

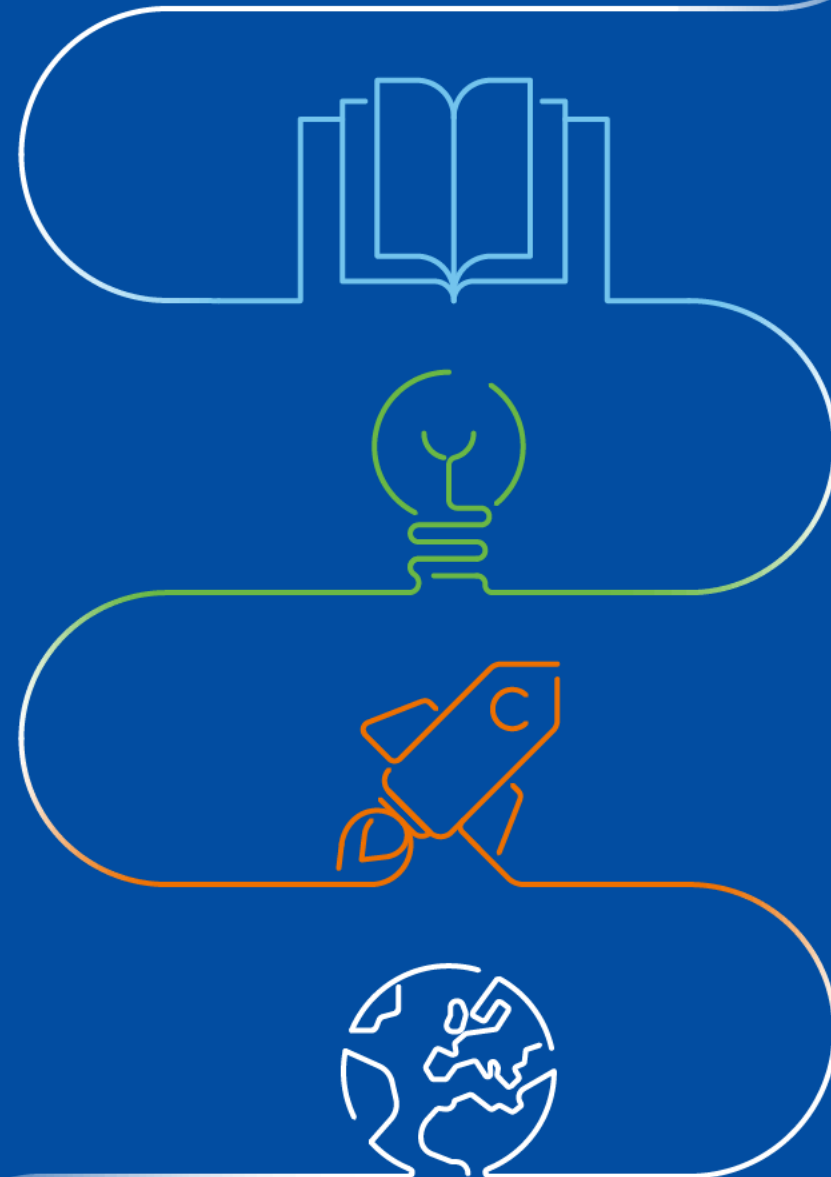
EIT: Making innovation happen!

The EIT Label assessment 2022

Online info session



A body of the European Union

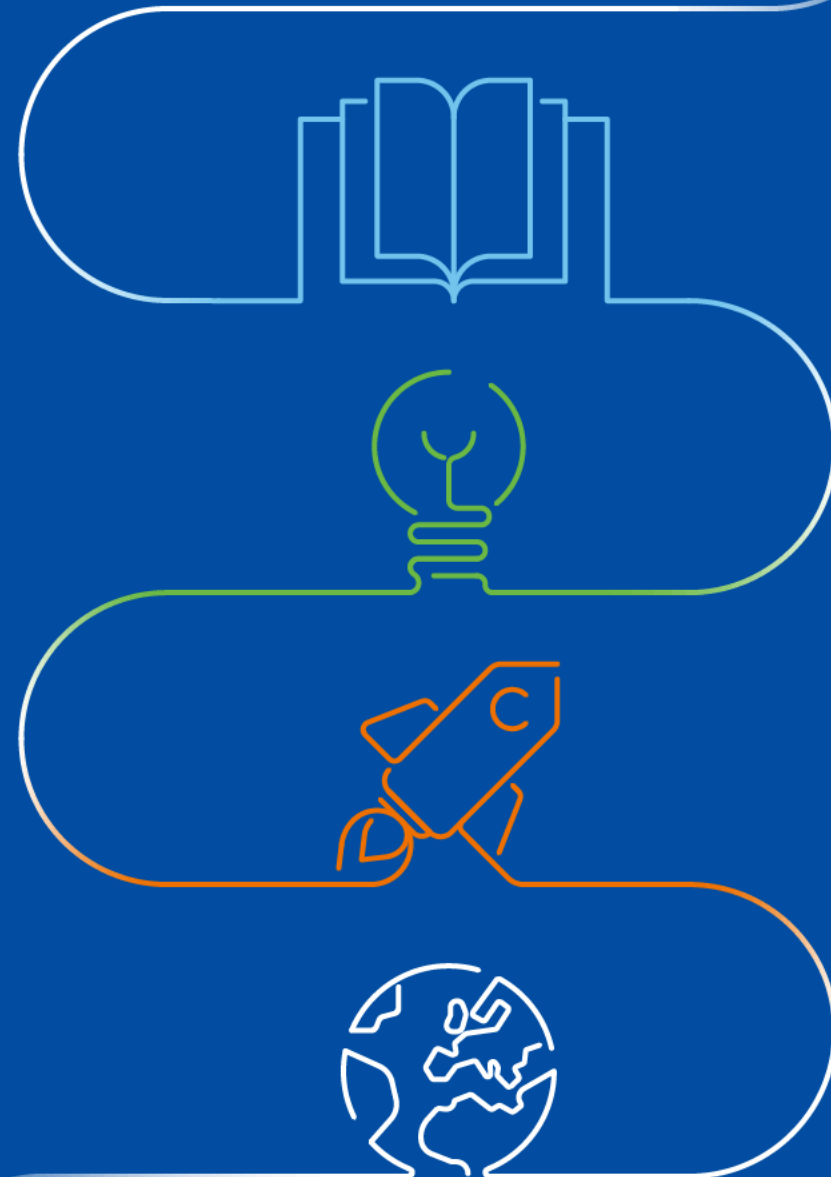


AGENDA

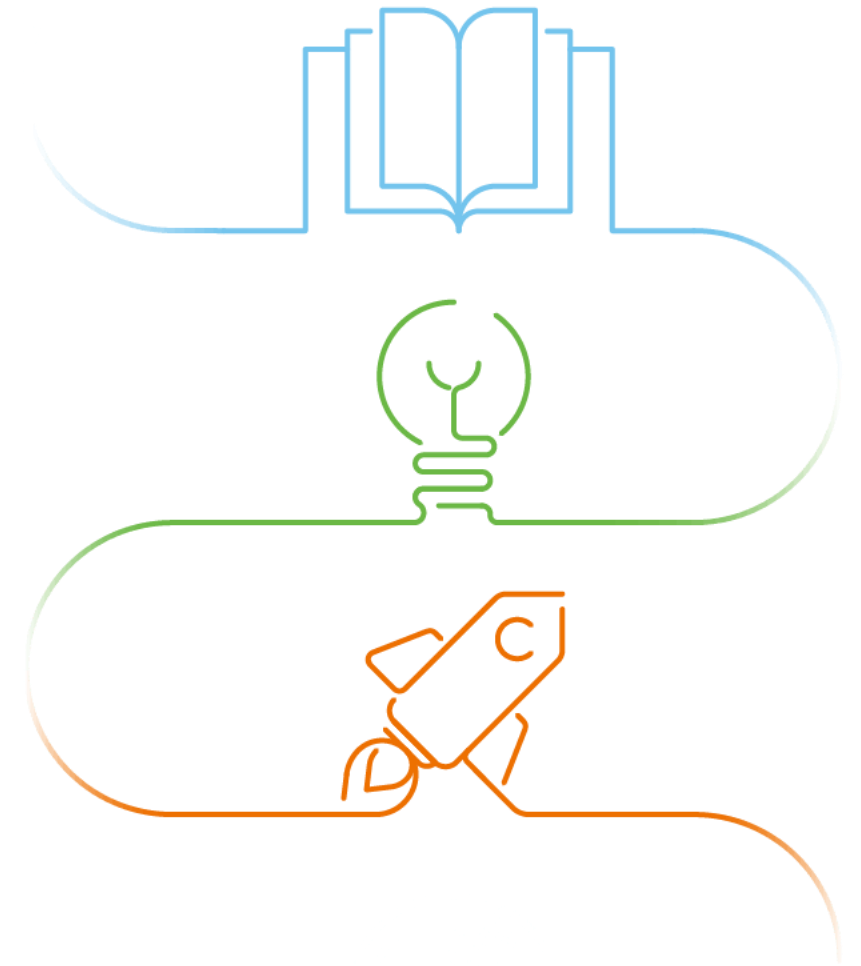
1. Introduction to the concept and value of the EIT Label
2. Assessment process and relevant operational modalities
3. EIT Label Handbook, the templates for the applicants and the **NEW** elements
4. Questions and answers / clarifications



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1. Introduction to the concept and value of the EIT Label



We power innovators and entrepreneurs to develop innovative solutions to global challenges and create growth and jobs for Europe



- Innovation capacity, competitiveness & quality of life
- Innovation ecosystems
- Societal challenges
- Unique features

EIT COMMUNITY: CONNECTING THE DOTS





Pillar 1 EXCELLENT SCIENCE

European Research Council

Marie Skłodowska-Curie Actions

Research Infrastructures



Pillar 2 GLOBAL CHALLENGES & EUROPEAN INDUSTRIAL COMPETITIVENESS

Clusters

- Health
- Culture, Creativity and Inclusive Society
- Civil Security for Society
- Digital, Industry and Space
- Climate, Energy and Mobility
- Food, Bioeconomy, Natural Resources, Agriculture and Environment

Joint Research Centre



Pillar 3 INNOVATIVE EUROPE

European Innovation Council

European innovation ecosystems

European Institute
of Innovation and Technology

WIDENING PARTICIPATION AND STRENGTHENING THE EUROPEAN RESEARCH AREA

Widening participation and spreading excellence

Reforming and Enhancing the European R&I system

2010



EIT Climate-KIC

Accelerate the transition to a zero-carbon economy



EIT Digital

Drive Europe's digital transformation



EIT InnoEnergy

Achieve a sustainable energy future for Europe



EIT RawMaterials

Develop raw materials into a major strength for Europe

2019

2017



EIT Urban Mobility

Smart, green and integrated transport



EIT Manufacturing

Strengthen and increase the competitiveness of Europe's manufacturing industry



EIT Food

Lead a global revolution in food innovation and production



EIT Health

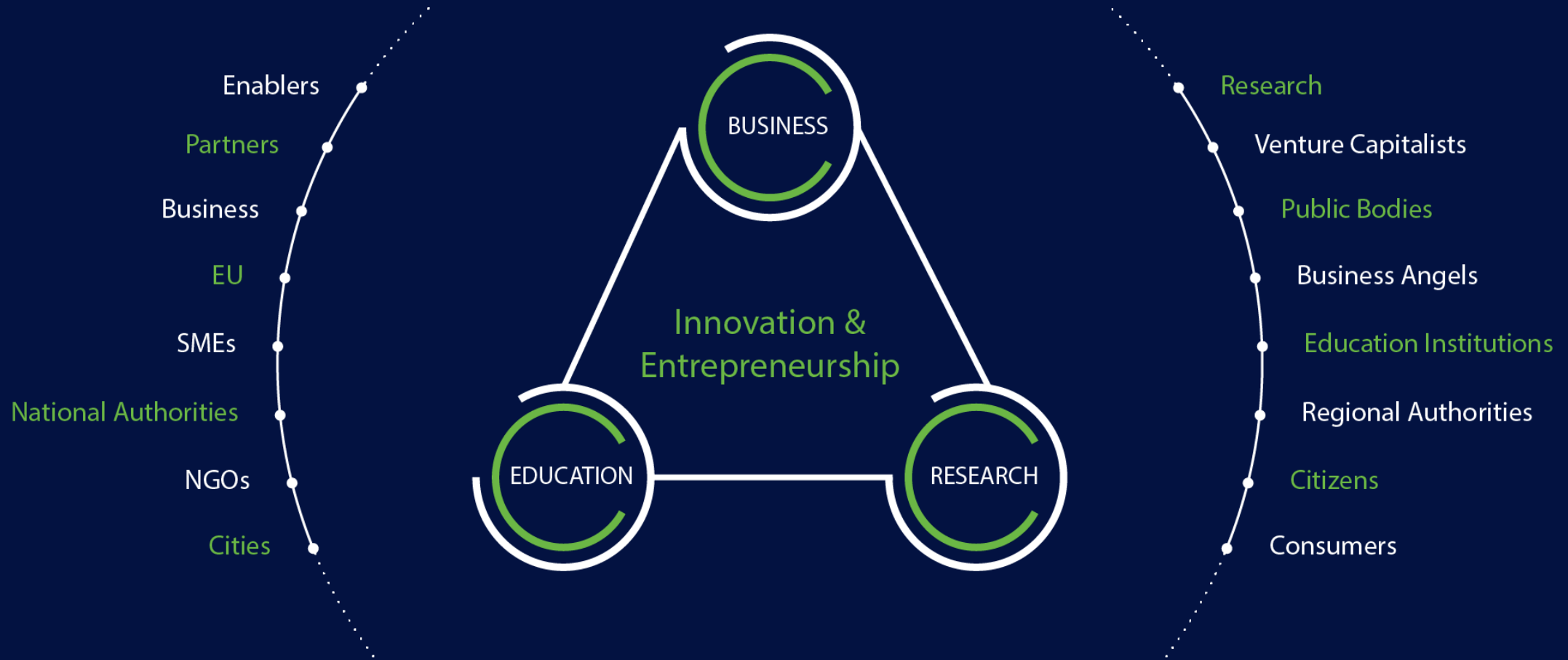
Give EU citizens greater opportunities for a healthy life



EIT KICS: KEY ELEMENTS

- **Thematic focus** – climate change, renewable energy, digital transformation, urban mobility, raw materials, smart manufacturing, food, and health
- **Ecosystem** – fosters innovation via diversity and openness
- **Strategy** – agendas that are long-term, focused and impactful
- **Sustainability** – objective of self-sustaining ecosystems
- **Impact** – assessment & monitoring framework

EIT INNOVATION MODEL





EIT EDUCATION

Educating the next generation of entrepreneurs, innovators & change-makers

1. Master and doctoral programmes
 - *International cooperation, industry involvement*
 - *Training on specific skills and competences*
 - *Mobility, internship and scholarships/fellowships*
2. Executive training and post-doctoral courses
3. Continuous professional development courses/modules
4. Learning modules and MOOCs;
5. Wider society education / awareness raising novelty formats
6. Alumni and outreach activities

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**.

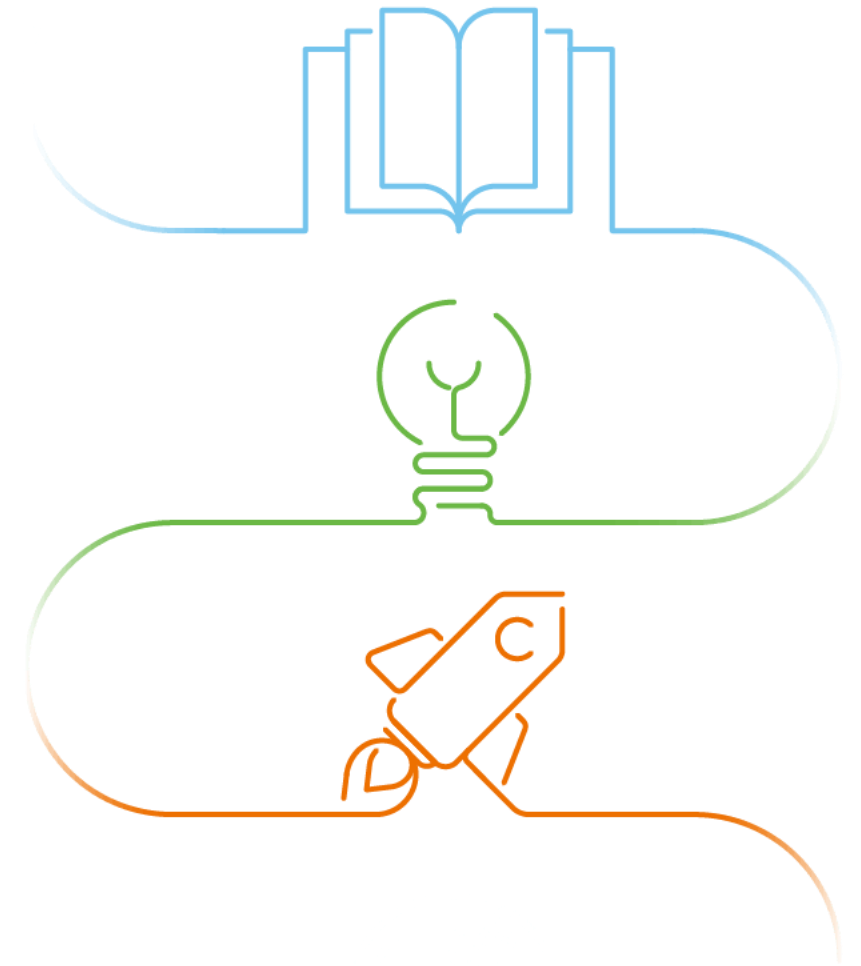
EIT Label – Distinctive features

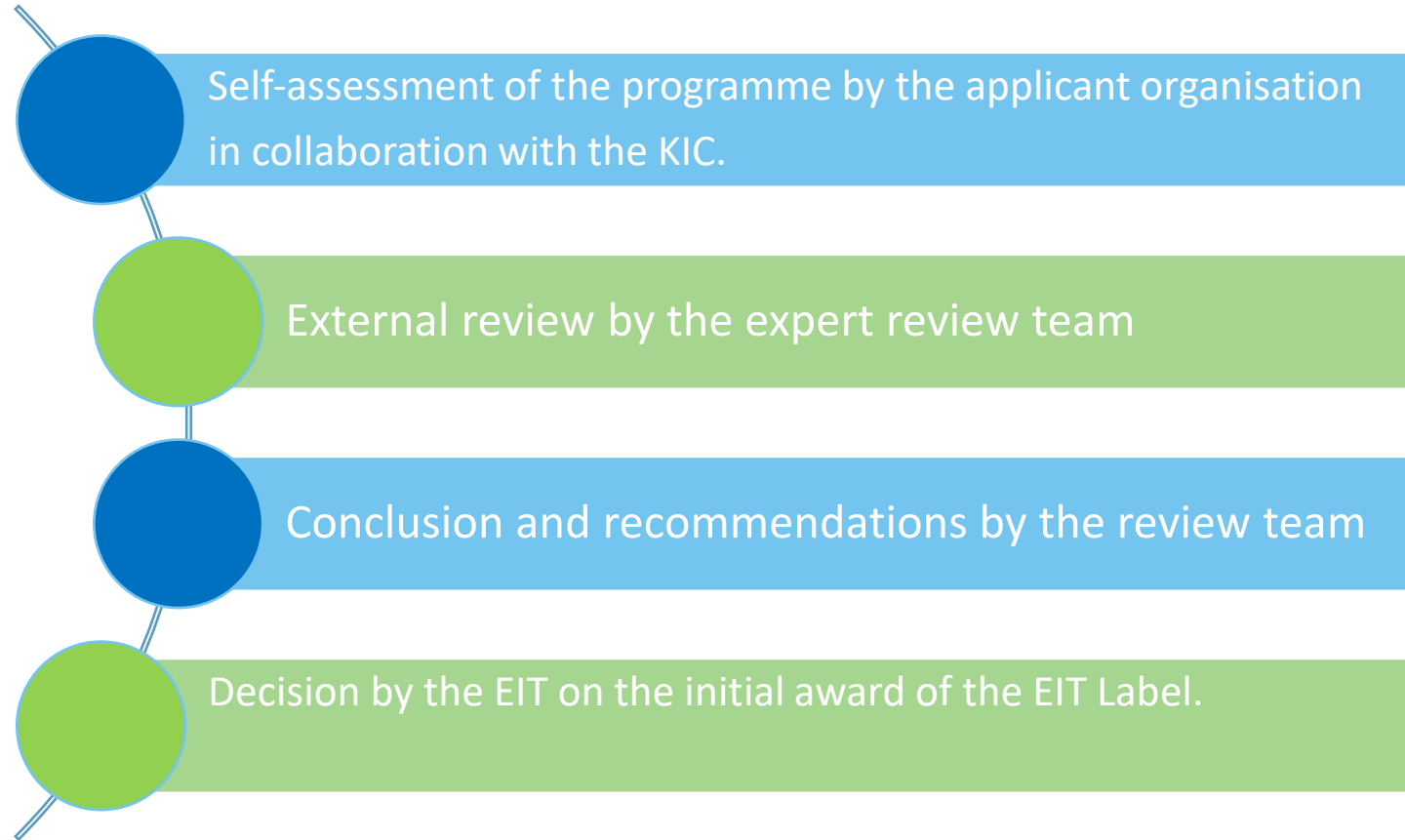
- Specific innovation and entrepreneurship activities focused on linking the research / innovation to the broad needs and societal challenges;
- Focus on entrepreneurship education is a standard part of the programmes;
- Highly integrated, innovative "learning-by-doing" curricula;
- Strong focus on industry 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 entrepreneurship activities (incubators, accelerators);
- Graduates can benefit from being part of growing EIT Alumni community of innovators, entrepreneurs and experts.

EIT labelled programmes at Master and Doctoral levels

- EIT-Labelled degrees and diplomas are based on the integration of the three sides of the knowledge triangle: education, research and business.
- Skills and competences – set of 6 **Overarching Learning Outcomes (OLOs)**
- The following **key principles** are manifested in the EIT-labelled degree programmes:
 1. Knowledge Triangle Integration
 2. Innovation & entrepreneurship (I&E) education
 3. Highly integrated, innovative learning-by-doing curriculum
 4. International engagement and mobility experience
 5. Inter-sectoral and inter-organisational experience
 6. Geographic inclusion
 7. Inclusion, diversity and gender mainstreaming and equality

2. Evaluation process and relevant operational modalities

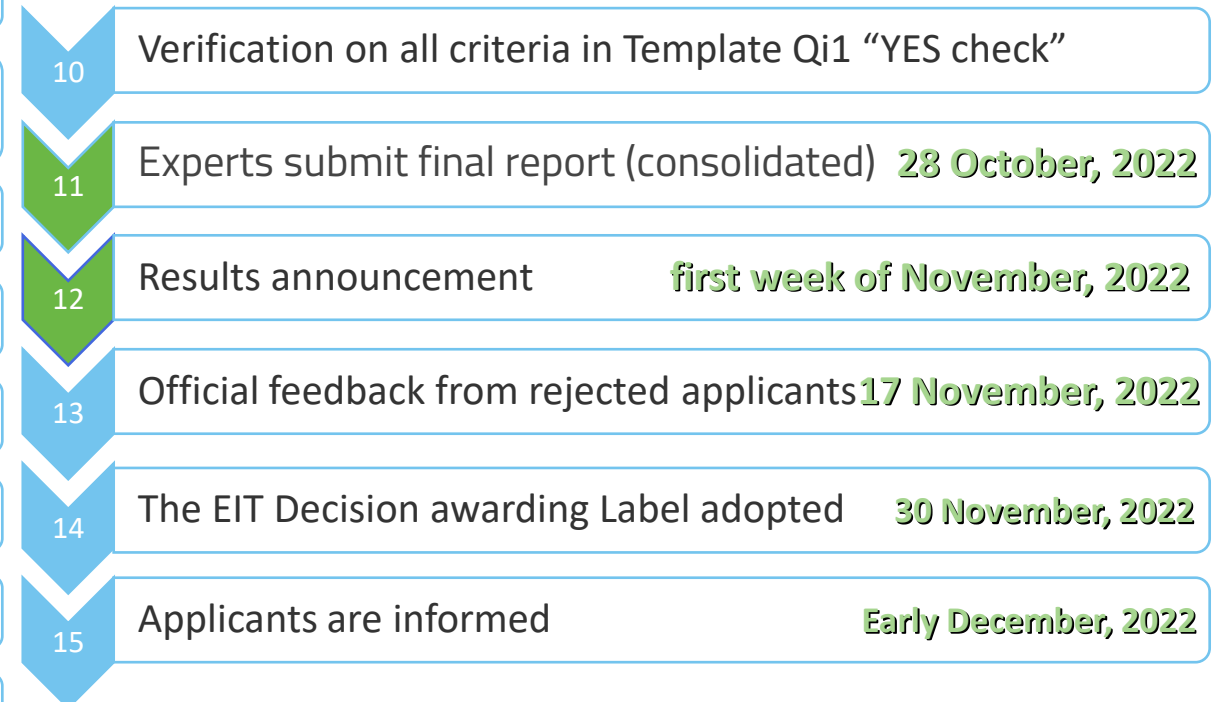




EIT Label – the process



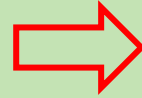
Step by step process and timeline



EIT Label – the process

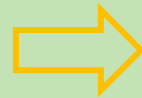
Results and conclusions of external review

Option 1
Rejection



In cases where there is a need to make fundamental changes in the programme design and/or the application file and provided documentation fail to convince the review team about meeting the minimum criteria.
Experts shall provide recommendations in case the applicants consider reapplications.

Option 2
Provisional Award



Where the minimum requirements are met, but there are significant shortcomings that need to be addressed.
Experts may recommend provisional award of the EIT Label until specific improvement measures are taken prior to the award of the full EIT Label.
The review team might recommend a provisional Label up to 2 years to allow time to address the requirements.

Option 3
Full Award



The review team recommends an award of the full EIT Label with no additional conditions
The EIT Label is awarded for an unlimited period, and the consistency and quality of the programme will be monitored continually.

EIT Label – the process

Submission of applications: general rules

Submission of applications is done via SPOCs

Each application must consists of:

Front page requirements need to be met

Required structure of the application need to be ensured

Main working tools are the Templates

All assessment fields must be answered

Clear indication on relevant information must be provided

The general principle for the choice of material to be used is the **portfolio principle, including appropriate use of official documents**

1. applicant details
2. a fact sheet for communication purposes
3. contextual information
4. a self-assessment report of the programme, prepared in line with the requirements stipulated in the Handbook
5. a list of attachments for supporting evidence
6. the attachments which document fulfilment of particular requirements

Regular monitoring and reporting on implementation of the programmes

- The EIT Label is awarded for an unlimited period, and the consistency and quality of the programme will be monitored continually
- The programmes awarded the EIT Label are subject to streamlined, regular monitoring and reporting, covering both **quantitative and qualitative data**.

Quantitative

Monitoring on student and graduate data shall be fully integrated in the central EIT data model

In line with the EIT Impact Framework and the Horizon Europe requirements.

Qualitative

Brief narrative reports based on qualitative data which will be delivered multi-annually with following elements:

- A brief executive summary report
- Information on possible changes that have been made in the programme
- A brief summary (up to 3 pages) of feedback from students, alumni and stakeholders
- Any other relevant information (examples of good practice, exceptional student products)

Longer-term monitoring and follow-up evaluation

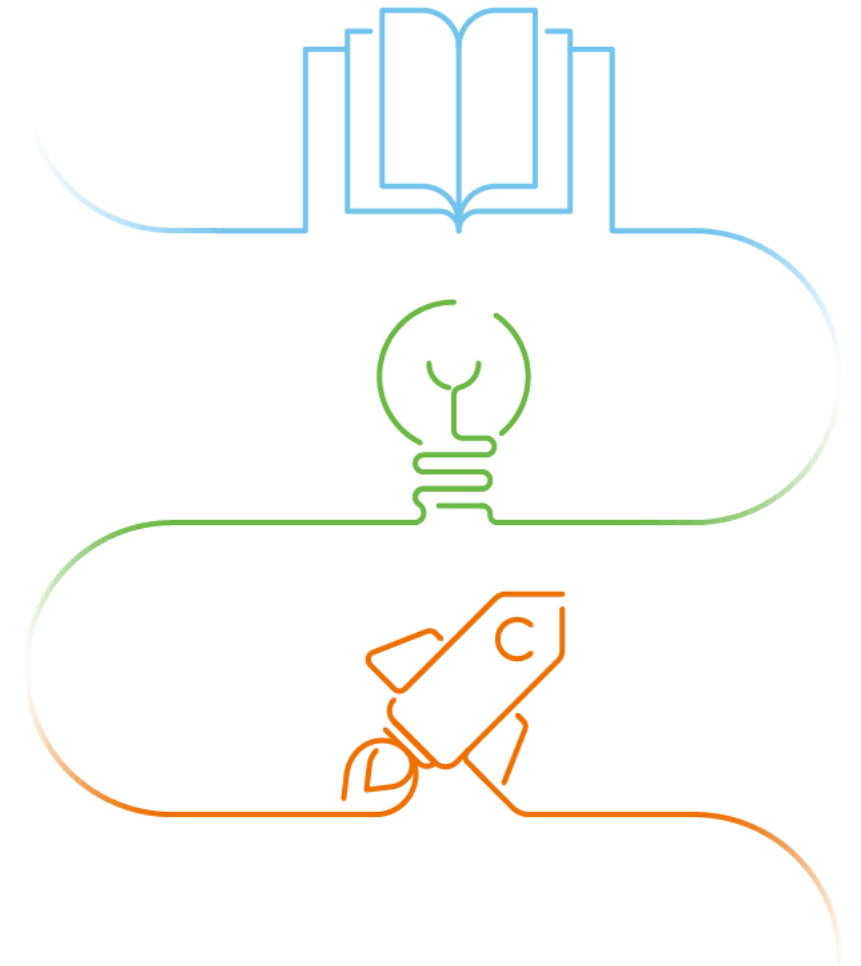
- Follow-up monitoring and evaluation after a sufficient number of student cohorts have graduated (at least 3)
- Assurance of the “health” of the programme and its compliance with EIT Label.
- Follow-up monitoring and evaluation will be initiated at the EIT’s request
- The EIT will inform the KIC about the scope, focus and objective of the upcoming monitoring and evaluation at least 12 months before the evaluation.
- Outcome of the evaluation may take three types of options as follows:

Confirmation of the good status and progress of the programme(s), without any further requirements.

Recommendation to keep the Label, but request for adjustments within a specific timeline.

Recommendation to revoke the Label in a duly justified case

3. EIT Label Handbook, the templates for the applicants and the **NEW** elements



EIT Label Framework and Handbook

EIT Label Framework – High-level strategic document adopted by the EIT Governing Board, which identifies the main segments of the education and training covered by the EIT Label, as well as its key principles and the overarching learning outcomes of the EIT education and training, and the roles and responsibilities of the key actors.

- For operational purposes a complementary document, the detailed **EIT Label Handbook** was adopted. It provides detail instructions for conducting the evaluation of the application for receiving the EIT Label for degree (masters and doctoral) education, it defines the processes, mechanisms as well as requirements for labelling degree (Masters and Doctoral) programmes

The purpose of the evaluation

To evaluate the 'EIT / KIC added value', to ensure that the programmes foster a true integration of the Knowledge Triangle dimensions; research, education, and innovation/business.

The EIT added value

(see page 16 of the Handbook)

“maximizing opportunities to connect the EIT OLOs, innovative concepts (ideas/intention) and practice (know-how / application / action); to support learners to ‘try-out’ entrepreneurship in a nurturing environment, enabling the application of I&E competences, skills and a ‘can-do’ attitude through experiential learning utilizing authentic challenges and scenarios. This provides an insight into entrepreneurship in action and ‘adds value’ to the learners’ personal I&E journey.

The EIT/KIC added value refers to all elements of a degree programme by which the programme fosters an integration of the Knowledge Triangle dimensions – education, research and innovation, and business – and equips learners with Innovation and entrepreneurship skills and competencies.”

EIT Quality Assurance and Learning Enhancement (EIT- QALE) model

- The focus of the evaluation is the 'EIT/ KIC added value':



Do the EIT-labelled degree programmes ensure that students achieve the EIT Overarching Learning Outcomes (OLOs)?

Are the **key principles** (as articulated by the assessment questions in the templates Oi1 and Oi2) integrated in the programmes?

The assessment of any other aspects, including the Bologna requirements, remains at the discretion of 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 Overarching Learning Outcomes (EIT OLOs)

- They are **fully coherent with the good practice in entrepreneurship education** at European level, such as the European Entrepreneurship Competence Framework, EntreComp;
- **Allow for tailored application** for the types of programmes that EIT and the KICs are implementing.
- The main objective of EIT Label programmes shall be to ensure that **the learners achieve the EIT OLOs**.
- The **EIT OLOs shall be integrated** into the teaching, learning and assessment of programmes.
- They are **contextualised and seamlessly integrated** into a thematic field of the studies in order to foster innovative and entrepreneurial mindsets based on the Knowledge Triangle.

EIT OLO 1 - Entrepreneurship skills and competencies	
The capacity to identify and act upon opportunities and ideas to create social, cultural and financial value for others, including translating innovations into feasible business solutions, with sustainability at their core. ¹²	The capacity to identify, synthesize and act upon opportunities and ideas to create social, cultural and financial value for others, including translating innovations into feasible business solutions, with sustainability at their core, and to lead and support others in this process.
EIT OLO 2 - Innovation skills and competencies	
The ability to formulate knowledge, ideas and technology to create new or significantly improved products, services, processes, policies, new business models or jobs, and to mobilise system innovation to contribute to broader societal change, while evaluating the unintended consequences of innovation and technology.	The ability to evaluate the 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, and to mobilise system innovation to contribute to broader societal change, while evaluating the unintended consequences of innovation and technology.
EIT OLO 3 - Creativity skills and competencies	
The ability to think beyond boundaries and systematically explore and generate new ideas.	The ability to extend 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 – Intercultural skills and competencies	
The ability to engage and act internationally and to function effectively across cultures, sectors and/or organisations, to think and act appropriately and to communicate and work with people from different cultural and organisational backgrounds.	The ability to engage and act internationally and to function effectively – in research and other activities – across cultures, sectors and/or organisations, to think and act appropriately and to communicate and work with people from different cultural and organisational backgrounds.
EIT OLO 5 - 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 and green 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 and green society.
EIT OLO 6 - 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.

Learning outcomes at programme level - ILOs and ALOs

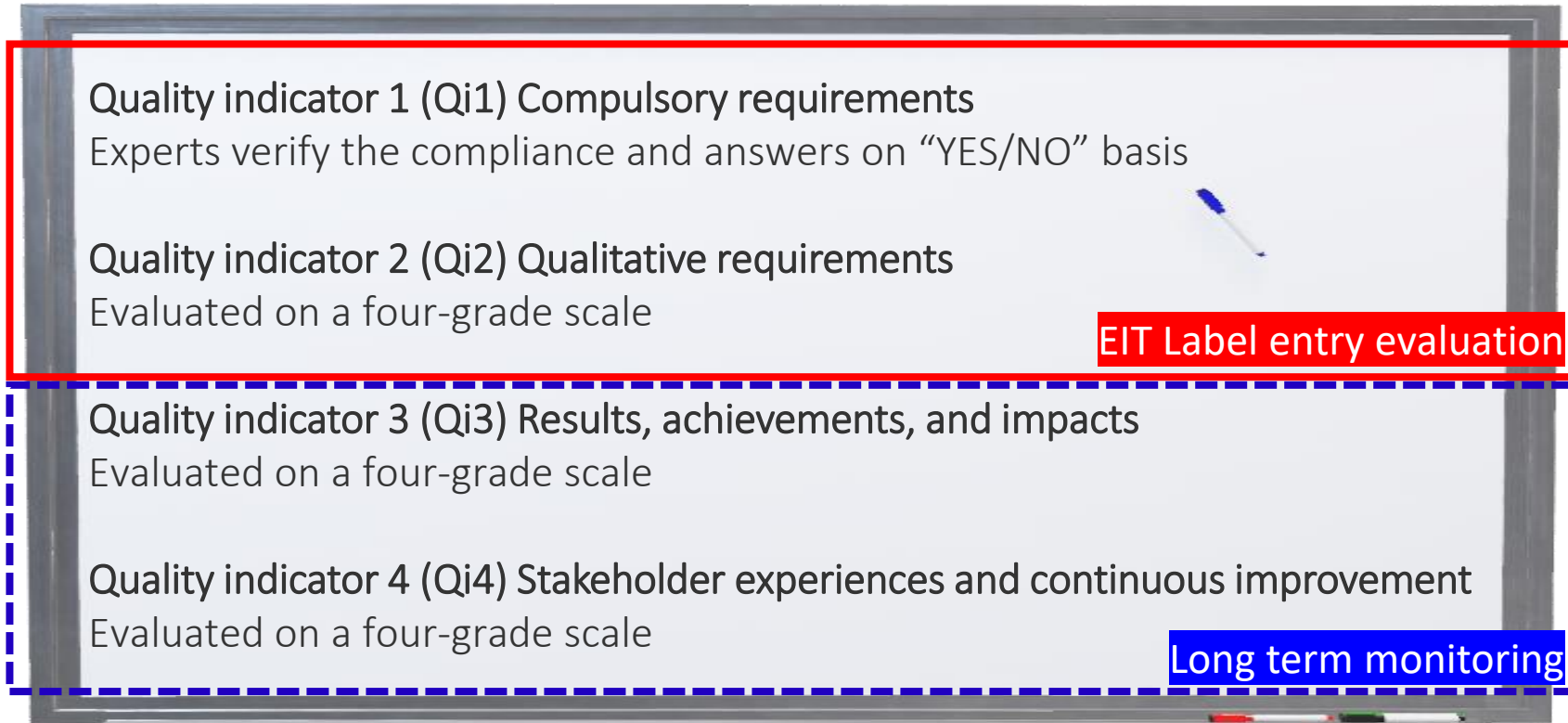
- The '**Intended Learning Outcomes**'(ILO) are written statements in educational documents of what a student is expected to know, understand and able to do on completion of a learning process. 'OLOs' express competencies on a general level, whereas ILOs (the Intended Learning Outcomes) are specified to be used in fit-for-purpose assessment task
- '**Achieved Learning Outcomes**' (ALO) are what the students have attained during a study or learning process, shown in their responses to different educational activities and/or assessments within a degree programme.

All ILOs in EIT education activities, 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
- emphasise competences, skills and impact in the learning content
- describe skills and competencies and not only content knowledge

The EIT quality indicators and quality requirements

- The EIT QALE system is based on a set of four quality indicators (Qi1-Qi4), divided into different assessment fields



Contextual information / Introduction

- Each application starts with: a) applicant details, b) a factsheet for communication purposes, c) contextual information
- The contextual information shall cover (a) the long-term vision of the programme, including its expected impacts; (b) the financial model leading to financial sustainability, and (c) a risk analysis and mitigation plan.
- Guidance on 'contextual information' for applicants – see the Handbook, p. 29
- The applicant details, the factsheet for communication purposes and the contextual information will not be part of the formal assessment of the quality of the programme.
- However, the review team is invited to provide their brief informal recommendations how the programme can best make progress in the contextual aspects in a constructive and non-binding way.
- Expert's views on contextual information will feed into long-term monitoring of the programmes in a non-committing way

Quality indicator 1 – Compulsory requirements

- All assessment areas of Quality indicator 1 are compulsory components of EIT-labelled degrees.
- They are evaluated as **yes/no**, with room for additional comments. All assessment fields need to be fulfilled in order to proceed with the assessment of the programme.
- However, if in some requirements the application can convincingly document only at least partial compliance, the expert panel could exceptionally consider awarding the EIT Label provisionally and require adjustment and changes to be made in a given time to ensure full compliance.
- Additional information can be requested from applicants for clarification.
- All requirements apply to both master's and doctoral degrees.

Guidance to applicants:

- ✓ Please respond to all questions by providing a positive/affirmative narrative response ('Yes, the programme ...')
- ✓ Please provide additional evidence that best supports your application
- ✓ Please justify and fully explain any minor contextual deviation from the requirement
- ✓ Please keep supporting documents and evidence be concise and limited

Qi1.1 UNIVERSITY AND NON-ACADEMIC PARTNER COLLABORATION IN THE CURRICULUM: The degree programme features collaboration between universities and non-academic partners in the design and implementation of the curriculum.

- *Q1.1.1 Are at least 2 partner universities engaged in the implementation of the programme?*
- *Q1.1.2 Are the academic or non-academic partners at least from 2 different countries?*
- *Q1.1.3 Are at least 2 non-academic partners engaged in the development of the curriculum?*
- *Q1.1.4 Are at least 2 non-academic partners engaged in teaching activities?*
- *Q1.1.5 Do all students receive both academic and non-academic support on their mandatory thesis?*

Examples of supporting evidence:

- Letters of intent and support from all partners
- Description of each partner (brochure)
- Description of the role of the partners
- Consortium agreement signed by all partners

Qi1.2. COMPLIANCE WITH NATIONAL AND EUROPEAN QUALITY STANDARDS AND RECOGNITION REQUIREMENTS: The degree programme meets the national requirements and the European quality standards: EHEA³³ requirements for Master's level and Salzburg II Recommendation for Doctoral level³⁴ as well as Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESGs)³⁵.

- *Q1.2.1a Is the master's programme aligned with the European guidelines on EHEA requirements and is the degree accredited or recognized in all the countries of the awarding universities?*
- *Q1.2.1b Is the doctoral programme aligned with European guidelines on Doctoral Degree and is the degree accredited or recognized in all the countries of the awarding universities?*
- *Q1.2.2 Will each graduate receive a Diploma Supplement (DS) for the degree?*

Examples of supporting evidence:

- Copy of diploma supplement
- National accreditation documents or other relevant documentation

Qj1.3 STUDENT SELECTION AND ADMISSION: The degree programme selection processes are jointly organised by the partner universities (and KIC) and they identify students' entrepreneurial potential.

- *Q1.3.1 Does the student selection process include criteria for the assessment of students' entrepreneurial potential?*
- *Q1.3.2 Do all the partner universities - and the KIC where relevant - implement jointly a shared process of application, selection and admission?*

Examples of supporting evidence:

- Information on selection procedures
- Information how the selection addresses students' entrepreneurial potential

Qj1.4 GRADUATE TRACKING: The degree programme has in place a graduate tracking system

- *Q1.4.1 Does the programme have a system in place to track graduates, or advanced plans to introduce it?*
- *Q1.4.2 Is there a KIC alumni organisation in place to track graduates or advanced plans to establish an alumni organisation?*

Examples of supporting evidence:

- Description of the graduate tracking system or related plans
- Description of KIC alumni organisation and its graduate tracking system or related plans

Q1.5 EIT COMMUNITY BRAND AND EIT LABEL PROMOTION AND RECOGNITION: The degree programme promotes the EIT/KIC brand and the EIT Label.

- *Q1.5.1 Is the EIT Community Brand Book used as the basis for the programme promotion? Are the EU and the EIT emblems prominently displayed along with the EIT KIC logo?*
- *Q1.5.2 Is the EIT brand and the EIT Label consistently communicated through the programme delivery and collaborative work with partners?*
- *Q1.5.3 Will/Do the programme promotion and the websites of all partnering universities include information of the EIT Label?*
- *Q1.5.4 Will/Do all graduates receive either an EIT Label Certificate with the EIT logo or a degree certificate/Diploma Supplement with the EIT logo?*

Examples of supporting evidence:

- Example of marketing or promotional materials or plans that promote the EIT/KIC brand and EIT Label
- Copy of, or design for the EIT Label Certificate, degree certificate/diploma supplement with the EIT logo and the EU emblem

Q1.6 CROSS-ORGANISATIONAL AND INTERNATIONAL MOBILITY: The degree programme includes cross-organisational and international mobility.

- *Q1.6.1 Does the programme include a compulsory cross-organisational mobility, with the workload equivalent of at least 15 ECTS?*
- *Q1.6.2 Does the programme include a compulsory international mobility, with the workload equivalent of at least 15 ECTS?*
- *Q1.6.3. In case of a combined cross-organisational and international mobility, is the workload equivalent of at least 30 ECTS?*

Examples of supporting evidence:

- Description of cross-sectoral mobility opportunities
- Description of international mobility opportunities, including physical and virtual mobility³⁶
- Cross-sectoral mobility agreements and international mobility agreements
- Declaration confirming that all students shall undergo cross-organisational mobility
- Declaration confirming that all students shall undergo physical international mobility

Qi1.7 LANGUAGE OF INSTRUCTION: The degree programme is taught in English.

- *Q1.7.1 Is the programme taught in English?*

Examples of supporting evidence:

- Declaration confirming that all students receive teaching in English

Quality indicator 2 – Qualitative requirements

- Quality requirements set the ambitions for the EIT degree programmes. Therefore, good performance on one quality requirement compensates for a more modest performance on another.
- Most of the qualitative requirements apply to both master's and doctoral programmes. Exceptions are clearly indicated in the template.
- Examples of supporting evidence are provided per assessment questions, however these are not exclusive, other documents could be considered
- The experts shall evaluate qualitative requirements using a grading scale (1-4) and a template. Each expert should base their grading on the evaluation on the programme as a whole, although different HEIs within the same programme may show different quality on the same requirement.

Guidance to applicants:

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

Quality indicator 2 – Qualitative requirements / Grading Scale

- The experts shall evaluate qualitative requirements using a grading scale (1-4) and a template.
- Each expert should base their grading on the evaluation on the programme as a whole, although different HEIs within the same programme may show different quality on the same requirement.
- Each quality indicator score should build on the consensus of the external review 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 the interviews.
- Scoring per particular assessment question shall be accompanied with brief narrative explanation, using concrete references to information provided in the application. The lower the evaluation score, the more thorough and elaborated explanation is expected.

Grade	Evaluation	Criteria
1	Does not meet the minimum criteria	The main part of criteria has not been met
2	Meets the minimum criteria but improvements are needed	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

Final conclusions and Recommendations

- Experts are asked first to submit their **individual evaluation reports per programme** and then work together on **consolidated report**. The final evaluation score and proposal to award the EIT label should build on the consensus of the external review team. An average score of indicators may be used to inform the decision; however, the final score as well as the final decision is made from holistic perspective
- In the **narrative feedback**, and conclusions concrete references to information provided in the application should be made. The lower the final evaluation score, the more thorough and elaborated explanation is expected, to provide the applicants with as detailed feedback as possible in order to learn from the assessment and to address the shortcomings accordingly.
- 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**.

Final conclusions and Recommendations

- Where the programme has received a final evaluation score of 3 or 4, the review team recommends that **EIT Label is awarded**. After positive assessment, the EIT Label is awarded for **unlimited period** and consistency and quality of the programme will be monitored continually.
- If the programme meets the minimum criteria only (a final evaluation score of 2), the review team needs to propose concrete recommendations for improvement. A **provisional award may be recommended** for a period of between 1 to 2 years, based on the time needed to implement the required improvements in a satisfactory way.
- If the review team does **not recommend the EIT Label (a final evaluation score of 1)**, it should provide clear reasons for this in the final report so that applicants can learn from the process if they should wish to consider making a new application in future years.

Grade	Evaluation	Criteria
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

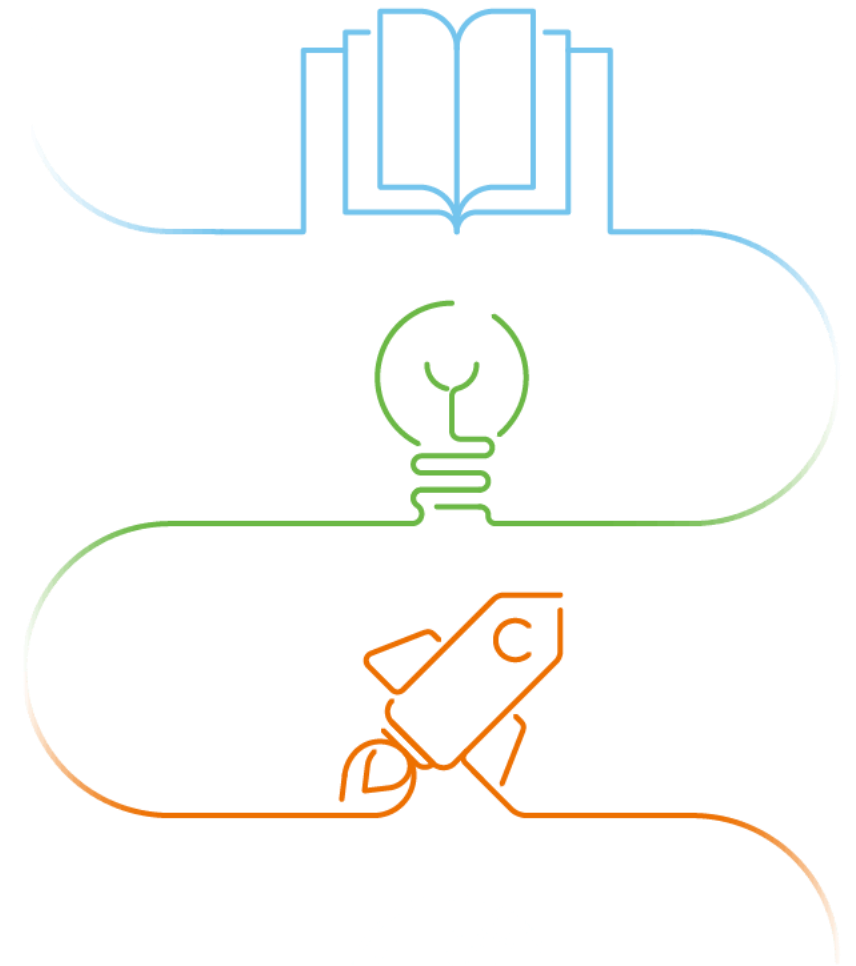
Changes and the **NEW** elements in the EIT Label

- In 2021 the EIT has adopted the new updated and revised EIT Label model (the Framework and the Handbook) introducing several conceptual changes as well as new elements
- Main changes: simplification, one model replacing embedded vs modular, update of OLOs, introducing key principles and aligning the assessment fields against the key principles, removing re-labelling,
- NEW - Ethics and digitalisation are transversal elements that run through all the OLOs and the key principles of EIT-labelled degree programmes.

Changes and the **NEW** elements in the EIT Label

- Definition of OLOs (EIT OLO 4 – Intercultural skills and competencies),
- New segment – Contextual background of the programmes;
- Compulsory requirements (Qi1.1.2 - partners at least from 2 different countries, Qi1.2.1 degree accreditation and recognition, Qi1.5.1-Qi1.5.3 Communication)
- Qualitative requirements (Qi2.1.4 innovative pedagogies, Qi2.4.2 IP rights, Qi2.4.3 continuous improvement to support instructors, Qi2.7.2 support for the university staff in the facilitation of cross-organisational mobility, Qi2.8.2-Qi2.8.4 EIT RIS, Qi2.9.2 inclusion and diversity)
- Please note also updated Qi3 and Qi4 for future long-term monitoring
- **Transition period:** since some of the new elements need more time to adapt, programmes are invited to present the concrete steps and timeline how they shall comply in time. This can be reiterated by experts in proposing provisional award

1. Q&A session



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