



European Institute of  
Innovation & Technology

The EIT is a body of the European Union



# EIT: Making innovation happen!

## The EIT Label assessment 2020

### Online info session



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# Agenda

- A) Introduction to the concept and value of the EIT Label
- B) Assessment process and relevant operational modalities
- C) EIT Label Handbook and the templates for the applicants
- D) Questions and answers / clarifications



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# A) Introduction to the concept and value of the EIT Label

# European Institute of Innovation and Technology

**Our vision is to become the leading European initiative that empowers innovators and entrepreneurs to develop world-class solutions to societal challenges, and create growth and skilled jobs.**

- 1<sup>st</sup> EU initiative bringing together the three sides of the Knowledge Triangle: business (large corporates & SMEs), education institutions, research centres.
- Aim to increase the co-operation and integration between higher education, business and research to facilitate the transition from:



student to  
entrepreneur

idea to product

lab to customer

# EIT – an integral part of

## HORIZON 2020



The EIT contributes to H2020 by addressing societal challenges via the integration of the knowledge triangle



H2020 has a budget of approx. € 75 billion for 2014 to 2020, out of which the EIT has been allocated € 2.4 billion

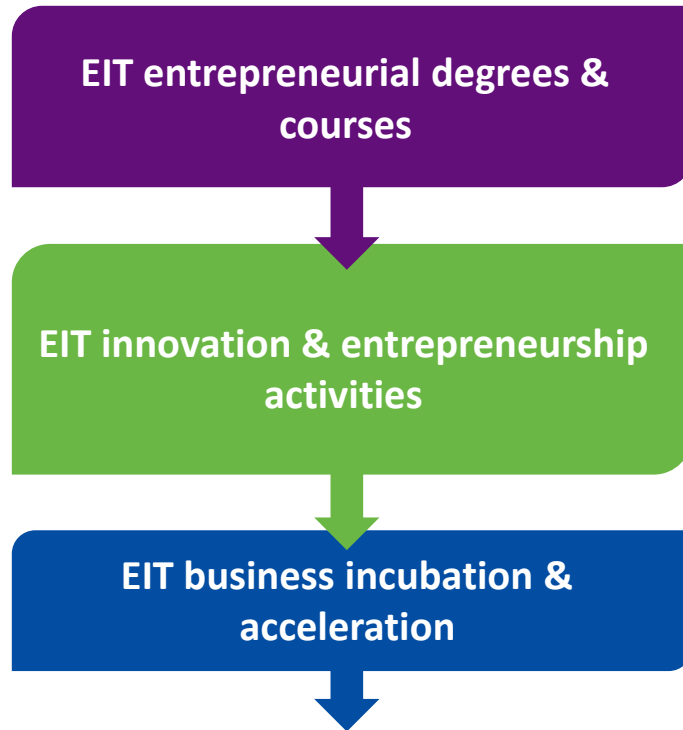


The EIT will further nurture synergies and complementarities across H2020 and its different initiatives

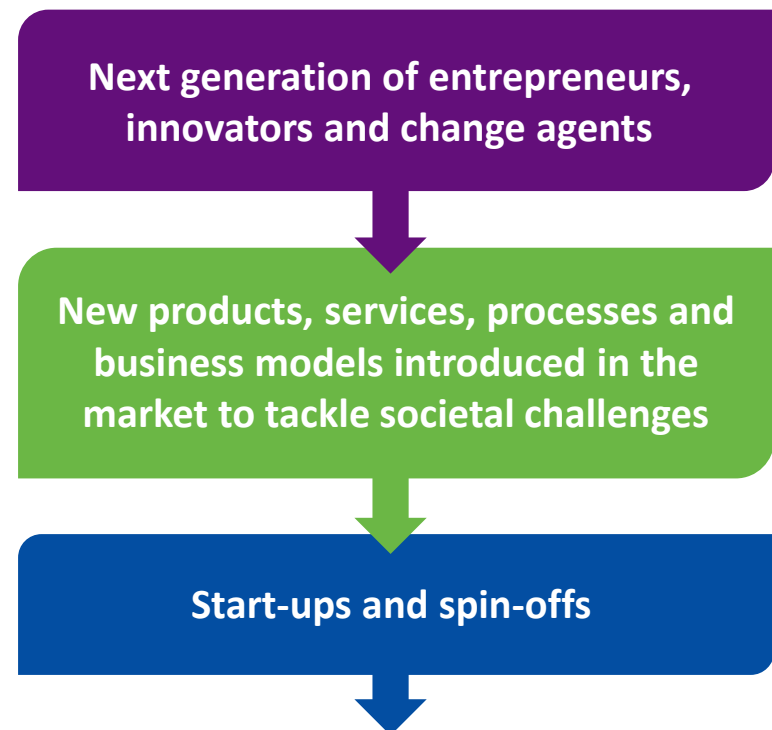


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# Boosting innovation and entrepreneurship in Europe

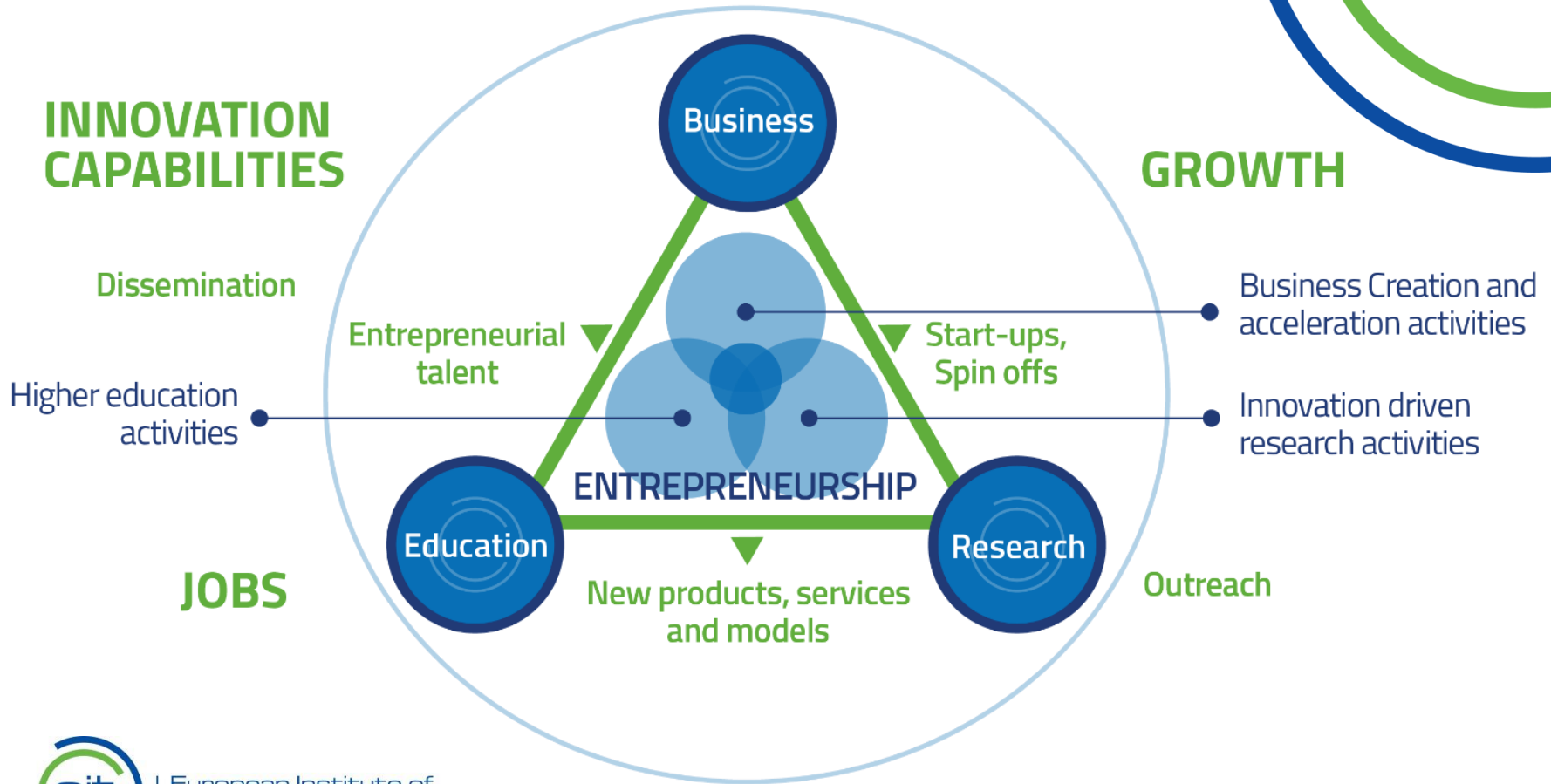


**Growth and jobs for Europe**



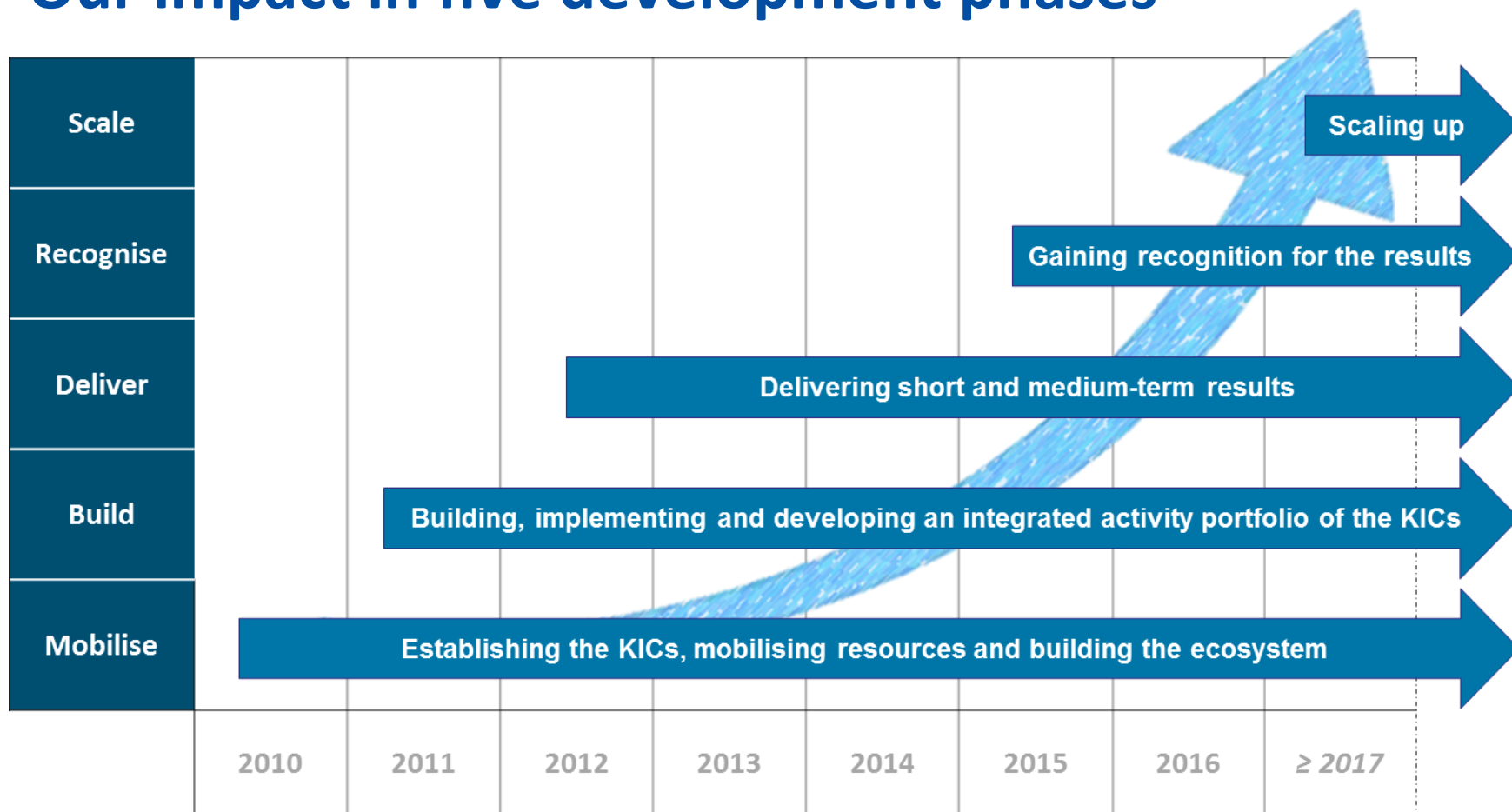
**EIT making innovation happen!**

# The EIT innovation model



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# Our impact in five development phases





Our vision is to become the leading European initiative that empowers innovators and entrepreneurs to develop world-class solutions to societal challenges, and create growth and skilled jobs.



ECONIC



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# The EIT's educational vision and mission

## Vision

To power entrepreneurs and innovators in Europe.

## Mission

To deliver a unique brand of excellent education that is responsive to both business and societal demands, focused on innovation, entrepreneurship and creativity distinguished by an EIT label.

# EIT Label – flagship education initiative

- The EIT Label is a **quality seal** awarded to excellent master and doctoral programmes with strong focus on innovation and entrepreneurial education.
- EIT educational programmes are **carried out by universities & their faculties** aligned with the EIT specific learning outcomes and other quality criteria required for the EIT Label.
- A student graduating 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) is awarded an **EIT Label certificate**.

# EIT labelled programmes at Master and Doctoral levels

- The EIT and its KICs have jointly devised the **‘EIT Label Framework’** that defines the processes and mechanisms for labelling and follow-up (renew) of EIT programmes and modules at the Master and Doctoral levels.
- For operational purposes a complementary document, the detailed **‘Handbook for planning, developing, awarding the EIT Label, and follow-up the reviewing of EIT labelled Master and Doctoral programmes’** lays down in details for the EIT Label Framework implementation process.
- **‘The Handbook’** includes the description of the EIT-QALE model and has been recently been updated and revised.

# EIT Label Master and Doctoral programmes

EIT-Labelled degrees and diplomas are based on the **integration of the three sides of the knowledge triangle: education, research and business.**

## 5 quality criteria

- The EIT **Overarching Learning Outcomes** (EIT OLOs)
- Robust **entrepreneurship** education
- Highly integrated, **innovative** 'learning-by-doing' curricula
- **Mobility**, European dimension and openness to the world
- **Outreach** strategy and access policy

- **Creativity** skills and competences
- **Innovation** skills and competences
- **Entrepreneurship** skills and competences
- **Research** skills and competences
- **Leadership** skills and competences
- **Intellectual transforming**
- **Making value judgements**

Next generation of  
entrepreneurs, innovators  
and change agents



# EIT master and doctoral programmes

## Distinctive features

- Specific innovation and entrepreneurship activities focused on linking the research to the broad needs of KIC participants;
- Robust entrepreneurship education is a standard part of the programmes;
- Highly integrated, innovative "learning-by-doing" curricula;
- Strong focus on industry and business involvement in all stages of education lifecycle (from designing modules' content to participation in delivery);
- Focus on international AND trans-organizational mobility, European dimension and openness to the world;
- Direct access to other KICs activities (incubators, accelerators);
- Graduates can benefit from being part of growing EIT Alumni community of innovators, entrepreneurs and experts.



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## B) Assessment process and relevant operational modalities



# The EIT Label – the process

- EIT labelling is 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'
  3. the EIT makes the decision.
- The processes are *structured peer reviews*, in the self-assessment 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.
- Providing material for labelling **includes clearly indicating for reviewers where the relevant information can be found in the chosen documents (including page numbers)**. As far as possible, official documents from the KIC universities or KICs should be used.



# The EIT Label – the process

- The EIT will nominate the **external experts** (panel of 3 experts) that are assigned to review / validate the applications and the self-assessment reports for the award of the EIT Label.
- The applications will be considered by the experts who must confirm compliance by answering **“Yes” to all Template Qi0** criteria before proceeding to the full review for new programmes using the Templates provided for Qi1 and Qi2.
- The experts review team submit their evaluation reports to the EIT. The EIT Director having considered the evaluation reports of the review team and the corresponding comments of the EIT Labeling Committee **decides as to the initial 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 of the EIT Label, those recommendations are forwarded to the relevant Innovation Community which then informs the applicant.
- The EIT HQ **reports on the outcomes** of the given round of the EIT labeling process to the Innovation Communities, informing them on the relevant validity period regarding the positive decisions and any other conditions underlying the granting of the EIT Label.
- The EIT HQ also updates the information on the **EIT website**.

# The EIT Label – the process

- Registrations and proposals can only be submitted by partners to the Innovation Communities and through the designated Innovation Community's **Single Point of contact** (S.P.O.C.), who will upload the files in the SharePoint (DUNA) in the relevant folder(s) by the deadlines.
- Every application must include a **self-assessment report for the submitted programme**, produced by the applicant in accordance with the requirements stipulated in the EIT Label Handbook (see below).
- The application file should be structured according to the **quality indicators** and accompanied with **relevant supporting evidence**.
- The main working tool for the process are the **templates** that have to be used by the applicants. The templates include a list of the assessment fields which represent requirements for a programme to be awarded the Label.
- All assessment fields must be answered by applicants with an explanation in the form of a narrative answer and the provision of supporting documents as evidence.
- All assessments reports should have an **introductory page** providing the title of the assessed candidate programme, Innovation Community, the submitting partner (leading university).
- A **list of all material**, by Quality Indicator, should be attached together with the name and contact information for the Innovation Community contact person.

# Timeline and next steps

- Call for applications OPEN
- **Deadline for applications (Qi0, Qi1, Qi2)** **7 July 2020**
- Kick-off meeting with experts 13/14 July
- Remote evaluation July – September
- Expert visits at the KICs HQs First week in August
- Experts submit final reports 15 September
- **Result announcement** **End of September 2020**
- Official feedback from rejected applications 13 October
- **EIT decision** **13 November 2020**



# Results

- a) Individual assessment sheets per programme per expert (based on reviewer templates) – only to the EIT
- b) Consolidated version of the assessment sheets per programme – will be forwarded to KICs
- c) Final report with final recommendations – input for the EIT Decision awarding the Label
- d) Feedback remarks on the process
- e) Best practices identified



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## C) EIT Label Handbook and the templates for the applicants

The EIT Quality Assurance and Learning Enhancement  
(EIT QUALE) System

# What is the task?

- The task is to evaluate the 'EIT / KIC added value', that is, to ensure that the programmes foster a true integration of the Knowledge Triangle dimensions; research, education, and 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.

# EIT/KIC Added-Value

- The EIT / KIC added value refers to all elements of a programme by which the programme fosters a true integration of the knowledge triangle dimensions: research, education and business.
- The EIT Labelling process is designed to recognise the quality of this added-value within a programme and to encourage development and improvement.
- There are different ways in which this may be realised in a programme and innovation is encouraged.
- The EIT Label is a characteristic of the evaluation object (this is the embedded or modular way Master's programme or the Doctoral programme). It is not a characteristic of an individual student. A student receives the EIT Label indirectly by successfully completing an EIT-labelled Master's or Doctoral programme.

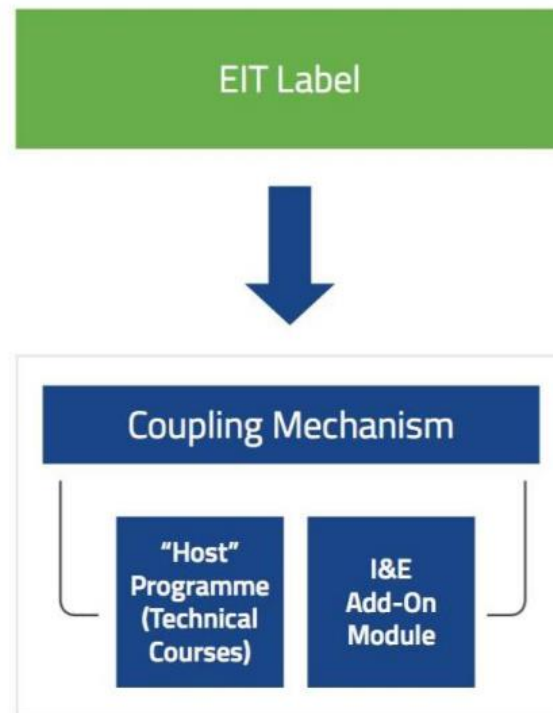
# Embedded and Modular masters programmes

In the **embedded way**, the entire host Master's programme is an EIT-labelled evaluation object in itself. In the **modular way** only specific components are evaluated. These components comprise; the host programme (which is only reviewed for compliance to the minimum requirements for applying for the EIT Label); the host programme coupling mechanism (which must cover at least EIT OLO 1 or 2), and; the add-on module which must cover the remaining EIT OLOs.

## Embedded Way



## Modular Way





- The embedded and modular ways were introduced to give partner universities the flexibility to design their curriculum.
- EIT content that is integrated into existed programmes and therefore accredited is considered embedded. Modular programmes include extra curricular activities (e.g. summer schools, internships) that are not accredited nationally.
- EIT recognises the diversity of the programmes and acknowledges that some degree programmes do not fit neatly into either format. **The reviewers are not asked to evaluate the consortia's decision to submit a label application under the embedded or add-on way.**

# Modular Way – Host programme coupling mechanism

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

# Constructive critical review process

- The review process is intended to ensure that the requirements of the EIT Labelling process are fulfilled insofar as **this relates to the EIT educational philosophy.**
- Reviews of applications should always be conducted in favour of the applicant. **The aim should be to recognise intent and achievement, rather than to penalise.**
- Quality Indicators 1-4 include grading and feedback on the extent to which requirements have been met or exceeded. **Reviews should include detailed comments which detail the strengths and weaknesses of applications and provide suggestions for improvement.**

# The basic questions that the EIT QALE system seeks to answer

- The logic of the QALE system is based on two questions:
  - Do programmes ensure that students achieve the EIT OLOs?
  - Are the criteria in ‘Conditions for EIT-labelled degrees and diplomas’ fulfilled regarding
    - a) robust entrepreneurship education;
    - b) highly integrated innovative ‘learning -by- doing’ curriculum;
    - c) international and cross-organisational mobility - the European dimension and openness to the world;
    - d) outreach strategy and access policy?

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

# High Quality Intended Learning Outcomes

- Intended Learning Outcomes describe what students will be able to do with the content in order to fulfil the objectives.
- 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...’

# 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).

# Aligned Teaching

The focus of aligned teaching is on what the students do and should do rather than the teachers' activities to (student-centred, with a focus on the students' overall development through the EIT Labelled programme).

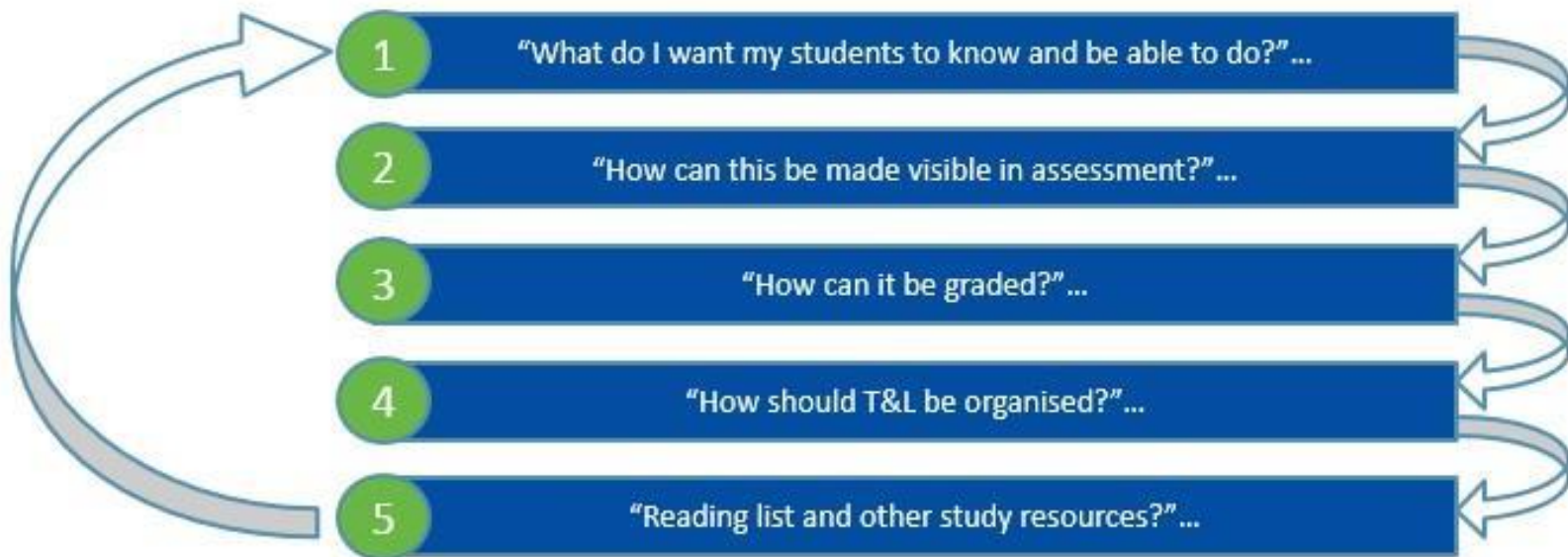
Planning of the programme focusses on:

- 1) learning outcomes are defined first (=ILO); followed by decisions on
- 2) fit-for-purpose assessment methods;
- 3) grading system (=ALO), and finally;
- 4) the teaching and learning activities;
- 5) materials that support learners' efforts to achieve the ILOs chosen. This is often referred to as 'constructive alignment,' or 'aligned teaching' or sometimes as 'the learning chain', and is an important and necessary step towards competence-based rather than just content-based education.



# Aligned Teaching (The 'Learning Chain')

Aligned Teaching – Creating an Understandable Learning Chain



# The EIT QUALE System – the 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.



# What are the Quality indicators and their individual assessment fields?

new programmes

Quality indicator 0 - Compulsory requirements

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

Quality indicator 2 - EIT learning environment and facilities

Quality indicator 3 - Results

Quality indicator 4 - Stakeholder experiences

All programmes after 4 or 5 years



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(see Handbook, page 10)

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



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## Quality Indicator 0

*Compulsory requirements for EIT  
Labelled Master's and Doctoral  
programmes*

- All assessment fields must be answered by applicants with an explanation as a narrative answer and the provision of supporting documents as evidence.
- These will then be considered by the EIT appointed External Experts who must confirm compliance by answering “Yes” to all Template Qi0 criteria.
- The external experts then proceed to the full review for new programmes using the Templates provided for other Qis.

# Grading Applications – Qi0

- This section of the application relates to **the basic minimum criteria** for the EIT Labelled Masters and Doctoral programmes.
- This section requires applicants to illustrate that the application **meets the minimum criteria only**.
- The grading is either 'Yes' or 'No'. Applications must receive a 'Yes' for all criteria in order to receive a final 'Go' result. Any 'No' answer should result in a 'No Go' result
- Where a 'Go' result is agreed by the panel, no written feedback is required for this indicator and the review may proceed to the main review.
- Where a 'No Go' result is agreed by the panel, **detailed feedback must be provided to explain the decision in full**. In addition, recommendations must be provided to ensure that the applicants are able to redevelop their proposal to meet the minimum criteria for the future.

## 0.2.1 ECTS and Recognition

- The requirement for 90 ECTS minimum is indicative of the Bologna agreement.
- The key is that the masters is recognised in other countries according to Bologna - there may be circumstances in which a programme falls below the 90 ECTS but can be allowed due to special circumstance - these would need to be evidenced by the applicant and also approved by EIT.



# Modular Way - 0.2.2 – Add-on module ECTS

- The EIT QALE Model requires that for **Modular Way** programmes, the add-on module provides at least 30 ECTS equivalent workload
- There is **no requirement that the add-on module should be accredited**
- The module may be provided by the KIC as an unaccredited add-on
- 30 ECTS equivalent workload may be met in a number of ways, and innovation is encouraged, for example:
  - Accreditation of the module;
  - Explanation of equivalence with an appropriate measure – e.g. number of hours of work involved per student, equivalent to 30 ECTS;
  - A hybrid of the above.

## 0.3.2 Selection and Admission Process

- This process requires the involvement of all universities delivering the programme and the KIC where appropriate (e.g. where the KIC delivers the add-on module or provides scholarships etc.).
- This process may be formal or informal.
- The process may be part of the national university selection and admission process, **but this is not compulsory.**
- Instead, **innovation is encouraged to create the most appropriate system.**
- It may be that a new system has to be created to fulfill this requirement.
- It is important that applicants explain the process clearly.

## 0.3.3 Student Tracking System

- The process may be part of the national university student tracking system, **but this is not compulsory.**
- Instead, **innovation is encouraged to create the most appropriate system.**
- It may be that a new system has to be created to fulfill this requirement.
- It is important that applicants explain the process clearly.

# Modular Way - 0.3.4 Enrolment to add-on module

- This requirement is to ensure that **all students on the EIT Labelled programme take part in the add-on module, to ensure that this has been completed by all students receiving the EIT Certificate.**
- It may be that this enrolment process is part of the national university enrolment system, but this is not compulsory.
- Instead, innovation is encouraged to create the most appropriate system.
- It may be that a new system has to be created to fulfill this requirement.
- It is important that applicants explain the process clearly.

## 0.3.5 KIC Alumni Organisation System

- The requirement is for a KIC Alumni Organisation, **not** a university alumni organization (although this may of course exist, it is not part of the EIT Labelling review).
- Where a new KIC has recently be established but does not have any alumni, evidence should be included of the KICs plans for the Alumni Organisation.

# Quality Indicator 0.4.1: *Taught in English*

- The use of English is a **core requirement of the EIT Label**. This must be ensured as a minimum in the delivery of EIT OLO's 1-7.
- Beyond this, there may be situations where delivery in English may be difficult or unattractive for contextual reasons.
- As long as the minimum threshold requirements are achieved, the Experts assessment of this element should be based on rewarding intent and achievement, rather than penalising.

## 0.4.1 – English language in programmes

- EIT Labelling requires that taught elements related to EIT OLOs should be taught in English.
- This requirement does not extend to elements of a programme which are not related to EIT OLOs (e.g. optional modules or core modules which are separate from the EIT OLOs).
- The overall intention of this requirement is to ensure that students from different parts of Europe, as well as international students, are **not disadvantaged in completing the EIT Label**.
- Applications illustrating best practice may ensure English is used throughout the EIT Labelled programme activities.

## 0.4.4 Storage of results of summative assessment

- Where summative assessment (reports, thesis etc.) have been completed in order to fulfill the EIT OLOs, these must be stored for later EIT review purposes (renewal).
- This may require applicants to secure permission of students to hold copies of summative assessments for this purpose.



## 0.5.1 International mobility and cross-organizational mobility ECTS

- These elements may be part of the national accredited elements of the programme, **but this is not compulsory.**
- The applicant should evidence how (2x) 15 ECTS workload equivalence is obtained, e.g. by outlining number of equivalent hours of workload.



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## Quality indicator 1

*Aligned teaching and EIT  
overarching  
learning outcomes coverage*

# Grading Applications – Qi 1-4

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

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

# Providing Feedback

- Regardless of the result, full feedback must be provided to applicants. The focus of this feedback should be appropriate to the score for each quality indicator.

Score	Value	Feedback Focus
1	Does not meet the minimum criteria	<b>Explain how the application area does not meet the minimum criteria. Explain what would be expected in order for the minimum criteria to be met in future.</b>
2	Meets the minimum criteria but still needs improvement	<b>Explain how the minimum criteria has been met. Explain what could be improved and how.</b>
3	Good	<b>Explain how criteria has been met.</b>
4	Excellent	<b>Explain how the criteria has been met. Detail how this forms evidence of best practice.</b>



# Determining Quality Indicator Scores

- Each quality indicator (Qi) score should **build on the consensus of the external expert reviewing team.**
- An average score of indicators may be used to inform the decision, however the scoring of indicators and the overall application should be based on the portfolio application submission and verbal evidence presented by the applicants during potential interviews.
- This consensus decision should be explained in the report with justifications based upon the different forms of evidence provided.
- Should the review team not agree on a specific recommendation, the chair of the review team makes the final decision. This situation should be stated clearly and the arguments for the disagreement should be specified.

# 1.4.1 Assessment Tasks and EIT KIC Thematic Content

- External reviewers are appointed by EIT and not by KICs themselves.
- External reviewers are therefore **not required to comment on the quality of KIC thematic content in the applicants submission.**
- Instead External reviewers should investigate whether the assessment tasks have been clearly and appropriately related to the EIT KIC thematic content, based on the explanation provided by the applicant.

## 1.5.1 - Rules and regulations for assessing and grading of the programme available to students in advance related to EIT OLOs?

- Applicants are required to evidence that the **rules and regulations for assessing and grading the EIT labelled programme are made clear to students** (in relation to EIT OLOs).
- Note the Figure 'Aligned Teaching - Creating an Understandable Learning Chain'. Both the tutor and student should know what the intended learning outcomes are and how they will be assessed, before they embark on their journey, what the outcomes of the programme are and what the student will be expected to demonstrate.
- Finally, in the case where there are other LO's other than the EIT ones (e.g. in the embedded model) then the reviewers are not required to consider the non-EIT ones, as that this is outside the scope of the assessment.

# Quality Indicator 1.5.2 - Grading descriptors

- This criteria requires the use of rubrics to assess student's achievement of the EIT OLOs and is focused on benchmarking the extent to which individual students have achieved the EIT Labelling requirements.
- The use of rubrics to benchmark student achievement does not necessarily have to impact academic qualification outcomes (formal summative university assessment) but could be a separate exercise to **assess student's personal skill and competence development** (formative assessment) used, for instance, informally in student personal tutoring meetings.
- Best practice could include (examples only):
  - the integration of EIT OLO grading rubrics provided in Appendix A, adapted to the thematic area of the programme and integrated into the formal assessment process for the EIT Labelled programme as this would indicate that the EIT philosophy has been embedded into the EIT Label programme design.
  - The use of EIT OLO grading rubrics to track student's development informally as input into student's regular student tutorials and also to support the continuous improvement of the programme.





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## Quality indicator 2

*EIT learning environment and  
facilities*

## 2.1.2-2.1.4 – Non-academic partner involvement

- Different forms of non-academic partner involvement may be possible and are encouraged.
- It is **not compulsory** for non-academic partners to be involved in formal accredited teaching (adjunct), formal summative assessment or direct supervision but this may be an indication of innovation.
- Examples of non-formal involvement could include: non-accrediting industry advisory boards for EIT labelled programme development, guest speaking, informal review of student presentations, informal industry feedback on project results, informal mentoring of dissertation students regarding industry relevance.
- **Frequency and depth of involvement** of non-academic partners may be more useful as a measure of quality, rather than the formality of this engagement in university systems.

## 2.2.1 On the job learning

- This may include a variety of professional contexts and modes of engagement with practice. Innovation is encouraged.
- Examples may include short-term placements, internships, in-company short projects, startup projects, challenge-based projects (developing technological solutions).
- Evidence of how the activity relates to real-world experience as on the job learning should be included, such as practical application and involvement of practitioners.

## 2.3.2 Cross-organizational mobility

- This Quality Indicator should be interpreted in a way which is sympathetic to the thematic area of the KIC.
- This means that in addition to commercial industry, cross-organisational activity could be with research centres, hospitals or public bodies.
- Applicants should clearly explain the organisations involved and how this is appropriate cross-organisational mobility in the context of the KIC theme.

## 2.3.3 Balanced Recruitment

- Balanced recruitment of European and international students **does not require a strict 50/50 balance** but should evidence how the recruitment is moving towards a better balance 'more European, more international' within the boundaries of what is the historical performance of the discipline at the host university.
- The emphasis is that the programme should have a plan for a balanced recruitment in comparison to existing non-EIT programmes in the same subjects/discipline at the host institutions. There is no requirement for incentives as this could be addressed through promotional and marketing plans.



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# EIT Label – Final assessment

# Determining the Final Evaluation Score

- The final evaluation score and suggestion for awarding/renewing the EIT label should build on the **consensus of the external expert reviewing team**. An average score of indicators may be used to inform the decision, however the scoring of indicators and the overall application should be based on the portfolio application submission and verbal evidence presented by the applicants during interviews. This consensus decision should be explained in the report with justifications based upon the different forms of evidence provided.
- Should the review team not agree on a specific recommendation, **the chair of the review team (rapporteur) makes the final decision**. This situation should be stated clearly and the arguments for the disagreement should be specified.



# Awarding/Renewing the EIT Label

- Where the programme has received a **final evaluation score of 3 and 4**, review team **recommends that EIT Label is awarded**.
- Where only the minimum awarding conditions have been satisfied but concrete recommendations for improvement have been suggested by the review team (a final overall score of 2) a provisional award **may be recommended for a period of between 1-2 years**, based on the time required to satisfactorily implement the required improvements.
- Should the review team **not recommend the EIT Label (a final evaluation score of 1)**, the arguments for this should be clearly specified in the final report so that applicants may learn from the process if they should wish to consider making a new application in future years.



# Final Score Key

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

# Overall Feedback

## Provisional Award Comments

- Where a provisional award is recommended, **the following requirements must be addressed** before a full award can be recommended.
- *Comments should not exceed 1000 words and should use bullet points where possible. Statements should be qualified with examples.*

## Award Comments

- Where an award is recommended, **comments should be provided to explain the overall decision**. Where evidence of best practice have been observed, **these should be noted**.
- *Comments should not exceed 2000 words and should use bullet points where possible. Statements should be qualified with examples.*



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## D) Questions and answers / clarifications



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