Template Qi2 for EIT Label – Qualitative requirements

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

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

Quality requirements set the ambitions for the EIT non-degree education and training portfolio, but good performance on one quality requirement compensates for a more modest performance on another.

The EIT OLOs and the key principles are part of the requirements for labelling, and they need to be integrated into the design and implementation of non-degree programmes irrespective whether the delivery organisations are KIC knowledge partners or third-party actors. The KICs are therefore requested to detail what systems, mechanisms and procedures they have in place (or under planning) to ensure that learners/participants in non-degree education and training can achieve these OLOs, and that the programmes and courses can meet the key principles.

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

How to use this template

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

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

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

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

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

The KIC has procedures in place to ensure that

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

Examples of supporting evidence:

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

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

The KIC has procedures in place to ensure that

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

Examples of supporting evidence:

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

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

The KIC has procedures in place to ensure that

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

Examples of supporting evidence:

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

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

The KIC has procedures in place to ensure that

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

Examples of supporting evidence:

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

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

The KIC has procedures in place to ensure that

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

Examples of supporting evidence:

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

Qi2.6 EIT OLO COVERAGE: The non-degree education and training enables participants to achieve EIT Overarching Learning Outcomes. Innovative and active teaching and learning methods are implemented to enable the achievement of intended learning outcomes.

The KIC has procedures in place to ensure that

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

Examples of supporting evidence:

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

Qi2.7   ASSESSMENT AND CERTIFICATION: The intended learning outcomes are transparent and assessable. The assessment is fit for purpose irrespective of the mode of delivery and allows feedback from learners.

The KIC has procedures in place to ensure that

- *Q2.7.1   assessment is fit for purpose regarding the content and mode of learning, competencies and the EIT OLOs, allowing feedback from participants*
- *Q27.2   certification arrangements enable fit-for-purpose assessment and are appropriately organised (where relevant)*

Examples of supporting evidence:

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

Qi2.8 KNOWLEDGE TRIANGLE INTEGRATION: Non-degree education and training is based on bridging the education and the non-education world, and co-creation and collaboration.

The KIC has procedures in place to ensure that

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

Examples of supporting evidence:

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

Qi2.9   INNOVATION AND ENTREPRENEURSHIP EDUCATION AND TRAINING: Non-degree education and training develops an entrepreneurial mindset and capacity for innovation.

The KIC has procedures in place to ensure that

- *Q2.9.1   learners/participants are exposed to innovation and entrepreneurship: ecosystem.*
- *Q.2.9.2 the non-degree education and training brings together science/technology/knowledge in order to address broad societal and global challenges and/or link up with new business and innovation processes.*

Examples of supporting evidence:

— Letter of endorsement from education and non-education partners

Qi2. 10 HIGHLY INTEGRATED, INNOVATIVE "LEARNING-BY-DOING" CURRICULA: Non-degree education and training utilises hands-on approaches where learners interact with their environment in order to adapt and learn.

The KIC has procedures in place to ensure that

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

Examples of supporting evidence:

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

Qi2.11   INTERNATIONAL ENGAGEMENT/EXPOSURE: International exposure supports the achievements of OLOs.

The KIC has procedures in place to ensure that

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

Examples of supporting evidence:

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

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

The KIC has procedures in place to ensure that

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

Examples of supporting evidence:

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

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

The KIC has procedures in place to ensure

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

Examples of supporting evidence:

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

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

The KIC has procedures in place to enhance

- *Q2.14.1 inclusion, diversity and non-discrimination, including targets and monitoring mechanisms.*
- *Q2.14.2 gender equality and mainstreaming in line with the EIT policies, including targets and monitoring mechanisms.*

Examples of supporting evidence:

— Description of marketing and recruitment plans and policies, and strategies, policies and actions plans to support inclusion, diversity, non-discrimination and gender equality
— Data on inclusion, diversity, non-discrimination and gender equality