Transition templates Oi3 (the results) and Qi4 (stakeholder experiences)

Template Qi3 for Applicants –: The Results of EIT Labelled Master's and Doctoral programmes

	Requirement			Narrative answer	Examples of evidence
3.1	**Students' entrepreneurship competencies**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
3.1.1	Does the host programme **coupling mechanism** and the **add-on module** foster entrepreneurship competencies?	Does the **programme** foster entrepreneurship competencies?	Does the **programme** foster entrepreneurship competencies?		• Examples of completed student projects and/or products with benchmarking against entrepreneurship competencies (e.g. European Entrepreneurship Competencies Framework) • Optimally a standardised test has been used as a selection tool at student intake to the programme (see Qi 0.3.1), where the change scores (difference between intake group scores and group scores by the end of the last semester).
3.2	**Achieved learning outcomes**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
3.2.1	Does the sample from the programme self-evaluation demonstrate that	Does the sample from the programme self-evaluation demonstrate that	Does the sample from the programme self-evaluation demonstrate		• A selection of student work (e.g., Master's theses, I&E theses, summer school deliverables, business development lab deliverables etc.) either as hard copies or other type of access. The selection should:

	the students have achieved all EIT OLOs?	the students have achieved all EIT OLOs?	that the students have achieved all EIT OLOs?		• Randomly cover 30% of the students per student cohort (that is 10 individual students should be represented from a cohort of 30 students, but their products may come from any of the four semesters) • Give examples of what is considered lowest, medium and highest quality. • Note that optimally this should be supported by programme assessment of the EIT OLOs using the grade descriptors adopted in 1.5.2 (See Annex 2 'Examples for EIT OLO assessment criteria (grade descriptors) for assessing student work'.) • Please note that group works also are fully acceptable.
3.3	**Retention rates**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
3.3.1	Does the **add-on module** and host programme **coupling mechanism** have a 90% or higher retention rate? (meaning the number of admitted students completing the full programme)	Does the **programme** have a 90% or higher retention rate? (meaning the number of admitted students completing the full programme)	Does the **programme** have a 90% or higher retention rate? (meaning the number of admitted students completing the full programme)		• Analysis of retention rates
3.3.2	Does the **add-on module** and host	Does the **programme** provide	Does the **programme**		• Analysis of results, explanation and lessons learnt

	programme **coupling mechanism** provide a satisfactory analysis in the case of retention rates lower than 90%?	a satisfactory analysis in the case of retention rates lower than 90%?	provide a satisfactory analysis in the case of retention rates lower than 90%?		
3.4	**Research and development activities and projects on KIC educational activities**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
3.4.1	Have there been any R&D activities related to the **add-on module** and **coupling mechanism**?	Have there been any R&D activities related to the **programme**?	Have there been any R&D activities related to the **programme**?		• Description of outcomes of evaluations of the programme, including programme evaluation reports, new pedagogic tools developed etc. • Reports in the form of published articles, reports, conference presentations etc. of educational R&D projects • Training and development planned for programme stakeholders based on R&D activity within the programme • Evidence of the development of education communities of practice; documented pedagogical cooperation methodology, processes and/or tools; documented continuous improvement processes.
3.4.2	If yes on 3.4.1, have these led to new knowledge about what developments in the add-on module and host programme coupling mechanism are needed and/or alternatively of	If yes on 3.4.1, have these led to new knowledge about what developments in the programme are needed and/or alternatively of 'what works' in this context?	If yes on 3.4.1, have these led to new knowledge about what developments in the programme are needed and/or alternatively		

	'what works' in this context?		of 'what works' in this context?		
3.4.3	If yes on 3.4.1: Have they led to knowledge-based decisions on what to keep or what to change in the **add-on module** and host programme **coupling mechanism**?	If yes on 3.4.1: Have they led to knowledge-based decisions on what to keep or what to change in the **programme**?	If yes on 3.4.1: Have they led to knowledge-based decisions on what to keep or what to change in the **programme**?		

Template Qi4 for Applicants –: Stakeholder experiences in Master's and Doctoral programmes

	Requirement			Narrative answer	Examples of evidence
4.1	**Student experiences**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
4.1.1	Are students given the opportunity to express their views of the **add-on module** and host programme **coupling mechanism** on a regular basis in the form of surveys, focus groups, etc.?	Are students given the opportunity to express their views of the **programme** on a regular basis in the form of surveys, focus groups, etc.?	Are students given the opportunity to express their views of the **programme** on a regular basis in the form of surveys, focus groups, etc.?		• Describe the methods (surveys, focus groups, etc.) you use for gathering experiences and opinions from students. • In the Annexes, present the latest results of these inquiries for: EIT OLO; learning-by-doing, and; clear connections with the non-academic contexts.
4.1.2	Are questions included that are directly focused on the EIT profile; EIT OLOs, learning-by-doing, clear connections with non- academic contexts?	Are questions included that are directly focused on the EIT profile; EIT OLOs, learning-by-doing, clear connections with non-academic contexts?	Are questions included that are directly focused on the EIT profile; EIT OLOs, learning-by-doing, clear connections with non- academic contexts?		

4.1.3	Are the results presented of these surveys, focus groups, etc. satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **add-on module** and host programme **coupling mechanism**?	Are the results presented of these surveys, focus groups, etc. satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?	Are the results presented of these surveys, focus groups, etc. satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?		
4.2	**Alumni experiences**				
	Modular Master's	**Embedded Master's**	**Doctoral**		
4.2.1	Are alumni given the opportunity to express their views of the **add-on module** and host programme **coupling mechanism** on a regular basis through a formal appraisal process?	Are alumni given the opportunity to express their views of the **programme** on a regular basis through a formal appraisal process?	Are alumni given the opportunity to express their views of the **programme** on a regular basis through a formal appraisal process?		• Describe the methods (surveys, focus groups, etc.) you use for gathering experiences and opinions from alumni. • Description of the alumni and their professions as tracked in the university tracking system • In the Annexes, present the latest results of these inquiries about positive career changes related to graduating from the full programme.
4.2.2	Are questions included about positive career	Are questions included about positive career	Are questions included about positive career		

	changes (advancements, job changes, start-up and innovation project involvement etc.) related to completing the full **add-on module** and host programme **coupling mechanism**?	changes (advancements, job changes, start-up and innovation project involvement etc.) related to completing the full **programme**?	changes (advancements, job changes, start-up and innovation project involvement etc.) related to completing the full **programme**?		
4.2.3	Are the results presented of formal appraisal process, satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **add-on module** and host programme **coupling mechanism**?	Are the results presented of formal appraisal process, satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?	Are the results presented of formal appraisal process, satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?		

4.3	Industry / business and other stakeholder experiences				
	Modular Master's	**Embedded Master's**	**Doctoral**		
4.3.1	Are other stakeholders (labour market, policy makers, etc.) given the opportunity to express their views of the **add-on module** and host programme **coupling mechanism** on a regular basis through a formal appraisal process?	Are other stakeholders (labour market, policy makers, etc.) given the opportunity to express their views of the **programme** on a regular basis through a formal appraisal process?	Are other stakeholders (labour market, policy makers, etc.) given the opportunity to express their views of the **programme** on a regular basis through a formal appraisal process?		• Describe the methods (surveys, focus groups, etc.) you use for gathering experiences and opinions from other stakeholders (e.g. non-academic partners, industry / business partners, employers, innovation and entrepreneurship support actors, policy makers etc.) • In the Annexes, present the latest results of these inquiries
4.3.2	Are the results presented of these surveys, focus groups, etc., satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **add-on module** and host programme **coupling mechanism**?	Are the results presented of these surveys, focus groups, etc., satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?	Are the results presented of these surveys, focus groups, etc., satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the **programme**?		