

EIT Food Learning Services

EIT Label for Non-
degree Education and
Training

Accreditation Handbook

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PART 1: Overview

The Handbook

This handbook is a guide for training providers applying for accreditation to carry the EIT Label for Non-degree Education and Training (EIT Label). It sets out the accreditation processes and procedures as well as arrangements for continuing evaluation and improvement. It also provides the information and resources needed to successfully complete the application.

This handbook is organised into four parts:

- Part 1 sets out the background and wider EIT and EIT Food Education context.
- Part 2 outlines the application process.
- Part 3 sets out application fees.
- Part 4 mirrors the application form and offers guidance for each section.

We have included some resources for applicants at the end of this handbook and further information can be found in the FAQ document provided.

The Wider EIT Context

The EIT Label has been awarded to EIT Food by the European Institute of Innovation and Technology (EIT) following an external and independent review process. The EIT Label is a certificate of quality that validates the quality of education and training programmes focused on innovation, entrepreneurship, creativity, and leadership and is based on the knowledge triangle paradigm – the integration of business, education and research (Figure 1).

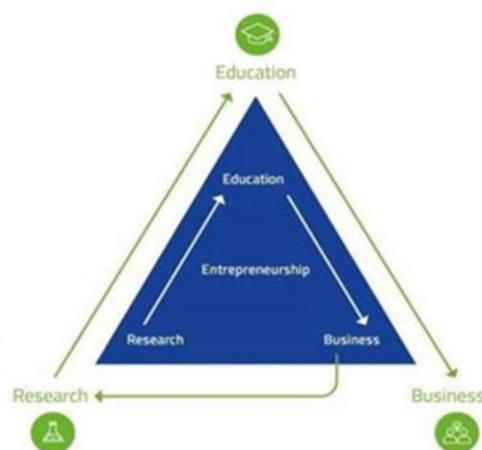


Figure 1: The EIT Knowledge Triangle

To be awarded the EIT Label, KICs such as EIT Food must meet the requirements of EIT's Label Framework which provides key principles and overarching learning outcomes ensuring consistency across the KICs and alignment with EIT's mission and goals:

- Does the education and training ensure that learners/participants achieve the EIT overarching learning outcomes? (Table 1)
- Are the EIT Label key principles integrated in education and training? (Figure 2)

The key principles are highlighted throughout this handbook wherever they are pertinent to your responses. Full descriptions are in *Appendix 1*. Please take note of this and consider how your course addresses them.

The EIT principles and overarching learning objectives are contextualised to suit the needs of each KIC's education portfolio. In this case, the agri-food sector served by EIT Food. EIT Food Learning Services has developed a tailored competency framework and quality system for non-degree education and training. Our procedures and the labelling of individual courses and programmes are continually monitored through EIT's independent quality assurance systems.



Figure 2: The key principles of EIT non-degree education

Further information can be found in the EIT handbook: [Quality for Learning](#).

EIT Food Learning and Assessment Services and the EIT Label

EIT Food Learning and Assessment Services aim to professionalise the food system and provide a robust, relevant, and recognised programme of lifelong learning for both learners and employers. We do this through the accreditation of non-degree education and training alongside certification of learner achievement.

This approach ensures that training complies with defined standards. It guarantees that every course or programme carrying the EIT Label:

- drives innovation for systemic change and stability in the food system
- meets a genuine need in the sector
- results in enhanced competencies in food systems, leadership, communication, and entrepreneurship
- meets established quality criteria
- has established review and improvement processes
- can evidence the quality of the course through successful learner outcomes

The EIT Label is underpinned by the EIT Food Competency Framework, independent accreditation and assessment processes, as well as integrated systems to ensure the quality and continuous improvement of education and training in food and agriculture.

PART 2: The Application Process

There are two application windows per year. Application deadlines will be published on the [EIT Food Learning Services website](#).

All applications will receive feedback from the independent reviewers and successful applications will undergo a mid-term review after two years, halfway through the four-year accreditation period. Unsuccessful applications will be offered detailed feedback and support should they wish to apply again.

The applicant is expected to be the person with overall responsibility for guaranteeing the quality, development and evaluation of the training. All information submitted as part of the application process will be treated as confidential and is only shared with the independent reviewers and the EIT Food Learning and Assessment Services Advisory Board and Expert Advisory Committees where necessary.

The process is structured to be as easy as possible for training providers while ensuring compliance with the quality requirements as detailed in the EIT Food Learning Services Course Accreditation Quality Manual.

Submission

Submissions must be made online via the EIT Food Learning Services Accreditation Portal:

https://myeitfood.smapply.io/prog/eit_label_accreditation_applications.

There are three tasks to complete in the Accreditation Portal:

1. Upload proof of completion of EIT Food's Designing Learning Outcomes and Assessment course
2. Complete the application form
3. Agree to the terms and conditions

All parts must be completed and supporting documents uploaded before submitting the application.

The application is structured to allow providers to demonstrate to reviewers that all aspects of teaching and learning have been carefully considered and embedded in the EIT Food Competency Framework.

Review

Two independent expert reviewers will be appointed to evaluate applications for accreditation based on the EIT Label standards and criteria as well as alignment with the EIT Food Competency Framework. Reviewers use a narrative-supported quantitative 5-point scoring method. If there is significant disparity between the reviewers' recommendations, a third independent reviewer will be engaged to look at the application.

The EIT Food Learning and Assessment Advisory Board and Expert Advisory Committees ensure that the review process is fully independent, confidential, and meets the relevant ISO quality assurance standards.

EIT Food Learning Services is aware that each course is individual and based on specific market and learner needs. The independent reviewers will ensure that the nuances of each course application are considered while adhering to the mandatory criteria for EIT Label accreditation and inclusion in the EIT Food portfolio.

Decision

You will usually be notified of the outcome of your application four to six weeks after submission deadline.

EIT Food Learning Services will either recommend that your training is:

- Accepted for accreditation to carry the EIT Label for 4 years or,
- Declined for accreditation

If your course is awarded the EIT Label, you will be issued with:

- the label shown in *Figure 3* which you will be entitled to use on your course material and advertising and,
- a certificate of accreditation to carry the EIT Label.



Figure 3: Accreditation approved label and certificate

All courses awarded with the EIT Label are required to undergo a mid-term review after two years. Further evaluation may be triggered at any time by results from annual reporting, expert views or feedback from learners and other stakeholders.

In cases where an application for accreditation to carry the EIT Label is unsuccessful, the training provider will be:

- notified of the decision in writing
- provided with justification for the decision
- given detailed feedback on which areas require improvement
- offered support from Learning Services to re-apply.

The decision will identify the areas where improvements are necessary and will state which part of the application will be reassessed upon resubmission.

Any course carrying the EIT Label is deemed to have fully complied with the processes and procedures as described in the EIT Food Learning Services Accreditation Quality Management Manual. This means it is eligible for the development of independent learner certification and examinations with [EIT Food Assessment Services](#).

Re-applications

If your application is unsuccessful, and you decide to re-apply, you must show that you have developed your course in response to the feedback provided. The same criteria is used for repeat applications and any previous applications will not be taken into consideration.

Subject to maintaining the independence of the process and under the guidance of the advisory board and expert advisory committees, EIT Food Learning Services will work with you to address any shortfalls in your application.

Mid-term Review

Accredited courses are required to undergo a review at the mid-term point of their accreditation period for continuing monitoring and improvement purposes. For the mid-term review, you must show evidence that both the overarching and intended learning outcomes are being met and that learners are receiving a high-quality learning experience.

Changes that enhance the learners' experience and improve the quality of teaching and learning are encouraged. Associated processes and procedures must also be updated where necessary. Justification and evidence to support any modifications must be submitted at the mid-term review.

If a change to the course results in a fundamental variation in course design, you should consider submitting a new application for accreditation.

At the mid-term review you will be asked to:

- Give details of any changes or proposed changes to the design and delivery of the course. Justification and evidence for each change and a description of the effect, or anticipated effect, must also be provided.
- Prepare an executive summary of the course evaluation including but not limited to:
 - A summary of feedback from learners/participants, delivery partners and other stakeholders, and how this feedback has influenced the development of the course.
- Provide any other relevant information that the training providers would like to share about the course such as examples of good practice, exceptional outputs, products, start-ups or other outcomes, achievements and impacts.

The reviewers will consider the information provided and will recommend one of the following:

- Confirm the status of the course as satisfactory, good or excellent without any further requirements. Accreditation will remain valid until the end of the four year period.
- Recommend the training provider makes minor adjustments within a specific agreed timeline.
- Redact the accreditation if the quality of the course has consistently failed to comply with the expert recommendations for improvement.

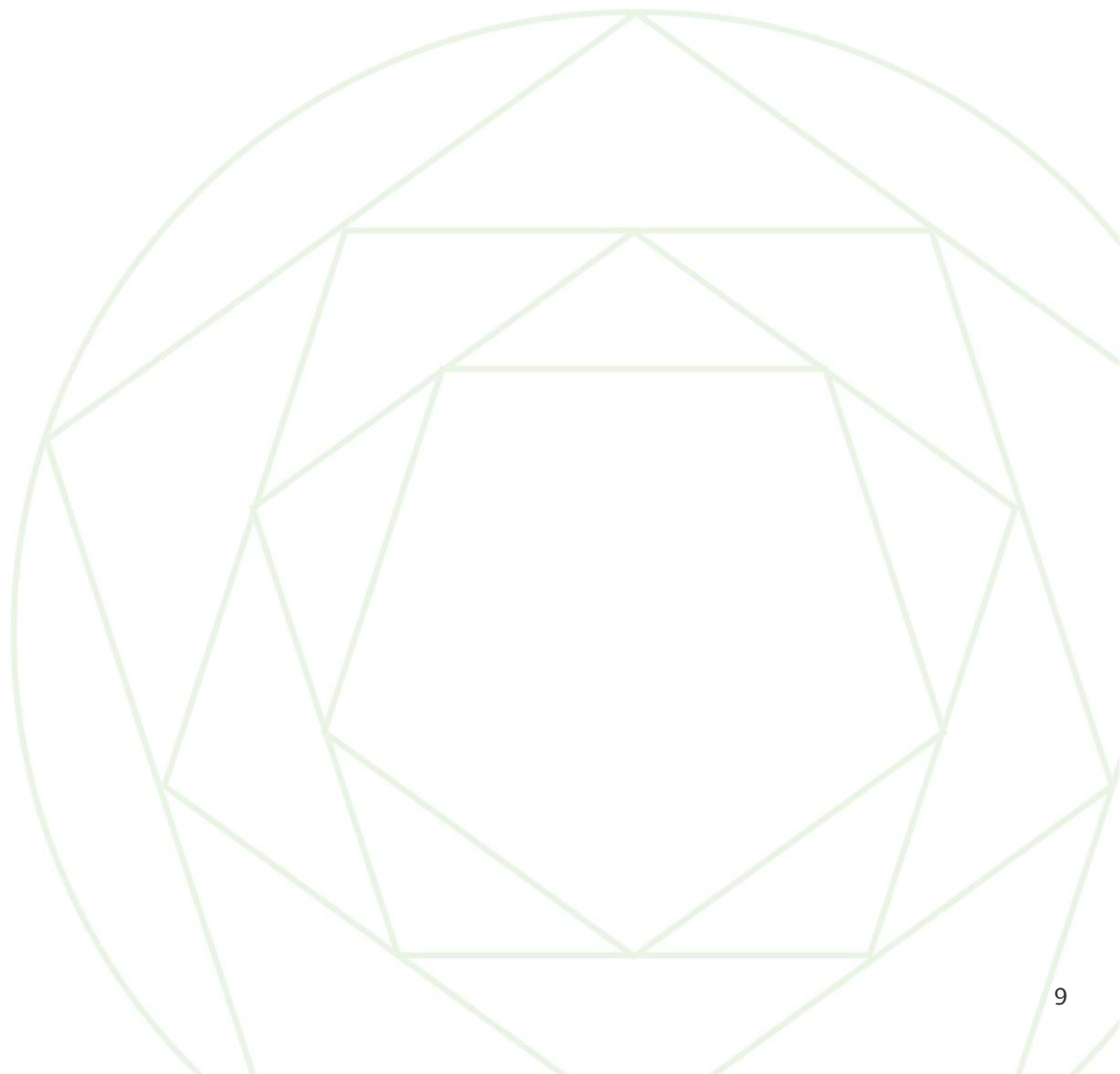
Mid-term reviews must be submitted via the EIT Food Learning Services Accreditation Portal.

We will be in touch with you in advance of your mid-term review and will ensure that you are given ample time and support to prepare for it.

End of the Accreditation Term

At the end of the four-year term, we will contact you in advance of the end of your accreditation period and all accredited courses will be invited to re-apply. This is a simple process designed to enable you to demonstrate how your training has developed and what plans you have to enhance it in the future. Your re-application will be reviewed by two independent experts as with the original submission and you will be

notified four to six weeks after the deadline. All re-applications must be submitted via the EIT Food Learning Services Accreditation Portal.



PART 4: Completing the Application Form

In addition to essential information such as the course name, location, and organisation details, the form contains six sections. You must clearly demonstrate and evidence that you have addressed the [key questions](#) in each of the six areas:

Purpose: *why have you created this course?*

Target audience: *who is this course for?*

Competencies: *what will you teach?*

Teaching strategy: *how will you teach it?*

Assessment strategy: *how will your learners know they have succeeded?*

Course evaluation and alumni engagement: *how will you know you have succeeded?*

Please have your [supporting documents](#) ready to upload as you progress through the application form.

Mandatory documents:

- [Proof of completion of the](#) EIT Food Designing Learning Outcomes and Assessment course.
- [Course curriculum](#): a detailed description of the course content, materials, resources and your pedagogical/andragogical approach. This is from an educator's perspective.
- [Course programme](#): a timetable outlining what, where, when and by whom topics will be taught along with assessment due dates, self-directed learning time and any other relevant course events. This is for learners to manage their time and expectations so should be written from their perspective.
- [Assessment strategy](#): this should outline assessment methods, sequencing and the rationale behind your assessment activities. We have provided a template you can use for this.
- [Course evaluation strategy](#): a detailed description of how you will evaluate your course. This should include change management processes demonstrating how you will document and implement any change to the course. Post-course evaluation should include feedback from all stakeholders and not be restricted to learners. You may include samples of course surveys.

Optional documents:

- [Educator briefing](#): a description of how you will brief or train your educator team and, in particular, external visiting teachers to ensure that the focus remains on delivering the ILOs.
- [Learner profiles](#): if you have them, learner personae or profiles can be useful for reviewers to evidence that you have carefully considered your target audience.

Information should be concise and specific to the course. Applicants are encouraged to focus on giving a clear indication of how the course will be designed, delivered, assessed and evaluated. Aligning with the EIT Food Competency Framework and using the same terminology to adapt the relevant competency and learning level descriptors within the particular context of the course will help with this.

Purpose: why have you created this course?

EIT key principle: knowledge triangle integration

The first section of the application form is for the reviewers to understand the reasons why you decided to create your course. Specifically, why does the agrifood sector need this course and what are the gaps in skills, knowledge and attributes of your target learners that you aim to fill? What impact will it have on learners, their communities and beyond? The course must be grounded in at least one of EIT Food's Missions and reflect a genuine need in the sector.

You will also be asked to list the overarching learning outcomes (OLOs) for your course. These are sometimes referred to as the course objectives. These are written from your perspective as an educator and set out what your programme aims to do. This is distinct from the intended learning outcomes (ILOs) which describe in observable and measurable terms from the learners' perspective what

they will be able to do on completion of your course. ILOs are discussed in more detail in Part 4 below.

EIT has created a set of OLOs that align with European standards in entrepreneurship education and the European Qualification Framework (*Table 1*). You can use these as a foundation for your OLOs but they must be tailored to the specifics of your course. You do not need to cover all the EIT OLOs in your course.

EIT Food Missions

Healthier lives through food: we will make a material difference to quality of life by enabling more consumers to have better choices through access to affordable, healthier food products and actionable information.

Reducing risk for a fair and resilient food system: we'll improve food security and safety for consumers everywhere by enabling and establishing resilient and dependable digitally enabled food supply chains.

Net zero food system: we will enable the transition to a net zero food system, measuring and quantifying the change through reduced CO2 equivalent emissions.

EIT's overarching learning outcomes (OLOs)

The table below sets out the EIT OLOs. These can be contextualised and used for your course OLOs.

EIT OLO 1 – Entrepreneurship skills and competencies
To identify and act upon opportunities and ideas to create social, cultural and financial value for others and oneself.
EIT OLO 2 – Innovation and technology skills and competencies
To use knowledge, ideas and technology to create new or improve existing products, services, processes as well as policies, business models and jobs. Where relevant, to mobilise system innovation for broader societal change, while evaluating the unintended consequences of innovation and technology.
EIT OLO 3 – Creativity skills and competencies
To think beyond boundaries and systematically explore and generate new ideas.

EIT OLO 4 – Intercultural skills and competencies
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 ¹ .
EIT OLO 5 – Making value judgments and sustainability competencies
To identify the consequences of plans and decisions and to merge this into a solution-focused approach that moves towards a sustainable and green society.
EIT OLO 6 – Leadership skills and competencies
To make decisions and provide leadership based on a holistic understanding of the contributions of education, research and business to value creation.

Table 1. EIT Overarching Learning Outcomes (EIT OLOs) in non-degree education and training

Target audience: who is this course for?

EIT key principle: inclusion, diversity and gender mainstreaming and equality

Here, you have an opportunity to show that you are aware of and able to reach your target audience. Who do you think this course is most suitable for and how do you plan to manage learner recruitment, admissions, student numbers, pre-requisites and recognition of prior learning?

Pre-requisites: academic, work or experience learners must have in order to successfully complete the course. They will not be admitted to the course if they do not meet the set requirements.

Recognition of prior learning: sometimes referred to as 'credit', this is a process by which learners can apply their previous knowledge, skills, and experience to their study. If they meet the criteria set by the course provider, learners may be offered exemption from parts of the course or assessment.

When assessing your application, the reviewers will be looking for evidence that inclusion, diversity, and equality are integrated into the design of your programme. Your admission criteria must include consideration of social inclusion and learners should have alternative entry pathways available to them should they not meet the formal criteria. Your course should also include mechanisms to recognise any prior learning and/or experience of your learners.

Competencies: what will you teach?

EIT key principle: Innovation and entrepreneurship education

In this section of the form, you will be asked about your curriculum and to demonstrate how it is embedded in the EIT Food Competency Framework. There is a separate guide to the Competency Framework (Appendix 2) for applicants which we encourage you to familiarise yourself with before submitting your application.

¹ For instance through mobility.

Proficiency levels

You must select the proficiency level of your training. This refers to the level of mastery and the agency for influence learners will have on successful completion. There are four levels:

- **Explore:** lay the foundations in contributing to the sector
- **Practice:** turn ideas into actions to the benefit of your field of influence
- **Master:** deliver impact within your field of influence and the sector
- **Inspire:** transform the system and have an influence that goes beyond your field and the wider sector

The proficiency level will determine the ILOs for your training so it is important to select the right level for your OLOs and your learners.

See *Appendix 2* for a detailed description of the EIT Food proficiency levels as they are mapped to the European Qualifications Framework.

Capabilities and competencies

Once you have determined the proficiency level for your course, you will select the capabilities and competencies your course will focus on. There are two groups of capabilities, technical and underpinning. The eight competencies are divided across the two capability areas and you must select one competency from each group. In this example below, the technical capability is 'food systems' and the underpinning capability is 'problem solving':

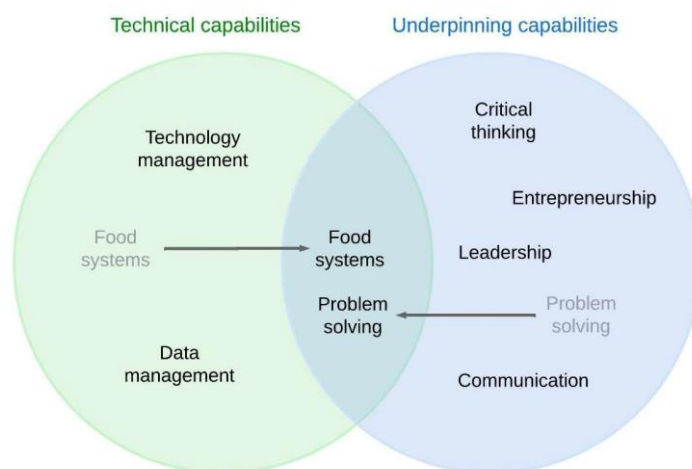


Figure 5: Choosing capabilities and competencies

The combination of technical and underpinning capabilities ensures that your course and learners will contribute towards the sustainable transformation of the food system by driving impact, innovation and entrepreneurship.

EIT Food recognises that many courses will touch upon additional capability areas, particularly the underpinning capabilities. However, we ask applicants to select one in order to ensure focus and clarity in the course objectives and learner outcomes. If you are successful in your application, there will be an opportunity to demonstrate any additional capability areas your course covers at the mid-term review.

Intended learning outcomes (ILOs)

Once the purpose, capabilities, competencies and learner level for your training have been determined, you must develop the ILOs for your course. It is mandatory for at least one educator who is responsible for developing the learning outcomes for your course to complete the EIT Food Designing Learning Outcomes and Assessment course and it is strongly recommended that all educators complete this course. Proof of successful completion of the course must be uploaded when you complete the application form. There is a fee of €181.5 per learner. Fee waivers and bundles are available for some organisations. Please email accreditation@eitfood.eu for further information.

The Competency Framework defines generic learning outcomes for each proficiency level and core competency. These learning outcomes are written in precise vocabulary and particular attention should be paid to the *action* words in each description.

Learning outcome: a description in observable and measurable terms of what a learner is able to do as a result of completing a learning experience.

Training providers must translate the learning objectives in the framework into clear learning outcomes that are both measurable and specific to the context of their course. It is crucial to use the same terminology used in the Competency Framework. This terminology is based on Bloom's taxonomy of Learning:

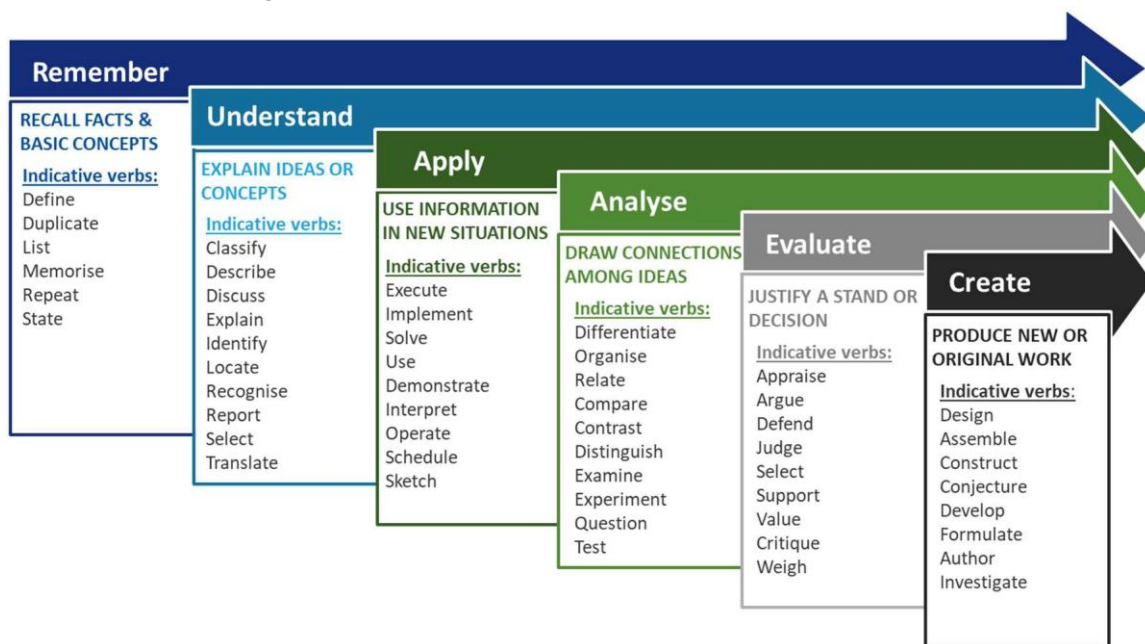


Figure 6: Bloom's Revised Taxonomy of Learning with Measurable Verbs

Avoid these verbs and phrases as you can't measure them and they are not assessable.: *understand, learn, know, become acquainted with, realise, recognise, internalise, appreciate, believe, "develop a thorough understanding of" or "appreciate the importance of".*

Curriculum

EIT key principle: highly integrated, innovative learning-by-doing curriculum

Your curriculum should offer detail on the content your training covers including the topic areas, materials, and resources. It should describe the breadth and depth of knowledge you expect your learners to achieve and your pedagogical/andragogical approach to teaching, learning and assessment. Please note that the curriculum is distinct from the course programme:

Curriculum: a comprehensive and detailed description of what and how you will teach your learners. It is aimed at educators and course contributors to help them understand what needs to be covered and how to teach the learners.

Course programme: an outline of the topic areas, assessment requirements and timetable aimed at students to help them to plan their studies and understand what is expected of them.

You must upload a copy of your curriculum as part of your application.

Teaching strategy: how will you teach?

EIT key principle: international engagement/exposure

This section focuses on what you will be doing in the classroom or virtual learning environment: how will you translate your curriculum and teaching philosophy into practice?

Again, you must align your mode of delivery, teaching methods, and course programme with the Competency Framework. Focus on selecting the activity areas as defined in the framework: performing activities, thinking activities, influencing activities and entrepreneurship. These should be aligned with the capabilities and core competencies you have defined for your course.

Mode of attendance

EIT key principle: geographic inclusion

The method or methods of course delivery is an important consideration when designing a programme. Most importantly, how will you deliver your training and how will the chosen delivery mechanisms ensure achievement of the ILOs? You are encouraged to creatively design your training to facilitate and enhance participation, inclusion and the diffusion of innovation beyond urban and international borders. The use of technology for online and blended learning and intensive residential programmes can help with achieving this. Do your delivery methods ensure geographic inclusion and international openness? Does your training allow those in regional or rural areas to participate?

Delivery methods include but are not limited to:

- Online only: content is delivered entirely online either synchronously or asynchronously
- In person: delivered face-to-face at a pre-arranged location
- Blended: a combination of online and face-to-face delivery.

Reviewers will also need to see that you have considered the learning environment, whether this is virtual or in-person. The virtual learning environment (VLE) or physical space must be suited to the curriculum and teaching methods and learners must have access to all the materials and equipment they need to succeed. Wherever possible, the VLE or venue should be selected because they are the best way to deliver the training rather than the VLE or venue dictating the teaching methods.

Teaching methods

The selection of teaching methods should reflect the capabilities, competencies, and ILOs you have defined. Please refer to the four activity types as defined in the Competency Framework:

- thinking activities
- influencing activities
- performing activities
- entrepreneurship

For example, if your underpinning capability core competency is critical thinking, your teaching methods will focus on thinking activities such as a classroom debate or an online journal club. The methods you choose may well touch on other activity and competency areas – a classroom debate will also involve influencing activities linked to leadership and communication – but aligning your teaching methods with the core competency areas and capabilities you have identified for your course will focus both educators and learners on achieving the ILOs.

You are expected to use learning by doing (active learning) and hands-on approaches which enable professional and non-degree learners to benefit from innovation and entrepreneurial practices, and to interact with their operational environments in order to adapt and learn. You are encouraged to use all available resources to creatively engage students and enhance their learning experience.

Course programme

This refers to the syllabus or programme you will provide to your learners to help guide them through the course and set out your expectations of them. It should include a timetable of teaching activities and assessments, the topic areas that will be covered, a reading list and details of any work or reading they need to complete before the course starts, links to any relevant policies and procedures, and contact and support information.

In devising your programme, you should consider the hours of study required for the proficiency level of the course. Learning hours refers to the total number of hours required to complete a course and includes both contact and non-contact (self-directed learning) hours. While there is no set duration for courses, Annex 2 provides a guide to the total learning hours for each proficiency level.

The learning hours should be broken down into contact and non-contact hours in your course programme and sufficient time must be given to learners for self-directed learning and digestion of course content. The time allocations must be justified based on the proficiency level, the learning outcomes and assessment requirements of your course.

Learner numbers, attendance, and wellbeing

Your training must be suitable for the number of students you choose to admit and due consideration should be given to managing student numbers in the event of over- or under- subscription. You must have procedures in place to avoid bias in the selection of learners where a course is operating a waiting list. When you are thinking about the ideal number of learners per cohort, the learning experience of your learners should be paramount. The long-term sustainability of the course must also be considered.

You should also have a clear policy on attendance requirements, which must be communicated well to the learners, particularly if attendance is linked with achieving 'proof of successful completion'.

As a training provider, you are responsible for the health and safety as well as the emotional and physical wellbeing of your learners. The application form includes a section for you to detail the support services in place to ensure these non-academic requirements are catered for.

Course contributors

EIT key principle: inter-sectoral and inter-organisational experience / exposure

An important part of your teaching strategy is the selection of educators and course contributors. You must be able to demonstrate that the expertise of educators and any other contributors to a course will help learners to achieve mastery of the skills as described in your ILOs.

It is not necessary to identify individual people as this may change during the accreditation period. To avoid pinpointing individuals, please do not include biographies, resumes or CVs.

You are expected to show how your educators and contributors will be briefed to ensure that their delivery meets the needs of the learners and remains aligned with the OLOs and ILOs. This is particularly important where external experts are not familiar with good educational practice.

Last minute confirmation of speakers is common in professional education. Providing details of the educators' expertise and the briefing guidance will enable you to comply with the quality procedures required for accreditation while maintaining the flexibility to ensure that the content and delivery style are appropriate and learner-focused. You must upload a copy of your educator briefing with your application.

Assessment strategy: how will your learners know they have succeeded?

In order to verify the success of your learners and the quality of the teaching, a detailed assessment strategy must be submitted with each application for accreditation. When developing your assessment strategy, it is important to put the learner experience and the ILOs at the centre. The theory of 'constructive alignment'² or 'aligned teaching' is helpful here as it shifts the focus in assessment from assessment *of* learning to assessment *for* learning and even assessment *to* learn:

² Biggs, J. (1999): What the student Does: teaching for enhanced learning, Higher Education Research & Development, 18:1,57-75. See Available at [2018-03-26]: <https://doi.org/10.1080/0729436990180105>

Aligned teaching

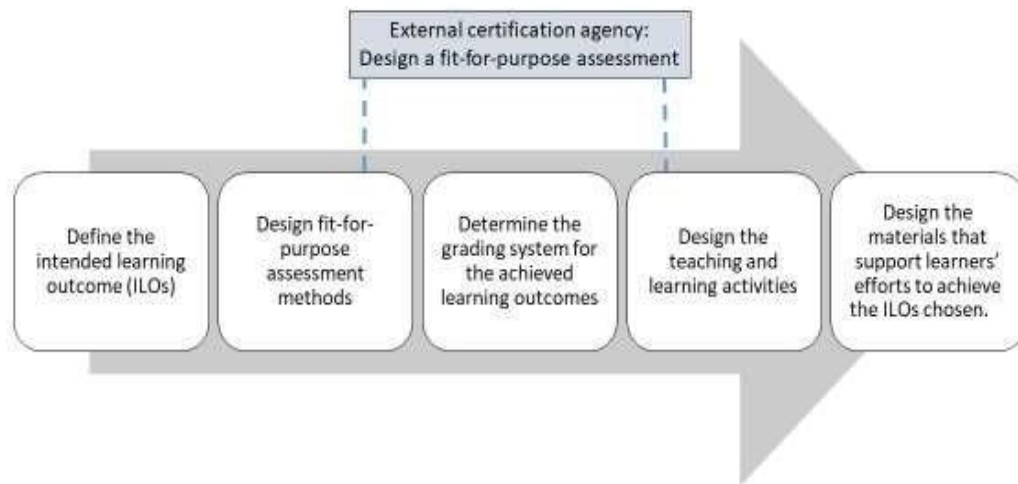


Figure 7: Aligned teaching in non-degree and professional education

Your assessment strategy should demonstrate that:

- Each ILO is being assessed. Please note that this does not require a separate assessment for each ILO.
- The assessment methods enable learners to evidence mastery of the skills as set out in the ILOs.
- The course contains a mix of both summative and formative assessments.
- Each assessment task has a marking rubric.

Tips for assessment design

- Keep to a maximum of 3–4 targeted and specific ILOs. All ILOs must be assessed. Quality is better than quantity when developing ILOs.
- Use the ILO descriptors as the focal point in assessment design.
- Avoid complex assessment mechanisms – keep it simple!
- Remember that a single assessment may demonstrate mastery for all the ILOs in a course.
- Attendance and class participation requirements are fine but do not demonstrate mastery of ILOs or the quality of teaching.

We highly recommend completing EIT Food's Designing Learning Outcomes and Assessment course where you will find information and resources to help you create effective assessment tasks.

Completion

At the end of the course, learners who have demonstrated their advancement through the appropriate summative assessment mechanism, should be awarded with “proof of successful completion” which can be either a physical or digital document to confirm their attainment of the ILOs. An example of this document will be required at the mid-term review. Once a course has been accredited to carry the EIT Label, you will be entitled to designate this on your “proof of successful completion” documents.

The proof of successful completion:

- is an award given to learners at the end of an accredited programme when all the component parts have been completed and the overall pass mark achieved
- demonstrates that the learner has passed all the assessment requirements. Please note that assessment is conducted by the training provider. EIT Food Learning Services does not conduct any part of the assessment process.
- provides the evidence that teaching has met the quality criteria specified in the accreditation application.
- is awarded on the basis that assessments are verified internally by the training provider, and is not an independent examination. It therefore does not certify learning or competencies.

For training providers who wish to offer their learners an independent assessment for certification of competencies, please contact [EIT Food Assessment](#).

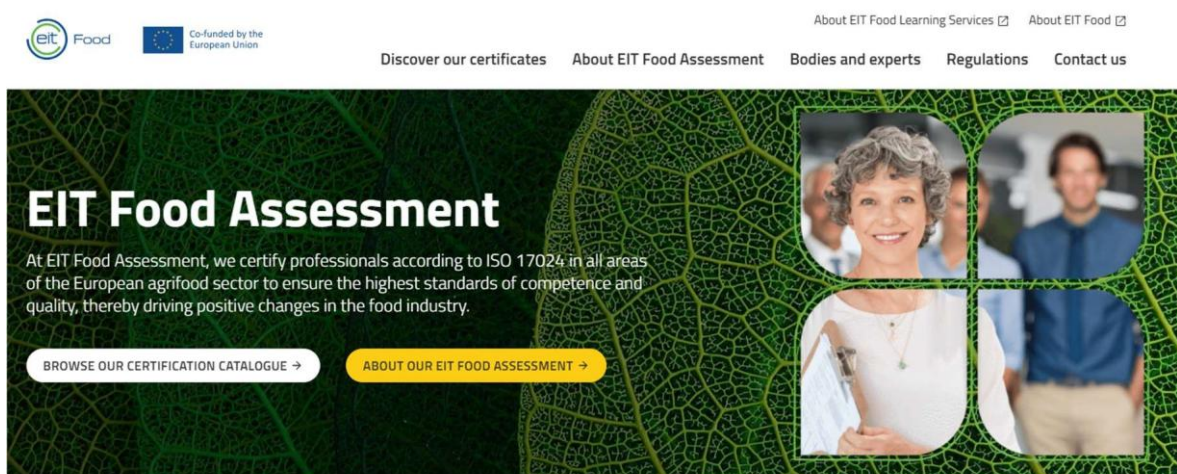


Figure 8: EIT Food Assessment

Course evaluation and alumni engagement: how will you know you have succeeded?

Post-course evaluation is an essential part of course development and delivery and must be integrated into your course planning and accreditation application process. It helps to ensure that the learning experience has been effective and positive, and that the learners are able to contribute to the sustainability and transformation of food systems as defined in the OLOs and ILOs. It also enables training providers to continually improve their educational offerings and to respond to evolving learner and educator needs.

EIT Food Learning Services encourages modifications to courses as long as they are justified and evidenced. It is important to have processes in place for gathering feedback, deciding on and implementing changes and documenting and evidencing any modifications made.

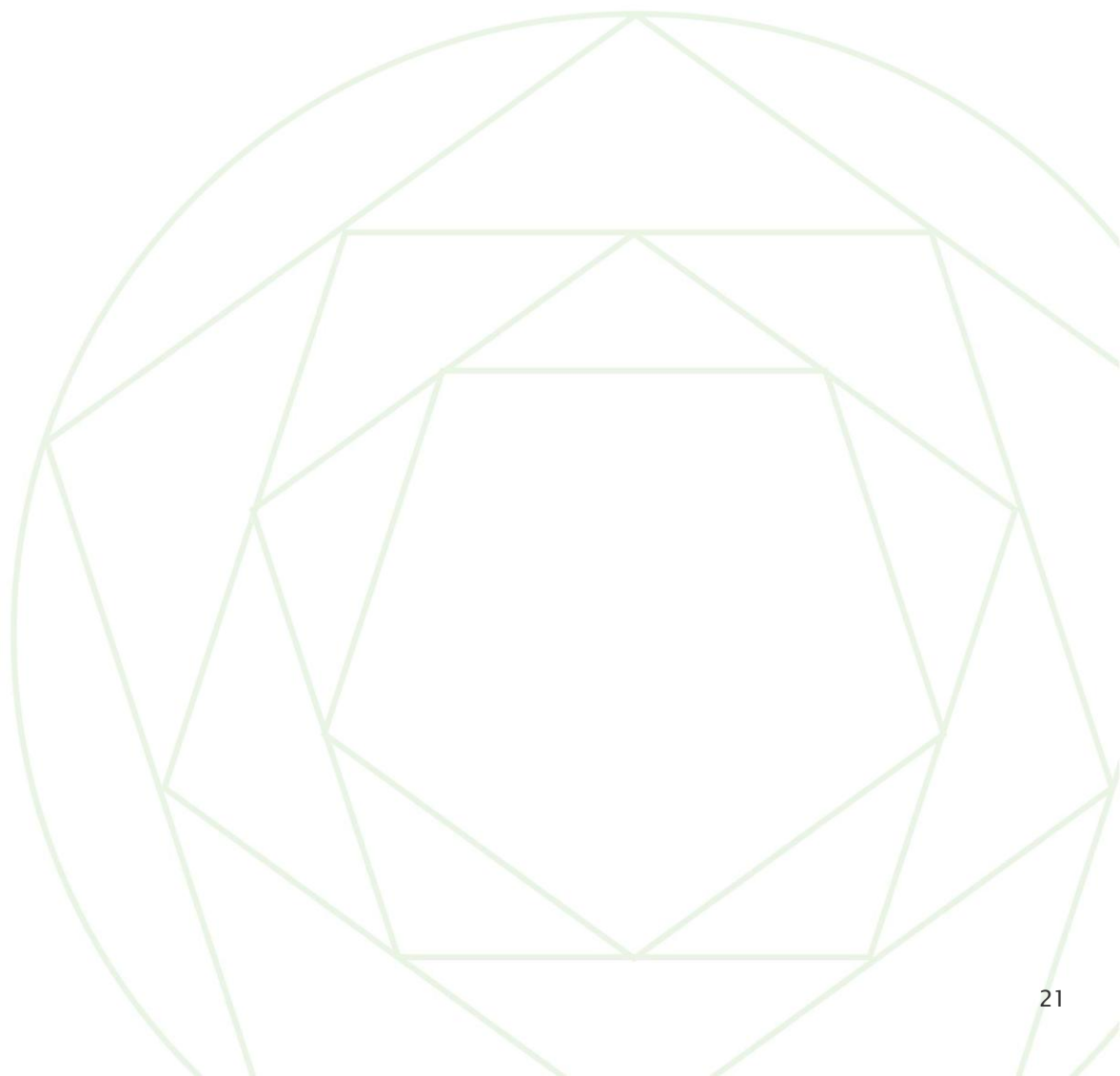
You will need to upload your course evaluation strategy as part of the application process.

Evaluation tips

- Feedback on all aspects of your course should be sought including admissions, content, delivery methods, teaching, assessment, completion and the overall course experience.
- All stakeholders, not just the learners, should be asked for feedback. This includes educators, organisers, external contributors and anyone else involved with the course.
- Any changes made as a result of course evaluation must be documented, justified and evidenced. This will be required at the mid-term review.

Alumni

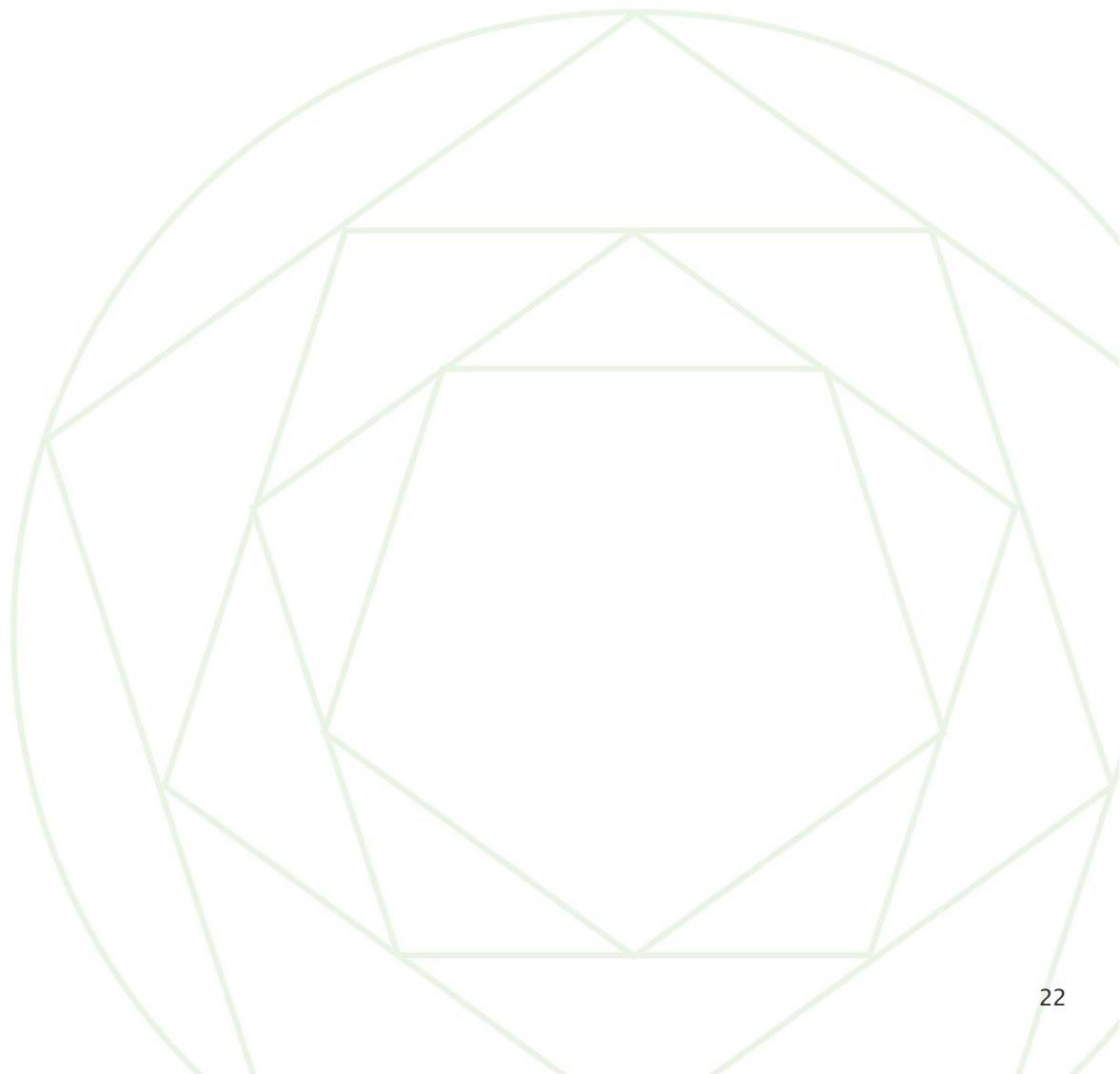
Training providers must demonstrate a plan for engaging their course alumni to support networking and lifelong learning. Details of alumni support and services should be included with the application as well as any tools that will be used to interact and engage with the alumni community. It is expected that all course participants will engage with [EIT Food Hive](#).



Useful resources

The following resources are available as self-help tools for training providers to ensure that their application meets the EIT Label requirements.

- EIT Food Competency Framework
 - [Brochure](#)
 - [Explanatory video](#)
- Designing Learning Outcomes and Assessment course
- [Video – Bloom's Taxonomy](#) (Dave McAlinden)
- [Handout – A Model of Learning Objectives](#), Iowa State University
- Aligning teaching for constructing learning: <https://www.advance-he.ac.uk/knowledge-hub/aligning-teaching-constructing-learning>
- University of Oxford – Types of summative assessment tasks
- Lydia Arnold – Authentic assessment approaches
- UCL – Assessment ideas for an AI enabled world
- Active learning design tool: <https://app.secure.griffith.edu.au/active-learning/>
- NC State University – Rubric Best Practices, Examples, and Templates
- Yale – Creating Rubrics
- AAC&U examples – VALUE Rubrics
- Carnegie Mellon – Examples of Rubrics.



References

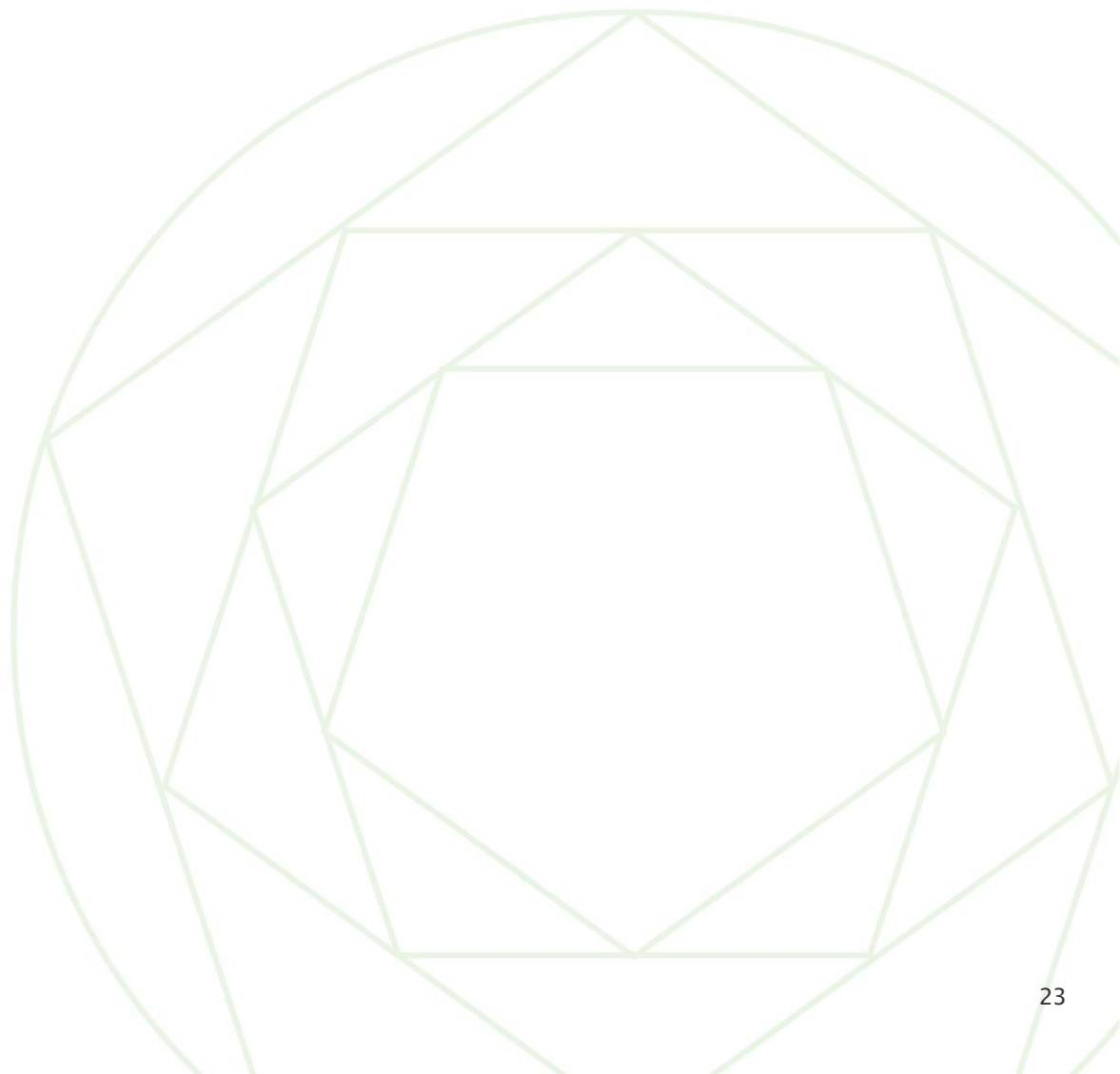
EIT label for non-degree education and training handbook (EIT, 2022)

https://eit.europa.eu/sites/default/files/eit_label_nondegree_handbook.pdf

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Appendices

Appendix 1: EIT Key Principles in non-degree education and training

EIT key principle: knowledge triangle integration

The focus on societal challenges including their technological dimensions through the integration of the knowledge triangle distinguishes the EIT from other EU innovation instruments. Co-creation and collaboration between education, business and research contribute to addressing these challenges which range from digital transformation, transition to climate neutrality, ensuring equity and inclusion etc.

EIT key principle: Innovation and entrepreneurship education

The EIT contributes to a highly-skilled European workforce, with an entrepreneurial mindset and capacity for innovation which reflects societal needs. In non-degree and professional education, EIT education and training provision empowers learners and participants to transform their expertise into tangible solutions for their workplace, business environment and any other operational environments.

EIT key principle: Highly integrated, innovative learning-by-doing curriculum

Non-degree and professional education and training are characterised by learning by doing and hands-on approaches which enable learners and participants to benefit from innovation and entrepreneurial practices, and interact with their operational environments in order to adapt and learn. This may entail working and collaborating both individually and in teams, for instance working on authentic challenges and problems. In professional education and training, courses and programs shall provide concrete solutions for the work using learning-by-doing and challenge-based learning approaches, with focus on bringing innovation into business and society.

EIT key principle: international engagement/exposure

EIT-labelled non-degree education and training and professional education have no formal requirements for international mobility, although learners/participants typically benefit from international exposure. This may include international 'mobility' through physical, virtual³ (online) or blended forms⁴, including digitally enhanced activities and diverse 'internationalisation at home' actions. Non-degree education and training also devotes attention to the existence and working of innovation systems at different scales, such as local, national, regional and international.

EIT key principle: Inter-sectoral and inter-organisational experience/exposure

EIT-labelled non-degree education and training typically embeds inter-sectoral or organisational experience and/or exposure. In executive and professional education and training, where participants are often from industry, this may entail exposure to cutting-edge RDI and entrepreneurship outcomes.

EIT key principle: geographic inclusion

In EIT-labelled non-degree programmes, geographic inclusion, the European dimension and international openness are embedded in the recruitment of participants, the design of programme content and partner selection. They also enhance regional and local outreach to address disparities in innovation capacity and to promote knowledge and innovation diffusion across the European Union. Including countries and regions in the EIT Regional Innovation Scheme. The use of blended learning and remote working are also encouraged to facilitate and enhance participation, inclusion

³For Virtual Mobility, see <https://virtualmobility.eadtu.eu/formats>

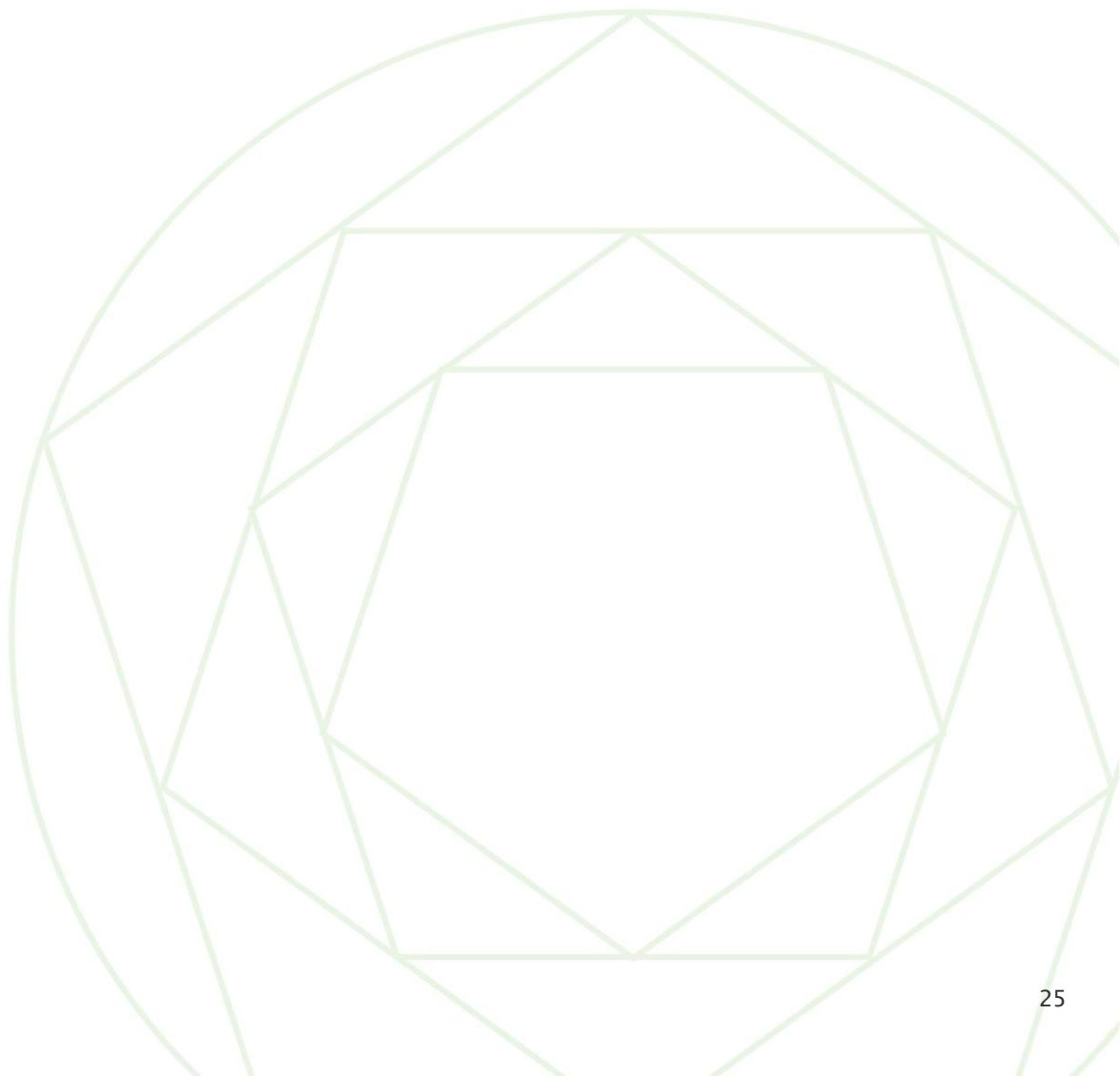
⁴Force majeure such as pandemic or individual reasons such as specific individual constraints related to health, disability, family.

and diffusion of innovation.

EIT key principle: inclusion, diversity and gender mainstreaming and equality

Inclusion, diversity, gender mainstreaming and equality are integrated into the design, implementation, monitoring and evaluation of the EIT-labelled non-degree programmes. Recruitment and enrolment policies, alternative pathways and recognition of prior learning are promoted in view of improving social inclusion. Investments in learner support, blended learning and remote learning and working opportunities enable equal access and completion in education and training activities. In addition to women entrepreneurship, EIT also promotes university-school/VET collaboration to raise aspirations and improve the quality of learning and teaching, with special regard to learners from disadvantaged backgrounds, for instance through STEAM education. The EIT promotes a gender responsive portfolio of EIT-labelled nondegree programmes and balanced gender representation among education actors (learners, teachers, evaluators and decision makers) to address the current and anticipated skill shortages and demographic changes as well as the underutilisation of the skills and competencies of women.

Source: https://eit.europa.eu/sites/default/files/eit_label_nondegree_handbook.pdf



Appendix 2: Proficiency Levels and Learner Hours

EIT Food CF Level	EQF Level	Knowledge	Skills	Responsibility and Autonomy	Suggested Hours of Study
Explore: Lay the foundations in contributing to the sector	2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	3.5-42 hours
	3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems	
Practice: Turn ideas into actions to benefit your field of influence	4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	35-147 hours
	5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others	
Master: Deliver impact within your field of influence and the sector	6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups	105 hours plus
	7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams	
Inspire: Transform the system and have an influence that goes beyond your field and the wider sector	8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research	No specific hours of study - dependent on individual course

Appendix 3: The EIT Food Competency Framework: Guide for Educators

Overview

The EIT Food Competency Framework (CF) identifies the key competencies and capabilities required for innovators and entrepreneurs to drive effective change in the food system. There are four proficiency levels and eight key competencies which are combined to make it possible for professionals to advance their careers in the agri-food sector and to guarantee the quality of their education.

The proficiency levels range from exploring the foundations of the skill to possessing the ability to positively transform the food system as we know it. The key competencies are grouped into either technical or underpinning capabilities and each competency is linked to an activity type which informs the teaching and learning methods.

Sustainability is central to all EIT Food activities and underpins the CF. Training providers must demonstrate alignment with at least one of the EIT missions and sustainability must be at the core of all EIT Food accredited teaching and learning.

When applying for the EIT Label, training providers must demonstrate the proficiency level of their course, which competencies are covered, and what activity types will be used.

Please see [this video](#) for a quick overview of the CF.

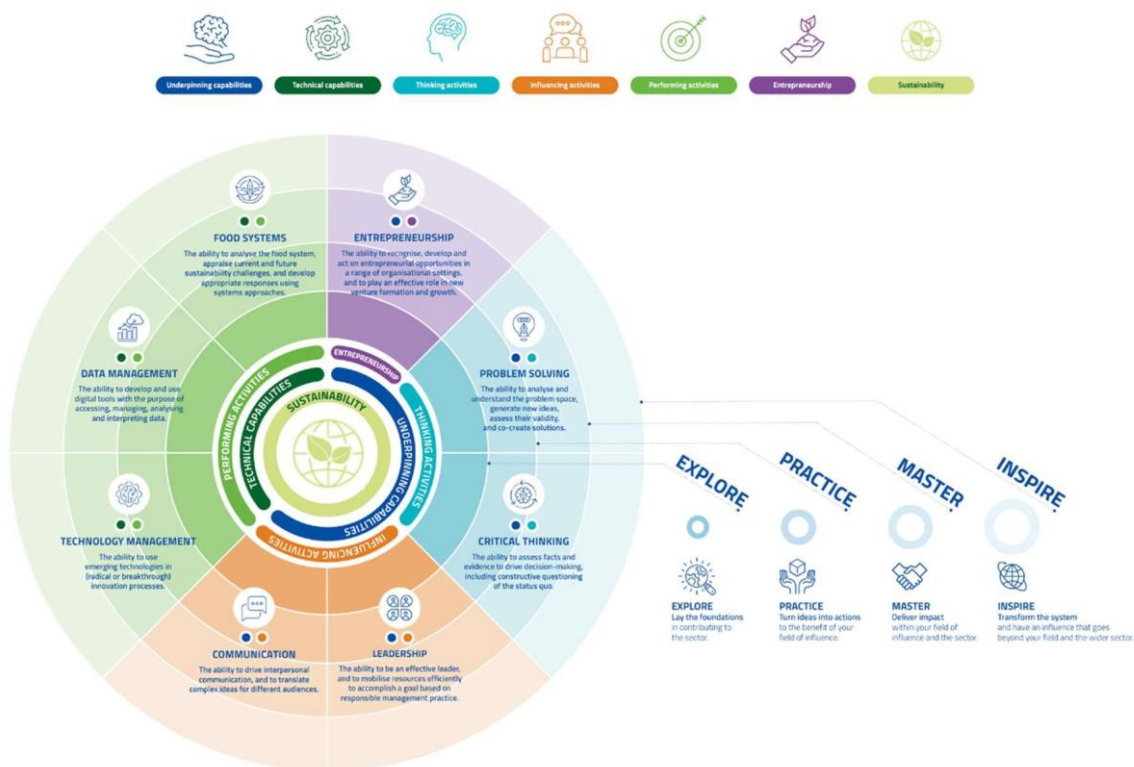


Figure 1: The EIT Food Competency Framework

Sustainability

Sustainability is at the core of all EIT Food Learning Services activities and underpins the CF. All courses awarded the EIT Label and included in the EIT Food course catalogue must contribute to the sustainability and transformation of the food system with at least one of the EIT Food missions as the driving purpose:

- Creating healthier lives through food
- Achieving a net zero food system (including the prevention of biodiversity loss)
- Creating a fully transparent, fair, inclusive and resilient food supply

Proficiency Levels

Within each competency there are four levels: **Explore**, **Practice**, **Master**, **Inspire**. Each is more involved than the last. These levels determine the admission requirements and intended learning outcomes of the course or programme. These levels are different to more academic ways of viewing learner levels and refer to non-degree education and training only.



Figure 2: Proficiency Levels

The proficiency level should reflect the agency for influence the learners will have at the end of the course. On completion of the course, will they have gained competencies that will enable them to influence:

- only themselves, their peers and nearest colleagues (Explore)
- the way their division functions (Practice)
- their organisation or the sector (Master), or
- beyond their immediate field to influence the wider sector (Inspire)?

Technical and Underpinning Capabilities

The CF contains eight competencies which are grouped into two categories of capabilities:

- **Technical capabilities:** food systems, data management, technology management
- **Underpinning capabilities:** entrepreneurship, problem solving, critical thinking, leadership, communication

Training providers must position their courses within one of the technical capabilities and draw on one of the underpinning capabilities or vice versa. For courses where the main objectives align with one of the underpinning capabilities, there must still be alignment with one of the technical capabilities. Without this combination of capabilities, the course will not be contributing towards transformation of the food system. It is this transformational approach which underpins the CF.

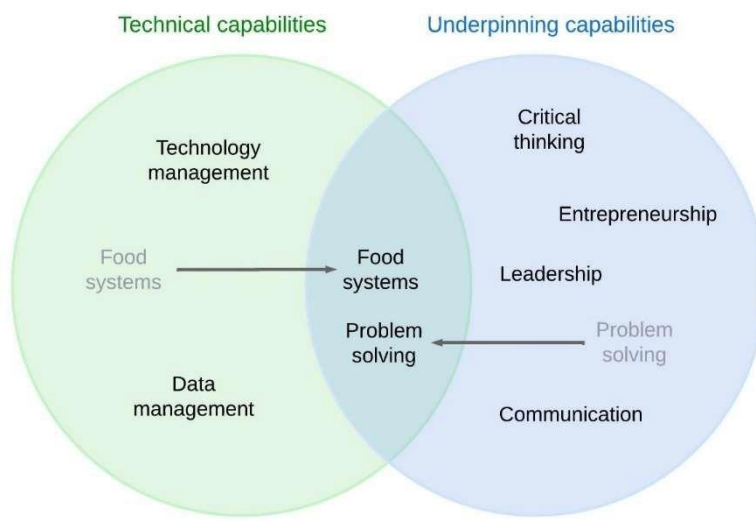


Figure 3: Choosing Capabilities

It is not unusual that many, if not all, of the underpinning capabilities are touched upon. It is important to remain focused on the one which is most relevant to the objectives of the course or programme.

Careful selection of the technical and underpinning capabilities is crucial as this is the basis for defining the intended learning outcomes (ILOs) and assessment methods.

Core Competencies

The framework contains eight core competencies (Figure 3) which have been defined by EIT Food's extensive research in transforming the food system. Each of the competencies can be grouped into either technical or underpinning capabilities and according to the type of activity it relates to. Careful selection of the competencies for a course or programme is key to a successful application for accreditation as intended learning outcomes have been developed for each competency.



Figure 4: the eight competencies

Activities

Within the CF are four activity types that relate to the capabilities and competencies. The activity types are all designed to develop the skills that will contribute to the sustainability and transformation of the sector:

- thinking activities
- influencing activities
- performing activities
- entrepreneurship

The capability and core competency must be aligned with the activity type. For example: if the capability is *underpinning* and the core competency is *critical thinking*, the teaching methods will focus on *thinking activities* such as a classroom debate or an online journal club. The chosen methods may well touch on other activity and competency areas – a classroom debate will also involve influencing activities linked to leadership and communication – but aligning teaching methods with the core competency areas and capabilities ensures that focus on achieving the ILOs is maintained.

Training providers are expected to use learning by doing (active learning) and hands-on approaches which enable professional and non-degree learners to benefit from innovation and entrepreneurial practices, and to interact with their operational environments in order to adapt and learn.

Learning Outcomes

EIT Food Learning Services has developed generic intended learning outcomes for each competency and proficiency level. Training providers must contextualise these to suit the specifics of each course. There is an online tool to assist with generating the correct generic outcomes. The outcomes are written in precise language using action words to encourage active learning and measurability. A case study detailed below illustrates the process of creating both OLOs and ILOs which are embedded in the CF. Please also see the CF brochure for a printed version of the outcomes.



Figure 5: sample of learning outcomes as shown in the CF



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