfilment of requirements.

2. The applicant details, the factsheet for communication purposes and the contextual information will not be part of the formal assessment of the quality of the EIT Fellowship.

3. The applicant details comprise: (a) the title of the Fellowship, and its level (master's, doctoral, other, specify what) (b) the name of the KIC, (c) administrative information i.e. identification of the submitting partner (leading HEI, KIC) and the names of the partner organisations, each followed by the country code and a link to the website, and (c) contact details of the applicant.

4. The factsheet for communication purposes shall cover[25] (a) Aims and objectives of the Fellowship, (b) themes, priorities and market needs, (c) vision and philosophy pertaining to innovation and entrepreneurship (d) partners' roles and their capacity, and (c) structure and content.

5. The contextual information shall cover (a) the long-term vision and envisaged impacts of the Fellowship; (b) the financial model, and (c) a risk analysis and mitigation plan. See below for details.

6. The self-assessment report shall be structured according to the EIT requirements for the EIT Label. The main working tool to develop the self-assessment report are the templates (Qi1 and Qi2) which outline the EIT requirements. Applicants must address all requirements by providing a sufficient narrative answer as well as supporting documents as evidence. All compulsory requirements in template Qi1 must be met as a precondition for the full evaluation.

7. The selection of the supporting evidence is based on the portfolio principle: the applicant should select the necessary documentation for the self-assessment report in order to give sufficient evidence for each requirement. This selection is guided by the questions in the templates, along with the non-exhaustive list of examples of possible supporting evidence, usually official documents from the KIC and/or from the KIC partner universities. In addition to text documents, the supporting documents may consist of different visuals such as figures, infographics, video

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[25] The information in the factsheet will be posted on the EIT website for communication purposes.

materials, infographics, YouTube testimonials, photos etc. The supporting documents and evidence must be concise and limited to briefly document how particular requirements are achieved.

8. Applications shall include a list of the attachments. Applicants shall clearly indicate where the relevant supporting information can be found in the annexes and rename each supporting document in a consistent way. Where appropriate, hyperlinks can be used.

II) Guidance on 'contextual information'

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

The long-term vision for expansion and impacts

Applicants are requested to reflect on the long-term vision of the Fellowship covering their role in the EIT Label expansion as well as market needs, target groups, and potential changes over time. This could take the form of a skills-needs analysis, which should cover – among other things – the horizontal elements of digitalisation and ethics. To enable Fellowships to decide the right emphasis for their audience and employment market, the Fellowships should particularly show how they will address the individual learning pathways and learner centredness. They should also show how they plan to cover demand for digital skills, on the one hand, and ethical considerations, on the other. They should also reflect on the expected impacts; for instance, in terms of societal challenges and the sustainable development goals (SDGs), the future of the labour market, European higher education, the EIT Community context and other aspects that consider the impact of integrating the Fellowship into the European/regional/local innovation system. In this section the applicants are expected to address the key performance indicators from the EIT Impact Framework[26].

The financial model

The EIT Label shall contribute to the development of strong and sustainable education and training portfolio and financial sustainability. The applicants for the EIT Label are therefore requested to reflect on the financial model of the Fellowship and provide their concrete plans for financial sustainability strategies in the application. These may take different forms across Fellowships, covering diverse co-funding arrangements, cross-subsidisation within the KIC activities, and building on synergies and complementarities.

Risk analysis and mitigation plan

Risk management and risk mitigation measures need to be embedded in the Fellowship design. Special focus should be on the protection of learner needs. The applicants for the EIT Label are requested to identify the risks, their likelihood (low/medium/high) and the actions they plan to take to mitigate the risks.

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[26] See EIT GB Decision on the EIT Key Performance Indicators. Ares(2022) 2301160 – 03/2002)

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

<div style="border:1px solid">

Front page

Please indicate the following:

(a) The title of the EIT Fellowship scheme:

(b) The level (master's, doctoral, other, specify what):

(c) The name of the KIC:

The administrative information

(a) The submitting partner (leading HEI/KIC):

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

(c) Contact details of the applicant:

The factsheet for communication purposes
(max. 1000 words in bullet points):

(a) Aims and objectives:

(b) Themes, priorities and market needs:

(c) Vision and philosophy pertaining to innovation and entrepreneurship:

(d) Partners' roles and their capacity, and

(e) Structure and content:

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Provide brief overview of max. 400-600 words for each section in bullet points where possible.
The long-term vision for expansion and impact, including individual learning pathways and learner centredness
Expected impacts Include also EIT KPIs from the Impact Framework: Students enrolled in fellowship, graduates, Students and graduates who join start-ups; graduates employed, career growth of participants)
The financial model of the programme In case the programme intends to request EIT funding contribution, please explain how the key EIT strategic principle of financial sustainability will be achieved. This requirement only applies to programmes applying for EIT funding.
Risk analysis and mitigation plan

This section outlines the compulsory requirements for the EIT-labelled Fellowships. All Fellowship schemes must demonstrate compliance with these requirements.

<u>How to use this template</u>

Please respond to all questions by providing a positive/affirmative narrative response including additional evidence.

While the notion of the requirement must be satisfied, minor contextual deviation from the requirement can be accepted – in such cases please fully explain and justify the case.

The supporting documents may consist of programme descriptions, project descriptions, websites, partner agreements etc. Evidence must be concise and limited – the idea is to clearly and briefly document how the particular requirement is achieved.

<u>Compulsory requirements</u>

Qi1.1 ACADEMIC AND NON-ACADEMIC PARTNER COLLABORATION IN THE CURRICULUM: The EIT Fellowship scheme features collaboration between higher education (and other education) institutions and non-academic partners in the design and implementation of the curriculum.

- *Q1.1.1   Are at least 2 academic institutions engaged in the implementation of the EIT Fellowship scheme?*
- *Q1.1.2   Are non-academic partners engaged in the development and implementation of the Fellowship scheme?*

Examples of supporting evidence:

— Letters of intent and support from all partners
— Description of the role of the partners
— Description of mechanisms to provide learners with access to academic and non-academic support for possible thesis work, e.g. use of individual learning plans,
— Examples of Fellowship calls which show that interested applicants may complete a thesis work if interested.

Qi1.2. SELECTION, ADMISSION AND PATHWAYS: The selection processes are jointly agreed by the academic partner institutions (and KIC) and they identify students' entrepreneurial potential.

- *Q1.2.1   Does the student selection process include criteria for the assessment of students´ entrepreneurial potential?*
- *Q1.2.2   Where relevant, do all the partner universities - and the KIC where relevant - implement a shared process of application, selection and admission?*
- *Q1.2.3   Does the EIT Fellowship enable individual learner pathways?*

Examples of supporting evidence:

— Information on selection procedures

— Information how the selection addresses students' entrepreneurial potential
— Information on individual learner pathways

Qi1.3 GRADUATE TRACKING: The EIT Fellowship is part of the graduate tracking system

- *Q1.3.1 Is there a system in place to track EIT Fellowship graduates, or advanced plans to introduce it?*
- *Q1.3.2 Is there a KIC alumni organisation in place to track EIT Fellowship graduates or advanced plans to establish an alumni organisation?*

Examples of supporting evidence:

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

Qi1.4 EIT COMMUNITY BRAND AND EIT LABEL PROMOTION AND RECOGNITION: The Fellowship promotes the EIT/KIC brand and the EIT Label.

- *Q1.4.1 Is the EIT Community Brand Book used as the basis for the EIT Fellowship promotion? Are the EU and the EIT emblems prominently displayed along with the EIT KIC logo?*
- *Q1.4.2 Will/Do all Fellowship graduates receive either an EIT Label Certificate with the EIT logo or a degree certificate/Diploma Supplement with the EIT logo?*

Examples of supporting evidence:

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

Qi1.5 CROSS-ORGANISATIONAL AND/OR INTERNATIONAL MOBILITY: The Fellowship includes cross-organisational and international mobility.

- *Q1.5.1 Does the EIT Fellowship scheme include a cross-organisational and international mobility or other form of exposure to international experience (both types individually equivalent of min. of 10% of the duration of the Fellowship scheme)?*

Examples of supporting evidence:

— Description how cross-sectoral mobility is organised (e.g. summer / winter school)
— Description how international mobility is organised, including physical and virtual mobility[27]

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

This section outlines the qualitative requirements for the EIT Fellowships in connection to the OLOs and key principles.

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

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

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

Most of the qualitative requirements apply to both master's and doctoral level Fellowships. Exceptions are clearly indicated in the template. Fellowships at doctoral level focus on the practice of research and are highly individual.

<u>How to use this template</u>

Please answer by using thematic information from the relevant field. Start with the key words and concepts, by indicating how they relate to the Fellowship to clarify meaning. Narrative answers must provide justification which may be based on the Fellowship approach to the terms and concepts, and subject areas concerned.

Please outline how the learning experience will ensure that the 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 Fellowship and illustrate how they simultaneously fulfil EIT OLOs; propose a narrative about the learner experience.

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

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

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

<u>Qualitative requirements:</u>

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

- *Q2.1.1   Does the EIT Fellowship scheme ensure that participants develop all the EIT OLOs accordingly (together with relevant prior learning)?*
- *Q2.1.2   Are teaching and learning methods appropriate for achieving the intended learning outcomes which relate to the EIT OLOs?*
- *Q2.1.3   Are teaching and learning methods activating and appropriate irrespective of the mode of learning whether in-class, online or blended?*

Examples of supporting evidence:

— OLO Coverage table
— Evidence and documents how the OLOs are achieved by the learners through the course of the Fellowship, examples from involved higher education institutions, relevant module outlines
— Descriptions on teaching and learning methods, including alternatives to in-class teaching and learning methods, and how they are supporting learners' development related to the EIT OLOs
— A full description of the Fellowship as it relates to EIT OLOs
— A list of all compulsory courses that relate to EIT OLOs and competences
— Description of modules/courses with ILOs highlighted including description of skills and competencies and mapping to EIT OLOs

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

- *Q2.2.1   Are the Fellowship's intended learning outcomes (which relate to EIT OLOs) transparent and assessable, and skills and competencies clearly described?*
- *Q2.2.2   Is the learner assessment fit for purpose regarding the content and mode of learning, competencies and the EIT OLOs, allowing feedback from learners?*
- *Q2.2.3   Are the rules and regulations for assessing and grading in relation to EIT OLOs available to learners before they begin the respective module?*
- *Q2.2.4   Are the assessment criteria (grade descriptors) used when assessing and grading the completed work in relation to the EIT OLOs?*

Examples of supporting evidence:

— Example of tasks (academic or non-academic) that are used to assess attainment (formative and summative assessment)
— Module/Course descriptors with assessment methods
— Information on the nature of the examinations, possibilities for re-sits, access to trial exams, post-exam inspection session
— Information on grading policy related to EIT OLOs
— Document with the assessment criteria (grade descriptors) that are applied at each HEI when assessing learner attainment on modules in relation to EIT OLOs

Qi2.3 KNOWLEDGE TRIANGLE INTEGRATION: The Fellowship is based on bridging the academic and the non-academic world, and co-creation and collaboration which brings together HEIs and business and other non-academic partners whether public or third sector and civic society.

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

- *Q2.3.3 Are mechanisms in place to ensure that all participants have access to joint academic supervision and non-academic mentoring if they embark on a thesis work?*
- *Q2.3.4 Does the Fellowship actively promote learner's non-academic professional networks?*

Examples of supporting evidence:

— Testimonies from industrial/non-academic partners including from local public authorities or third sector
— List of educational activities provided by industrial/non-academic partners
— Document describing the different roles of industrial/non-academic partners including from public or third sector in teaching and learning activities e.g. thesis supervision
— List of site visits and study tours to industrial / non-academic partners
— Description of the mechanisms in place to provide academic and non-academic support, e.g. mentorship, counselling, supervision for the thesis where relevant
— Description of KIC partnership activities regarding non-academic professional networking opportunities open to learners in the fellowship

Qi2.4 INNOVATION AND ENTREPRENEURSHIP EDUCATION AND INTERDISCIPLINARITY: The Fellowship develops an entrepreneurial mindset and capacity for innovation.

- *Q2.4.1 Are learners exposed to the KIC's or HEI-based innovation and entrepreneurship ecosystem, including technical, financial and human services (incubators, mentoring and coaching, seed funding etc.) in order to develop their entrepreneurial skills and competencies and to test out the commercial potential and viability of their ideas/learning/research outcomes?*
- *Q.2.4.2 Does the Fellowship adopt inter-/transdisciplinary approaches and bring together science/technology/knowledge in order to address broad societal and global challenges and/or link up with new business and innovation processes?*

Examples of supporting evidence:

— Description of incubators, entrepreneurship labs, summer school, seminar, or any other facility or mechanism designed to support entrepreneurial learners, including both curricular and extra-curricular opportunities
— Description of the integration of IPR awareness

Qi2. 5 INNOVATIVE "LEARNING-BY-DOING" CURRICULA: The Fellowship utilises hands-on approached where learners interact with their environment in order to adapt and learn.

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

Examples of supporting evidence:

— Real-life industrial/non-academic challenges integrated into the curriculum
— Objectives, philosophy of the Fellowship
— Internships in industry and other non-academic contexts

Qi2.6   INTERNATIONAL ENGAGEMENT AND MOBILITY EXPERIENCE: International exposure and mobility whether in physical, virtual or blended modes supports the achievements of OLOs.

- *Q2.6.1   Is the Fellowship organised so that it can offer international exposure and experience through physical, virtual, blended or hybrid mobility that enables the achievement of the intended learning outcomes?*

Examples of supporting evidence:

— Mobility agreements
— Course descriptions; summer or winter school descriptions
— Cross-border digitally enhanced co-curricular activities and diverse 'internationalisation at home' actions

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

- *Q2.7.1   Is the cross-organisational mobility/experience/exposure organized so that it enables the achievement of the intended learning outcomes in relation to the EIT OLOs?*

Examples of supporting evidence:

— Mobility agreements
— Objectives of associated modules
— Documents such as the consortium agreement

Qi2.8   GEOGRAPHIC INCLUSION: Geographic inclusion, the European dimension and openness to the world are embedded in the recruitment, Fellowship 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).

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

Examples of supporting evidence:

— Description of marketing and recruitment plans for European and non-European students as well as from the EIT RIS-eligible countries
— Description of plans to enhance participation of educators from EIT RIS-eligible countries
— List of the partner universities from EIT RIS eligible countries or the plan to integrate them

Qi2.9   INCLUSION, DIVERSITY AND GENDER MAINSTREAMING: Recruitment and enrolment policies, alternative pathways and recognition of prior learning are promoted to improve social inclusion and diversity. Investments in the student support enable equal access and success.

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

Examples of supporting evidence:

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

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

This part provides general guidance for monitoring Fellowships 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 EIT Fellowships
- b) Continuous longer-term follow-up evaluation of the EIT Fellowships.

a) Periodic monitoring and reporting on implementation of the EIT Fellowships

This section outlines the requirements for periodic monitoring and reporting on the implementation of the EIT Fellowships.

The EIT Fellowships are subject to streamlined, periodic monitoring and reporting on the implementation.

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

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

Periodic Reporting by coordinators

The reporting on implementation by coordinators will be aligned with the EIT Grant Cycle, and if possible, respecting the academic year. **Brief narrative reports** consisting qualitative data will be delivered multi-annually, in line with the Business Plan frequency.

Reporting will comprise the following four elements:

— A brief executive summary (up to 2 pages) on the implementation against the plans (progress, performance and milestones, reflection on delivery formats, participating organisations, key principles, modules, lecture teams, syllabuses, curricula etc.)

— Information on possible changes that have been made, their justification, accompanying documentation and also description of how the changes affect particular assessment fields in the templates (if any).

— A brief summary (up to 3 pages) of available feedback from learners, alumni and stakeholders, including and how this feedback has been used.

— Any other relevant information, for instance, examples of good practice, examples of participants' products, start-ups or other outcomes, achievements and impacts.

Periodic monitoring through the central EIT Data model

The monitoring of quantitative data will benefit from the standardisation of data flow within the EIT. Quantitative data on 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[28] and the Horizon Europe requirements:

<u>Periodic monitoring</u>

- o STUDENTS: Sum of students / enrolled in EIT Fellowship (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,

- o GRADUATES: Sum of graduates / successful participants from EIT Fellowship (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

<u>Medium term</u>

- o STUDENT AND GRADUATES WHO JOINED[29] START-UPS: (a) Number of students (also per country) who joined start-ups during their fellowship studies, (b) Sum of EIT Fellowship graduates who joined start-ups up to 3 years after graduation. Data to include:
  - Number of students who joined start-ups and their country of citizenship

- o GRADUATES EMPLOYED: Number of graduates employed in a sector relevant to their Fellowship and % of all EIT labelled learners graduated the same year (by country of citizenship).

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[28] See EIT GB Decision on the EIT Key Performance Indicators Ares(2022) 2301160 - 03/2022

[29] JOIN means join as an owner of an existing start-up or be employed by a start-up

- Data to include EIT labelled graduates employed before or offered employment prior to graduation and employed in a degree-relevant sector up to 3 years after graduation.

<u>Long term</u>

- CAREER GROWTH: 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).

b) Continuous follow-up evaluation of EIT Fellowships

This section outlines the requirements for the *ad hoc* longer-term follow-up evaluation of the EIT Fellowships.

The EIT Fellowships will undergo a continuous longer-term follow-up evaluation once a sufficient number of learners have completed the Fellowship. This does not constitute a relabelling but will simply ensure the 'health' of the Fellowship and its compliance with the EIT Label.

The evaluation is not automatic, but will be initiated by the EIT, based on a specific triggering event, such as findings and results from the periodic monitoring (see above), past recommendations of the independent experts, feedback from learners, alumni and stakeholders or following request of the EIT Governing Board.

The EIT will define the exact scope of the 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 design or performance will be 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 monitoring and evaluation ideally at least 12 months before the evaluation or if justified also on shorter notice (in line with the EIT Monitoring and Evaluation Strategy.

The evaluation may focus on:

- a single KIC EIT Fellowship scheme,
- a horizontal topic/element/feature of Fellowships and/or other education delivery across KICs (e.g. a topic identified in regular monitoring).

Depending on the focus and scope of the evaluation event, the Fellowship must evidence how it 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.

The following section includes the templates for reporting on and monitoring of the results, achievements, and impact of EIT Fellowships (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 with concrete requirements and instructions for preparation prior to the particular monitoring event.

Template Qi3 for the results, achievements and impact of EIT Fellowship

Qi3.1   ENTREPRENEURSHIP COMPETENCIES: The EIT Fellowship scheme fosters entrepreneurship skills and competencies.

- *Q3.1.1   Does the EIT Fellowship scheme foster entrepreneurship skills and competencies?*

Examples of supporting evidence:

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

Qi3.2   PARTICIPANTS' ACHIEVEMENT OF EIT OLOs: Participants achieve all EIT OLOs.

- *Q3.2.1   Does the self-assessment show that the Fellowship equips participants with the EIT OLOs?*
- *Q3.2.2   Are the learners' results of assessments (such as reports, thesis, etc.) stored for EIT review purposes in line with the GDPR requirements?*

Examples of supporting evidence:

— Description of the process for storage of learner feedback and the results from assessments (e.g. old learner work) in line with GDPR requirements

Qi3.3   RETENTION AND COMPLETION OF PARTICIPANTS: The Fellowship has high retention/completion rates.

- *Q3.3.1   Does the Fellowship have high retention and completion rates (the share of admitted participants completing the Fellowship)?*
- *Q3.3.2   Does the Fellowship provide a robust system of tracking and analysis of retention and completion?*

Examples of supporting evidence:

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

Qi3.4   GRADUATE EMPLOYMENT AND CAREER GROWTH: Career growth measured through progress of the job grade/level, satisfaction with work, contribution to creating impact, improvements in salary / work conditions.

- *Q3.4.1   Does the Fellowship show evidence of high graduate employment rates?*
- *Q3.4.2   Does the Fellowship provide robust graduate tracking with fine grained data and analysis of graduate outcomes (employment, labour market match, sector, entrepreneurship) and career progress over time?*

Examples of supporting evidence:

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

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

Qi4.1   PARTICIPANT FEEDBACK AND EXPERIENCES: Systematic feedback is collected and used to improve the Fellowship.

- *Q4.1.1   Is regular feedback collected from participants through a formal appraisal process?*
- *Q4.1.2   Are there questions about the EIT profile, EIT OLOs, learning-by-doing, connections with non-academic contexts?*
- *Q4.1.3   Does the feedback from the formal appraisal process clearly demonstrate the areas of strength and in need for improvement?*

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 with the non-academic contexts
— Examples how feedback is used

Qi4.2   ALUMNI FEEDBACK AND EXPERIENCES: Systematic alumni feedback is collected and used to improve the Fellowship.

- *Q4.2.1   Is regular feedback collected from alumni through a formal appraisal process?*
- *Q4.2.2   Are there questions about career growth related to completing the Fellowship?*
- *Q4.2.3   Does the feedback from the formal appraisal process clearly demonstrate the areas of strength and in need of improvement?*

Examples of supporting evidence:

— Description of the methods (surveys, focus groups etc.) for gathering feedback and experiences from alumni
— Description of the alumni and their careers on the basis of the alumni tracking system.
— The latest results of the relevant inquiries about career changes related to completing the Fellowship
— Description of the process for storage of alumni feedback in line with GDPR requirements
— Examples how alumni feedback is used

Qi4.3   EDUCATOR FEEDBACK AND EXPERIENCES: Systematic feedback from educators is collected and used to improve the Fellowship.

- *Q4.3.1   Is regular feedback collected from educators (who are delivering the education in the Fellowship) through a formal appraisal process?*
- *Q4.3.2   Are there questions about the EIT profile; EIT OLOs, learning-by-doing, connections with non-academic contexts?*
- *Q4.3.3   Does the feedback from the formal appraisal process clearly demonstrate the areas of strength and in need for improvement?*

Examples of supporting evidence:

— Description of the methods – surveys, focus groups etc. – for gathering feedback and experiences from educators
— 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 educators' feedback in line with GDPR requirements
— Examples how the feedback is used

Qi4.4   EXTERNAL STAKEHOLDERS' FEEDBACK AND EXPERIENCES: Systematic feedback from business and non-academic partners is collected and used to improve the Fellowship

- *Q4.4.1.   Is regular feedback collected from partners and other external stakeholders through a formal appraisal process?*
- *Q4.4.2   Are there questions about the EIT profile; EIT OLOs, learning-by-doing, connections with non-academic contexts?*
- *Q4.4.3   Is feedback collected (from industry) whether the Fellowship fills skills gaps and/or skills shortages?*
- *Q4.4.4   Does the feedback from the formal appraisal process clearly demonstrate the areas of strength and in need for improvement?*

Examples of supporting evidence:

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

Qi4.5   SUPPORT TO EIT LABEL COMMUNITY OF PRACTICE: Systematic efforts are made to support the EI Label community of practice.

- *4.5.1   Have there been any research studies, evaluations, analyses and/or development activities to improve the Fellowship?*
- *4.5.2   If you answered yes on 4.5.1, have these activities generated new evidence and knowledge on what works and where there is room for improvement and what changes, measures and actions are needed to improve the Fellowship?*

- *4.5.3   If you answered yes on 4.5.1, have these activities led to evidence-based decisions on how to develop the Fellowship?*
- *4.5.4   Have there been continuing professional development activities for the educators notably in teaching of entrepreneurship and innovation?*

Examples of supporting evidence:

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

Part 5: Guidance and instructions for the review team

This part provides the guidance for the review team who are selected by the EIT and invited to take part in the evaluation of the applications for the EIT Label or to assist the EIT in the monitoring and evaluating of the existing EIT-labelled Fellowships. 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

External experts support the labelling of new Fellowships by:

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

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

- the contextual Information for the Fellowship – Introduction sections of the application,
- the compulsory requirements for awarding the EIT Label to Fellowship – 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, by providing their brief informal recommendations how the Fellowship can best make progress in the contextual aspects outlined in this Handbook. The reflections should be brief, max 300-500 words for each aspect (Long-term vision, Expected impacts, Financial model, and Risk analysis and mitigation), and reported in a dedicated template.

Please note:

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

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

Template for the expert team informal recommendations for the contextual aspects of the Fellowship

Informal recommendations how the Fellowship can best make progress in contextual aspects *Brief recommendations of 300-500 words for each section in bullet points where possible.*
The long-term vision for expansion and impact, including individual learning pathways and learner centredness
Expected impacts including relevant KPIs in the EIT Impact Framework: IT Label graduates employed, Career growth of participants in EIT Label Fellowships
The financial model of the Fellowship and financial sustainability
Risk analysis and mitigation plan

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 proceed to the quality review of the Fellowship (Template Qi1).

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

Please note:

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

Results of the assessment

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

- In case of appeal by the applicants, if requested by the EIT, the review 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 (new Fellowships) should evidence to what extent they fulfil the quality indicator assessment fields.

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

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

Please note:

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

Grading scale: determining the quality indicator scores

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

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

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

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

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

Final conclusions and recommendations: Template for Reviewers

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

<u>Determining the final evaluation score</u>

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

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

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 3: Grading scale for final evaluation score

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

<u>When is the Label recommended?</u>

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

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

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

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

The title of the EIT Fellowship scheme:	
Level (Master's / Doctoral / other):	
KIC:	
Final evaluation score (1-4):	
Final Conclusion – is the EIT Label recommended? (Yes/No/Provisionally)	

Provisional award of EIT Label – Requirements

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

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

The list of requirements:

Recommended probationary period (1-2 years):

The review team's overall comments

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

Date:

Name of the Chair of review team:

Names of the review team members:

Continuous longer-term follow-up evaluation of the EIT Fellowships

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

As part of the continuous monitoring of the development of the Fellowships, each Fellowship will undergo a follow-up evaluation after sufficient number of learners have completed the Fellowship.

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

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

For reviewing 3.1. Entrepreneurship competencies and 3.2 Achieved learning outcomes: please note that the review focus is on the achievement of EIT OLOs.

Determining the final evaluation score

The final evaluation score should build on the consensus of the review team. An average score of indicators may be used to inform the decision; however, the scoring of indicators and the overall application should be based on the portfolio application submission and verbal evidence presented by the applicants during interviews. This consensus decision should be explained in the report with justifications based on the 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 4: Grading scale for final evaluation score

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

4	Excellent	Mainly scores of 4 and evidence of best practice in design for the EIT Label

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

The review team's conclusion may take three different forms – It can (a) confirm good status and progress of the Fellowships, 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 does not comply with the requirements and/or the performance (following Qi3 and Qi4) is unsatisfactory, it can recommend to revoke the EIT Label.

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

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

The title of the EIT Fellowship scheme:	
Level (Master's / Doctoral / other):	
KIC:	
Focus of the evaluation as identified by the EIT	
Evaluation Score for Qi2 (1-4):	
Evaluation Score for Qi3 (1-4):	
Evaluation Score for Qi4 (1-4):	
Final Evaluation Score (1-4):	
Final conclusion of the long-term follow-up evaluation: (Good progress and no requirements / Good progress with specific requirements / Unsatisfactory)	

Specific requirements (if applicable)
Comments should not exceed 1000 words and should use bullet points where possible. Statements should be qualified with examples and reference to the particular assessment questions / answers and information as provided in the application file.
The list of requirements:

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

The review team's overall comments
Comments should not exceed 2000 words and should use bullet points where possible. Statements should be qualified with examples.
Date Name of the Chair of review team: Names of the review team members: