European Institute of Innovation & Technology

“Quality for learning”
EIT Quality Assurance and Learning Enhancement Model

Handbook for planning, labelling and reviewing EIT-labelled masters and doctoral programmes

Revised Edition (January 2017)

The EIT – Making Innovation Happen

European Institute of Innovation and Technology (EIT)

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The revised edition of the 'Handbook for planning, labelling and reviewing EIT-labelled masters and doctoral programmes' has been produced jointly under the auspices of the EIT Education Panel, appointed by the EIT Governing Board. The original and revised editions are based on the work of Professor Lena Adamson, an EIT-contracted Quality Expert.

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.

Academic module:

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

Coupling mechanism:

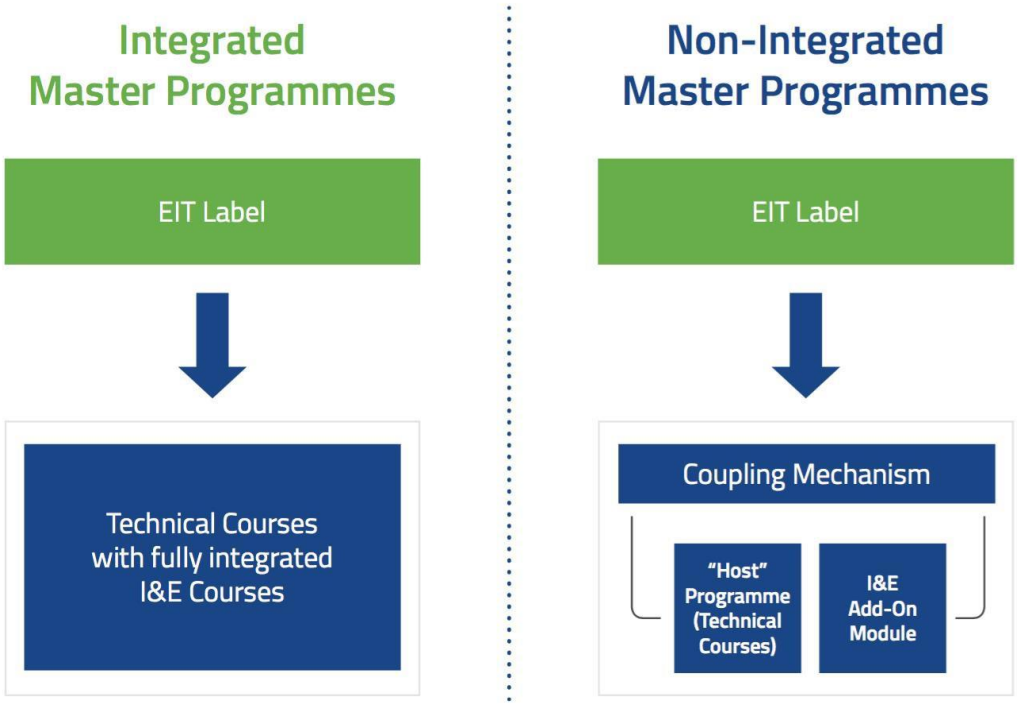
The coupling mechanism stipulates the additional criteria to be fulfilled for the non-integrated programme to be eligible for labelling.

Integrated and non-integrated masters programmes

The EIT label is a characteristic of the evaluation objects; to date, this applies only to masters and doctoral programmes. 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.

The integrated master's programme is an EIT-labelled evaluation object in itself. The non-integrated master's programme comprises 3 components; the 'host' programme, the academic module covering at least 30 ECTS and the coupling mechanism linking these. The 3 components jointly make up the EIT-labelled evaluation object. Note that the 'host' programme is not EIT-labelled in itself, but it does have to fulfil some of the criteria in the Handbook for the non-integrated program in order to qualify for the EIT label. An overview of evaluation objects within the EIT-labelling system can be found in Annex 7.

Fig. 1: Integrated and non-integrated masters programmes



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, higher 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 (knowledge triangle integration). 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 (KIC InnoEnergy), climate change adaptation and mitigation (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 Raw Materials). In 2016, the EIT will select two more KICs: Added-value manufacturing and Food4Future, which together promote a sustainable supply chain from resources to consumers. In 2018, pending positive results of the Horizon 2020 EIT specific review, the EIT will establish a KIC in the thematic area of Urban Mobility.

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: Integrated and non-integrated masters 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 developing innovative curricula that provide students, entrepreneurs and business innovators with the knowledge, competences and skills necessary for a knowledge and entrepreneurial 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 (OLO)

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 OLO) addressing these issues.[iv]

Masters programmes

Value judgments and sustainability competencies (EIT OLO 1)
The ability to identify the 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.

Entrepreneurship skills and competencies (EIT OLO 2)
The ability to translate innovations into feasible business solutions.

Creativity skills and competencies (EIT OLO 3)
The ability to think beyond boundaries and systematically explore and generate new 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.

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.

Intellectual transforming skills and competencies (EIT OLO 6)
The ability to transform practical experiences into research problems and challenges.

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.

Doctoral programmes

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 their professional activities, moving towards a sustainable society.

Entrepreneurship skills and competencies (EIT OLO 2)
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 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 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 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 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 addition to the EIT Overarching Learning Outcomes, the programmes should align with and satisfy the Framework Partner Agreement (FPA) criteria dealing with:

- robust entrepreneurship education,
- highly integrated, innovative ‘learning-by-doing’ curriculum, c) mobility, the European dimension and openness to the world,
- outreach strategy and access policy.

Currently only integrated masters and doctoral programmes can receive the EIT label. In this revised version of ‘Quality for Learning’, the QALE system has been extended to couple an academic module with an already existing master’s programme and give it the EIT label of a ‘non-integrated master’s programme’.

The Handbook

In order to ensure and drive the quality and excellence of EIT-labelled programmes and modules, 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 *c*onsist 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 'KIC added value', that is, to ensure that the programmes foster a true integration of the Knowledge Triangle dimensions; research, education, and innovation/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.[xi] 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[xii] (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 four years, 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.

Fig. 3: The EIT QALE Model

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 Experience
Assessment field 1	0.1 university and non-academic partner curriculum collaboration	1.1 EIT overarching learning outcome coverage	2.1 robust entrepreneurship education	3.1 students' entrepreneurship competencies	4.1 student Experience

Assessment field 2	0.2 ECTS and recognition	1.2 general quality of intended learning outcomes	2.2 highly integrated, appropriate 'learning-by-doing' curriculum	3.2 achieved learning outcomes	4.2 alumni Experience
Assessment field 3	0.3 application, selection and admission	1.3 fit for purpose assessment	2.3 mobility, European dimension and openness to the world	3.3 retention rates	4.3 other stakeholder experience
Assessment field 4	0.4 EIT, KIC and academic context	1.4 availability and format of grading system and assessment Criteria (grade Descriptors)		3.4 research and development activities projects on KIC educational activities	
Assessment field 5	0.5 mobility	1.5 activating and appropriate learning methods			
Assessment field 6	0.6 coupling mechanisms of the non-integrated EIT-labelled programme				

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 four years, and this information is then listed 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, modules and courses build on five groups of quality criteria:

- The EIT Overarching Learning Outcomes (EIT OLOs)
- Robust entrepreneurship education
- Highly integrated, innovative 'learning-by-doing' curricula

- 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').[xiii]

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* 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[xiv]. 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 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.([15])

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) 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 masters programmes: the doctoral candidates should achieve the EIT overarching learning outcomes (see p. 6). Programmes should provide the candidates with opportunities to develop a true entrepreneurial mindset and Knowledge Triangle skills and competencies. 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 the masters programmes.

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

The QALE model is a set of five quality indicators (Qi0-Qi4) that are valid for both masters 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 masters 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 masters 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 are issues to do with: mobility, number of ECTS[xviii] 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. Masters 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: robust entrepreneurship education; highly integrated, innovative 'learning-by-doing' curricula; and 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' entrepreneurial thinking and potential, which is a core component and the hallmark of the EIT-labelled programs. Examples of student entrepreneurial competencies can for instance consist of projects, products, or entrepreneurial test scores.

The second assessment field evaluates achieved learning outcomes (ALOs), which are samples of actual products by EIT students (e.g., masters 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 in the form of published articles, reports, conference presentations etc. on research and development projects on KIC educational activities. 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 [xix].

Quality indicator 4 — Stakeholder experiences

Quality indicator 4 is divided into three assessment fields, experiences and opinions of a) students, b) alumni, and c) 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. As far as possible, official documents from the KIC universities should be used.

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 (0-6)

The main working tool for both processes, labelling and reviewing, is this Handbook, and first and foremost the templates. Each template (0-4) 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.

Template M5/D5 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 and different assessment fields *can* be given different weights.

Template M6/D6 is 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 masters 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.

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.

Teaching for the Knowledge Triangle in the EIT–KIC context

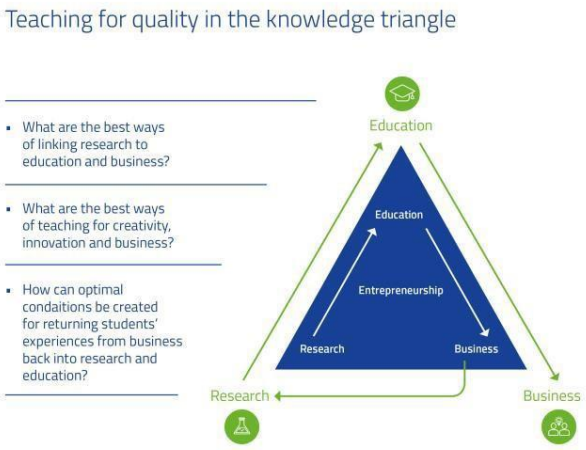
The Knowledge Triangle paradigm is most often presented as a theoretical concept and political marker over the changes that are needed in Europe when it comes to improving the integration between education, research and innovation/business. The EIT QALE model transforms it into a working model with all three sides of the Knowledge Triangle taken into account. Through creating a simple enquiry-based process around the three nodes of the Knowledge Triangle[xx], 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 so that students' experiences from business can be used in research and education?

These questions constitute the basis for the EIT QALE model.

Fig. 4 Teaching for Quality in the Knowledge Triangle



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

[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'.

their individual responses to different types of exam tasks. They should clearly describe[2] skills and competences 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)[xiii], 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 should 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 fits 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,[xxi] 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.

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

[2] Using 'action verbs'

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.[xxii]

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, …), letters (A, B, C, …) or labels (Pass, Pass with distinction, cum laude, ……) and of *assessment criteria* (*grade descriptors*[xxiii]), 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[xxiv xxv xxvi] 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 quality 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[xxvii]. 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.

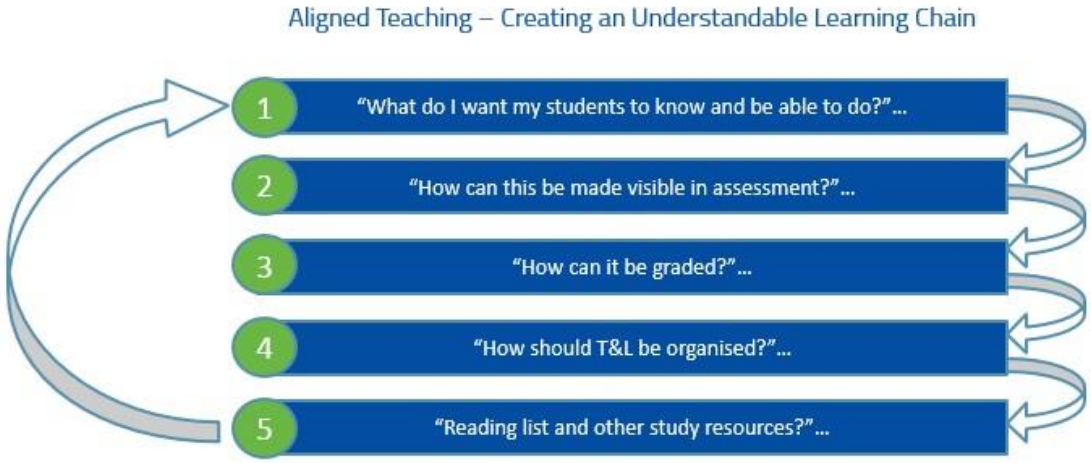
There is a lot of research to support the idea that active learning compared to more passive models (listening, as in pure lecturing models) promotes learning.[xxviii,xxix,xxx,xxxi] The next step forward from the learning outcome paradigm may well be to define a study unit rather by its learning enquiries 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.[xxxii] 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) questions (=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',[xxxiii] '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. 5 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 robust 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. An overview table comparing the self-assessment fields for EIT-labelled masters and doctoral programmes can be found in Annex 6.

Templates for integrated and non-integrated masters programmes

Template M0a – Compulsory requirements for integrated masters programmes

The assessment fields for Quality indicator 0 are:

No	Assessment field	Evaluation yes or no
0.1	university and non-academic partner curriculum collaboration	
0.1.1	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 actively engaged in the development of the curriculum?	yes/no
0.1.3	Are at least 2 non-academic partners actively engaged in teaching activities?	yes/no
0.1.4	Do all students receive both academic and non-academic support on their mandatory thesis?	yes/no
0.2	ECTS and recognition	
0.2.1	Does the programme cover at least 90 ECTS including EIT KIC added value?	yes/no
0.2.2	Is a Diploma Supplement provided to each student?	yes/no
0.2.3	Is the degree recognised in all the countries of the awarding universities?	yes/no
0.3	application, selection and admission	
0.3.1	Are special criteria for the assessment of the students' entrepreneurial potential used for selection purpose?	yes/no
0.3.2	Do the universities delivering the programme conduct the application, selection and admission of students jointly?	yes/no
0.3.3	Is there a student tracking system?	yes/no
0.3.4	N/A	
0.3.5	Is there a KIC alumni organisation planned for the new programme (applicable for labelling)?	yes/no
0.3.6	Is there a KIC alumni organisation for graduates from the programme (applicable for reviews)?	yes/no
0.4	EIT, KIC and academic context	
0.4.1	Is the programme fully taught in English?	yes/no
0.4.2	Is 'EIT' included in relation to the programme?	yes/no
0.4.3	Is the EIT logo on the degree certificate, and/or on the DS, or will a separate certificate be provided?	yes/no
0.4.4	N/A	
0.4.5	N/A	
0.4.6	N/A	
0.4.7	Are the results of summative programme assessments produced by the students (such as reports, etc.) stored for later EIT review purposes?	yes/no
0.5	mobility	
0.5.1	Does the mobility have a workload equivalent of 30 ECTS or more?	yes/no
0.5.2	Does the international and the cross-organisational mobility each have a workload Equivalent of at least 15 ECTS?	yes/no

	Total	go/ no go

Material to be provided and used for the review

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.

Instruction for reviewers

This indicator differs from the other four quality indicators in the sense that all assessed criteria are compulsory components of EIT-labelled degrees. The criteria are assessed on a yes/no scale and all assessment fields need to be fulfilled in order to proceed with the review of the programme. Should this not be the case, the review should be halted at this stage so that the programme owner can be contacted.

Please choose only enough material for reviewers to make a sound evaluation.

Template M0b – Compulsory requirements for non-integrated masters programmes

The assessment fields for Quality indicator 0 are:

No	Assessment Field	Evaluation yes or no
0.1	University and non-academic partner curriculum collaboration	
0.1.1	Are at least 2 partner universities engaged in the implementation of the add-on module?	yes/no
0.1.2	Are at least 2 non-academic partners actively engaged in the development of the curriculum of the add-on module?	yes/no
0.1.3	Are at least 2 non-academic partners actively engaged in the teaching activities of the add-on module?	yes/no
0.1.4	Do all students receive both academic and non-academic support on their mandatory thesis of the non-integrated programme (coupling mechanism)?	yes/no
0.2	ECTS and recognition	
0.2.1	Does the host programme cover at least 90 ECTS and does the add-on module cover at least 30 ECTS?	yes/no
0.2.2	Is a Diploma Supplement for the host programme provided to each student?	yes/no
0.2.3	Is the degree of the host programme recognised in all the countries of the awarding universities?	yes/no
0.3	Application, selection and admission	
0.3.1	Are special criteria for the assessment of the students' entrepreneurial potential used for the selection purpose of the add-on module?	yes/no
0.3.2	Do the universities that deliver the host programme and the add-on module jointly conduct the application, selection and admission of students jointly?	yes/no
0.3.3	Is there a student tracking system for the host programme, the add-on module and the coupling mechanism?	yes/no
0.3.4	Are students enrolled on the add-on module via a regular university system?	yes/no
0.3.5	Is there a KIC alumni organisation planned for the add-on module and the coupling mechanism (applicable for labelling)?	yes/no
0.3.6	Is there a KIC alumni organisation for graduates from the add-on module and the coupling mechanism (applicable for reviews)?	yes/no
0.4	EIT, KIC and academic context	
0.4.1	Is the add-on module fully taught in English?	yes/no
0.4.2	Is 'EIT' included in relation to the add-on module and the coupling mechanism?	yes/no
0.4.3	Is the EIT logo on the degree certificate, and/or on the DS of the add-on module and the coupling mechanism, or will a separate certificate be provided?	yes/no
0.4.4	Is this add-on module part of a KIC university's regular study offerings of 2nd or 3rd cycle levels?	yes/no
0.4.5	n/a	
0.4.6	Does the host programme cover the EIT OLO 1 or OLO 2?	yes/no
0.4.7	Are the results of summative add-on module and coupling mechanism assessments produced by the students (such as reports, etc.) stored for later EIT follow-up review purposes?	yes/no

0.5	Mobility	
0.5.1	Does the mobility of the coupling programme have a workload of an equivalent of 30 ECTS or more?	yes/no
0.5.2	Is the mobility of the coupling programme composed of at least an equivalent of 15 ECTS for both international and for cross-organisational mobility?	yes/no
0.6	Coupling mechanisms between the original degree awarding master programme and the EIT Academic Module leading to the non-integrated EIT labelled programme	
0.6.1	Is there a joint planning/governance between the original degree awarding Master Programmes and the EIT Academic Module leading to the non-integrated EIT labelled programme?	yes/no
0.6.2	Does the host programme master thesis fulfil at least EIT OLOs 1 and 2?	yes/no
	Total	go/ no go

Examples of material to be provided and used for the review

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.

Please choose only enough material for reviewers to make a sound evaluation.

Instruction for reviewers

This indicator differs from the other four quality indicators in the sense that all assessed criteria are compulsory components of EIT-labelled degrees. Criteria are assessed on a yes/no scale and all assessment fields need to be fulfilled in order to proceed with the review of the programme. Should this not be the case, the review should end here so that the programme owner can be contacted.

Template M1 – Aligned teaching and EIT OLO coverage of integrated and non-integrated masters programmes

The assessment fields for Quality indicator 1 are:

No	Assessment Field	Points*
1.1	EIT overarching learning outcome coverage	
1.2	General quality of intended learning outcomes	
1.3	Fit-for-purpose assessment	
1.4	Availability and format of grading system and assessment criteria (grade descriptors)	
1.5	Activating and appropriate learning methods	
	Total	

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria
2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present
3 Good = Answers to the main part of the criteria are 'YES'
4 Excellent = All 'YES' answers

Assessment field 1.1 EIT Overarching Learning Outcome coverage

- 1.1.1 (EIT OLO 1): Is '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' specified sufficiently by the ILOs of the programme (host programme, the add-on I&E module and the coupling mechanisms)?
- 1.1.2 (EIT OLO 2): Is 'the ability to transform innovations into feasible business solutions' specified sufficiently by the ILOs of the programme (host programme, the add-on I&E module and the coupling mechanisms)?
- 1.1.3 (EIT OLO 3): Is 'the ability to think beyond boundaries and systematically explore and generate new ideas' specified sufficiently by the ILOs of the programme (coupling mechanisms)?
- 1.1.4 (EIT OLO 4): Is 'the ability to use knowledge, ideas or technologies to create new or significantly improved products, services, processes, policies, new business models or jobs' specified sufficiently by the ILOs of the programme (coupling mechanisms)?
- 1.1.5 (EIT OLO 5): Is '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' specified sufficiently by the ILOs of the programme (coupling mechanisms)?
- 1.1.6 (EIT OLO 6): Is 'the ability to transform practical experiences into research problems and challenges' specified sufficiently by the ILOs of the programme (coupling mechanisms)?
- 1.1.7 (EIT OLO 7): Is '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' specified sufficiently by the ILOs of the programme (coupling mechanisms)?

- 1.1.8 Do a sufficient number of courses in the programme (host programme, the add-on I&E module and the coupling mechanisms) deal with relevant content for the thematic field of the KIC?

Assessment field 1.2 General quality of intended learning outcomes

- 1.2.1 Are the intended learning outcomes of the programme (host programme, the add-on I&E module and the coupling mechanisms) assessable, that is, with clear descriptions of skills and competencies rather than just content knowledge?
- 1.2.2. Are the intended learning outcomes of the programme (host programme, the add-on I&E module and the coupling mechanisms) on the right academic level?

Assessment field 1.3 Fit-for-Purpose assessment

- 1.3.1 Are the assessment tasks of the programme (host programme, the add-on I&E module and the coupling mechanisms) given to the students fit for purpose in relation to content?
- 1.3.2 Are the assessment tasks of the programme (host programme, the add-on I&E module and the coupling mechanisms) given to the students fit for purpose in relation to form (i.e. content-, competence-, or impact-based, depending on the ILO)?

Assessment field 1.4 Availability and format of grading system and assessment criteria (grade descriptors)

- 1.4.1 Are rules and regulations for assessing and grading of the programme (host programme, the add-on I&E module and the coupling mechanisms) available to students in advance?
- 1.4.2 Are assessment criteria (grade descriptors) used when assessing and grading student work from the programme (host programme, the add-on I&E module and the coupling mechanisms)?

Assessment field 1.5 Activating and appropriate learning methods

- 1.5.1 Are teaching and learning methods of the programme (host programme, the add-on I&E module and the coupling mechanisms) designed to activate the students?
- 1.5.2 Are teaching and learning methods of the programme (host programme, the add-on I&E module and the coupling mechanisms) appropriate for achieving the intended learning outcomes?

Examples of material to be provided in the self-assessment reports

- A full description of the programme with all the possible student study tracks is clearly indicated.
- A list of all compulsory modules that are included in the programme/course.

- 1.1 and 1.2 A Coverage table where module ILOs are mapped against the 7 EIT OLOs from a sufficient number of modules to mirror the whole programme (with examples from all universities involved in the programme) + the official module descriptions.
- 1.3 Example documents of tasks that are used to assess (summative assessment) the students on the modules used for 1.1 and 1.2
- 1.3 Information about the proportion between individual and group assessment of the whole programme
- 1.4.1 Official documents describing rules and regulations for assessment and grading on the modules used for 1.1 and 1.2
- 1.4.2 Document with specified assessment criteria (grade descriptors) that are applied when grading student work from the modules used for 1.1 and 1.2. Examples are shown in Annex 2 'Examples for EIT assessment criteria (grade descriptors) for assessing student work'.
- 1.5.1 Detailed descriptions on teaching and learning methods on the modules used for 1.1 and 1.2
- Any other documents that you find that give evidence of the assessment fields of the indicator
- An Annex where all the attached supporting documents for this quality indicator are listed and clearly named in a systematic manner, for easy access by the reviewers (please favour pdf documents and avoid web links if possible).

Please choose only enough material for reviewers to make a sound evaluation.

Instruction for reviewers

- Grade each assessment field on a four-grade scale in the table above.
- As guidelines for your evaluation use the 'EIT overarching learning outcomes' 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 review focus is primarily on KIC added value.

Please avoid giving information about anything else than the assessment fields that are listed.

Template M2 – The EIT learning environment and facilities of integrated and non-integrated masters programmes

The assessment fields for Quality Indicator 2 are:

No	Assessment Field	Points*
2.1	Robust entrepreneurship education	
2.2	Highly integrated, appropriate 'learning-by-doing' curricula	
2.3	Mobility, the European dimension and openness to the World	
	Total	

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria
2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present
3 Good = Answers to the main part of the criteria are 'YES'
4 Excellent = All 'YES' answers

Assessment field 2.1 Robust entrepreneurship education

- 2.1.1 Are students of the programme (add-on I&E module and coupling mechanisms) actively offered the KICs or university-based innovation ecosystem, including technical, financial and human services and means (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 sufficiently involved in curriculum development of the programme (add-on I&E module and coupling mechanisms)?
- 2.1.3 Are non-academic partners sufficiently involved in the teaching activities of the programme (add-on I&E module and coupling mechanisms)?
- 2.1.4 Do all students of the programme (coupling mechanisms) receive joint academic/non-academic supervision in their theses work?
- 2.1.5 Does the programme (add-on I&E module and coupling mechanisms) sufficiently promote students' non-academic professional networks?
- 2.1.6 not applicable to masters programmes

Assessment field 2.2 Highly integrated, appropriate 'learning-by-doing' curricula

- 2.2.1 Does the programme (add-on I&E module and coupling mechanisms) provide sufficient opportunities for on-the-job learning, exposing students to the reality of professional life outside university?
- 2.2.2 Does the programme (add-on I&E module and coupling mechanisms) bring together science/technology with broad societal and global challenges?

- 2.2.3 Does the programme (coupling mechanisms) have a transdisciplinary approach?

Assessment field 2.3 Mobility, the European dimension and openness to the world

- 2.3.1 Is the international mobility organised so that it sufficiently supports students achieving the intended learning outcomes of the programme (coupling mechanisms)?
- 2.3.2 Is the academic and non-academic mobility organised so that it sufficiently supports students achieving the intended learning outcomes of the programme (add-on I&E module and coupling mechanisms)?
- 2.3.3 Does the programme (add-on I&E module and coupling mechanisms) have a well-balanced recruitment of European vs. non-European students?

Examples of material to be provided and used for the review

The supporting documents which 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.

Please choose only enough material for reviewers to make a sound evaluation.

Instruction for reviewers

- Grade each assessment field on the four-grade scale in the table above.
- 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 review focus is primarily on KIC added value.

Please avoid giving information about anything else than the assessment fields that are listed.

Template M3 – The results of integrated and non-integrated masters programmes

The assessment fields for Quality Indicator 3 are:

No.	Assessment Field	Points*
3.1	Students' entrepreneurship competencies	
3.2	Achieved learning outcomes	
3.3	Retention rates	
3.4	Research and development activities projects on KIC educational activities	
	Total	

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria

2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present

3 Good = Answers to the main part of the criteria are 'YES'

4 Excellent = All 'YES' answers

Assessment field 3.1 Students' entrepreneurship competencies

- 3.1.1 Does the programme (add-on I&E module) foster entrepreneurship competencies?

Assessment field 3.2 Achieved learning outcomes

- 3.2.1 Does the sample from the programme (coupling mechanisms) self-evaluation demonstrate that the students have achieved all EIT OLOs?

Assessment field 3.3 Retention rates

- 3.3.1 Does the programme (add-on I&E module) have a 90% or higher retention[3] rate?
- 3.3.2 Does the programme (add-on I&E module) provide a satisfactory analysis in the case of retention rates lower than 90%?

Assessment field 3.4 Research and development activities and projects on KIC educational activities

- 3.4.1 Have there been any R&D activities related to the programme (respectively add-on I&E module and coupling mechanisms)?
- 3.4.2 If yes on 3.4.1, have these led to new knowledge about what developments in the programme (add-on I&E module and coupling mechanisms) are needed, 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 programme (add-on I&E module and coupling mechanisms)?

Examples of material to be provided and used for the review

[3] Meaning the number of admitted students completing the full programme

- 3.1 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) are provided as evidence in this assessment field.
- 3.2 A selection of student work (e.g., masters 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 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
    - Please note that group works also are fully acceptable.
- 3.3 Retention rates together with a short analysis of student retention
- 3.4 Reports in the form of published articles, reports, conference presentations etc. of educational R&D projects and examples that give evidence to 3.4.2 and 3.4.3

Please choose only enough material for reviewers to make a sound evaluation.

Instruction for reviewers

- Grade each assessment field on a four-grade scale in the table above.
- 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 primarily on EIT KIC added value.
- Please note that different universities within the same programme may show different quality on the same assessment field. Your grading should be a holistic evaluation on the programme as a whole. The review focus is primarily on KIC added value.
- For reviewing non-integrated programmes, please note that the theses from the coupling mechanisms are one of the most important pieces of evidence to ensure the EIT profile in the form of (at least) EIT OLOs 1 and 2.

Please avoid giving information about anything else than the assessment fields that are listed.

Template M4 – Stakeholder experiences of integrated and non-integrated master programmes

The assessment fields for Quality Indicator 4 are:

No.	Assessment Field	Points*
4.1	Student experiences	
4.2	Alumni experiences	
4.3	Other stakeholder experiences	
	Total	

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria

2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present

3 Good = Answers to the main part of the criteria are 'YES'

4 Excellent = All 'YES' answers

Assessment field 4.1 Student experiences

- 4.1.1 Are students given the opportunity to express their views of the full programme (host programme, add-on I&E module and coupling mechanisms) on a regular basis in the form of surveys, focus groups, etc.?
- 4.1.2 Are questions (regarding the add-on I&E module and coupling mechanisms) included that are directly focused on the EIT profile; EIT OLOs, learning-by-doing, clear connections with non-academic contexts, etc.?
- 4.1.3 Are the results presented of these surveys, focus groups, etc. satisfactory?

Assessment field 4.2 Alumni experiences

- 4.2.1 Are alumni given the opportunity to express their views of the full programme (add-on I&E module and coupling mechanisms) on a regular basis in the form of surveys, focus groups, etc.?
- 4.2.2 Are questions included about positive career changes (advancements, job changes, etc.) related to graduating from the full programme (add-on I&E module and coupling mechanisms)?
- 4.2.3 Are the results presented of these surveys, focus groups, etc., satisfactory?

Assessment field 4.3 Other stakeholder experiences

- 4.3.1 Are other stakeholders (labour market, policy makers, etc.) given the opportunity to express their views of the programme (add-on I&E module and coupling mechanisms) on a regular basis in the form of surveys, focus groups, etc.?
- 4.3.2 Are the results presented of these surveys, focus groups, etc., satisfactory?

Material to be provided and used for the review

- Describe the methods (surveys, focus groups, etc.) you use for gathering experiences and opinions from students, alumni and other stakeholders. (Other stakeholders can be employers, non-academic partners, innovation and entrepreneurship support actors, policy makers, etc.)
- In the Annexes, present the latest results of these inquiries for the three groups.

Please avoid giving information about anything other than the assessment fields that are listed.

Instruction for reviewers

- Grade each assessment field on a four-grade scale in the table above.
- Please note that different universities within the same programme may show different quality on the same assessment field. Your grading should be a holistic evaluation on the programme/course as a whole. The review focus is primarily on KIC added value.

Template M5 – Recommendations by the review team

Instruction for reviewers

The final evaluation and suggestion for awarding/renewing the EIT label builds on a consensus (not a simple arithmetic average) score of indicators 1-2 and 1-4 respectively; however, the evaluation should be made from a holistic view without sharp cut of values; different assessment fields can be allocated different weights.

Should the review team not recommend the EIT Label, the arguments for this should be specified.

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 the EIT Label

No.	Indicator	Points*
1	Aligned teaching and EIT OLO coverage	
2	EIT learning environment and facilities	
	Total:	

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria

2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present

3 Good = Answers to the main part of the criteria are 'YES'

4 Excellent = All 'YES' answers

Renewal of the EIT Label

No.	Indicator	Points*
1	Aligned teaching and EIT OLO coverage	
2	EIT learning environment and facilities	
3	Results	
4	Stakeholder experiences	
	Total:	

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria

2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present

3 Good = Answers to the main part of the criteria are 'YES'

4 Excellent = All 'YES' answers

Summary quality information for integrated and non-integrated masters programmes

	Awarding the EIT Label		Renewal of EIT Label (4 years and/or programme has produced two cohorts of graduates)	
	Yes	No	Yes	No
Integrated and non-integrated masters programme				

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 1 Aligned teaching and EIT overarching learning outcome coverage.

No.	Assessment Field	Points*
1.1	Aligned teaching and EIT OLO coverage	
1.2	General quality of intended learning outcomes	
1.3	Fit-for-purpose assessment	
1.4	Availability and format of grading system and assessment criteria (grade descriptors)	
1.5	Activating and appropriate learning methods	
	Total:	

Quality indicator 2 EIT Learning environment and facilities.

No.	Assessment Field	Points*
2.1	Robust entrepreneurship education	
2.2	Highly integrated, appropriate 'learning-by-doing' curricula	
2.3	Mobility, European dimension and openness to the world	
	Total:	

Quality indicator 3 Results.

No.	Assessment Area	Points*
3.1	Students' entrepreneurship competencies	
3.2	Achieved learning outcomes	
3.3	Retention rates	
3.4	Research and development projects on KIC educational activities	
	Total:	

Quality indicator 4 Stakeholder experiences.

No.	Assessment Field	Points*
4.1	Student experiences	
4.2	Alumni experiences	
4.3	Other stakeholder experiences	
	Total:	

Date:

Name of Chair of review team:

Names of review team members:

Main arguments if review team does not agree:

Template M6 – Suggestions from the review team

Instruction for reviewers

When writing suggestions for assessment fields that need developing (which can be made regardless of recommendation) please do not exceed 2000 words and consider using bullet points. Please qualify your statements, preferably with some examples.

This report should be kept only at KIC level.

Suggestions

Date, Name of Chair of review team, Signature

Templates for doctoral programmes

Template D0 – Compulsory requirements

The assessment fields for Quality indicator 0 are:

No	Assessment Field	Evaluation yes or no
0.1	University and non-academic partner curriculum collaboration	
0.1.1	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 actively engaged in the development of the curriculum?	yes/no
0.1.3	Are at least 2 non-academic partners actively engaged in the teaching activities?	yes/no
0.1.4	Do doctoral candidates receive both academic and non-academic support for their mandatory thesis?	yes/no
0.2	ECTS and recognition	
0.2.1	Does the length of the programme comply with Salzburg II Recommendations (three to four years' full time equivalent) for doctoral programmes, including KIC added value?	yes/no
0.2.2	Is a Diploma Supplement for the programme provided to each doctoral candidate?	yes/no/n.a.
0.2.3	Is the degree of the programme recognised in the countries of the awarding universities?	yes/no
0.3	Application, selection and admission	
0.3.1	Are special criteria for the assessment of the doctoral candidates' entrepreneurial potential used for selection purpose?	yes/no
0.3.2	Do the universities delivering the programme conduct the application, selection and admission of doctoral candidates jointly?	yes/no
0.3.3	Is there a doctoral candidates tracking system?	yes/no
0.3.4	n/a	
0.3.5	Is there a KIC alumni organisation planned for the new programme (applicable for labelling)?	yes/no
0.3.6	Is there a KIC alumni organisation for graduates from the programme (applicable for review)?	yes/no
0.4	EIT, KIC and academic context	
0.4.1	Is the programme fully taught in English?	yes/no
0.4.2	Is 'EIT' included in relation the programme?	yes/no
0.4.3	Is the EIT logo on the degree certificate or will a separate certificate be provided?	yes/no
0.4.4	n/a	
0.4.5	n/a	
0.4.6	n/a	
0.4.7	Are the results of summative programme assessments produced by the doctoral candidates (such as reports, etc.) stored for later EIT follow-up review purposes?	yes/no
0.5	Mobility	
0.5.1	Does the mobility have a workload of an equivalent of 30 ECTS or more?	yes/no

0.5.2	Is the mobility composed of at least an equivalent of 15 ECTS for both international and for cross-organisational mobility?	yes/no
0.6	n/a	
	Total	go/no go

Instruction for reviewers

This indicator differs from the other four quality indicators in the sense that all assessed criteria are compulsory components of EIT-labelled degrees. Criteria are assessed on a yes/no scale and all assessment fields need to be fulfilled in order to proceed with the review of the programme. Should this not be the case, the review should halt here and the programme owner contacted.

Template D1–EIT overarching learning outcomes coverage

The assessment fields for Quality indicator 1 are:

No.	Assessment Field	Points*
1.1	EIT overarching learning outcome coverage	
1.1.1	Making value judgments and sustainability skills/competencies	
1.1.2	Entrepreneurship skills/competencies	
1.1.3	Creativity skills/competencies	
1.1.4	Innovation skills/competencies	
1.1.5	Research skills/competencies	
1.1.6	Intellectual transforming skills/competencies	
1.1.7	Leadership skills/competencies	
1.1.8	Relevance of PhD thesis for the thematic field for the KIC	
	Total	

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria

2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present

3 Good = Answers to the main part of the criteria are 'YES'

4 Excellent = All 'YES' answers

Assessment fields 1.1 EIT overarching learning outcomes coverage

Does the doctoral work plan template sufficiently cover and address how the candidate will develop:

- 1.1.1 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 their professional activities, moving towards a sustainable society.
- 1.1.2 EIT OLO 2: The ability to translate innovations into feasible business solutions and to lead and support others in this process.
- 1.1.3 EIT OLO 3: 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.
- 1.1.4 EIT OLO 4: 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.
- 1.1.5 EIT OLO 5: 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.
- 1.1.6 EIT OLO 6: The ability to autonomously and systematically transform practical experiences into research problems and challenges and to lead and support others in this process.
- 1.1.7 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.

— 1.1.8 Does the PhD thesis deal with relevant content for the thematic field for the KIC?

Example material to be provided and used for the review

The Doctoral Work Plan template. If different universities at the KIC use different templates, all templates should be provided.

Instruction for reviewers

Grade each assessment field on a four-grade scale in the table above.

- As guidelines for your evaluation, use the 'EIT overarching learning outcomes' in addition to 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 review focus is primarily on KIC added value.

Please avoid giving information about anything else than the assessment fields that are listed.

Template D2 – The EIT learning environment and facilities

The assessment fields for Quality indicator 2 are:

No.	Assessment Field	Points*
2.1	Robust entrepreneurship education	
2.2	Highly integrated, appropriate 'learning-by-doing' curricula	
2.3	Mobility, European dimension and openness to the world	
Total		

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria

2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present

3 Good = Answers to the main part of the criteria are 'YES'

4 Excellent = All 'YES' answers

Assessment field 2.1 Robust entrepreneurship education

- 2.1.1 Are doctoral candidates actively offered the KICs or university-based innovation ecosystem, including technical, financial and human services and means (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 sufficiently involved in curriculum development?
- 2.1.3 Are non-academic partners sufficiently involved in teaching activities?
- 2.1.4: Do doctoral candidates receive joint academic/non-academic mentoring and supervision in their theses work?
- 2.1.5 Does the programme promote the doctoral candidates' non-academic networks sufficiently?
- 2.1.6 Are doctoral candidates offered leadership training focused on the Knowledge Triangle for value creation?

Assessment field 2.2 Highly integrated, appropriate 'learning-by-doing' curricula

- 2.2.1 Are doctoral candidates provided with sufficient opportunities for on-the-job learning, exposing them to the reality of professional life outside university?
- 2.2.2 Has the programme adopted a strong trans-disciplinary approach to address broad societal challenges and link up with new business and innovation processes?
- 2.2.3 Are doctoral candidates performing an internship outside university of a minimum of an equivalent of 30 ECTS?

Assessment field 2.3 Mobility, European dimension and openness to the world

- 2.3.1 Is international mobility organised so that it sufficiently supports the doctoral candidates achieving the intended learning outcomes of the studies?
- 2.3.2 Is the academic and non-academic mobility organised so that it sufficiently supports doctoral candidates achieving the intended learning outcomes of the studies?
- 2.3.3 Does the programme have a well-balanced recruitment of European vs. non-European doctoral candidates?

Example material to be provided and used for the review

The supporting documents which 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.

Please choose only enough material for reviewers to make a sound evaluation.

Instruction for reviewers

Grade each assessment field on the four-grade scale in the table above.

- 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 review focus is primarily on KIC added value.

Please avoid giving information about anything else than the assessment fields that are listed.

Template D3 – The results

The assessment fields for Quality indicator 3 are:

No.	Assessment Field	Points*
3.1	Doctoral candidates' entrepreneurship competencies	
3.2	Achieved learning outcomes	
3.3	Retention rates	
3.4	Research and development projects on KIC educational activities	
Total:		

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria

2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present

3 Good = Answers to the main part of the criteria are 'YES'

4 Excellent = All 'YES' answers

Assessment area 3.1 Candidates' entrepreneurship competencies

- 3.1.1 Does the programme foster entrepreneurship competencies?

Assessment area 3.2 Achieved learning outcomes

- 3.2.1 Does the sample from the programme self-evaluation demonstrate that the doctoral candidates have achieved all EIT OLOs?

Assessment area 3.3 Retention rates

- 3.3.1 Does the programme have a 90% or higher retention rate?
- 3.3.2 Does the programme provide a satisfactory analysis in the case of retention rates lower than 90%?

Assessment area 3.4 Research and development projects on KIC educational activities

- 3.4.1 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 programme are needed, alternatively of 'what works'?
- 3.4.3 If yes on 3.4.1, have these decisions led to knowledge-based decisions on what to keep or what to change in the programme?

Example material to be provided and used for the review

- 3.1 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) are provided as evidence for this assessment field.

— 3.2 A selection of candidates' work (e.g., theses, journals, papers, patents, reports, conference presentations, products etc.) either as hard copies or other type of access.

This selection should:

- cover 30% of the candidates per cohort (that is 10 individual candidates should be represented from a cohort of 30, but their products may come from any semester of the programme)
- give examples of what is considered lowest, medium and highest quality.

— 3.3 Retention rates.

— 3.4 Reports on educational R&D projects and examples that give evidence to 3.4.2 and 3.4.3.

Please choose only enough material for reviewers to make a sound evaluation.

Instruction for reviewers

— Grade each assessment field on a four-grade scale in the table above.

— For reviewing 3.2 Achieved learning outcomes: Please note that all candidate products have already been assessed according to each university's rules and criteria and hence should not be assessed again here, the review focus is primarily on KIC added value.

— Please note that different universities within the same program may show different quality on the same assessment field. Your grading should be a holistic evaluation on the program as a whole.

Please avoid giving information about anything else than the assessment fields that are listed.

Template D4 – Stakeholder experiences

The assessment fields for Quality indicator 4 are:

No.	Assessment Field	Points*
4.1	Doctoral candidate experiences	
4.2	Alumni experiences	
4.3	Other stakeholder experiences	
Total:		

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria
2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present
3 Good = Answers to the main part of the criteria are 'YES'
4 Excellent = All 'YES' answers

Assessment field 4.1 Doctoral candidate experiences

- 4.1.1 Does the programme give doctoral candidates 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, s clear connection with non-academic contexts, etc.?
- 4.1.3 Are the results from these surveys, focus groups, etc. satisfactory?

Assessment field 4.2 Alumni experiences

- 4.2.1 Are alumni given the opportunity to express their views of the programme on a regular basis in the form of surveys, focus groups, etc.?
- 4.2.2 Are questions included about positive career changes related to graduating from the programme (advancements, job changes, etc.)?
- 4.2.3 Are the results presented of these surveys, focus groups, etc. satisfactory?

Assessment field 4.3 Other stakeholder experiences

- 4.3.1 Are other stakeholders (labour market, policy makers, etc.) given the opportunity to express their views of the programme on a regular basis in the form of surveys, focus groups, etc.?
- 4.3.2 Are the results presented of these surveys, focus groups, etc. satisfactory?

Material to be provided and used for the review

— Describe the methods you use for gathering experiences and opinions from doctoral candidates, alumni and other stakeholders. (Other stakeholders can be employers, non-academic partners, innovation and/or entrepreneurship support actors, policy makers, etc.)

— Present in annexes the last results of the doctoral candidates' surveys and inquiries with alumni and other stakeholders you have (surveys, interviews, focus groups, etc.).

Please avoid giving information about anything else than the assessment fields that are listed.

Instruction for reviewers

— Grade each assessment field on a four-grade scale in the table above.

— Please note that different universities within the same programme may show different quality on the same assessment field.

— Your grading should be a holistic evaluation on the programme as a whole. The review focus is primarily on KIC added value.

Please avoid giving information about anything else than the assessment fields that are listed.

Template D5 – Recommendations by the review team

Instruction for reviewers

The final evaluation and suggestion for awarding/renewing the EIT label builds on a consensus (not a simple arithmetic average) score of indicators 1-2 and 1-4 respectively, however the evaluation should be made from a holistic view without sharp cut off values; different assessment fields can be allocated different weights.

Should the review team not recommend the EIT Label, the arguments for this should be specified. 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 the EIT Label

No.	Indicator	Points*
1	Aligned teaching and EIT OLO coverage	
2	EIT learning environment and facilities	
	Total:	

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria
2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present
3 Good = Answers to the main part of the criteria are 'YES'
4 Excellent = All 'YES' answers

Renewal of the EIT Label

No.	Indicator	Points*
1	Aligned teaching and EIT OLO coverage	
2	EIT learning environment and facilities	
3	Results	
4	Stakeholder experiences	
	Total:	

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria
2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present
3 Good = Answers to the main part of the criteria are 'YES'
4 Excellent = All 'YES' answers

Summary of quality information for doctoral programmes

	Awarding the EIT Label		Renewal of EIT Label (5 years and/or programme has produced two cohorts of graduates)	
	Yes	No	Yes	No
Doctoral Programme				

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 1 Aligned teaching and EIT overarching learning outcome coverage.

No.	Assessment Field	Points*
1.1	Aligned teaching and EIT OLO coverage	
	Total:	

Quality indicator 2 EIT Learning environment and facilities.

No.	Assessment Field	Points*
2.1	Robust entrepreneurship education	
2.2	Highly integrated, appropriate 'learning-by-doing' curricula	
2.3	Mobility, European dimension and openness to the world	
	Total:	

Quality indicator 3 Results.

No.	Assessment Area	Points*
3.1	Students' entrepreneurship competencies	
3.2	Achieved learning outcomes	
3.3	Retention rates	
3.4	Research and development projects on KIC educational activities	
	Total:	

Quality indicator 4 Stakeholder experiences.

No.	Assessment Field	Points*
4.1	Student experiences	

4.2	Alumni experiences	
4.3	Other stakeholder experiences	
	Total:	

Date:

Name of Chair of review team:

Names of review team members:

Main arguments if review team does not agree:

Template D6 – Suggestions from the review team

Instruction for reviewers

When writing suggestions for assessment fields that need developing (which can be made regardless of recommendation) please do not exceed 2000 words and consider using bullet points. Please qualify your statements, preferably with some examples.

This report should be kept only at KIC level.

Suggestions

Date, Name of Chair of review team, Signature

Annexes

Annex 1:	Common format for Diploma Supplements for EIT-labelled degrees
Annex 2:	Examples of the EIT assessment criteria (grade descriptors) for assessing student work
Annex 3:	Awarding and renewing the EIT Label: responsibilities of the parties
Annex 4:	Templates for academic modules
Annex 5:	Overview of the EIT overarching learning outcomes for EIT-labelled masters and doctoral programmes
Annex 6:	Overview of the assessment fields for EIT labelled integrated and non-integrated masters and doctoral programmes
Annex 7:	Overview evaluation objects within the EIT labelling system

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/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 masters 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 geographical and between academia and business 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:

http://eur-lex.europa.eu/LeUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:P DFx).

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 assessment criteria (grade descriptors) for assessing student work

Examples

These *assessment criteria* can be used by review teams when reviewing Indicator 3.2 Achieved learning outcomes, but this is purely optional. Please note that:

- These grading criteria/rubrics should be used as guidelines, they are not formally decided anywhere.
- When assessing theses (Qi 3.2) these are also subject to a traditional academic assessment according to each university's rules and criteria. In the EIT reviews these should only be assessed in relation to the EIT OLOs.
- They can also be used (or be adapted) by teachers 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 Awarding and renewing the EIT Label: responsibilities of the parties

- Masters 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.
- 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 programmes(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 that has a period of up to 2 months maximum to report back on the application of the recommendations. The EIT Education Officer 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.

Annex 4 Templates for academic modules

The templates for academic modules are included as an annex to this version of the Handbook as a reference for programme coordinators (programme responsible at HEI) as well as for reviewers in order to facilitate the self- evaluation and review processes.

Template AM0 – Compulsory requirements for academic modules

The assessment fields for Quality indicator 0 are:

No	Assessment Field	Evaluation yes or no
0.1	University and non-academic partner curriculum collaboration	
0.1.1	Are at least 2 partner universities engaged in the implementation of the academic module?	yes/no
0.1.2	Are at least 2 non-academic partners actively engaged in the development of the curriculum?	yes/no
0.1.3	Are at least 2 non-academic partners actively engaged in teaching activities?	yes/no
0.1.4	If the thesis is included in this module, do all students receive both academic and non-academic support on their mandatory thesis?	yes/no
0.2	ECTS and recognition	
0.2.1	Does the academic module cover at least 30 ECTS?	yes/no
0.2.2	n/a	
0.2.3	n/a	
0.3	Application, selection and admission	
0.3.1	Are special criteria for the assessment of the students' entrepreneurial potential used for selection purpose?	yes/no
0.3.2	Do the universities delivering the academic module conduct the application, selection and admission of students jointly?	
0.3.3	Is there a tracking system for students who take this academic module?	yes/no
0.3.4	Are students enrolled to this academic module via a regular university system?	yes/no
0.35	Is there an alumni network provided for the students who take this academic module, including students also from other EIT academic modules and /or EIT-labelled programmes?	yes/no
0.3.6	Is there an alumni network provided for the students who take this academic module, including students also from other EIT academic modules and /or EIT-labelled programmes?	yes/no
0.4	EIT, KIC and academic context	
0.4.1	Is the academic module fully taught in English?	yes/no
0.4.2	Is 'EIT' included in relation to the academic module?	yes/no
0.4.3	Is the EIT logo on the academic module certificate or will a separate certificate be provided?	yes/no
0.4.4	Is this academic module part of a KIC university's regular study offerings of 2nd or 3rd cycle levels?	yes/no

0.4.5	n/a	yes/no
0.4.6	Does the academic module cover the EIT OLO 1 or OLO 2?	yes/no
0.4.7	Are the results of summative academic module assessments produced by the students (such as reports, etc.) stored for later EIT follow-up review purposes?	yes/no
0.5	n/a	
0.6	n/a	
	Total:	go/no go

Instruction for reviewers

This indicator differs from the other four quality indicators in the sense that all assessed criteria are compulsory components of EIT-labelled academic modules. Criteria are assessed on a yes/no scale and all assessment fields need to be fulfilled in order to proceed with the review of the programme. Should this not be the case, the review should halt here so that the programme owner can be contacted.

Examples of material to be provided and used for the review

- The official module description.
- A coverage table where module ILOs are mapped against the obligatory EIT OLOs 1 and 2 and any of the other 7 EIT OLOs if applicable.
- Supporting documents showing that the module fulfils all other compulsory requirements.

Template AM1 – Aligned teaching and EIT OLO coverage

The assessment fields for Quality Indicator 1 are:

No.	Assessment Field	Points*
1.1	Aligned teaching and EIT OLO coverage	
1.2	General quality of intended learning outcomes	
1.3	Fit-for-purpose assessment	
1.4	Availability and format of grading system and assessment criteria (grade descriptors)	
1.5	Activating and appropriate learning methods	
Total:		

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria

2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present

3 Good = Answers to the main part of the criteria are 'YES'

4 Excellent = All 'YES' answers

Assessment field 1.1 Aligned teaching and EIT OLO coverage

- 1.1 Are any other than the compulsory EIT OLOs (1 and 2) reported as covered and in that case specified sufficiently in the module?

Assessment field 1.1 Aligned teaching and EIT OLO coverage

- 1.1.1 (EIT OLO 1): Is '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' specified sufficiently by the ILOs of the academic module?
- 1.1.2 (EIT OLO 2): Is 'the ability to transform innovations into feasible business solutions' specified sufficiently by the ILOs of the academic module?
- 1.1.3 Not compulsory (EIT OLO 3): Is 'the ability to think beyond boundaries and systematically explore and generate new ideas' specified sufficiently by the ILOs of the academic module?
- 1.1.4 Not compulsory (EIT OLO 4): Is 'the ability to use knowledge, ideas or technologies to create new or significantly improved products, services, processes, policies, new business models or jobs' specified sufficiently by the ILOs of the academic module?
- 1.1.5 Not compulsory: (EIT OLO 5): Is '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' specified sufficiently by the ILOs of the academic module?
- 1.1.6 Not compulsory: (EIT OLO 6): Is 'the ability to transform practical experiences into research problems and challenges' specified sufficiently by the ILOs of the academic module?
- 1.1.7 Not compulsory: (EIT OLO 7): Is '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' specified sufficiently by the ILOs of the academic module?

- 1.1.8 n/a

Assessment field 1.2 General quality of intended learning outcomes

- 1.2.1 Are the intended learning outcomes assessable, that is, with clear descriptions of skills and competencies rather than just content knowledge?
- 1.2.2 Are the intended learning outcomes at the right academic level?

Assessment field 1.3 Fit-for-purpose assessment

- 1.3.1 Are the assessment tasks given to the students fit for purpose in relation to content?
- 1.3.2 Are the assessment tasks given to the students fit for purpose in relation to form (i.e. content-, competence-, or impact-based depending on the ILO)?

Assessment field 1.4 Availability and format of grading system and assessment criteria (grade descriptors)

- 1.4.1 Are rules and regulations for assessing and grading available to students in advance?
- 1.4.2 Are EIT OLO appropriate assessment criteria (grade descriptors) used when assessing and grading student work?

Assessment field 1.5 Activating and appropriate learning methods

- 1.5.1 Are teaching and learning methods designed to activate the students?
- 1.5.2 Are teaching and learning methods appropriate for reaching the intended learning outcomes?

Examples of material to be provided and used for the review

- 1.1 and 1.2 The official module description
- 1.1 and 1.2 The coverage table provided for template 0, where module ILOs are mapped against any of the other 7 EIT OLOs than 1 and 2, if this is applicable
- 1.4.1 Official documents describing rules and regulations for assessment and grading
- 1.4.2 Document with specified EIT assessment criteria (grade descriptors; see Annex 2 'Examples for EIT assessment criteria (grade descriptors) for assessing student work' for example) used for this module
- 1.5.1 Detailed descriptions on teaching and learning methods
- Any other documents that you find give evidence of the assessment fields of the indicator
- An Annex where all the attached supporting documents for this quality indicator are listed for easy access for the reviewers

Please choose only enough material for reviewers to make a sound evaluation.

Instruction for reviewers

- Grade each assessment field on a four-grade scale in the table above.
- As guidelines for your evaluation use the 'EIT overarching learning outcomes' and Annex 2 'Examples for EIT assessment criteria (grade descriptors) for assessing student work' in addition to explanations of terms and concepts in this document.

Please avoid giving information about anything else than the assessment fields that are listed.

Template AM2 – EIT Learning environment and facilities

The assessment fields for Quality indicator 2 are:

No.	Assessment Field	Points*
2.1	Robust entrepreneurship education	
2.2	Highly integrated, appropriate 'learning-by-doing' curricula	
2.3	Mobility, European dimension and openness to the world	
Total:		

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria
2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present
3 Good = Answers to the main part of the criteria are 'YES'
4 Excellent = All 'YES' answers

Assessment field 2.1 Robust entrepreneurship education

- 2.1.1 Are students actively offered the KICs or a university-based innovation ecosystem, including technical, financial and human services and means (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 sufficiently involved in curriculum development?
- 2.1.3 Are non-academic partners sufficiently involved in teaching activities?
- 2.1.4 If the academic module involves the MSc thesis, do all students receive joint academic/non- academic supervision in their theses work?
- 2.1.5 Does the academic module promote students' non-academic professional networks sufficiently?
- 2.1.6 n/a

Assessment field 2.2 Highly integrated, appropriate 'learning-by-doing' curricula

- 2.2.1 Does the academic module provide sufficient opportunities for on-the-job learning, exposing students to the reality of professional life outside university?
- 2.2.2 Does the academic module go beyond the borders of science and technology and also address broad societal and global challenges?
- 2.2.3 Does the academic module have a trans-disciplinary approach?

Assessment field 2.3 Mobility, European dimension, and openness to the world

- 2.3.1 If the academic module entails mobility, is the international mobility organised so that it sufficiently supports students achieving the intended learning outcomes of the academic module?

- 2.3.2 If the academic module entails mobility, is the academic and non-academic mobility organised so that it sufficiently supports students achieving the intended learning outcomes of the academic module?
- 2.3.3 Does the academic module have a well-balanced recruitment of European vs. non-European students?

Examples of material to be provided and used for the review

The supporting documents that need to be provided for this Quality indicator can vary. Apart from the module description, they may consist of websites, partner agreements etc.

Please choose only enough material for reviewers to make a sound evaluation.

Instruction for reviewers

Grade each assessment field on a four-grade scale in the table above.

Please avoid giving information about anything else than the assessment fields that are listed.

Template AM3 – The results

The assessment fields for Quality indicator 3 are:

No.	Assessment Field	Points*
3.1	Students' entrepreneurship competencies	
3.2	Achieved learning outcomes	
3.3	Retention rates	
3.4	R&D activities projects on KIC educational activities	
Total:		

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria
2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present
3 Good = Answers to the main part of the criteria are 'YES'
4 Excellent = All 'YES' answers

Assessment field 3.1 Students' entrepreneurship competencies

- 3.1.1 Does the academic module foster entrepreneurship competencies?

Assessment field 3.2 Achieved learning outcomes

- 3.2.1 Does the sample from the self-evaluation demonstrate that students have achieved the EIT OLOs included in the academic module?

Assessment field 3.3 Retention rates

- 3.3.1 Does the academic module have a 90% or higher retention rate?
- 3.3.2 Does the academic module provide a satisfactory analysis in the case of retention rates lower than 90%?

Assessment field 3.4 R&D activities projects on KIC educational activities

- 3.4.1 Have there been any R&D activities related to the academic module?
- 3.4.2 If yes on 3.4.1, have these led to new knowledge about what developments in the academic module are needed, 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 academic module?

Examples of material to be provided and used for the review

- 3.2 A selection of student work (e.g., assessment tasks, reports etc.) either as hard copies or other type of access. This selection should:

- Cover 30% of the students per student cohort
- Give examples of what is considered lowest, medium and highest quality
- Please note that group works also are fully acceptable

— 3.3 Retention rates together with a short analysis of student retention.

Please choose only enough material for reviewers to make a sound evaluation.

Instruction for reviewers

Grade each assessment field on a four-grade scale in the table above.

For reviewing 3.2 Achieved learning outcomes: please note that all student products have already been assessed according to each university's rules and criteria and hence should not be assessed again here, the review focus is primarily on KIC added value.

Please avoid giving information about anything else than the assessment fields that are listed.

Template AM4 – Stakeholder Experiences

The assessment fields for Quality indicator 4 are:

No.	Assessment Field	Points*
4.1	Student experiences	
4.2	Alumni experiences	
4.3	Other stakeholder experiences	
Total:		

* 1 Does not meet the minimum criteria = Mainly 'NO' answers to the main part of criteria
2 Meets the minimum criteria but still needs improvement = the criteria are partially met, some 'NO' answers are present
3 Good = Answers to the main part of the criteria are 'YES'
4 Excellent = All 'YES' answers

Assessment field 4.1 Student experiences

- 4.1.1 Are students given the opportunity to express their views of the academic module 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, a clear connection with non-academic contexts etc.?
- 4.1.3 Are the results presented of these surveys, focus groups etc. satisfactory?

Assessment field 4.2 Alumni experiences

- 4.2.1 Are alumni given the opportunity to express their views of the academic module in the form of surveys, focus groups etc.?
- 4.2.2 Are questions included about positive career changes related to taking the academic course (advancements, job changes etc.)?
- 4.2.3 Are the results presented of these surveys, focus groups etc. satisfactory?

Assessment field 4.3 Other stakeholder experiences

- 4.3.1 Are other stakeholders (labour market, policy makers,…) given the opportunity to express their views of the academic module on a regular basis in the form of surveys, focus groups etc.?
- 4.3.2 Are the results presented of these surveys, focus groups etc. satisfactory?

Examples of material to be provided and used for the review

- Describe the methods (surveys, focus groups etc.) you use for gathering experiences and opinions from students, alumni and other stakeholders. (Other stakeholders can be employers, non-academic partners, innovation and/or entrepreneurship support actors, etc.)
- Present in annexes the last results of these inquiries for the three groups.

Please avoid giving information about anything else than the assessment fields that are listed.

Instruction for reviewers

Grade each assessment field on a four-grade scale in the table above.

Please avoid giving information about anything else than the assessment fields that are listed.

Annex 5 Overview of the EIT overarching learning outcomes for EIT-labelled masters and doctoral programmes

Master	*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 6 Overview of the assessment fields for EIT-labelled integrated and non-integrated masters and doctoral programmes

Sub-assessment field (#)	Integrated master's programme sub-assessment field (title)	Non-integrated master's programme sub-assessment field (title)	Doctoral sub-assessment field (title)
Indicator 0 compulsory requirements			
0.1 University and non-academic partner curriculum collaboration			
0.1.1	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 add-on module?	Are at least 2 partner universities engaged in the implementation of the programme?
0.1.2	Are at least 2 non-academic partners actively engaged in the development of the curriculum?	Are at least 2 non-academic partners actively engaged in the development of the curriculum of the add-on module?	Are at least 2 non-academic partners actively engaged in the development of the curriculum?
0.1.3	Are at least 2 non-academic partners actively engaged in teaching activities?	Are at least 2 non-academic partners actively engaged in teaching activities of the add-on module?	Are at least 2 non-academic partners actively engaged in teaching activities?
0.1.4	Do all students receive both academic and non-academic support for their mandatory thesis?	Do all students receive both academic and non-academic support for their mandatory thesis of the coupling mechanisms?	Do doctoral candidates receive both academic and non-academic support for their mandatory thesis?
0.2 ECTS and recognition			
0.2.1	Does the programme cover at least 90 ECTS including EIT KIC Added Value?	Does the host programme cover at least 90 ECTS and does the add-on module cover at least 30 ECTS?	Does the length of the programme comply with Salzburg II Recommendations (three to four years' full time equivalent) for Doctoral Programmes, including KIC added value?

Sub-assessment field (#)	Integrated master's programme sub-assessment field (title)	Non-integrated master's programme sub-assessment field (title)	Doctoral sub-assessment field (title)
0.2.2	Is a Diploma Supplement provided to each student?	Is a Diploma Supplement for the host programme provided to each student?	Is a Diploma Supplement for the programme provided to each doctoral candidate?
0.2.3	Is the degree recognised in all the countries of the awarding universities?	Is the degree of the host programme recognised in all the awarding countries?	Is the degree of the programme recognised in the countries of the awarding universities?
0.3 Application, selection and admission			
0.3.1	Are special criteria for the assessment of the students' entrepreneurial potential used for selection purpose?	Are special criteria for the assessment of the students' entrepreneurial potential used for selection purpose of the add-on module?	Are special criteria for the assessment of the doctoral candidates' entrepreneurial potential used for selection purpose?
0.3.2	Do the universities delivering the programme conduct the application, selection and admission of students jointly?	Do the universities delivering the host programme and the add-on module conduct the application, selection and admission of students jointly?	Do the universities delivering the programme conduct the application, selection and admission of doctoral candidates jointly?
0.3.3	Is there a student tracking system?	Is there a student tracking system for the host programme, the add-on module and the coupling mechanisms?	Is there a doctoral candidates tracking system?
0.3.4	n/a	Are students enrolled to the add-on module via a regular university system?	n/a
0.3.5	Is there a KIC alumni organisation planned for the new programme (applicable for labelling)?	Is there a KIC alumni organisation planned for the add-on module and the coupling mechanisms (applicable for labelling reviews)?	Is there a KIC alumni organisation planned for the new programme (applicable for labelling)?

Sub-assessment field (#)	Integrated master's programme sub-assessment field (title)	Non-integrated master's programme sub-assessment field (title)	Doctoral sub-assessment field (title)
0.3.6	Is there a KIC alumni organisation for graduates from the programme (applicable for reviews)?	Is there a KIC alumni organisation for graduates from the add-on module and the coupling mechanisms (applicable for reviews)?	Is there a KIC alumni organisation for graduates from the programme (applicable for reviews)?
0.4 EIT, KIC and academic context			
0.4.1	Is the programme fully taught in English?	Is the add-on module fully taught in English?	Is the programme fully taught in English?
0.4.2	Is 'EIT' included in relation to the programme?	Is 'EIT' included in relation to the add-on module and the coupling mechanisms?	Is 'EIT' included in relation to the programme?
0.4.3	Is the EIT logo on the degree certificate, and/or on the DS, or will a separate certificate be provided?	Is the EIT logo on the degree certificate, and/or on the DS of the add-on module and the coupling mechanisms, or will a separate certificate be provided?	Is the EIT logo on the degree certificate or will a separate certificate be provided?
0.4.4	n/a	Is this add-on module part of a KIC university's regular study offerings of 2nd or 3rd cycle levels?	n/a
0.4.5	n/a	n/a	n/a
0.4.6	n/a	Does the host programme cover the EIT OLO 1 or OLO 2?	n/a
0.4.7	Are the results of summative programme assessments produced by the students (such as reports, etc.) stored for later EIT review purposes?	Are the results of summative add-on module and coupling mechanisms assessments produced by the students (such as reports, etc.) stored for later EIT follow up review purposes?	Are the results of summative programme assessments produced by the doctoral candidates (such as reports, etc.) stored for later EIT follow up review purposes?
0.5 Mobility			

0.5.1	Does the mobility have a workload equivalent of 30 ECTS or more?	Does the mobility of the coupling programme have a workload of an equivalent of 30 ECTS or more?	Does the mobility have a workload equivalent of 30 ECTS or more?
0.5.2	Does the international and the cross-organisational mobility each have a workload equivalent of at least 15 ECTS?	Is the mobility of the coupling programme composed of at least an equivalent of 15 ECTS for both international and for cross-organisational mobility?	Is the mobility composed of at least an equivalent of 15 ECTS for both international and for cross-organisational mobility?
0.6 Coupling mechanisms between the original degree awarding master programme and the EIT Academic Module leading to the non-integrated EIT labelled programme			
0.6.1	n/a	Is there a joint planning/governance between the original degree awarding master programmes and the EIT Academic Module leading to the non-integrated EIT labelled programme?	n/a
0.6.2	n/a	Does the host programme master thesis fulfil at least EIT OLOs 1 and 2?	n/a

Sub-assessment field (#)	Integrated and non-integrated master's programme sub-assessment field (title)	Doctoral sub-assessment field (title)
Indicator 1 aligned teaching and EIT OLO coverage		
1.1 EIT overarching learning outcome coverage		
1.1.1	EIT OLO 1: Is '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' specified sufficiently by the ILOs of the programme (host programme, the add-on I&E module and the coupling mechanisms)?	Does the doctoral work plan template sufficiently cover and address how the candidate will develop 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 their professional activities, moving towards a sustainable society'.
1.1.2	EIT OLO 2: Is 'the ability to transform innovations into feasible business solutions' specified sufficiently by the ILOs of the programme (host programme, the add-on I&E module and the coupling mechanisms)?	Does the doctoral work plan template sufficiently cover and address how the candidate will develop EIT OLO 2: 'the ability to translate innovations into feasible business solutions and to lead and support others in this process'.
1.1.3	EIT OLO 3: Is 'the ability to think beyond boundaries and systematically explore and generate new ideas' specified sufficiently by the ILOs of the programme (coupling mechanisms)?	Does the doctoral work plan template sufficiently cover and address how the candidate will develop EIT OLO 3: '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.'
1.1.4	EIT OLO 4: Is 'the ability to use knowledge, ideas or technologies to create new or significantly improved products, services, processes, policies, new business models or jobs' specified sufficiently by the ILOs of the programme (coupling mechanisms)?	Does the doctoral work plan template sufficiently cover and address how the candidate will develop EIT OLO 4: '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.'

Sub-assessment field (#)	Integrated and non-integrated master's programme sub-assessment field (title)	Doctoral sub-assessment field (title)
1.1.5	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' specified sufficiently by the ILOs of the programme (coupling mechanisms)?	Does the doctoral work plan template sufficiently cover and address how the candidate will develop EIT OLO 5: '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.'
1.1.6	EIT OLO 6: Is 'the ability to transform practical experiences into research problems and challenges' specified sufficiently by the ILOs of the programme (coupling mechanisms)?	Does the doctoral work plan template sufficiently cover and address how the candidate will develop EIT OLO 6: 'The ability to autonomously and systematically transform practical experiences into research problems and challenges and to lead and support others in this process.'
1.1.7	EIT OLO 7: Is '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' specified sufficiently by the ILOs of the programme (coupling mechanisms)?	Does the doctoral work plan template sufficiently cover and address how the candidate will develop 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.'
1.1.8	Do a sufficient number of courses of the programme (host programme, the add-on I&E module and the coupling mechanisms) deal with relevant content for the thematic field of the KIC?	Does the PhD thesis deal with relevant content for the thematic field for the KIC?
1.2 General quality of intended learning outcomes		
1.2.1	Are the intended learning outcomes of the programme (host programme, the add-on I&E module and the coupling mechanisms) assessable, that is, with clear descriptions of skills and competencies rather than just content knowledge?	n/a
1.2.2	Are the intended learning outcomes of the programme (host programme, the add-on I&E module and the coupling mechanisms) at the right academic level?	n/a

Sub-assessment field (#)	Integrated and non-integrated master's programme sub-assessment field (title)	Doctoral sub-assessment field (title)
1.3 Fit for purpose assessment		
1.3.1	Are the assessment tasks of the programme (host programme, the add-on I&E module and the coupling mechanisms) given to the students fit for purpose in relation to content?	n/a
1.3.2	Are the assessment tasks of the programme (host programme, the add-on I&E module and the coupling mechanisms) given to the students fit for purpose in relation to form (i.e. content-, competence-, or impact-based, depending on the ILO)?	n/a
1.4 Availability and format of grading system and assessment criteria (grade descriptors)		
1.4.1	Are rules and regulations for assessing and grading of the programme (host programme, the add-on I&E module and the coupling mechanisms) available to students in advance?	n/a
1.4.2	Are assessment criteria (grade descriptors) used when assessing and grading student work from the programme (host programme, the add-on I&E module and the coupling mechanisms)?	n/a
1.5 Activating and appropriate learning methods		
1.5.1	Are teaching and learning methods of the programme (host programme, the add-on I&E module and the coupling mechanisms) designed to activate the students?	n/a
1.5.2	Are teaching and learning methods of the programme (host programme, the add-on I&E module and the coupling mechanisms) appropriate for achieving the intended learning outcomes?	n/a

Sub-assessment field (#)	Integrated and non-integrated master's programme sub-assessment field (title)	Doctoral sub-assessment field (title)
Indicator 2 EIT learning environment and facilities		
2.1 Robust entrepreneurship education		
2.1.1	Are students of the programme (add-on I&E module and coupling mechanisms) actively offered the KICs or a university-based innovation ecosystem, including technical, financial and human services and means (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 doctoral candidates actively offered the KICs or a university-based innovation ecosystem, including technical, financial and human services and means (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 sufficiently involved in the curriculum development of the programme (add-on I&E module and coupling mechanisms)?	Are non-academic partners sufficiently involved in the curriculum development?
2.1.3	Are non-academic partners sufficiently involved in the teaching activities of the programme (add-on I&E module and coupling mechanisms)?	Are non-academic partners sufficiently involved in the teaching activities?
2.1.4	Do all students of the programme (coupling mechanisms) receive joint academic/non-academic supervision in their theses work?	Do doctoral candidates receive joint academic/non-academic mentoring and supervision in their theses work?
2.1.5	Does the programme (add-on I&E module and coupling mechanisms) promote students' non-academic professional networks sufficiently?	Does the programme promote the doctoral candidates' non-academic networks sufficiently?
2.1.6	n/a	Are doctoral candidates offered leadership training focused on the Knowledge Triangle for value creation?

Sub-assessment field (#)	Integrated and non-integrated master's programme sub-assessment field (title)	Doctoral sub-assessment field (title)
2.2 Highly integrated, appropriate 'learning-by-doing' curricula		
2.2.1	Does the programme (add-on I&E module and coupling mechanisms) provide sufficient opportunities for on-the-job learning, exposing students to the reality of professional life outside university?	Are doctoral candidates provided with sufficient opportunities for on-the-job learning, exposing them to the reality of professional life outside university?
2.2.2	Does the programme (add-on I&E module and coupling mechanisms) bring together science/technology with broad societal and global challenges?	Has the programme adopted a strong trans-disciplinary approach to address broad societal challenges and link up with new business and innovation processes?
2.2.3	Does the programme (coupling mechanisms) have a trans-disciplinary approach?	Are doctoral candidates performing an internship outside university of minimum of an equivalent of 30 ECTS?
2.3 Mobility, European dimension and openness to the world		
2.3.1	Is the international mobility organised so that it sufficiently supports students achieving the intended learning outcomes of the programme (coupling mechanisms)?	Is the international mobility organised so that it sufficiently supports the doctoral candidates achieving the intended learning outcomes of the studies?
2.3.2	Is the academic and non-academic mobility organised so that it sufficiently supports students achieving the intended learning outcomes of the programme (add-on I&E module and coupling mechanisms)?	Is the academic and non-academic mobility organised so that it sufficiently supports doctoral candidates achieving the intended learning outcomes of the studies?
2.3.3	Does the programme (add-on I&E module and coupling mechanisms) have a well-balanced recruitment of European vs. non-European students?	Does the programme have a well-balanced recruitment of European vs. non-European doctoral candidates?

Sub-assessment field (#)	Integrated and non-integrated master's programme sub-assessment field (title)	Doctoral sub-assessment field (title)
Indicator 3 Results		
3.1 Students' entrepreneurship competencies		
3.1.1	Does the programme (add-on I&E module) foster entrepreneurship competencies?	Does the programme foster entrepreneurship competencies?
3.2 Achieved learning outcomes		
3.2.1	Does the sample from the programme (coupling mechanisms) self-evaluation demonstrate that the students have achieved all EIT OLOs?	Does the sample from the programme self-evaluation demonstrate that the doctoral candidates have achieved all EIT OLOs?
3.3 Retention rates		
3.3.1	Does the programme (add-on I&E module) have a 90% or higher retention rate?	Does the programme have a 90% or higher retention rate?
3.3.2	Does the programme (add-on I&E module) 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 on KIC educational activities		
3.4.1	Have there been any R&D activities related to the programme (respectively add-on I&E module and coupling mechanisms)?	Have there been any R&D activities related to the programme?

Sub-assessment field (#)	Integrated and non-integrated master's programme sub-assessment field (title)	Doctoral sub-assessment field (title)
3.4.2	If yes on 3.4.1, have these led to new knowledge about what developments in the programme (respectively add-on I&E module and coupling mechanisms) are needed, 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, alternatively of 'what works'?
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 programme (add- on I&E module and coupling mechanisms)?	If yes on 3.4.1, have these decisions led to knowledge-based decisions on what to keep or what to change in the programme?
Indicator 4 Stakeholder experience		
4.1 Student experience		
4.1.1	Are students given the opportunity to express their views of the full programme (host programme, add-on I&E module and coupling mechanisms) on a regular basis in the form of surveys, focus groups, etc.?	Does the programme give doctoral candidates 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 (regarding the add-on I&E module and coupling mechanisms) included that are directly focused on the EIT profile; EIT OLOs, learning by doing, clear connections with non-academic contexts, etc.?	Are questions included that are directly focused on the EIT profile; EIT OLOs, learning by doing, clear connection with non-academic contexts, etc.?
4.1.3	Are the results presented of these surveys, focus groups etc. satisfactory?	Are the results from these surveys, focus groups etc. satisfactory?
4.2 Alumni experience		
4.2.1	Are alumni given the opportunity to express their views of the full programme (add-on I&E module and coupling mechanisms) on a regular basis in the form of surveys, focus groups, etc.?	Does the programme give alumni the opportunity to express their views of the programme on a regular basis in the form of surveys, focus groups, etc.?

Sub-assessment field (#)	Integrated and non-integrated master's programme sub-assessment field (title)	Doctoral sub-assessment field (title)
4.2.2	Are questions included about positive career changes (advancements, job changes, etc.) related to graduating from the full programme (add-on I&E module and coupling mechanisms)?	Are questions included about positive career changes related to graduating from the programme (advancements, job changes, etc.)?
4.2.3	Are the results presented of these surveys, focus groups, etc., satisfactory?	Are the results presented of these surveys, focus groups, etc., satisfactory?
4.3 Other stakeholder experience		
4.3.1	Are other stakeholders (labour market, policy makers, etc.) given the opportunity to express their views of the programme (add-on I&E module and coupling mechanisms) on a regular basis in the form of surveys, focus groups, etc.?	Are other stakeholders (labour market, policy makers, etc.) given the opportunity to express their views of the programme on a regular basis in the form of surveys, focus groups, etc.?
4.3.2	Are the results presented of these surveys, focus groups, etc., satisfactory?	Are the results presented of these surveys, focus groups, etc., satisfactory?

Annex 7 Overview of the evaluation objects within the EIT labelling system

Not included in EIT labelling system[4]				Included in the EIT labelling system		
Evaluation objects:	KIC Nuggets[5]	KIC Courses[6]	KIC Modules[7]	EIT-labelled non-integrated master programmes	EIT-labelled integrated master's programme	EIT-labelled doctoral programme
Length	'small'	No less than 3 ECTS	No less than 30 ECTS	2nd cycle (minimum 90 ECTS and 30 ECTS I&E add- on module and coupling mechanisms to ensure EIT added value)	2nd cycle (minimum 90 ECTS)	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	All M-Templates (M0 for non-integrated programmes)	All M-Templates (M0 for integrated programmes)	All D-Templates
Student/Learner recognition	None	KIC course certificate	KIC module certificate	1: University degree 2: EIT Label Non-integrated Master Programme certificate. 3: Diploma Supplement	1: University degree 2: EIT Label Integrated Master Programme certificate 3: Diploma Supplement	1: University degree 2: EIT Label Doctoral Programme certificate

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

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

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

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

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