

## Template Q<sub>i</sub>2 for EIT Label – Qualitative requirements for EIT Fellowships

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

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

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

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

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

### How to use this template

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

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

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

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

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

### Qualitative requirements:

**Q<sub>i</sub>2.1 EIT OLO COVERAGE:** The EIT Fellowship scheme enables participants to achieve all EIT Overarching Learning Outcomes. Innovative pedagogies including active teaching and learning methods are implemented to enable the achievement of intended learning outcomes.

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

Examples of supporting evidence:

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

**Qj2.2 ASSESSMENT AND GRADING:** The intended learning outcomes are transparent and assessable. The learner assessment is fit for purpose irrespective of the mode of delivery and allows feedback from learners. Appropriate grading is used.

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

Examples of supporting evidence:

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

**Qj2.3 KNOWLEDGE TRIANGLE INTEGRATION:** The Fellowship is based on bridging the academic and the non-academic world, and co-creation and collaboration which brings together HEIs and business and other non-academic partners whether public or third sector and civic society.

- *Q2.3.1 Are industrial and non-academic partners involved in the Fellowship development?*
- *Q2.3.2 Are industrial and non-academic partners involved in teaching and learning activities?*
- *Q2.3.3 Are mechanisms in place to ensure that all participants have access to joint academic supervision and non-academic mentoring if they embark on a thesis work?*
- *Q2.3.4 Does the Fellowship actively promote learner's non-academic professional networks?*

Examples of supporting evidence:

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

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

- *Q2.4.1 Are learners exposed to the KIC's or HEI-based innovation and entrepreneurship ecosystem, including technical, financial and human services (incubators, mentoring and coaching, seed funding etc.) in order to develop their entrepreneurial skills and competencies and to test out the commercial potential and viability of their ideas/learning/research outcomes?*
- *Q2.4.2 Does the Fellowship adopt inter-/transdisciplinary approaches and bring together science/technology/knowledge in order to address broad societal and global challenges and/or link up with new business and innovation processes?*

Examples of supporting evidence:

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

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

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

Examples of supporting evidence:

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

**Qj2.6 INTERNATIONAL ENGAGEMENT AND MOBILITY EXPERIENCE:** International exposure and mobility whether in physical, virtual or blended modes supports the achievements of OLOs.

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

Examples of supporting evidence:

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

**Qj2.7 INTER-SECTORAL EXPERIENCE AND CROSS-ORGANISATIONAL EXPOSURE/MOBILITY:** The Fellowship includes inter-sectoral experience or organisational mobility in non-academic organisations (business and industry, public sector, government, regulators, third sector, start-ups).

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

Examples of supporting evidence:

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

**Qj2.8 GEOGRAPHIC INCLUSION:** Geographic inclusion, the European dimension and openness to the world are embedded in the recruitment, Fellowship content and partner selection. Special efforts are made to enhance the participation from the countries eligible to take part in the EIT Regional Innovation Scheme (RIS).

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

Examples of supporting evidence:

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

**Qj2.9 INCLUSION, DIVERSITY AND GENDER MAINSTREAMING:** Recruitment and enrolment policies, alternative pathways and recognition of prior learning are promoted to improve social inclusion and diversity. Investments in the student support enable equal access and success.

- *Q2.9.1 Are appropriate strategies and policies in place to enhance inclusion, diversity and non-discrimination?*

- *Q2.9.2 Are appropriate strategies and policies in place to enhance gender equality and mainstreaming in line with the EIT policies?*

Examples of supporting evidence:

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