"Quality for learning"
EIT Quality Assurance and Learning Enhancement Model

Handbook for planning, labelling and reviewing EIT-labelled Master's and Doctoral programmes

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The EIT – Making Innovation Happen

European Institute of Innovation and Technology (EIT)

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The EIT is a body of the European Union

Contents

Abbreviations and definitions

ALO	Achieved Learning Outcome
CEO	Chief Executive Officer
CLC	Colocation Centre
DG EAC	Directorate General for Education and Culture
DS	Diploma Supplement
EACEA	Education, Audiovisual and Culture Executive Agency
ECTS	European Credit Transfer System
EIT	European Institute of Innovation and Technology
ESG	European Standard and Guidelines
EQF	European Qualification Framework
FPA	Framework Partner Agreement
ILO	Intended Learning Outcome
I&E	Innovation and Entrepreneurship
KIC	Knowledge and Innovation Community
LO	Learning Outcome
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

Course:

A course is a learning unit of at least 3 ECTS.

Module:

In the context of EIT labelling, a module is a learning unit made up of a set of courses that together cover a workload of at least 30 ECTS. The module must meet the additional criteria specified in the Handbook.

Host programme coupling mechanism:

The modular way for Master's applications must include a 'host' programme coupling mechanism to be eligible for labelling. The term 'coupling mechanism' refers to the elements of the host programme (comprising the thesis and also other appropriate elements of the host programme) which relate to the EIT OLOs. As a minimum the requirement is for the host programme coupling mechanism to fulfil at least either EIT OLO's 1 or 2.

EIT / KIC Added-Value:

The EIT / KIC added value refers to all elements of a programme by which the programme fosters a true integration of the knowledge triangle dimensions: research, education and business.

Embedded and modular Master's programmes:

The EIT label is a characteristic of the evaluation object (this is the embedded or modular way Master's programme or the Doctoral programme). It is not a characteristic of an individual student. A student receives the EIT label indirectly by successfully completing an EIT-labelled Master's or Doctoral programme.

In the embedded way, the entire host Master's programme is an EIT-labelled evaluation object in itself. In the modular way only specific components are evaluated. These components comprise; the host programme (which is only reviewed for compliance to the minimum requirements for applying for the EIT Label); the host programme coupling mechanism (comprising the thesis and also other specific identified elements of the host programme) which must cover at least EIT OLO 1 or 2, and; the add-on module which must cover the remaining EIT OLOs. Note that therefore in the modular way, the 'host' programme is not evaluated for the EIT-label on its own, but it does have to fulfil the minimum criteria in the Handbook in order to qualify for application for the EIT label. An overview of evaluation objects within the EIT-labelling system can be found in Annex 4.
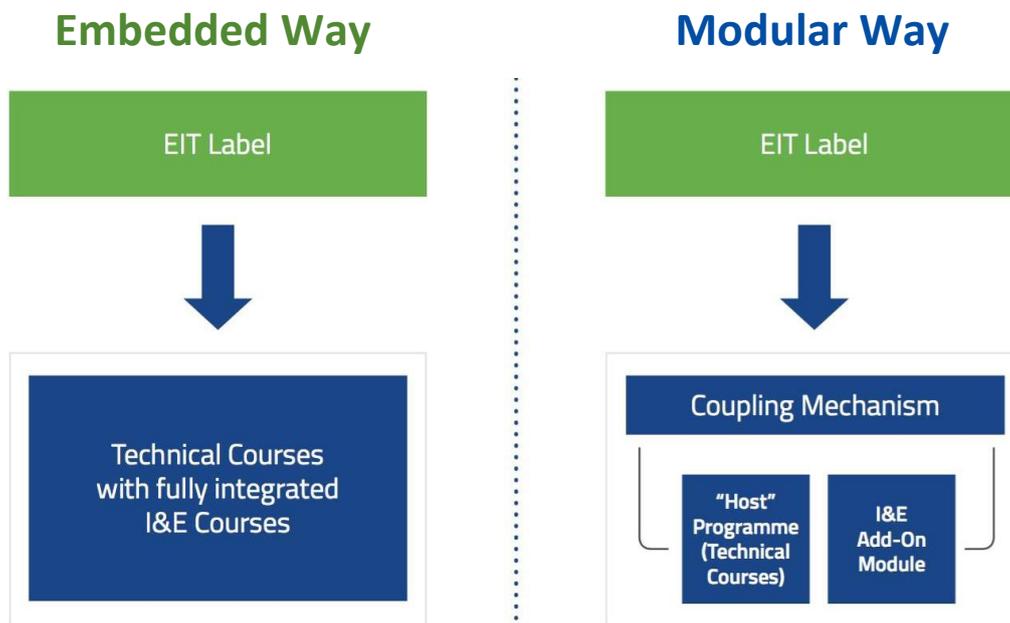

Fig. 1: Embedded and Modular Approaches to EIT Label Programme Design

Introduction

EIT - a frontrunner in European education [i,ii]

The EIT was set up in 2008 as an independent EU body with the goal of taking a different route to addressing the EU innovation challenges by integrating the Knowledge Triangle of business, education, and research. The EIT's mission is to contribute to sustainable European economic growth and global competitiveness by reinforcing the innovation capacity of the Member States and the European Union in order to address major challenges faced by European society. It does this by promoting synergies and cooperation, and integrating higher education, research and business of the highest standards, with the aim of fostering innovation and entrepreneurship. The EIT combines strategic orientation at EIT level, primarily through its Governing Board, with a bottom-up approach within the thematic remits of its Knowledge and Innovation Communities (KICs). KICs are highly integrated legal entities that function as pan-European partnerships and bring together excellent universities, research centres, small and large companies, and other innovation actors on a long-term basis around specific societal challenges.

The KICs are designated by the EIT on the basis of an open competitive call. In 2009, the EIT designated three initial KICs in the fields of sustainable energy (EIT InnoEnergy), climate change adaptation and mitigation (EIT Climate- KIC), and the next-generation information society (EIT Digital, until 2015 named EIT ICT Labs). In 2014, two new KICs were designated in the areas of healthy living and active ageing (EIT Health), and raw materials, promoting sustainable exploration, extraction, processing, recycling and substitution (EIT RawMaterials). In 2016, the EIT selected one new KIC: EIT Food, which aims to engage consumers in the change process, improve nutrition and make the food system more resource-efficient, secure, transparent and trusted. In 2018, the EIT will establish two new KICs in the thematic areas of Urban Mobility and Added-Value manufacturing.

One major task for EIT is to add to a highly skilled European workforce with a new more entrepreneurial mindset and to be a role model for European Higher Education[iii] through the integration of the education dimension into the innovation generating process (as illustrated in *Fig. 1: Embedded and Modular Way Master's programmes*), as it has often been absent from the more traditional research–business partnerships. The EIT supports the creation of tomorrow's entrepreneurs and promotes a real change of mindset in the direction of an entrepreneurial culture and attitude. By investing in the EIT, Europe invests in the talent of tomorrow, who will not only create new start-ups but also contribute to innovation in existing companies, thus becoming a source for growth. With this perspective, the KICs have developed their own education programmes that have a very strong focus on the delivery of entrepreneurship and innovation skills, and that are more tailored to the needs of the European innovation system.

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

EIT Overarching Learning Outcomes (OLOs)

EIT-labelled educational programmes and modules have a strong focus on creativity, innovation and entrepreneurship, and also on shaping a sustainable society based on ethics and human values. The mission of the EIT educational activities is therefore to ensure that the students achieve a set of EIT Overarching Learning Outcomes (EIT OLOs) addressing these issues.[iv]

Master's Programmes	Doctoral Programmes
EIT OLO 1 - Making value judgments and sustainability competencies	
The ability to identify short- and long-term future consequences of plans and decisions from an integrated scientific, ethical and intergenerational perspective and to merge this into a solution-focused approach, moving towards a sustainable society.	The ability to identify short- and long-term future consequences of plans and decisions from an integrated scientific, ethical and intergenerational perspective and to merge this into their professional activities, moving towards a sustainable society.
EIT OLO 2 - Entrepreneurship skills and competencies	
The ability to translate innovations into feasible business solutions.	The ability to translate innovations into feasible business solutions and to lead and support others in this process.
EIT OLO 3 - Creativity skills and competencies	
The ability to think beyond boundaries and systematically explore and generate new ideas.	The ability to think beyond 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 - Innovation skills and competencies	
The ability to use knowledge, ideas and technology to create new or significantly improved products, services, processes, policies, new business models or jobs.	The ability to apply their 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.
EIT OLO 5 - Research skills and competencies	
The ability to use cutting-edge research methods, processes and techniques towards new venture creation and growth and to apply these also in cross-disciplinary teams and contexts.	The ability to produce cutting-edge original research and to extend and develop cutting-edge research methods, processes and techniques towards new venture creation and growth also using cross-disciplinary approaches.
EIT OLO 6 - Intellectual transforming skills and competencies	
The ability to transform practical experiences into research problems and challenges.	The ability to autonomously and systematically transform practical experiences into research problems and challenges and to lead and support others in this process.
EIT OLO 7 - Leadership skills and competencies	
The ability of decision-making and leadership, based on a holistic understanding of the contributions of higher education, research and business to value creation, in limited sized teams and contexts.	The ability of decision-making and leadership based on a holistic understanding of the contributions of higher education, research and business to value creation.

In addition to the EIT Overarching Learning Outcomes, the programmes should align with and satisfy the Framework Partnership Agreement (FPA) criteria dealing with:

- robust entrepreneurship education;

- highly integrated, innovative "learning-by-doing" curricula;

- international and cross-organisational mobility - the European dimension and openness to the world;

- outreach strategy and access policy.

The Handbook

In order to ensure and drive the quality and excellence of EIT-labelled programmes, the EIT applies the EIT Quality Assurance and Learning Enhancement system (EIT QALE) described in this Handbook. This Handbook is divided into three main parts.

The *first* part describes the basis for the EIT Label and the EIT QALE model, its components, logic and the two processes; awarding the EIT Label to new programmes and the follow-up reviews of ongoing programmes for the renewal (or not) of the Label, and how the results can be presented in quality profiles.

The *second* part of the Handbook defines quality in higher education in the EIT context and presents and defines some important terms and concepts connected to this and related to teaching for quality in the Knowledge Triangle. This part is useful both when planning a new programme, for teachers who are involved in these, and for reviewers when doing both labelling and follow-up reviews.

The *third* part consists of templates that should be used for both labelling and reviews. References to other parts of the Handbook can be found in the templates, making it possible to start working with them without further initial reading.

The Handbook offers guidelines and hands-on working tools to education coordinators, teachers and reviewers to support them in planning, developing and reviewing these programmes. Hence, although it primarily addresses the reviewers in the templates, these templates can also be used as a helpful tool already when starting to plan the programmes.

The task for all involved is to plan, perform and evaluate the 'EIT KIC added value', that is, to ensure that the programmes foster a true integration of the Knowledge Triangle dimensions; research, education, and business. The assessment of all other aspects, including the Bologna requirements, is left to 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.

The EIT Quality Assurance and Learning Enhancement system – a short introduction

The EIT QALE system is based on the learning outcome paradigm as brought out in the Bologna process, where the aim is to move from 'teacher-driven' to 'student-centred' teaching and learning, changing higher education from being just knowledge based into also being competence based.[v, vi, vii, viii, ix, x] The EIT Label and QALE system are laid out in the EIT Label Framework document.[iv] The hallmark of EIT

educational activities is not only to educate the learner to 'know', but also more specifically to have the competences to know 'what to do' and how to 'solve real-life problems', all framed within an entrepreneurial mindset. The system is in line with European Standards and Guidelines[v] (ESG) for quality assurance in European higher education.

The processes

The system includes two different review processes. The first concerns the labelling of new programmes. The second is a review performed after the validation expires, when the programme has also produced a number of graduates. Here the review also takes into account the educational outcomes (examples of student/learner products, and student, alumni and stakeholder experiences) in order to decide if the EIT Label can be renewed or not.

Both processes (labelling and review) are performed according to the normal pattern for quality assurance processes; 1) it starts with a self-assessment report from the programme, 2) this is then examined by a review team that makes a recommendation to the EIT, which 3) makes the decision.

The processes are *structured peer reviews*, in that both the self-assessment reports and the reviews should strictly follow the templates that are provided in the Handbook.

The guiding principle is *the portfolio principle:* the programmes should provide enough evidence as to convince the review team that the programme ensures that the learners achieve the EIT OLOs and that the other stipulated quality criteria are fulfilled.

The EIT QALE model

The EIT QALE model consists of a total set of five quality indicators in conjunction with the EIT Overarching Learning Outcomes; Quality indicators 0, 1, 2, 3 and 4 (Qi0 – Qi4), all divided into different assessment fields. From these five indicators, three (Qi0, Qi1 and Qi2) are used for the labelling of new programmes. The last two (Qi3 and Qi4) are focussed on results from and impact of the programme implementation, and thus in order to be evaluated it is necessary for the programme to have graduates. Follow-up reviews include all five indicators.

The first Quality indicator differs from the other four in that it addresses a number of compulsory requirements on a yes/no basis, which all need to be fulfilled before the other indicators are reviewed. Quality indicators 1–4 are all evaluated on a four-grade scale.

Quality Indicator / Assessment fields	Qi 0 Compulsory requirements	Qi 1 Aligned teaching and EIT OLO coverage	Qi 2 EIT learning environment and facilities	Qi 3 Results	Qi 4 Stakeholder experiences
Assessment field 1	0.1 University and non-academic partner curriculum collaboration	1.1 EIT KIC thematic field context	2.1 Robust entrepreneurship education	3.1 Students' entrepreneurship competencies	4.1 Student experience
Assessment field 2	0.2 ECTS and recognition	1.2 EIT OLO coverage	2.2 Highly integrated, innovative "learning-by-doing" curricula	3.2 Achieved learning outcomes	4.2 Alumni experience
Assessment field 3	0.3 Application, selection and admission	1.3 General quality of intended learning outcomes for EIT OLOs	2.3 International and cross-organisational mobility – the European dimension and openness to the world	3.3 Retention rates	4.3 Industry / business and other stakeholder experiences
Assessment field 4	0.4 EIT, KIC and programme context	1.4 Fit-for-purpose assessment		3.4 Research and development activities projects on KIC educational activities	
Assessment field 5	0.5 International and cross-organisational mobility	1.5 Availability and format of grading system and assessment criteria (grade descriptors)			
Assessment field 6	0.6 EIT-labelled Master's programme coupling mechanism	1.6 Activating and appropriate teaching and learning methods			

Fig. 2: The EIT QALE Model

Part 1   The EIT Label and the EIT QALE Model

The EIT Label and the basis for awarding it

The EIT Label is a quality seal awarded to an educational programme for a certain limited period, and this information is set in the EIT decision awarding the Label. List of programmes is then updated on EIT's website. A student graduating/being admitted within the validity period of an EIT-labelled programme (irrespective of whether the period of study was commenced prior to/completed after the validity period) can be awarded an EIT Label certificate.

EIT-labelled programmes build on five groups of quality criteria:

- The EIT Overarching Learning Outcomes (EIT OLOs)

- Robust entrepreneurship education

- Highly integrated, innovative "learning-by-doing" curricula

- International and cross-organisational mobility - the European dimension and openness to the world

- Outreach strategy and access policy.

The EIT OLOs specify — on a generic level and suitable to all KIC themes — that programmes should ensure that students achieve skills and competencies in the EIT specific knowledge forms of *Making Value and Sustainability Judgments*, *Creativity*, *Innovation*, *Entrepreneurship*, *Research*, *Intellectual Transforming* and *Leadership*, all related to the field of their studies. These overarching intended learning outcomes complement the intended learning outcomes of the Qualification Framework of European Higher Education Area (QF-EHEA, 'the Bologna framework').[xi]

The EIT OLOs should be transformed into more specific outcomes for programmes, modules and courses, as well as being connected to fit-for-purpose forms of assessment, teaching and learning activities. They should not be treated as separate components, but instead be *integrated in a well-balanced manner* within the context of the programme's subject specific intended learning outcomes (either in the embedded or modular way) to create programmes that foster innovative and entrepreneurial mindsets based on the Knowledge Triangle.

The EIT–KIC requirements for a 'high quality' quality assurance system

The mission of EIT and the KICs, in addition to creating new innovations and business, and developing students' and learners' Knowledge Triangle skills and competences, is also to elaborate on the models that enable this impact to happen. The EIT and its KICs work towards being a role model for integrating all the parts and stakeholders of the Knowledge Triangle.[xii] This applies also to the development of an internal Quality Assurance (QA) system for the educational activities carried out within the KICs.

The EIT Quality Assurance and Learning Enhancement (EIT QALE) system:

- is evidence-based, meaning that it rests on knowledge and research concerning both evaluation and what drives quality in teaching and learning;

- is constructed in a generic way so that, with simple adjustments, it can be contextualised and applied to all types of programmes and modules regardless of content and/or level;

- includes the professionals that are involved in order to create a trust base and motivation to use the system;

- has a clear stakeholder perspective;

- is constructed so as to act both as a planning and an evaluation tool;

- is based on a clear logic, giving evidence to its purpose;

- focuses on EIT KIC added value.

These elements are necessary requirements for a high quality QA system, making it transparent, easy to understand and work with, and a tool for both accountability and enhancement, the two main purposes of quality assurance.[xiii]

The basic questions that the EIT QALE system seeks to answer

The logic of the QALE system is based on two questions:

- Do programmes ensure that students achieve the EIT OLOs?

- Are the criteria in 'Conditions for EIT-labelled degrees and diplomas' fulfilled regarding a) robust entrepreneurship education b) highly integrated innovative 'learning -by- doing' curriculum c) international and cross-organisational mobility - the European dimension and openness to the world and d) outreach strategy and access policy?

These are the two questions that education planners and teachers need to build their programmes and modules around, and these are the questions reviewers need to answer.

How is the QALE system adapted to Doctoral programmes?

The main outcome of EIT-labelled Doctoral programmes is the same as for the EIT-labelled Master's programmes: the Doctoral candidates should achieve the EIT overarching learning outcomes (see *Annex 3*). Just as with Master's programmes, Doctoral programmes should provide the candidates with opportunities to develop true entrepreneurship competencies and Knowledge Triangle skills. The contents of this Handbook therefore provide useful information for planning, performing and reviewing the EIT-labelled Doctoral programmes.

However, third cycle programmes differ from second cycle ones in one fundamental aspect; they rest on the practice of research, and as such also become highly individual. This has implications for the EIT labelling processes; a Doctoral programme cannot be treated as a study programme in the exact same sense as Master's programmes.

Overall, the EIT-labelled Doctoral programmes and their quality assurance draw on the Salzburg II Recommendations[viii, xiv] as well as the paper on 'Doctoral degrees beyond 2010: training talented researchers for society.'[x]

The QALE model is a set of five quality indicators (Qi0-Qi4) that are valid for both Master's and Doctoral programmes, with minor adaptations in the respective assessment fields.

Quality indicator 1 is shaped around a teaching and learning situation comprising a group of students. The objects of evaluation here consist mainly of module and programme descriptions. Doctoral Programmes are based on the practice of research, while a 'programme' can be either a group of candidates or just one individual candidate following her/his own training path. Instead of evaluating teaching processes in relation to the EIT OLOs as for Master's programmes, this indicator leaves room for a more flexible approach for both labelling and doing follow-up reviews that suit both research training and taught courses. In practice, what is required here is that every candidate has a Doctoral work plan, which in a sense can be compared to a programme description for Master's programmes, but is used on an individual basis. Hence, the EIT's definition of a Doctoral programme is therefore this Doctoral work plan, a document that should be used for each Doctoral candidate as a transparent contractual framework of shared responsibilities (cf. the Salzburg II Recommendations #5) between the candidate and the KIC. This document should be revised twice a year.

Finally, some of the requirements of Quality indicators 0 and 2 will most easily be fulfilled via an organisational structure (e.g. a Doctoral school, Doctoral training centres etc.); however, the EIT does not prescribe any specific models for this.

The Quality indicators and their individual assessment fields

Quality indicator 0 – Compulsory requirements

All assessment areas of Quality indicator 0 are essential components of EIT-labelled degrees and are, as such, compulsory. They are evaluated as yes/no and all assessment fields need to be fulfilled in order to proceed with the assessment of the programme. Examples include: mobility, industry involvement and recognition, application, selection and admission of students.

Quality indicator 1 – Aligned teaching and EIT overarching learning outcomes coverage

Quality indicator 1 evaluates whether the programme sufficiently covers the EIT OLOs in relation to the thematic field of the KIC. Master's programmes have additional assessment fields to evaluate whether the programme is characterised by aligned teaching and activating teaching and learning methods (student-centred) and whether it provides students with access to rules, regulation and assessment criteria regarding assessment and grading.

Quality indicator 2 – EIT learning environment and facilities

Quality indicator 2 reviews the study environment. The three assessment fields for this indicator are: 1) robust entrepreneurship education; 2) highly integrated, innovative 'learning-by-doing' curricula; and 3) international and cross-organisational mobility - the European dimension and openness to the world.

Quality indicator 3 – Results

This indicator consists of four assessment fields. The first field evaluates students' entrepreneurship competencies, which is a core component and the hallmark of the EIT-labelled programs. Examples of student entrepreneurship competencies can for instance consist of projects, products, or entrepreneurial test score.[xvi] Guidance on curriculum design and benchmarking student entrepreneurship competencies is provided by the JRC's European Entrepreneurship Competencies Framework.

The second assessment field evaluates achieved learning outcomes (ALOs), which are samples of actual products by EIT students (e.g., Master's theses, I&E theses, summer school deliverables, business development lab deliverables etc.). The third assessment field consists of retention rates. In the case of low retention, this needs to be closely analysed, since student drop out does not automatically mean low programme quality. The fourth assessment field concerns outcomes by the KICs including programme evaluation reports, new pedagogical tools developed, published articles, reports, conference presentations etc. on educational research and development projects on KIC educational activities and resulting training and development plans for programme stakeholders. This assessment field will stimulate the KICs in doing high level evaluations and research on their educational activities in order to know what results they achieve and why.[xvii]

<u>Quality indicator 4 — Stakeholder experiences</u>

Quality indicator 4 is divided into three assessment fields, experiences and opinions of a) students, b) alumni, and c) industry / business and other stakeholders. Data should be gathered by questionnaires or interviews (focused primarily on issues to do with Qi1 – Qi3), depending on how big the groups are.

Material for the review teams from KIC staff and partners – the self-assessment report

The general principle for the choice of material to be used in both the labelling and the review process is the **portfolio principle.** That is, the person(s) who is (are) responsible for the self-assessment report chooses the necessary documentation in order to give evidence for the requirements of each assessment field for each quality indicator. The assessment field questions found in the templates should guide this selection, together with the examples that are given in each template under the heading 'Examples of material to be provided'. Note that these are examples; material may be both added and omitted from the list, the key task is to give the best possible evidence to reviewers.

This portfolio principle is chosen for three reasons. First, overall reviews of all programmes will be too extensive, random selections, on the other hand, risk essential information being left out. Second, the types of documentation differ at different universities and it is impossible to list all of these correctly here. The third reason is that when the persons who work and teach in the programmes do the selection in direct relation to what is required for the five Quality indicators, this becomes a strong driver of development in the programmes.

Providing material for both labelling and reviewing includes clearly indicating for reviewers where the relevant information can be found in the chosen documents (including page numbers). As far as possible, official documents from the KIC and/or from KIC partner universities should be used as appropriate as well as any relevant supporting official documents from the KIC (especially in the case of Modular way Master's programmes).

A list of all material, by Quality indicator, should be attached with the name and contact information for the KIC contact person.

Working tools for reviewers – the templates (Qi0-Qi4)

The main working tool for both processes, labelling and reviewing, is this Handbook, and first and foremost the templates. Each template (Qi0-Qi4) addresses one Quality indicator and consists of

- a table for the evaluation on a four-grade scale for each assessment field, including grading criteria

- (apart from Qi0 which is pass/no-pass)

- a short instruction for what material that should be provided to reviewers

- a short instruction to the reviewers

- review questions for each assessment field of the indicator.

The Templates for Reviewers includes a final score template, which addresses the final recommendation from the review team, which should be done from a holistic view and therefor no sharp cut off values are provided. Where a provisional EIT Label is recommended, reviewers will provide detailed recommendations to be completed in order to receive the full award period.

The Templates for Reviewers further include a final report with the review team's suggestions about what they think needs to be developed. This should be written regardless of the team's suggestion on the label, and should be kept at KIC level.

It is important for reviewers to be well informed about how EIT and its KICs use different terms and concepts as described in this Handbook. The most convenient way is to read these parts while working within the templates. It is equally important to realise that both the labelling and the review processes are structured peer reviews, meaning that what should be reviewed is what is asked for in the templates and nothing else. The EIT organises workshops in order to familiarise reviewers sufficiently with the EIT QUALE Model and the labelling and reviewing processes of EIT-labelled Master's and Doctoral programmes.

In case a KIC has locally added more than what is required by the QALE model (as an internal QA process), this should not be part of the quality information that is included in the EIT labelling or review processes. However, the assessments can be made at the same time and will then serve as a KIC-level assessment for improvements.

Important Note: Awarding and renewing the EIT Label, responsibilities of the parties

Master's and Doctoral programmes included in the KICs annual business plans are eligible to be submitted for evaluation for the EIT Label. It is expected that programmes that already have the EIT Label will be submitted for renewal in the evaluation round preceding the last year of the validity period of the EIT Label award.

— All EIT Label applications should be submitted by KIC partners through the KIC's as a contact points.

— Every EIT Label application must include a self-evaluation report for the submitted programme, produced by the applicant KIC partner, in accordance with the requirements stipulated in the EIT

Label Handbook and the provisions foreseen in the EIT Label Framework that sets the general guidelines.

— As foreseen in the EIT Label Framework, the EIT manages the pools of experts that are assigned to review the applications and the self-evaluations for the award of the EIT Label.

— In justified cases the EIT Director, following consultation with the KICs, has the right to prolong the duration of the EIT Label for particular programme(s) until the process of reviewing the application is finalised.

— The review teams submit their evaluation reports to the EIT which then forwards them to the EIT Labelling Committee.

— The EIT Director having considered the evaluation reports of the review teams and the corresponding comments of the EIT Labelling Committee decides as to the initial award or the renewal of the award of the EIT Label for each of the submitted programmes.

— In cases where there are recommendations for improvement for a particular programme prior to the award or renewal of the EIT Label, those recommendations are forwarded to the relevant programme. The EIT Officer in charge of Label reports on the application of the recommendations to the EIT Director who consults with the EIT Labelling Committee and decides on the award or renewal of the EIT Label.

— The EIT HQ reports on the outcomes of the given round of the EIT labelling process to the KICs, informing them on the relevant validity period regarding the positive decisions and any other conditions underlying the granting/renewal of the EIT Label.

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

Part 2   Terms and concepts

'Quality' in the context of the EIT educational agenda

What constitutes educational quality in higher education and how it should be measured is under constant debate. In the EIT–KIC context, quality means that students reach the Intended Learning Outcomes (ILO) of a programme through aligned teaching, combined with fair and reliable grading, active learning methods, and clear and helpful feedback in a rich and supportive learning environment. The EIT–KIC definitions and the logic of these terms are presented in this section.
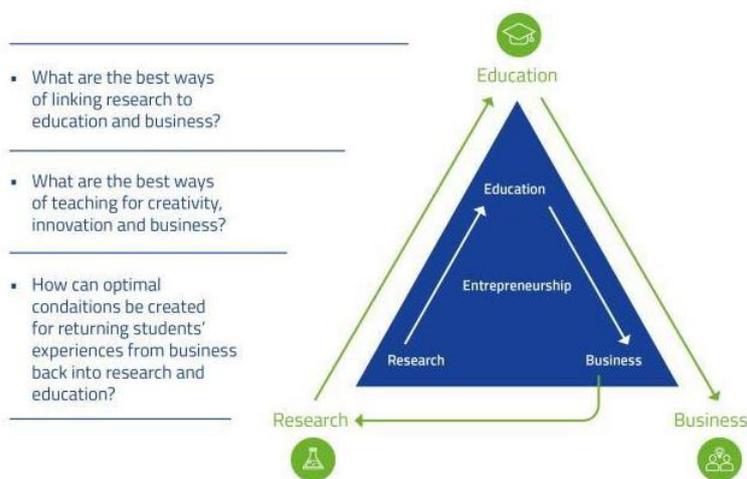
Fig. 3 Teaching for Quality in the Knowledge Triangle

Teaching for the Knowledge Triangle in the EIT KIC context

The Knowledge Triangle paradigm is most often presented as a theoretical concept and political marker over the changes that are needed in Europe when it comes to improving the integration between education, research and business. The EIT QALE model transforms it into a working model with all three sides of the Knowledge Triangle taken into account. Through creating a simple enquiry-based process around the three nodes of the Knowledge Triangle,[xviii] questions are raised that should be put by everyone when planning and performing all EIT education activities carried out throughout the KICs:

- What are the best ways of linking research to education and business?

- What are the best ways of teaching for creativity, innovation and entrepreneurship?

- How can optimal conditions be created for returning students' experiences from business back into research and education?

These questions constitute the basis for the EIT QALE model.

Learning outcomes in the EIT KIC context

The EIT educational agenda as performed through the KICs, recognises two types of learning outcomes: intended learning outcomes (ILO)[1] and achieved learning outcomes (ALO). Intended learning outcomes are written statements in educational documents of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competences. Achieved learning outcomes are what students have attained during a study or learning process, shown in their individual responses to different types of exam tasks. They should clearly describe[2] skills and competencies rather than just content in terms of knowledge.

Intended learning outcomes can apply to different levels, from the top level in qualification frameworks as the Qualification Framework of European Higher Education Area (QF EHEA), the European Qualification Framework (EQF), or the National Qualification Frameworks (NQF),[xi] down to the level of programmes, modules and even tasks. At the top level they are identified as overarching learning outcomes (OLO) to distinguish them from the specified intended learning outcomes at the module and task level. Overarching and specified intended learning outcomes differ in that the former express competencies on a general level, whereas the latter should always be adequately specified to be used in a fit-for-purpose assessment task.

The Bologna system levels (QF-EHEA and NQF) and the EQF (for professional modules) are the bases for the EIT QALE model. In this model, the module-level intended learning outcomes are specified in relation to (and later evaluated against) the overarching learning outcomes. This is in keeping with the Bologna system as a holistic system where all levels are integrated.

Knowledge forms in the EIT education agenda

Knowledge forms is a way of logically grouping overarching learning outcomes together. Higher education has long focused more or less exclusively on 'knowledge and understanding'. The Bologna process has stressed and promoted other generic learning needs as transferable or transversal skills, competencies, and attitudes, such as communication, making judgments and learning to learn. Ordering these into knowledge forms is a way to highlight also these types of learning outcomes. Although the use of learning outcomes clearly moves students' learning from content knowledge to the use of this knowledge, they do not, in fact, by themselves guarantee that. The explicit use of knowledge forms highlights this and is the key to moving from content to competence-based education[xix] the latter of which integrates skills, knowledge and attitudes.

Using knowledge forms is also an effective way of profiling certain educational programmes. Indeed, with the EIT programmes, five out of the seven chosen knowledge forms (OLOs 1-7) directly relate to the Knowledge Triangle and clearly distinguish these programmes from others.

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[1] In this text 'intended learning outcomes' and 'learning outcomes' will be used interchangeably, whereas 'achieved learning outcomes' will always be called 'achieved learning outcomes'.
[2] Using 'action verbs'

Defining the relationship between the objectives, syllabus, and intended learning outcomes

In general, the objectives of a programme or module should in broad terms answer the question 'what is the purpose/rationale of a programme or module'. The ILOs should specify the knowledge, skills and attitudes that an individual will be required to demonstrate in order to have completed the module or program successfully. The relationship between objectives and the ILOs should be very close, where the intended learning outcomes are derived from the objectives. Syllabuses therefore describe the content and the subject matter of a programme or module. In sum, the ILOs describe what students will be able to do with the content in order to fulfil the objectives.[xx]

Defining 'high quality' intended learning outcomes

All intended learning outcomes in EIT education activities as performed by the KICs should

- be clearly written in order to be easily understood by the potential learner

- outline the expected results of the learning

- have a clear student-centred educational process

- strongly and centrally emphasise competences, skills and impact in the learning content

- clearly describe skills and competencies rather than just content knowledge. An example could include the following description: 'After the end of module… the student should be able to…'

For the specified intended learning outcomes at the module level we need to add how these are assessed, that is how to use action verbs. As an example, it is not possible to assess a learner's 'understanding', or their 'awareness of' or 'familiarity with' matters, whereas the ability to 'define, explain, calculate, differentiate, categorise, compare' can be clearly demonstrated in an assessment task.

Defining the fit-for-purpose assessment

The assessment must concern the object under study, and the assessment method should always mirror the competences that students are expected to be able to demonstrate. Assessment methods used by the KICs must provide students with opportunities to give evidence of their competencies in creativity, innovation, and entrepreneurship within the KIC thematic area. This calls for new ways compared to traditional academic writing alone, especially in relation to thesis work.

In the context of the EIT educational activities as performed by the KICs, there is a different approach between *content-based*, *competence-based* and *impact-based assessments*. Content-based assessment refers to assessment tasks that mainly ask the learner about facts. Competence-based assessments refers to assessment of intended learning outcomes that ask the learner to show ability to also use these facts. Impact-based assessments take the assessment of competencies one step further and ask the learner to use these competencies in a real-life situation to create a change or solve a challenge.

Recommendations for fair and reliable assessment

The EIT education activities should refer to a relevant grading system. When working with learning outcomes, this naturally leads to a criterion-based system; in theory all students can achieve the ILOs of the programme or module and should then be given a correct grading for this.

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 of *assessment criteria* (*grade descriptors*),[xxi] which describe to what extent the student has achieved the learning outcomes for each level of the scale (see Annex 2 for examples related to the seven EIT OLOs).

A continuous dialogue between colleagues of the interpretations and use of these assessment criteria enhances the reliability of the assessments noticeably. There are also studies[xxii, xxiii, xxiv] that show that training students in peer assessment and in applying assessment criteria to other students' work improves their own learning.

The EIT-KICs' recommendations for active teaching and learning

Active learning is defined as the teaching method in which the students become involved in various teaching activities but also are required to think about what they are doing. In other words, the teaching activities should include both 'doing' and 'thinking/reflecting about this doing' (students should apply a meta perspective to their own learning). This is important, as the quality of higher education does not improve just because a few practical elements are added; what makes higher education different to vocational training is that one also theorises and reflects about practical experience.[xxv] One difference between skill and competence is that a skill can only be used in a particular context and nowhere else (e.g. typing technique), whereas a competence can be thought of as the combination of knowledge and skills; it is something that can be used in many different contexts. A competence allows individuals flexibility in their choice of actions.

There is a lot of research to support the idea that active learning compared to more passive models (listening, as in pure lecturing models) promotes learning.[xxvi, xxvii, xxviii, xxix] The next step forward from the learning outcome paradigm may well be to define a study unit rather by its learning enquiries or challenges. However, active learning must not be equated with the total absence of lectures. Teachers can activate students on a 'small scale' also during a lecture, for instance, by asking them to compare their notes for a few minutes.

Aligned teaching and why the EIT endorses it

Higher education in Europe has been subject to considerable change within a short period. The Bologna process has led to a radical shift in the approach to the quality of education, specifically by introducing the learning outcome paradigm. The consequences are two clear shifts of perspective.[xxx] The first concerns a change in focus from the teachers' activities to what the students do and should do ('from teacher-driven to student-centred'). The second concerns a change from planning the programme or module 'from beginning to end', to a reversal of the process: 1) learning outcomes are defined first (=ILO); followed by decisions on 2) fit-for-purpose assessment methods, 3) grading system (=ALO), and finally 4) the teaching and learning activities and 5) materials that support learners' efforts to achieve the ILOs chosen. This is often referred to as 'constructive alignment,'[xxxi] 'aligned teaching' or sometimes as

'the learning chain', and is an important and necessary step towards competence-based rather than just content-based education.
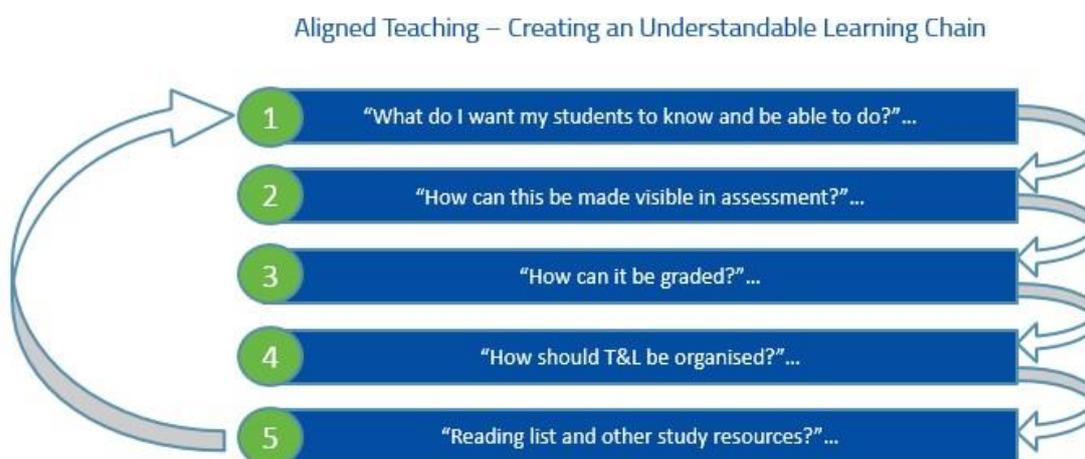
Fig. 4 Aligned teaching: the linking between intended learning outcomes, assessment tasks, grading, teaching and learning activities, and study resources.

Aligned teaching gives a clear logic and understanding of what students will be expected to do and be able to achieve by the end of the study period subject to their own efforts. By explicitly linking the ILOs with relevant assessment, the teacher also uses one of the strongest drivers of learning in the system – students' motivation to succeed with their exam tasks.

In addition to changing focus from the teacher to the student, and from the beginning to the end of the learning period, aligned teaching also changes the focus in assessment from assessment solely *of* learning, to assessment also *for* learning and maybe even assessment *to* learn. Finally, it shifts the relationship between the teacher and the students, from teachers talking *to* students to teachers talking and interacting *with* the students.

The definition of joint curriculum development

Joint curriculum development generally refers to collaboration between universities in different countries and within specific disciplines, which has generated common education and training activities, generally under the heading of joint study programmes. These are characterised by a common assumption of responsibility by the participating institutions as regards the definition of the objectives of the programme, the design of the curriculum, the organisation of the studies and the type of qualifications awarded.

The objectives of a programme are jointly defined by partner institutions, with a view to giving graduates an added value when they enter the European job market. This requires the identification of professional profiles that will be needed, as well as a search for coherence between the objectives pursued and the curriculum developed.

EIT takes one more step when it comes to joint curriculum development. Here it is also the collaboration between academic and non-academic representatives (specifically, but not exclusively, from the KICs' partners) that is of central interest. This can be done via advisory boards, committees and other types of

organisational solutions. A general observation is that the closer to the programmes this is done, the more impact it will have. Best practise is for the KICs sign contracts with their partners on concrete commitments in order to engage persons with the right experience, interest and time allocated for close collaboration with programme coordinators and the teachers who are involved.

The definition of joint, double and multiple degrees

Joint degree means a single diploma issued by at least two of the higher education institutions offering an integrated programme and recognised officially in the countries where the degree-awarding institutions are located.

Double or multiple degrees mean two or more national diplomas issued by two or more higher education institutions and recognised officially in the countries where the degree-awarding institutions are located.

'Research and development (R&D) projects on KIC educational activities' in Quality indicator 3.4

The EIT and its KICs aim to create a footprint in European higher education through modernisation, excellent use of aligned teaching, learning outcomes, and clear assessment criteria. The EIT education agenda should be performed by the KICs with clear objectives, the right choice of methods, critical reflection and the use of peer-review processes, just as research is done. To improve and share these methods, the KICs are encouraged to run research and development projects on their work, specifically aimed towards teaching for the Knowledge Triangle competences. These projects should result in research that contributes significantly to teaching and learning knowledge in European higher education. When carried out, these projects will be evaluated in assessment field 3.4 in the reviews.

Part 3   Templates

This part contains all the self-assessment templates used in the labelling and reviewing processes.

Templates for the applicants

This section contains all the templates for use by Applicants.

Template Qi0 for Applicants – Compulsory requirements for EIT Labelled Master's and Doctoral programmes

This quality indicator applies to both EIT Labelled Master's and Doctoral programmes, including Embedded and Modular ways. The assessment fields represent compulsory requirements for a programme to be considered for the full review process. All assessment fields must be answered by applicants with an explanation as a narrative answer and the provision of supporting documents as evidence. These will then be considered by the EIT appointed External Experts who must confirm compliance by answering "Yes" to all Template Qi0 criteria before proceeding to the full review for new programmes using the Templates provided for Qi1 and Qi 2 (labelling of new programmes) or the full review for existing programmes using the Templates provided for Qi1, Qi2, Qi3 and Qi4 (renewal of label for existing programme).

Examples of evidence

Evidence is required to support the narrative statements provided in the application. The examples provided in these templates are intended as a guide for applicants, they are not intended to be restrictive. Applicants should provide the evidence which best supports the application as it relates to that field. Guidance should be sort from the relevant KIC when assembling evidence.

	Assessment Field			Narrative answer *(Note for applicants: replace the text with their narrative response)*	Evidence *(Note for applicants: replace the text to include the specific evidence being submitted for this application. This should include the file name of the documents provided + exact place in the document)*
0.1	University and non-academic partner curriculum collaboration				
	Modular Master's	Embedded Master's	Doctoral		
0.1.1	Are at least 2 partner universities engaged in the implementation of the **add-on module**?	Are at least 2 partner universities engaged in the implementation of the **programme**?	Are at least 2 partner universities engaged in the implementation of the **programme**?	"Yes. Our partner universities are …"	▪ Letters of intent and support from all partners ▪ Description of each partner (brochure, annual report) ▪ Description of role of partner / Consortium agreement
0.1.2	Are at least 2 non-academic partners engaged in the development of **the add-on module** curriculum?	Are at least 2 non-academic partners engaged in the development of the **programme** curriculum?	Are at least 2 non-academic partners engaged in the development of the **programme** curriculum?		
0.1.3	Are at least 2 non-academic partners engaged in teaching activities for the **add-on module**?	Are at least 2 non-academic partners engaged in teaching activities for the **programme**?	Are at least 2 non-academic partners engaged in teaching activities for the **programme**?		

	Modular Master's	Embedded Master's	Doctoral		
0.1.4	Do all students receive both academic and non-academic support on their mandatory thesis?	Do all students receive both academic and non-academic support on their mandatory thesis?	Do all students receive both academic and non-academic support on their mandatory thesis?		
0.2	**ECTS and recognition**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
0.2.1	Is the host programme a Master's Level Degree (minimum 90 ECTS) accredited according to the national standards of the partner universities and appropriate European guidelines[3,4]? **Master's Degree** as defined in Bologna Process[3]	Is the programme a Master's Level Degree (minimum 90 ECTS) accredited according to the national standards of the partner universities and appropriate European guidelines[3, 4]? **Master's Degree** as defined in Bologna Process	Is the programme a Doctoral Level Degree accredited according to the national standards of the partner universities and appropriate European guidelines[3,4]? **Doctoral Degree:** Salzburg II Recommendations (3 to 4 year full time equivalent)[4]		▪ National accreditation documents

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[3] Master's Degree: https://www.ehea.info/pid34438/three-cycle-system.html

[4] Doctoral programme : http://www.eua.be/Libraries/publications-homepage-list/Salzburg_II_Recommendations.pdf?sfvrsn=0

		Modular Master's	Embedded Master's	Doctoral		
0.2.2	Does the add-on module provide at least 30 ECTS equivalent workload?	Not Applicable	Not Applicable			▪ Programme description
0.2.3	Is a Diploma Supplement for the degree provided to each student? (Please refer to Annex 1).	Is a Diploma Supplement for the degree provided to each student? (Please refer to Annex 1).	Is a Diploma Supplement for the degree provided to each student? (Please refer to Annex 1).			▪ Copy of diploma supplement
0.2.4	Is the degree accredited in all the countries of the awarding universities?	Is the degree accredited in all the countries of the awarding universities?	Is the degree accredited in all the countries of the awarding universities?			▪ National accreditation documents
0.3	**Application, selection and admission**					
	Modular Master's	**Embedded Master's**	**Doctoral**			
0.3.1	Are specific criteria for the assessment of the students´ entrepreneurial potential used for selection purposes for the **add-on module**?	Are specific criteria for the assessment of the students´ entrepreneurial potential used for selection purposes for the **programme**?	Are specific criteria for the assessment of the students´ entrepreneurial potential used for selection purposes for the **programme**?			▪ Selection procedures

0.3.2	Do the universities delivering the programme (and the KIC where appropriate) conduct the application, selection and admission process of students jointly for the **add-on module**?	Do the universities delivering the programme (and the KIC where appropriate) conduct the application, selection and admission process of students jointly for the **programme**?	Do the universities delivering the programme (and the KIC where appropriate) conduct the application, selection and admission process of students jointly for the **programme**?		▪ Selection procedures
0.3.3	Is there a student tracking system to monitor progress of potential graduates of the **add-on module**?	Is there a student tracking system to monitor progress of potential graduates of the EIT Labelled **programme**?	Is there a student tracking system to monitor progress of potential graduates of the EIT Labelled **programme**?		▪ Description of programme tracking system for all potential labelled graduates from the programme, regardless of partner institution of study.
0.3.4	Are students enrolled on the add-on module via a regular university system?	**Not applicable**	**Not applicable**		▪ Description of host university enrolment process for the add-on module
0.3.5	Is there a KIC alumni organisation in place to track graduates?	Is there a KIC alumni organisation in place to track graduates?	Is there a KIC alumni organisation in place to track graduates?		▪ Description of KIC alumni organisation and associated tracking plans in KIC.

0.4	EIT, KIC and programme context				
	Modular Master's	Embedded Master's	Doctoral		
0.4.1	Is the **add-on module** taught in English?	Is the **programme** taught in English?	Is the **programme** taught in English?		▪ Declaration confirming that all students receive teaching in English (Doctoral and Embedded Master's Programmes) OR ▪ Declaration confirming that all students receive teaching in English in the add-on module (Modular Master's Programmes Only)
0.4.2	Is 'EIT' included in relation to the programme promotion approach?	Is 'EIT' included in relation to the programme promotion approach?	Is 'EIT' included in relation to the programme promotion approach?		▪ Description of the programme ▪ Example marketing or promotional materials (Label Renewal) ▪ Explanation of plans to include EIT name in programme promotion approach (New Labelling)
0.4.3	Will the programme award **(new programmes)** / Does the programme award **(existing programmes)** graduates either an EIT Label Certificate bearing the EIT logo or a degree certificate/diploma supplement bearing the EIT logo?	Will the programme award **(new programmes)** / Does the programme award **(existing programmes)** graduates either an EIT Label Certificate bearing the EIT logo or a degree certificate/diploma	Will the programme award **(new programmes)** / Does the programme award **(existing programmes)** graduates either an EIT Label Certificate bearing the EIT logo or a degree		▪ Copy of (existing programmes) or design for (new programmes) certificate bearing EIT logo OR ▪ Copy of (existing programmes) or design for (new programmes) degree certificate/diploma supplement bearing EIT logo

		supplement bearing the EIT logo?	certificate/diploma supplement bearing the EIT logo?		
0.4.4	Are the results of summative programme assessments produced by the students (such as reports, thesis, etc.) stored for later EIT review purposes?	Are the results of summative programme assessments produced by the students (such as reports, thesis, etc.) stored for later EIT review purposes?	Are the results of summative programme assessments produced by the students (such as reports, thesis, etc.) stored for later EIT review purposes?		▪ Description of the process for storage of summative programme assessments by students (e.g. old student work)
0.5	**International and cross-organisational mobility**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
0.5.1	Does the compulsory international mobility have at least 15 ECTS equivalent workload and does the compulsory cross-organisational mobility have at least 15 ECTS equivalent workload (Forming a combined	Does the compulsory international mobility have at least 15 ECTS equivalent workload and does the compulsory cross-organisational mobility have at least 15 ECTS equivalent	Does the compulsory international mobility have at least 15 ECTS equivalent workload and does the compulsory cross-organisational mobility have at least 15 ECTS equivalent		▪ Description of mobility / student tracks ▪ Mobility agreements ▪ Declaration confirming that all students enrolled onto the programme will undergo international mobility ▪ Declaration confirming that all students enrolled onto the programme will undergo cross-organisational mobility

	total of 30 ECTS equivalent workload)?	workload (Forming a combined total of 30 ECTS equivalent workload)?	workload (Forming a combined total of 30 ECTS equivalent workload)?		
0.6	EIT-labelled Master's programme coupling mechanism (Modular Master's Only)				
	Modular Master's	Embedded Master's	Doctoral Master's		
0.6.1	Is there a joint planning/governance between the original degree awarding Host Programme and the Add-On Module leading to the EIT labelled Master's programme?	Not applicable	Not applicable		▪ Agreement between degree awarding institutions and KIC for joint planning/governance arrangements in relation to the Add-On Module
0.6.2	Does the host programme coupling mechanism (the thesis and other specific elements of the host programme) cover EIT OLOs 1 or 2?	Not applicable	Not applicable		▪ Copy of thesis guidelines (specifically highlighting the elements which relate to EIT OLOs 1 or 2) ▪ Copy of host programme curriculum (specifically highlighting the elements which relate to EIT OLOs 1 or 2)

Material to be provided by applicants

The supporting documents that need to be provided for this quality indicator can vary according to the programme. They may consist of module descriptions, project descriptions, websites, partner agreements, etc. The list of examples should not be considered exhaustive and additional evidence types can be included in an EIT Label application.

Application tips for Qi0

- Please make sure that within the answered 'yes' within the narrative answer to all the sections and supported your affirmative statement with evidence for each question including a clear, significant narrative justification/arguments and copies of supporting evidence documentation as appropriate to support this answer in relation to the requirement. Please clearly specify where the reviewer can easily identify the specific relevant evidence that supports your narrative answer to each question within any documentation that you supply (including page numbers as appropriate).

- Plan ahead to have any letters of endorsement from your partners required to show commitment.

Template Qi1 for Applicants - Aligned teaching and EIT OLO coverage of EIT Labelled Master's and Doctoral programmes

Master's programmes should show that they fulfil quality indicators 1.1, 1.2 and 1.3.
Doctoral programmes should show that they fulfil quality indicators 1.1 and 1.2 only

	Assessment field			Narrative answer	Examples of evidence
1.1	**EIT KIC Thematic Field Context**				
	Modular Master's	Embedded Master's	Doctoral		
1.1.1	Does the add-on module and host programme **coupling mechanism** (as these relate to the EIT OLOs) relate the EIT OLOs to the thematic field of the KIC?	Does the **programme** relate the EIT OLOs to the thematic field of the KIC?	Does the **programme** relate the EIT OLOs to the thematic field of the KIC?		• Strategic Agenda of KIC and link to description of the programme and module outlines as appropriate to the coverage of the EIT OLOs.
1.2	**EIT OLO coverage**				
	Modular Master's	Embedded Master's	Doctoral Master's		

1.2.1	Does the host programme **coupling mechanism** (for at least EIT OLO 1 or 2) and the **add-on module** (for the remaining EIT OLOs) ensure that students develop the EIT OLOs: OLO 1 to 7 as expressed in *Annex 3* of this Handbook?	Does the **programme** ensure that students develop the EIT OLOs: OLO 1 to 7 as expressed in *Annex 3* of this Handbook?	Does the **programme** ensure that students develop the EIT OLOs: OLO 1 to 7 as expressed in *Annex 3* of this Handbook?		• An OLO Coverage table mapping how the OLOs are achieved by the student through the programme, including examples from all universities involved in the programmes and relevant module outlines as appropriate.
1.3	**General quality of intended learning outcomes for EIT OLOs**				
	Modular Master's	Embedded Master's	Doctoral		
1.3.1	Are the intended learning outcomes (of the host programme **coupling mechanism** for at least EIT OLO 1 or 2, the add-on module for the	Are the intended learning outcomes (which relate to EIT OLO's) of the **programme** assessable, that is, with clear descriptions of skills and competencies	Not applicable		• A full description of the programme with all the possible Master's student study tracks clearly indicated / The Doctoral Work Plan template, as this relates to EIT OLOs • A list of all compulsory courses that are included in the programme and relate to EIT OLOs • Description of modules/courses with ILOs highlighted including description of skills and competencies and mapping to EIT OLOs.

	remaining EIT OLOs) assessable, that is, with clear descriptions of skills and competencies rather than just content knowledge?	rather than just content knowledge?			• National accreditation documents as appropriate (with English translation where relevant to answering this quality indicator)
1.4	**Fit-for-purpose assessment**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
1.4.1	Are the assessment tasks of the host programme **coupling mechanism** and the **add-on module** given to the students fit for purpose in relation to EIT KIC thematic content?	Are the assessment tasks of the **programme** given to the students fit for purpose in relation to EIT KIC thematic content?	**Not applicable**		• Example of tasks (academic or non-academic) that are used to assess (summative assessment) the student's attainment on the modules/courses as this relates to EIT KIC thematic content. (E.g. as outlined in 1.1). • Highlighted sections of appropriate official documents such as Exam and teaching regulations where this relates to assessment of EIT KIC thematic content.
1.4.2	Are the assessment tasks of the host	Are the assessment tasks of the **programme** given to	**Not applicable**		• Module/Course descriptors / teaching units files with assessment methods connected to

	programme **coupling mechanism** and the **add-on module** for given to the students fit for purpose in relation to form (i.e. content-, competence or impact-based, depending on the ILO as this relates to EIT OLOs)?	the students fit for purpose in relation to form (i.e. content-, competence or impact-based, depending on the ILO as this relates to EIT OLOs)?			ILOs as these relate to EIT OLOs (e.g. as outlined in 1.2)
1.5	**Availability and format of grading system and assessment criteria (grade descriptors)**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
1.5.1	Are rules and regulations for assessing and grading of the host programme **coupling mechanism** and the **add-on module** available to students in	Are rules and regulations for assessing and grading of the **programme** available to students in advance related to EIT OLOs?	**Not applicable**		• Module/Course descriptors with assessment methods • Information on grading policy related to EIT OLOs given to students (e.g. as outlined in 1.2)

	advance related to EIT OLOs?				
1.5.2	Are assessment criteria (grade descriptors) used when assessing and grading student work from the host programme **coupling mechanism** and the **add-on module** related to EIT OLOs?	Are assessment criteria (grade descriptors) used when assessing and grading student work from the **programme** related to EIT OLOs?	Not applicable		• Document with specified assessment criteria (grade descriptors) that are applied at each university when assessing student's attainment on modules in relation to EIT OLOs (as outlined in 1.2). Examples are shown in Annex 2 'Examples for EIT OLO assessment criteria (grade descriptors) for assessing student work'.
1.6	Activating and Appropriate Teaching and Learning Methods				
	Modular Master's	Embedded Master's	Doctoral		
1.6.1	Are teaching and learning methods, of the elements of the host programme **coupling mechanism** and the **add-on module** which	Are teaching and learning methods, of the elements of the **programme** which relate to EIT OLOs, designed to activate the students (active learning)?	Not applicable		• Detailed descriptions on teaching and learning methods on the modules/courses, as they relate to supporting student development related to the EIT OLOs (e.g. as outlined in 1.2).

	relate to EIT OLOs, designed to activate the students (active learning)? **Active learning** See P. 20 of this Handbook 'The EIT-KICs' recommendations for active teaching and learning'	**Active learning** See P. 20 of this Handbook 'The EIT-KICs' recommendations for active teaching and learning'			
1.6.2	Are teaching and learning methods of the host programme **coupling mechanism** and the **add-on module** aligned so that they are appropriate for achieving the intended learning outcomes (which relate to the EIT OLOs)? (**Aligned teaching** See P.20 of this Handbook 'Aligned teaching and why the EIT endorses it')	Are teaching and learning methods of the **programme** aligned so that they are appropriate for achieving the intended learning outcomes (which relate to the EIT OLOs)? (**Aligned teaching** See P.20 of this Handbook 'Aligned teaching and why the EIT endorses it')	Not applicable		• Table illustrating how the teaching and learning methods outlined in 1.6.1 support the achievement of the specific ILO's which relate to EIT OLOs (consider the 'Aligned teaching and why the EIT endorses it' approach detailed in P.20-21 of this handbook).

Application Tips for Qi1

- Please answer by using thematic information from your specialization, your subject, your programme or your field. Starting from the identified key words, you can mention your understanding of these terms in relation to the specific programme to clarify meaning. As an example: 'In the context of this programme, this is what is meant by 'sustainable society', etc.

- Narrative answers must include a justification which may be based on your programme-specific approach to the terms and subjects concerned.

- Emphasise how the learning experience will ensure students achieve the EIT OLOs. For example, in relation to OLO7: How do students perceive the relation between Higher Education and Business, how do they integrate it during the programme?

- Make ILOs contextual to your programme and illustrate how they fulfil EIT OLOs at the same time; propose a novel narrative about the student experience.

- Include a Coverage of EIT Overarching Learning Outcomes table, to make sure all required OLOs are covered. Consider the Aligned Teaching approach in this Handbook (P.20-P.21)

- The EIT Labelling process is not intended to replace or duplicate national accreditation processes, but instead to ensure that students on EIT Labelled programmes can achieve the EIT OLOs through the programme. Only the programme ILO's which relate to EIT OLO's and KIC thematic content need to be detailed. These may be implemented in the programme design either through the embedded way (fully integrated into official programme requirements) or the modular way (through the add-on module and coupling mechanism).

Template Qi2 for Applicants – The EIT learning environment and facilities of EIT Labelled Master's and Doctoral programmes

This quality indicator applies to both Master's and Doctoral programmes (Indicator 2.1.6 only applies to Doctoral programmes).

	Requirement			Narrative answer	Examples of evidence
2.1	**Robust entrepreneurship education**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
2.1.1	Are students of the **programme** actively offered the KICs or university-based innovation ecosystem, including technical, financial and human services and means s (e.g. incubators, mentoring and coaching, by business developers, seed funding etc.) to develop their entrepreneurial skills and competencies and to test out the commercial potential and viability of their	Are students of the **programme** actively offered the KICs or university-based innovation ecosystem, including technical, financial and human services and means s (e.g. incubators, mentoring and coaching, by business developers, seed funding etc.) to develop their entrepreneurial skills and competencies and to test out the commercial potential and viability of their	Are students of the **programme** actively offered the KICs or university-based innovation ecosystem, including technical, financial and human services and means s (e.g. incubators, mentoring and coaching, by business developers, seed funding etc.) to develop their entrepreneurial skills and competencies and to test out the commercial potential and viability of their		• Description of opportunities for students such as incubator, entrepreneurship lab, summer school, seminar, any facility/system designed to support entrepreneurial students (even if extra-curricular) etc. • Letter of endorsement from industrial and non-academic partners

	ideas/learning/research outcomes?	ideas/learning/research outcomes?	ideas/learning/research outcomes?		
2.1.2	Are non-academic partners actively involved in curriculum development of host programme **coupling mechanism** and the **add-on module**?	Are non-academic partners actively involved in curriculum development of the **programme**?	Are non-academic partners actively involved in curriculum development of the **programme**?		• Advisory Board records • Testimonies from non-academic partners • List of module educational activities provided by non-academic partners. • Examples of educational materials developed for the programme with non-academics which are provided to students (e.g. case studies).
2.1.3	Are non-academic partners actively involved in teaching activities of the host programme **coupling mechanism** and the **add-on module**?	Are non-academic partners actively involved in teaching activities of the **programme**?	Are non-academic partners actively involved in teaching activities of the **programme**?		• List of placements for internships, document describing role of industrial partner in thesis supervision • List of guest lectures from industrial partners given in courses • List of site visits and study tours to industrial partners and companies • Description of mentorships and student counselling
2.1.4	Do all students of the **programme** receive joint academic supervision and non-academic mentoring in their thesis work?	Do all students of the **programme** receive joint academic supervision and non-academic mentoring in their thesis work?	Do all students of the **programme** receive joint academic supervision and non-academic mentoring in their thesis work?		• Consortium agreement • Description of Thesis implementation
2.1.5	Does the host programme **coupling mechanism** and the **add-on module** actively promote students' non-	Does the **programme** actively promote students' non-academic professional networks?	Does the **programme** actively promote students' non-academic professional networks?		• Description of KIC partnership activities regarding non-academic professional networking opportunities open to students on the programme. • Description of events / conferences open to students

	academic professional networks?				
2.1.6	Not applicable	Not applicable	Are students offered leadership training focussed on Knowledge Triangle for value creation (in support of Doctoral programme EIT OLOs)?		• The Doctoral Work Plan template with elements related to leadership training highlighted.
2.2	**Highly integrated, innovative "learning-by-doing" curricula**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
2.2.1	Does the host programme **coupling mechanism** and the **add-on module** provide sufficient opportunities for on-the-job learning, exposing students to the reality of professional life outside university?	Does the **programme** provide sufficient opportunities for on-the-job learning, exposing students to the reality of professional life outside university?	Does the **programme** provide sufficient opportunities for on-the-job learning, exposing students to the reality of professional life outside university?		• List of site visits and study tours to industrial partners and companies • Non-academic internships • Real-life industrial challenges integrated into the curriculum • New venture creation • Testimonies from recruiters (non-academic partners)

2.2.2	Does the host programme **coupling mechanism** and the **add-on module** adopt a transdisciplinary approach which brings together science/technology knowledge in order to address broad societal and global challenges and/or link up with new business and innovation processes?	Does the **programme** adopt a transdisciplinary approach which brings together science/technology knowledge in order to address broad societal and global challenges and/or link up with new business and innovation processes?	Does the **programme** adopt a transdisciplinary approach which brings together science/technology knowledge in order to address broad societal and global challenges and/or link up with new business and innovation processes?		• Programme objectives, philosophy of the programme
2.2.3	Not applicable	Not applicable	Are students performing an internship outside the university of a minimum of 30 ECTS equivalent workload?		• Documents detailing internship length and requirements
2.3	International and cross-organisational mobility - the European dimension and openness to the world				
	Modular Master's	Embedded Master's	Doctoral		

2.3.1	Is the international mobility organized so that it sufficiently supports students achieving the intended learning outcomes of the programme (as they relate to EIT KIC thematic fields and EIT OLOs)?	Is the international mobility organized so that it sufficiently supports students achieving the intended learning outcomes of the programme (as they relate to EIT KIC thematic fields and EIT OLOs)?	Is the international mobility organized so that it sufficiently supports students achieving the intended learning outcomes of the programme (as they relate to EIT KIC thematic fields and EIT OLOs)?		• Student tracks / The Doctoral Work Plan template • Objectives of the modules • Documents such as consortium agreement • Mobility agreements
2.3.2	Is the cross-organisational mobility organized so that it sufficiently supports students achieving the intended learning outcomes of the programme (as they relate to the EIT KIC thematic fields and EIT OLOs)?	Is the cross-organisational mobility organized so that it sufficiently supports students achieving the intended learning outcomes of the programme (as they relate to the EIT KIC thematic fields and EIT OLOs)?	Is the cross-organisational mobility organized so that it sufficiently supports students achieving the intended learning outcomes of the programme (as they relate to the EIT KIC thematic fields and EIT OLOs)?		• Master's student tracks / The Doctoral Work Plan template • Mobility agreements • Objectives of associated modules • Documents such as consortium agreement
2.3.3	Does the programme have an appropriate plan for the balanced recruitment of European vs. non-European students?	Does the programme have an appropriate plan for the balanced recruitment of European vs. non-European students?	Does the programme have an appropriate plan for the balanced recruitment of European vs. non-European students?		• Description of marketing and recruitment plans for European and non-European students • Explanation of traditional recruitment balance at host institution and historical performance of related programmes, with comparison against proposed programme application.

Template Qi3 for Applicants – EIT Label Renewal: The Results of EIT Labelled Master's and Doctoral programmes

For renewal of EIT Label only Applicants must evidence how the EIT Labelled programme fulfils quality indicator Qi0, Qi1, Qi2, Qi3 and Qi4.

		Requirement			Narrative answer	Examples of evidence
3.1	Students' entrepreneurship competencies					
	Modular Master's	Embedded Master's	Doctoral			
3.1.1	Does the host programme **coupling mechanism** and the **add-on module** foster entrepreneurship competencies?	Does the **programme** foster entrepreneurship competencies?	Does the **programme** foster entrepreneurship competencies?			• Examples of completed student projects and/or products with benchmarking against entrepreneurship competencies (e.g. European Entrepreneurship Competencies Framework) • Optimally a standardised test has been used as a selection tool at student intake to the programme (see Qi 0.3.1), where the change scores (difference between intake group scores and group scores by the end of the last semester).
3.2	Achieved learning outcomes					
	Modular Master's	Embedded Master's	Doctoral			
3.2.1	Does the sample from the programme self-evaluation demonstrate that the students have achieved all EIT	Does the sample from the programme self-evaluation demonstrate that the students have achieved all EIT	Does the sample from the programme self-evaluation demonstrate that the students have			• A selection of student work (e.g., Master's theses, I&E theses, summer school deliverables, business development lab deliverables etc.) either as hard copies or other type of access. The selection should: • Randomly cover 30% of the students per student cohort (that is 10 individual students should be

	OLOs?	OLOs?	achieved all EIT OLOs?		represented from a cohort of 30 students, but their products may come from any of the four semesters) • Give examples of what is considered lowest, medium and highest quality. • Note that optimally this should be supported by programme assessment of the EIT OLOs using the grade descriptors adopted in 1.5.2 (See Annex 2 'Examples for EIT OLO assessment criteria (grade descriptors) for assessing student work'.) • Please note that group works also are fully acceptable.
3.3	**Retention rates**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
3.3.1	Does the **add-on module** and host programme **coupling mechanism** have a 90% or higher retention rate? (meaning the number of admitted students completing the full programme)	Does the **programme** have a 90% or higher retention rate? (meaning the number of admitted students completing the full programme)	Does the **programme** have a 90% or higher retention rate? (meaning the number of admitted students completing the full programme)		• Analysis of retention rates
3.3.2	Does the **add-on module** and host programme **coupling mechanism**	Does the **programme** provide a satisfactory analysis in the case of retention rates	Does the **programme** provide a satisfactory analysis in the		• Analysis of results, explanation and lessons learnt

	provide a satisfactory analysis in the case of retention rates lower than 90%?	lower than 90%?	case of retention rates lower than 90%?		
3.4	**Research and development activities and projects on KIC educational activities**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
3.4.1	Have there been any R&D activities related to the **add-on module** and **coupling mechanism**?	Have there been any R&D activities related to the **programme**?	Have there been any R&D activities related to the **programme**?		• Description of outcomes of evaluations of the programme, including programme evaluation reports, new pedagogic tools developed etc. • Reports in the form of published articles, reports, conference presentations etc. of educational R&D projects • Training and development planned for programme stakeholders based on R&D activity within the programme • Evidence of the development of education communities of practice; documented pedagogical cooperation methodology, processes and/or tools; documented continuous improvement processes.
3.4.2	If yes on 3.4.1, have these led to new knowledge about what developments in the add-on module and host programme coupling mechanism are needed and/or alternatively of 'what works' in this context?	If yes on 3.4.1, have these led to new knowledge about what developments in the programme are needed and/or alternatively of 'what works' in this context?	If yes on 3.4.1, have these led to new knowledge about what developments in the programme are needed and/or alternatively of 'what works' in this context?		

3.4.3	If yes on 3.4.1: Have they led to knowledge-based decisions on what to keep or what to change in the **add-on module** and host programme **coupling mechanism**?	If yes on 3.4.1: Have they led to knowledge-based decisions on what to keep or what to change in the **programme**?	If yes on 3.4.1: Have they led to knowledge-based decisions on what to keep or what to change in the **programme**?		

Template Qi4 for Applicants – EIT Label Renewal: Stakeholder experiences in Master's and Doctoral programmes

	Requirement			Narrative answer	Examples of evidence
4.1	**Student experiences**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
4.1.1	Are students given the opportunity to express their views of the **add-on module** and host programme **coupling mechanism** on a regular basis in the form of surveys, focus groups, etc.?	Are students given the opportunity to express their views of the **programme** on a regular basis in the form of surveys, focus groups, etc.?	Are students given the opportunity to express their views of the **programme** on a regular basis in the form of surveys, focus groups, etc.?		• Describe the methods (surveys, focus groups, etc.) you use for gathering experiences and opinions from students. • In the Annexes, present the latest results of these inquiries for: EIT OLO; learning-by-doing, and; clear connections with the non-academic contexts.
4.1.2	Are questions included that are directly focused on the EIT profile; EIT OLOs, learning-by-doing, clear connections with non- academic contexts?	Are questions included that are directly focused on the EIT profile; EIT OLOs, learning-by-doing, clear connections with non-academic contexts?	Are questions included that are directly focused on the EIT profile; EIT OLOs, learning-by-doing, clear connections with non- academic contexts?		

	Modular Master's	Embedded Master's	Doctoral		
4.1.3	Are the results presented of these surveys, focus groups, etc. satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **add-on module** and host programme **coupling mechanism**?	Are the results presented of these surveys, focus groups, etc. satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?	Are the results presented of these surveys, focus groups, etc. satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?		
4.2	**Alumni experiences**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
4.2.1	Are alumni given the opportunity to express their views of the **add-on module** and host programme **coupling mechanism** on a regular basis through a formal appraisal process?	Are alumni given the opportunity to express their views of the **programme** on a regular basis through a formal appraisal process?	Are alumni given the opportunity to express their views of the **programme** on a regular basis through a formal appraisal process?		• Describe the methods (surveys, focus groups, etc.) you use for gathering experiences and opinions from alumni. • Description of the alumni and their professions as tracked in the university tracking system • In the Annexes, present the latest results of these inquiries about positive career changes related to graduating from the full programme.
4.2.2	Are questions included about positive career changes	Are questions included about positive career changes	Are questions included about positive career changes		

	(advancements, job changes, start-up and innovation project involvement etc.) related to completing the full **add-on module** and host programme **coupling mechanism**?	(advancements, job changes, start-up and innovation project involvement etc.) related to completing the full **programme**?	(advancements, job changes, start-up and innovation project involvement etc.) related to completing the full **programme**?		
4.2.3	Are the results presented of formal appraisal process, satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **add-on module** and host programme **coupling mechanism**?	Are the results presented of formal appraisal process, satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?	Are the results presented of formal appraisal process, satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?		

4.3	Industry / business and other stakeholder experiences				
	Modular Master's	**Embedded Master's**	**Doctoral**		
4.3.1	Are other stakeholders (labour market, policy makers, etc.) given the opportunity to express their views of the **add-on module** and host programme **coupling mechanism** on a regular basis through a formal appraisal process?	Are other stakeholders (labour market, policy makers, etc.) given the opportunity to express their views of the **programme** on a regular basis through a formal appraisal process?	Are other stakeholders (labour market, policy makers, etc.) given the opportunity to express their views of the **programme** on a regular basis through a formal appraisal process?		• Describe the methods (surveys, focus groups, etc.) you use for gathering experiences and opinions from other stakeholders (e.g. non-academic partners, industry / business partners, employers, innovation and entrepreneurship support actors, policy makers etc.) • In the Annexes, present the latest results of these inquiries
4.3.2	Are the results presented of these surveys, focus groups, etc., satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **add-on module** and host programme **coupling mechanism**?	Are the results presented of these surveys, focus groups, etc., satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?	Are the results presented of these surveys, focus groups, etc., satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?		

Templates for the review team

This section contains all the templates for use by Reviewers.

Template Qi0 for Reviewers – Compulsory requirements for EIT Labelled Master's and Doctoral programmes

This Template differs from other EIT Labelling quality indicators in the sense that all criteria are compulsory components of EIT-labelled degrees. All assessment fields must be fulfilled in order that experts may proceed to the quality review of the programme. Please note:

- The criteria are to be assessed on a yes/no scale and no written comment reviewer comment is required as these are basic compliance requirements, rather than a quality assessment.

- If a programme should receive a 'Go' decision, the review team may progress to the full quality review.

- If a programme should receive a 'No Go' decision, the review team **should write a short report** (maximum 500 words) to explain the decision, the programme review should be halted at this stage and the EIT should be informed.

The compulsory requirements are as follows:

No	Assessment Field			Evaluation yes or no
0.1	University and non-academic partner curriculum collaboration			
	Modular Master's	Embedded Master's	Doctoral	
0.1.1	Are at least 2 partner universities engaged in the implementation of the **add-on module**?	Are at least 2 partner universities engaged in the implementation of the **programme**?	Are at least 2 partner universities engaged in the implementation of the **programme**?	Yes / No

0.1.2	Are at least 2 non-academic partners engaged in the development of **the add-on module** curriculum?	Are at least 2 non-academic partners engaged in the development of the **programme** curriculum?	Are at least 2 non-academic partners engaged in the development of the **programme** curriculum?	Yes / No
0.1.3	Are at least 2 non-academic partners engaged in teaching activities for the **add-on module**?	Are at least 2 non-academic partners engaged in teaching activities for the **programme**?	Are at least 2 non-academic partners engaged in teaching activities for the **programme**?	Yes / No
0.1.4	Do all students receive both academic and non-academic support on their mandatory thesis?	Do all students receive both academic and non-academic support on their mandatory thesis?	Do all students receive both academic and non academic support on their mandatory thesis?	Yes / No
0.2	**ECTS and recognition**			
	Modular Master's	**Embedded Master's**	**Doctoral**	
0.2.1	Is the host programme a Master's Level Degree (minimum 90 ECTS) accredited according to the national standards of the partner universities and appropriate European guidelines[5, 6]? **Master's Degree** as defined in Bologna Process[5]	Is the programme a Master's Level Degree (minimum 90 ECTS) accredited according to the national standards of the partner universities and appropriate European guidelines[5, 6]? **Master's Degree** as defined in Bologna Process	Is the programme either a Doctoral Level Degree accredited according to the national standards of the partner universities and appropriate European guidelines[5, 6]? **Doctoral Degree**: Salzburg II Recommendations (3 to 4 year full time equivalent)[6]	Yes / No
0.2.2	Does the add-on module provide at least 30 ECTS equivalent workload?	Not Applicable	Not Applicable	Yes / No N/A

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[5] Master's Degree: https://www.ehea.info/pid34438/three-cycle-system.html

[6] Doctoral programme : http://www.eua.be/Libraries/publications-homepage-list/Salzburg_II_Recommendations.pdf?sfvrsn=0

0.2.3	Is a Diploma Supplement for the degree provided to each student? (Please refer to Annex 1).	Is a Diploma Supplement for the degree provided to each student? (Please refer to Annex 1).	Is a Diploma Supplement for the degree provided to each student? (Please refer to Annex 1).	Yes / No
0.2.4	Is the degree accredited in all the countries of the awarding universities?	Is the degree accredited in all the countries of the awarding universities?	Is the degree accredited in all the countries of the awarding universities?	Yes / No
0.3	**Application, selection and admission**			
	Modular Master's	**Embedded Master's**	**Doctoral**	
0.3.1	Are specific criteria for the assessment of the students´ entrepreneurial potential used for selection purposes for the **add-on module**?	Are specific criteria for the assessment of the students´ entrepreneurial potential used for selection purposes for the **programme**?	Are specific criteria for the assessment of the students´ entrepreneurial potential used for selection purposes for the **programme**?	Yes / No
0.3.2	Do the universities delivering the programme (and the KIC where appropriate) conduct the application, selection and admission process of students jointly for the **add-on module**?	Do the universities delivering the programme (and the KIC where appropriate) conduct the application, selection and admission process of students jointly for the **programme**?	Do the universities delivering the programme (and the KIC where appropriate) conduct the application, selection and admission process of students jointly for the **programme**?	Yes / No
0.3.3	Is there a student tracking system to monitor progress of potential graduates of the **add-on module**?	Is there a student tracking system to monitor progress of potential graduates of the EIT Labelled **programme**?	Is there a student tracking system to monitor progress of potential graduates of the EIT Labelled **programme**?	Yes / No

		Modular Master's	Embedded Master's	Doctoral	
0.3.4	Are students enrolled on the add-on module via a regular university system?	Not applicable	Not applicable	Yes / No N/A
0.3.5	Is there a KIC alumni organisation in place to track graduates?	Is there a KIC alumni organisation in place to track graduates?	Is there a KIC alumni organisation in place to track graduates?	Yes / No
0.4	**EIT, KIC and programme context**			
	Modular Master's	**Embedded Master's**	**Doctoral**	
0.4.1	Is the **add-on module** taught in English?	Is the **programme** taught in English?	Is the **programme** taught in English?	Yes / No
0.4.2	Is 'EIT' included in relation to the programme promotion approach?	Is 'EIT' included in relation to the programme promotion approach?	Is 'EIT' included in relation to the programme promotion approach?	Yes / No
0.4.3	Will the programme award **(new programmes)** / Does the programme award **(existing programmes)** graduates either an EIT Label Certificate bearing the EIT logo or a degree certificate/diploma supplement bearing the EIT logo?	Will the programme award **(new programmes)** / Does the programme award **(existing programmes)** graduates either an EIT Label Certificate bearing the EIT logo or a degree certificate/diploma supplement bearing the EIT logo?	Will the programme award **(new programmes)** / Does the programme award **(existing programmes)** graduates either an EIT Label Certificate bearing the EIT logo or a degree certificate/diploma supplement bearing the EIT logo?	Yes / No
0.4.4	Are the results of summative programme assessments produced by the students (such as reports, thesis, etc.) stored for later EIT review purposes?	Are the results of summative programme assessments produced by the students (such as reports, thesis, etc.) stored for later EIT review purposes?	Are the results of summative programme assessments produced by the students (such as reports, thesis, etc.) stored for later EIT review purposes?	Yes / No

0.5	International and cross-organisational mobility			
	Modular Master's	Embedded Master's	Doctoral	
0.5.1	Does the compulsory international mobility have at least 15 ECTS equivalent workload and does the compulsory cross-organisational mobility have at least 15 ECTS equivalent workload (Forming a combined total of 30 ECTS equivalent workload)?	Does the compulsory international mobility have at least 15 ECTS equivalent workload and does the compulsory cross-organisational mobility have at least 15 ECTS equivalent workload (Forming a combined total of 30 ECTS equivalent workload)?	Does the compulsory international mobility have at least 15 ECTS equivalent workload and does the compulsory cross-organisational mobility have at least 15 ECTS equivalent workload (Forming a combined total of 30 ECTS equivalent workload)?	Yes / No

0.6	EIT-labelled Master's programme coupling mechanism (Modular Master's Only)			
	Modular Master's	Embedded Master's	Doctoral Master's	
0.6.1	Is there a joint planning/governance between the original degree awarding Host Programme and the Add-On Module leading to the EIT labelled Master's programme?	Not applicable	Not applicable	Yes / No N/A
0.6.2	Does the host programme coupling mechanism (the thesis and other specific elements of the host programme) cover EIT OLO's 1 or 2?	Not applicable	Not applicable	Yes / No N/A
Decision to proceed with the EIT Label Review process:				Go / No Go

Templates for Quality Indicators for Reviewers

Determining Quality Indicator Scores

- Each quality indicator (Qi) score should build on the consensus of the external expert reviewing 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 potential interviews. This consensus decision should be explained in the report with justifications based upon the different forms of evidence provided.

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

- The review focus is primarily on the added value proposed through (new applications) or provided by (new applications) the EIT Label. Grade each assessment field on a four-grade scale in the table below.

1	Does not meet the minimum criteria	The main part of criteria has not been met
2	Meets the minimum criteria but still needs improvement	The criteria has been partially met.
3	Good	The criteria has been met
4	Excellent	The criteria has been met and includes evidence of best practice in design/and or implementation

- As guidelines for your evaluation use the 'EIT overarching learning outcomes (OLOs)', 'Aligned Teaching', 'Knowledge Triangle' and Annex 2 'Examples for EIT assessment criteria (grade descriptors) for assessing student work' in addition to the explanations of terms and concepts in this document.

- Please note that different universities within the same programme may show different quality on the same assessment field. Your grading should be a full evaluation on the programme as a whole. The primary focus of the review is on EIT KIC added value.

- Applications for the EIT Label (new programmes) should evidence they fulfil quality indicators (Qi) **1-2**.

- Applications for the Renewal of the EIT Label (existing programmes) should evidence they fulfil quality indicators (Qi) **1-4.**

Template Qi1 for Reviewers – Aligned teaching and EIT OLO coverage of EIT Labelled Master's and Doctoral programmes

	Assessment field			Reviewers' Comments (100 words minimum per element)	Points (out of 4)
1.1	**EIT KIC Thematic Field Context**				
	Modular Master's	Embedded Master's	Doctoral		
1.1.1	Does the **add-on module** and host programme **coupling mechanism** (as these relate to the EIT OLOs) relate the EIT OLOs to the thematic field of the KIC?	Does the **programme** relate the EIT OLOs to the thematic field of the KIC?	Does the **programme** relate the EIT OLOs to the thematic field of the KIC?		
1.2	**EIT OLO coverage**				
	Modular Master's	Embedded Master's	Doctoral Master's		
1.2.1	Does the host **programme coupling mechanism** (for at least EIT OLO 1 or 2) and the **add-on module** (for the remaining EIT OLOs) ensure that students develop the EIT OLOs: OLO 1 to 7 as expressed in *Annex 3* of this Handbook?	Does the **programme** ensure that students develop the EIT OLOs: OLO 1 to 7 as expressed in *Annex 3* of this Handbook?	Does the **programme** ensure that students develop the EIT OLOs: OLO 1 to 7 as expressed in *Annex 3* of this Handbook?		

1.3	General quality of intended learning outcomes for EIT OLOs				
	Modular Master's	Embedded Master's	Doctoral		
1.3.1	Are the intended learning outcomes (of the host **programme coupling mechanism** for at least EIT OLO 1 or 2, the **add-on module** for the remaining EIT OLOs) assessable, that is, with clear descriptions of skills and competencies rather than just content knowledge?	Are the intended learning outcomes (which relate to EIT OLO's) of the **programme** assessable, that is, with clear descriptions of skills and competencies rather than just content knowledge?	Not applicable		
1.4	Fit-for-purpose assessment				
	Modular Master's	Embedded Master's	Doctoral		
1.4.1	Are the assessment tasks of the host **programme coupling mechanism** and the **add-on module** given to the students fit for purpose in relation to EIT KIC thematic content?	Are the assessment tasks of the **programme** given to the students fit for purpose in relation to EIT KIC thematic content?	Not applicable		
1.4.2	Are the assessment tasks of the host programme **coupling mechanism** and the **add-on module** for given to the	Are the assessment tasks of the **programme** given to the students fit for purpose in relation to form (i.e. content-,	Not applicable		

	students fit for purpose in relation to form (i.e. content-, competence or impact-based, depending on the ILO as this relates to EIT OLOs)?	competence or impact-based, depending on the ILO as this relates to EIT OLOs)?		
1.5	**Availability and format of grading system and assessment criteria (grade descriptors)**			
	Modular Master's	**Embedded Master's**	**Doctoral**	
1.5.1	Are rules and regulations for assessing and grading of the host programme **coupling mechanism** and the **add-on module** available to students in advance related to EIT OLOs?	Are rules and regulations for assessing and grading of the **programme** available to students in advance related to EIT OLOs?	Not applicable	
1.5.2	Are assessment criteria (grade descriptors) used when assessing and grading student work from the host programme **coupling mechanism** and the **add-on module** related to EIT OLOs?	Are assessment criteria (grade descriptors) used when assessing and grading student work from the **programme** related to EIT OLOs?	Not applicable	

1.6	Activating and Appropriate Teaching and Learning Methods				
	Modular Master's	Embedded Master's	Doctoral		
1.6.1	Are teaching and learning methods, of the elements of the host **programme coupling mechanism** and the **add-on module** which relate to EIT OLOs, designed to activate the students (active learning)? **Active learning** See P. 20 of this Handbook 'The EIT-KICs' recommendations for active teaching and learning'	Are teaching and learning methods, of the elements of the **programme** which relate to EIT OLOs, designed to activate the students (active learning)? **Active learning** See P. 20 of this Handbook 'The EIT-KICs' recommendations for active teaching and learning'	Not applicable		
1.6.2	Are teaching and learning methods of the host **programme coupling mechanism** and the **add-on module** aligned so that they are appropriate for achieving the intended learning outcomes (which relate to the EIT OLOs)? (**Aligned teaching** See P.20 of this Handbook 'Aligned teaching and why the EIT endorses it')	Are teaching and learning methods of the **programme** aligned so that they are appropriate for achieving the intended learning outcomes (which relate to the EIT OLOs)? (**Aligned teaching** See P.20 of this Handbook 'Aligned teaching and why the EIT endorses it')	Not applicable		
			Overall Qi1 Score:		

Template Qi2 for Reviewers – The EIT learning environment and facilities of EIT Labelled Master's and Doctoral programmes

No	Assessment field			Reviewers' Comments *(100 words minimum per element)*	Points (out of 4)
2.1	**Robust entrepreneurship education**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
2.1.1	Are students of the **programme** actively offered the KICs or university-based innovation ecosystem, including technical, financial and human services and means s (e.g. incubators, mentoring and coaching, by business developers, seed funding etc.) to develop their entrepreneurial skills and competencies and to test out the commercial potential and viability of their ideas/learning/research outcomes?	Are students of the **programme** actively offered the KICs or university-based innovation ecosystem, including technical, financial and human services and means s (e.g. incubators, mentoring and coaching, by business developers, seed funding etc.) to develop their entrepreneurial skills and competencies and to test out the commercial potential and viability of their ideas/learning/research outcomes?	Are students of the **programme** actively offered the KICs or university-based innovation ecosystem, including technical, financial and human services and means s (e.g. incubators, mentoring and coaching, by business developers, seed funding etc.) to develop their entrepreneurial skills and competencies and to test out the commercial potential and viability of their ideas/learning/research outcomes?		
2.1.2	Are non-academic partners actively involved in curriculum development of host programme **coupling**	Are non-academic partners actively involved in curriculum development of the **programme**?	Are non-academic partners actively involved in curriculum development of the **programme**?		

	mechanism and the **add-on module**?				
2.1.3	Are non-academic partners actively involved in teaching activities of the host programme **coupling mechanism** and the **add-on module**?	Are non-academic partners actively involved in teaching activities of the **programme**?	Are non-academic partners actively involved in teaching activities of the **programme**?		
2.1.4	Do all students of the **programme** receive joint academic supervision and non-academic mentoring in their thesis work?	Do all students of the **programme** receive joint academic supervision and non-academic mentoring in their thesis work?	Do all students of the **programme** receive joint academic supervision and non-academic mentoring in their thesis work?		
2.1.5	Does the host programme **coupling mechanism** and the **add-on module** actively promote students' non-academic professional networks?	Does the **programme** actively promote students' non-academic professional networks?	Does the **programme** actively promote students' non-academic professional networks?		
2.1.6	Not applicable	Not applicable	Are students offered leadership training focussed on Knowledge Triangle for value creation (in support of Doctoral programme EIT OLOs)?		

2.2	Highly integrated, innovative "learning-by-doing" curricula				
	Modular Master's	Embedded Master's	Doctoral		
2.2.1	Does the host programme **coupling mechanism** and the **add-on module** provide sufficient opportunities for on-the-job learning, exposing students to the reality of professional life outside university?	Does the **programme** provide sufficient opportunities for on-the-job learning, exposing students to the reality of professional life outside university?	Does the **programme** provide sufficient opportunities for on-the-job learning, exposing students to the reality of professional life outside university?		
2.2.2	Does the host programme **coupling mechanism** and the **add-on module** adopt a transdisciplinary approach which brings together science/technology knowledge in order to address broad societal and global challenges and/or link up with new business and innovation processes?	Does the **programme** adopt a transdisciplinary approach which brings together science/technology knowledge in order to address broad societal and global challenges and/or link up with new business and innovation processes?	Does the **programme** adopt a transdisciplinary approach which brings together science/technology knowledge in order to address broad societal and global challenges and/or link up with new business and innovation processes?		
2.2.3	Not applicable	Not applicable	Are students performing an internship outside the university of a minimum of 30 ECTS equivalent workload?		

2.3	International and cross-organisational mobility - the European dimension and openness to the world				
	Modular Master's	Embedded Master's	Doctoral		
2.3.1	Is the international mobility organized so that it sufficiently supports students achieving the intended learning outcomes of the programme (as they relate to EIT KIC thematic fields and EIT OLOs)?	Is the international mobility organized so that it sufficiently supports students achieving the intended learning outcomes of the programme (as they relate to EIT KIC thematic fields and EIT OLOs)?	Is the international mobility organized so that it sufficiently supports students achieving the intended learning outcomes of the programme (as they relate to EIT KIC thematic fields and EIT OLOs)?		
2.3.2	Is the cross-organisational mobility organized so that it sufficiently supports students achieving the intended learning outcomes of the programme (as they relate to the EIT KIC thematic fields and EIT OLOs)?	Is the cross-organisational mobility organized so that it sufficiently supports students achieving the intended learning outcomes of the programme (as they relate to the EIT KIC thematic fields and EIT OLOs)?	Is the cross-organisational mobility organized so that it sufficiently supports students achieving the intended learning outcomes of the programme (as they relate to the EIT KIC thematic fields and EIT OLOs)?		
2.3.3	Does the programme have an appropriate plan for the balanced recruitment of European vs. non-European students?	Does the programme have an appropriate plan for the balanced recruitment of European vs. non-European students?	Does the programme have an appropriate plan for the balanced recruitment of European vs. non-European students?		
				Overall Qi2 Score:	

Template Qi3 for Reviewers – EIT Label Renewal: The Results of EIT Labelled Master's and Doctoral programmes

No	Assessment field			Reviewers' Comments *(100 words minimum per element)*	Points (out of 4)
3.1	Students' entrepreneurship competencies				
	Modular Master's	Embedded Master's	Doctoral		
3.1.1	Does the host programme **coupling mechanism** and the **add-on module** foster entrepreneurship competencies?	Does the **programme** foster entrepreneurship competencies?	Does the **programme** foster entrepreneurship competencies?		
3.2	Achieved learning outcomes				
	Modular Master's	Embedded Master's	Doctoral		
3.2.1	Does the sample from the programme self-evaluation demonstrate that the students have achieved all EIT OLOs?	Does the sample from the programme self-evaluation demonstrate that the students have achieved all EIT OLOs?	Does the sample from the programme self-evaluation demonstrate that the students have achieved all EIT OLOs?		
3.3	Retention rates				
	Modular Master's	Embedded Master's	Doctoral		
3.3.1	Does the **add-on module** and host programme **coupling mechanism** have a 90% or higher retention rate?	Does the **programme** have a 90% or higher retention rate? (meaning the number of admitted students completing the full	Does the **programme** have a 90% or higher retention rate? (meaning the number of admitted students completing the full		

	(meaning the number of admitted students completing the full programme)	programme)	programme)		
3.3.2	Does the **add-on module** and host programme **coupling mechanism** provide a satisfactory analysis in the case of retention rates lower than 90%?	Does the **programme** provide a satisfactory analysis in the case of retention rates lower than 90%?	Does the **programme** provide a satisfactory analysis in the case of retention rates lower than 90%?		
3.4	**Research and development activities and projects on KIC educational activities**				
	Modular Master's	Embedded Master's	Doctoral		
3.4.1	Have there been any R&D activities related to the **add-on module** and **coupling mechanism**?	Have there been any R&D activities related to the **programme**?	Have there been any R&D activities related to the **programme**?		
3.4.2	If yes on 3.4.1, have these led to new knowledge about what developments in the **add-on module** and host programme **coupling mechanism** are needed and/or alternatively of 'what works' in this context?	If yes on 3.4.1, have these led to new knowledge about what developments in the **programme** are needed and/or alternatively of 'what works' in this context?	If yes on 3.4.1, have these led to new knowledge about what developments in the **programme** are needed and/or alternatively of 'what works' in this context?		

3.4.3	If yes on 3.4.1: Have they led to knowledge-based decisions on what to keep or what to change in the **add-on module** and host programme **coupling mechanism**?	If yes on 3.4.1: Have they led to knowledge-based decisions on what to keep or what to change in the **programme**?	If yes on 3.4.1: Have they led to knowledge-based decisions on what to keep or what to change in the **programme**?		
			Overall Qi3 Score:		

Notes for Template Qi3:

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

Template Qi4 for Reviewers – EIT Label Renewal: Stakeholder experiences in Master's and Doctoral programmes

No	Assessment field			Reviewers' Comments *(100 words minimum per element)*	Points (out of 4)
4.1	Student experiences				
	Modular Master's	Embedded Master's	Doctoral		
4.1.1	Are students given the opportunity to express their views of the **add-on module** and host programme **coupling mechanism** on a regular basis in the form of surveys, focus groups, etc.?	Are students given the opportunity to express their views of the **programme** on a regular basis in the form of surveys, focus groups, etc.?	Are students given the opportunity to express their views of the **programme** on a regular basis in the form of surveys, focus groups, etc.?		
4.1.2	Are questions included that are directly focused on the EIT profile; EIT OLOs, learning-by-doing, clear connections with non-academic contexts?	Are questions included that are directly focused on the EIT profile; EIT OLOs, learning-by-doing, clear connections with non- academic contexts?	Are questions included that are directly focused on the EIT profile; EIT OLOs, learning-by-doing, clear connections with non- academic contexts?		
4.1.3	Are the results presented of these surveys, focus groups, etc. satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **add-on module** and host programme **coupling mechanism**?	Are the results presented of these surveys, focus groups, etc. satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?	Are the results presented of these surveys, focus groups, etc. satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?		

4.2	Alumni experiences				
	Modular Master's	**Embedded Master's**	**Doctoral**		
4.2.1	Are alumni given the opportunity to express their views of the **add-on module** and host programme **coupling mechanism** on a regular basis through a formal appraisal process?	Are alumni given the opportunity to express their views of the **programme** on a regular basis through a formal appraisal process?	Are alumni given the opportunity to express their views of the **programme** on a regular basis through a formal appraisal process?		
4.2.2	Are questions included about positive career changes (advancements, job changes, start-up and innovation project involvement etc.) related to completing the full **add-on module** and host programme **coupling mechanism**?	Are questions included about positive career changes (advancements, job changes, start-up and innovation project involvement etc.) related to completing the full **programme**?	Are questions included about positive career changes (advancements, job changes, start-up and innovation project involvement etc.) related to completing the full **programme**?		
4.2.3	Are the results presented of formal appraisal process, satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **add-on module** and host programme **coupling mechanism**?	Are the results presented of formal appraisal process, satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?	Are the results presented of formal appraisal process, satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?		

4.3	Industry / business and other stakeholder experiences				
	Modular Master's	Embedded Master's	Doctoral		
4.3.1	Are other stakeholders (labour market, policy makers, etc.) given the opportunity to express their views of the **add-on module** and host programme **coupling mechanism** on a regular basis through a formal appraisal process?	Are other stakeholders (labour market, policy makers, etc.) given the opportunity to express their views of the **programme** on a regular basis through a formal appraisal process?	Are other stakeholders (labour market, policy makers, etc.) given the opportunity to express their views of the **programme** on a regular basis through a formal appraisal process?		
4.3.2	Are the results presented of these surveys, focus groups, etc., satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **add-on module** and host programme **coupling mechanism**?	Are the results presented of these surveys, focus groups, etc., satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?	Are the results presented of these surveys, focus groups, etc., satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?		
				Overall Qi4 Score:	

Final Recommendations Templates for Reviewers – Recommendations by the review team regarding the application for the award or renewal of the EIT Label

Determining the Final Evaluation Score

The final evaluation score and suggestion for awarding/renewing the EIT label should build on the consensus of the external expert reviewing 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.

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

Awarding/Renewing the EIT Label

Where the programme has received a final evaluation score of 3 and 4, review team **recommends that EIT Label is awarded**. The standard duration of the award for new awards is for 3 years for new EIT Label Master's programmes and 4 years for new EIT Label Doctoral programmes. The standard duration of the award for renewal of the label is 5 years for renewed EIT Label Master's programmes and 6 years for renewed EIT Label Doctoral programmes (including one year period for renewal process before the validity expires).

Where only the minimum awarding conditions have been satisfied but concrete recommendations for improvement have been suggested by the review team (a final overall score of 2) a provisional award **may be recommended for a period of between 1-2 years**, based on the time required to satisfactorily implement the require improvements.

Should the review team not recommend the EIT Label (a final evaluation score of 1), the arguments for this should be clearly specified in the final report so that applicants may learn from the process if they should wish to consider making a new application in future years.

Final Recommendations Template for Reviewers - Awarding the EIT Label to new programmes

	Awarding the EIT Label		Provisional Award of the EIT Label (1-2 year probationary period)	
	Yes (overall score = 3 or 4)	No (overall score = 1 or 2)	Yes (overall score = 2)	No (overall = 1)
Programme Name: Master's or Doctoral				

Provisional New 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.*
Date Name of Chair of review team: Name of review team members:

The recommendation is based on the following points on each assessment field. This information also provides the basis for quality profiles and is made public on the EIT official website.

Quality Indicator	Score
Qi1 - Learning by doing and EIT OLO coverage	
Qi2 - EIT learning environment and facilities	
Final Evaluation Score	

Final Score Key – New EIT Label Applications		
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

This report should be kept only at KIC level.

Review Team Overall Comments
Comments should not exceed 2000 words and should use bullet points where possible. Statements should be qualified with examples.
Date Name of Chair of review team: Name of review team members:

Final Recommendations Template for Reviewers - Renewal of the EIT Label

	Renewal of the EIT Label		Provisional Renewal of the EIT Label (1-2 year probationary period)	
	Yes (overall score = 3 or 4)	No (overall score = 1 or 2)	Yes (overall score = 2)	No (overall = 1)
Programme Name: Master's or Doctoral				

Provisional Renewal of EIT Label Award 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.*
Date Name of Chair of review team: Name of review team members:

The recommendation is based on the following points on each assessment field. This information also provides the basis for quality profiles and is made public on the EIT official website.

Quality Indicator	Score
Qi1 - Learning by doing and EIT OLO coverage	
Qi2 - EIT learning environment and facilities	
Qi3 - Results	
Qi4 - Stakeholder experiences	
Final Evaluation Score: *(Average of Scores)*	

Final Score Key – Renewal of EIT Label Applications		
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

This report should be kept only at KIC level.

Suggestions
Comments should not exceed 2000 words and use bullet points. Statements should be qualified with examples
Date Name of Chair of review team: Names of review team members:

Annexes

Annex 1   Common format for Diploma Supplements for EIT-labelled degrees

As the EIT is an EU body, EIT-labelled degrees should fully align with the 'acquis' of the European Higher Education Area and give proof of correct implementation of transparency tools, like the Diploma Supplement (DS), ECTS, and the European Qualifications Framework.

This implies that the DS template for EIT degrees should not be reinvented but that it should be followed section by section, and that the EIT-labelled degree-awarding universities will have to follow the instructions as set out by the European Commission, the Council of Europe and UNESCO on the format of the DS. This information can be consulted at the DS page of DG EAC: http://ec.europa.eu/dgs/education_culture/repository/education/policy/higher-education/doc/ds_en.pdf

Of particular relevance are the Explanatory Notes in Section 2 of the aforementioned document, which provide detailed information and guidance on how to fill out the different sections of the DS template.

In addition, the DS accompanying the EIT-labelled degrees will give particular attention to the following sections of the DS template:

2.3. Name and status of the awarding institution. According to the EIT Regulation, only higher education institutions can award the degrees.

3.2. Official length of the programme. Here a reference to ECTS is mandatory for Master' courses and where applicable, recommendable for (part of) the PhD programmes. Please note that ECTS (credits) should be attributed to the programmes with full respect of the ECTS key features as adopted by the European Commission and the Member States. Reference: http://ec.europa.eu/education/lifelong-learning-policy/doc48_en.htm

3.3. Access requirements. Apart from the general access conditions (bachelor's or Master's degree), the selection procedure with details on the criteria for selection (e.g. academic excellence, entrepreneurial potential, etc.) will be mentioned.

4.1. Mode of the programme. In this section it can be mentioned that mobility, both international and cross-organisational is mandatory.

4.3. Programme details. Learning outcomes of each programme should be spelled out in detail (if necessary in an annex). Please start the description of the specific learning outcomes for the programme with a reference to the generic learning outcomes for the second or the third cycle as spelled out in the overarching Qualifications Framework for the European Higher Education Area or level 7 and 8 of the European Qualifications Framework for Lifelong Learning (see Annex 2 on the EQF recommendation: https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A32008H0506%2801%29)

6.1. Additional information. Here the following text on EIT-labelled degrees in general can be inserted:

'EIT-labelled Master's/PhD degree programmes are offered by research universities in cooperation with research institutes and innovative businesses, which form the EIT Knowledge and Innovation Communities (KICs). Each KIC addresses a particular global challenge by integrating higher education, research and innovation.

The EIT-labelled Master's/PhD in … is organised in the context of [KIC Name]. EIT-labelled degrees build on the experience gained in the context of other EU actions and are in line with the main achievements of

the European Higher Education Area (Bologna Process), in particular in the field of Quality Assurance (European Standards and Guidelines) and recognition tools, like the European Qualifications Framework, ECTS and the Diploma Supplement.

EIT curricula that are moreover specifically geared to innovation and creativity follow an entrepreneurial approach and have a developed international outreach strategy. They aim at translating state-of-the-art research into new services and products. Students work in trans-disciplinary multicultural teams coached in an interactive way by academics as well as practitioners. International mobility and placements in industry and business are an essential part of the curriculum. EIT degrees follow quality criteria to encompass the specific features of the EIT curricula.

7.4. Official seal or stamp. Apart from the seals of the awarding universities, the EIT logo will always appear. The logo of the KIC concerned may figure also, but this is not mandatory.

DS and ECTS labels

EIT degrees could apply for the DS and ECTS labels at the Education, Audiovisual and Culture Executive Agency (EACEA) respectively to make their good practice more visible to a wider public. More information can be found at: http://eacea.ec.europa.eu/llp/erasmus/erasmus_ects_ds_en.php

Annex 2   Examples of the EIT OLO assessment criteria (grade descriptors) for assessing student work

Examples

These *EIT OLO assessment criteria* are provided as an example be used in relation to developing programme specific grade indicators to assess student achievement of EIT OLOs as required by the EIT Labelling Handbook Indicator 1.5.2 (Are assessment criteria (grade descriptors) used when assessing and grading student work from the [programme / host programme coupling mechanism and the add-on module] related to EIT OLOs?) and optimally 3.2.1 (Does the sample from the programme self-evaluation demonstrate   that the students have achieved all EIT OLOs?).

Please note that:

— These grading criteria/rubrics should be used as guidelines for the development of programme-specific assessment practices, they do not need to be adopted directly. Please note however that any developed programme specific approach should aim to cover all EIT OLOs as illustrated by these examples, as this support the requirements of Indicator 1.5.2 and optimally Indicator 3.2.1.

— When assessing theses (Qi 3.2) these are also subject to a traditional academic assessment according to each university's rules and criteria. Academic assessment is not part of the EIT Labelling process, therefore the EIT Labelling application process <u>only</u> considers grade descriptors in relation to the EIT OLOs.

— They can also be used (or be adapted) by teachers to the context of the programme and KIC thematic area when assessing all types of student products throughout the EIT educational activities.

Table of Examples for grading

EIT OLO 1: Does the work show the student's 'ability to identify short- and long-term future consequences of plans and decisions from an integrated scientific, ethical and intergenerational perspective and to merge this into a solution-focused approach.'? (Making value and sustainability judgments)	
Grades indicate that the work shows that the student has/has not the ability to:	
4	Relate the value proposed in his project/study/activity to all relevant stakeholders including producers, customers, shareholders, communities, ecological systems and policies as appropriate.
3	Relate the value proposed in his project/study/activity to several relevant stakeholders including producers, customers, shareholders, communities, ecological systems or policies as appropriate.
2	Show awareness of the relation of value to producers, customers, shareholders, communities, ecological systems and policies.
1	Show only limited awareness of the relation of value to producers, customers, shareholders, communities, ecological systems, policies.
0	No evidence of the OLO shown

EIT OLO 2: Does the work show the student's 'ability to translate innovations into feasible business solutions'? (Entrepreneurship skills and competences)
Grades indicate that the work shows that the student has/has not the ability to:

4	Systematically uses analytical business skills to recognise, assess and/or develop business opportunities in relation to all dimensions covered in his project/study/activity: market, customers, competition, and environment, human, and material and technical resources.
3	Systematically uses analytical business skills to recognise, assess and/or develop business opportunities in relation to several dimensions covered in his project/study/activity: market, customers, competition, environment, human resources and material and technical resources.
2	Uses limited analytical business skills to recognise, assess and/or develop business opportunities in relation to some dimensions covered in his project/study/activity: market, customers, competition, environment, human resources or material and technical resources.
1	Shows limited awareness of the role of analytical business skills to recognise, assess and/or develop business opportunities in relation to the market, customers, competition, the environment, human resources or material and technical resources.
0	No evidence of the OLO shown

EIT OLO 3: Does the work show the student's 'ability to think beyond boundaries and systematically explore and generate new ideas'? (Creativity skills and competences)
Grades indicate that the work shows that the student has/has not the ability to:

4	Invent or find solutions to address and solve his/her project's main challenges (customer problem, functionality, business model, development, etc.).
3	Invent or find solutions to address and solve some of his project's challenges (customer problem, functionality, business model, development).
2	Combine a collection of available ideas to address and solve part of his project challenges (customer problem, functionality, business model, development, etc.).
1	Reformulate and apply available ideas to address and solve some of his project challenges (customer problem, functionality, business model, development, etc.).
0	No evidence of the OLO shown.

EIT OLO 4: Does the work show the student's 'ability to use knowledge, ideas and technology to create new or significantly improved products, services, processes, policies, business models or jobs'? (Innovation skills and competences)
Grades indicate that the work shows that the student has/has not the ability to:

4	Create new products, services, processes, policies or entirely new business models. The product or service does not exist in the market.
3	Create significantly new products, services, processes, policies or significantly new business models. The product or service already exists in the market but the student proposes significant improvements with an expected large impact at the international level.

2	Create improved products, services, processes, policies or new business models. The product or service already exists in the market but the student proposes some improvements with an expected moderate impact in a limited environment.
1	Doesn't propose new or improved products, services, processes, policies or new business models, but recognises existing connections among ideas or technologies and innovative solutions.
0	No evidence of the OLO shown.

EIT OLO 5: Does the work show the student's 'ability to use cutting-edge research methods, processes and techniques towards new venture creation and growth and to apply these also in cross-disciplinary teams and contexts'? (Research skills and competences)

Grades indicate that the work shows that the student has/has not the ability to:

4	Apply appropriate research methods throughout the project.
3	Apply appropriate research methods in parts of the project work.
2	Show evidence of understanding some research methods in the field of his project work.
1	Show very limited evidence of knowing and understanding research methods in the field of his project work.
0	No evidence of the OLO shown.

EIT OLO 6: Does the work show the student's 'ability to transform practical experiences into research problems and challenges'? (Intellectual transforming skills and competences)

Grades indicate that the work demonstrates the ability of the student

4	The work is clearly focused and grounded in the information gathered on real life situations and/or student's own experiences about needs to be covered and/or problems to be solved. Makes proposals on how results could improve things.
3	The work shows understanding of real-life problems related to the research field and results, and makes proposals on how results could improve things.
2	The work shows understanding of real-life problems related to the research field and results.
1	The work shows limited understanding of real-life problems related to the research field and results.
0	No evidence of the OLO shown.

EIT OLO 7: Does the work show the student's 'ability of decision-making and leadership, based on a holistic understanding of the contributions of Higher Education, research and business to value creation, in limited sized teams and contexts'? (Leadership skills and competences)

Grades indicate that the work demonstrates the ability of the student

4	Description of the decision-making is detailed, objective and provides for the reader evidence of not only how leadership practice could be applied but also that it has depth and is grounded in higher education research, business and value creation.

3	There is proof of clear and deep understanding of decision-making in either higher education, business or value creation.
2	The work shows an understanding of decision-making in either higher education, business or value Creation.
1	There is some evidence of a decision making system in the OLO.
0	No evidence of the OLO shown.

Example of Assessment sheet for whole samples of student products per programme

For review purposes Indicator 3.2 Achieved learning outcomes:

Student Product No	GRADE 4 Exemplary range and depth of attainment of the EIT OLOs	GRADE 3 Clear Attainment of most of the EIT OLOs	GRADE 2 Acceptable attainment of most of the EIT OLOs	GRADE 1 Deficient attainment of many of the EIT OLOs	GRADE 0 No evidence of the EIT OLOs shown
1					
2					
3					
...					
n					

For review purposes Indicator 3.2 Achieved Learning Outcomes:

After assessing all student products in the samples please make a holistic assessment of Indicator 3.2, on the EIT grading scale of the whole sample per programme:

Programme	GRADE 4 The assessment field 3.2 is excellent	GRADE 3 The assessment field 3.2 is good	GRADE 2 The assessment Field 3.2 meets the minimum criteria but still needs improvement	GRADE 1 The assessment field 3.2 does not meet the minimum criteria
Product 1				
etc.				

Annex 3   Overview of the EIT overarching learning outcomes for EIT-labelled Master's and Doctoral programmes

Master's	*Doctoral*
Making value judgments and sustainability competencies (EIT OLO 1)	
The ability to identify short- and long-term future consequences of plans and decisions from an integrated scientific, ethical and intergenerational perspective and to merge this into a solution-focused approach, moving towards a sustainable society.	The ability to identify short- and long-term future consequences of plans and decisions from an integrated scientific, ethical and intergenerational perspective and to merge this into their professional activities, moving towards a sustainable society.
Entrepreneurship skills and competencies (EIT OLO 2)	
The ability to translate innovations into feasible business solutions	The ability to translate innovations into feasible business solutions and to lead and support others in this process
Creativity skills and competencies (EIT OLO 3)	
The ability to think beyond boundaries and systematically explore and generate new ideas.	The ability to think beyond 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.
Innovation skills and competencies (EIT OLO 4)	
The ability to use knowledge, ideas and technology to create new or significantly improved products, services, processes, policies, new business models or jobs.	The ability to apply their 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.
Research skills and competencies (EIT OLO 5)	
The ability to use cutting-edge research methods, processes and techniques towards new venture creation and growth and to apply these also in cross-disciplinary teams and contexts.	The ability to produce cutting-edge original research and to extend and develop cutting-edge research methods, processes and techniques towards new venture creation and growth also using cross-disciplinary approaches.
Intellectual transforming skills and competencies (EIT OLO 6)	
The ability to transform practical experiences into research problems and challenges.	The ability to autonomously and systematically transform practical experiences into research problems and challenges and to lead and support others in this process.
Leadership skills and competencies (EIT OLO 7)	
The ability of decision-making and leadership, based on a holistic understanding of the contributions of higher education, research and business to value creation, in limited sized teams and contexts.	The ability of decision-making and leadership based on a holistic understanding of the contributions of higher education, research and business to value creation.

Annex 4 Overview of the evaluation objects within the EIT labelling system

	Not included in EIT labelling system[7]			Included in the EIT labelling system		
Evaluation objects:	KIC Nuggets[8]	KIC Courses[9]	KIC Modules[10]	EIT-labelled modular Master's programmes	EIT-labelled embedded Master's programmes	EIT-labelled Doctoral programme
Length	'small'	No less than 3 ECTS	No less than 30 ECTS	2nd cycle (minimum 90 ECTS) EIT KIC added value is provided through a minimum 30 ECTS I&E add-on module and coupling mechanism to ensure EIT added value.	2nd cycle (minimum 90 ECTS) EIT KIC added value is incorporated into the programme design and ILOs	3rd cycle (minimum 180 ECTS) Including 60 ECTS mobility (geographical and cross-organisational) Including 30 ECTS I&E add-on module
Quality Assurance process	Metadata compliance	EIT Course evaluation based on OLO coverage	EIT module evaluation based on OLO coverage	1: EIT programme evaluation 2: Host programme included in national and regional Quality Assurance	1: EIT programme evaluation 2: Programmes Included in national and regional Quality Assurance	1: EIT programme evaluation 2: Programmes Included in national and regional Quality Assurance
Template	No	Yes	Yes	Yes	Yes	Yes
Student/Learner recognition	None	KIC course certificate	KIC module certificate	1: University degree 2: EIT Label Master's Programme certificate. 3: Diploma Supplement	1: University degree 2: EIT Label Master's Programme certificate 3: Diploma Supplement	1: University degree 2: EIT Label Doctoral Programme certificate 3: Diploma Supplement

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[7] Examples on possible evaluation objects are: academic, professional and online courses and modules.

[8] A nugget is the smallest learning unit used. A nugget has no ECTS attached to it. Sets of nuggets form a course.

[9] A course is a learning unit with a workload equivalent of no less than 3 ECTS.

[10] A module is a learning unit made up of a set of courses that together cover a workload of no less than 30 ECTS.

References

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