EIT Label

for non-degree education and training

Application

EIT Food Learning Services

eit Food

Co-funded by the European Union

Course Accreditation Application Guidance Handbook 2024

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Welcome

This Accreditation Application Guidance Handbook is intended to enable training providers to fulfil the requirements of the process for accreditation to carry the EIT Label for non-degree education & training. It sets out the procedures for the accreditation process, outlines the arrangements for their continuing evaluation and improvement, and gives training providers the information and access to resources to complete their applications. Further guidance can be found in the Frequently Asked Questions Document provided with this Handbook.

Accreditation and the EIT Label for non-degree education & training

Accreditation of non-degree education & training and certification of learner achievement are a core part of EIT Food Learning Services' vision to professionalise the agrifood system and provide a robust, relevant, and recognised programme of lifelong learning for learners and employers.

Our dual course accreditation and learner certification approach ensures that training complies with a standard which guarantees that every course carrying the EIT Label for non-degree education & training meets a genuine sector-evidenced need for competencies development.

Through the award of the EIT Label for non-degree education & training and underpinned by the EIT Food Competency Framework, the independence and quality management of our accreditation and assessment processes and identification of sector requirement meets a genuine market need for enhanced food system specific competencies, leadership, communication and entrepreneurship aimed specifically at individuals aspiring to the most senior roles and has adequate systems to ensure the quality and continuous improvement of its education and training.

In receiving the EIT Label for non-degree education & training through successful accreditation of your course or programme you are able to demonstrate that it meets established quality criteria as defined within the Standard against which the EIT Label is awarded. It demonstrates that you and your course or programme are competent to carry out the specific advancement of the competencies which you have defined, that you have established review and improvement processes, and that these are all evidenced by successful completion of the course by your learners.

The Application process

The application process is structured to be as un-onerous as possible for training providers to comply with the quality requirements as detailed in the EIT Food Learning Services Course Accreditation Quality Manual. All information submitted as part of the application process will be treated as confidential and only shared with the Accreditation & Assessment Advisory Board for the purposes of reviewing the application.

The Applicant is expected to be the person with overall responsibility for *guaranteeing the quality assurance of the training*, its evaluation and its development, and should submit the application for accreditation to carry the EIT label for non-degree education and training online via the *myEITFood* portal.

The portal is open to receive applications continuously with the Accreditation & Assessment Board meeting at the beginning of each quarter to review and applications received since the board last met. Applicants will be notified of the Accreditation & Assessment Board's decision within ~ 3 weeks.

The *myEITFood portal* can be found via this link to login to myEITFood portal which will return the page shown in Figure 1.

It can also be found on the "*Become an Accredited Training Provider*" page of the EIT Food Learning Services website: https://learning.eitfood.eu/become-an-accredited-trainng-provider
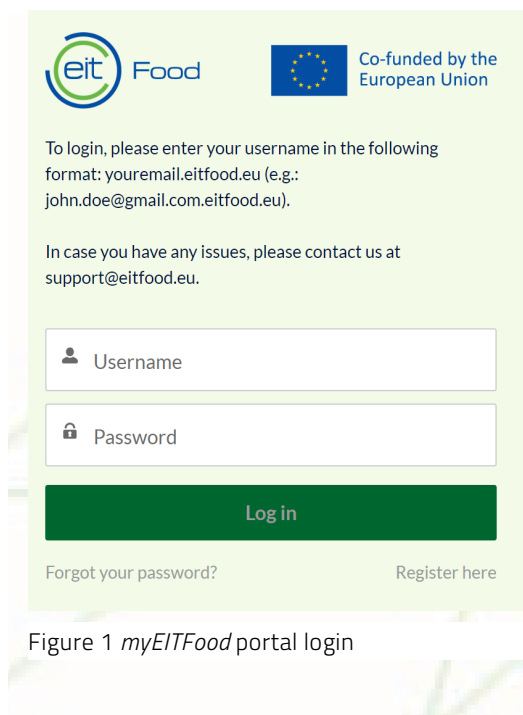
If you are not already registered click the "*Register here*" button under the green Log In bar.

To login, please enter your username in the following format: youremail.eitfood.eu (e.g.: john.doe@gmail.com.eitfood.eu).

In case you have any issues, please contact us at support@eitfood.eu.

Username

Password

Log in

Forgot your password?   Register here

Figure 1 *myEITFood* portal login

Accreditation fees

External training providers will be required to pay a €500 non-refundable deposit once they have signalled their intention to apply by agreeing to the EIT Food terms and conditions on the portal.
A balance of €1000 is required upon approval for accreditation by the Accreditation & Assessment Board, with a further €500 being payable at the mid-term review.

What to expect in the application

To apply for the EIT Label for non-degree education & training accreditation courses and programmes must adhere to well-defined criteria which are mandatory for inclusion in the EIT Food portfolio.

Accreditation to carry the EIT Label for non-degree education & training requires training providers to clearly demonstrate that they have addressed these 4 key questions.

It is imperative that applications provide sufficient evidence to demonstrate that they have adhered to these criteria.

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Four Key Questions

1. **To whom are you delivering your course?**
   - What are the sector based, needs-pull, skills gaps of your learners?
2. **What competences will you advance?**
   - What is your course syllabus?
3. **What is your teaching strategy?**
   - How will you teach to achieve this?
4. **What is your assessment strategy?**
   - How will you verify success of this teaching?

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Figure 2 Four Key Questions

The Application contains 4 sections within which you will be required to provide information which addresses these four key questions and your application will also demonstrate your mechanisms for course evaluation and alumni support. The initial application process is comprises 3 steps: submission, review and decision.

Step 1. Application Submission

- Introduction providing general course and training provider information

  Course title, start dates duration and location
  Details of the delivering organisation or consortium

- Section 1: Defines the target audience, answers Key Question 1: *To whom will you be teaching?* and covers:

  Course origins and target audience
  Overarching Learning Outcomes
  Course pre-requisites
  Recognition of prior (experiential) learning

- Section 2: Defines what you will teach, answers Key Question 2: *What competencies will you advance?* and covers:

  Core Competency level of your learners
  Primary Technical capabilities
  Primary Underpinning capabilities
  Contextualised Intended Learning Outcomes
  Course syllabus

- Section 3: Defines how you will teach, answers Key Question 3: *What is your teaching strategy?* and covers:

  Course delivery
  Recruitment of learners
  Course programme including teaching and learning methodologies
  Course contributors, their competencies and briefing

- Section 4: Defines how you will verify that your teaching was successful, answers Key Question 4: *What is your assessment strategy?* and covers:

  Formative assessment
  Summative (normative assessment of Intended Learning Outcomes
  Course evaluation
  Alumni support

Step 2. Application Review

Appointed reviewers will consider applications received in the previous quarter using a narrative supported quantitative 5-point scoring method for suitability against the learning needs and for alignment with the EIT Food Competency Framework.

NOTE: EIT Food Learning Services is aware that each course is individual and based on the specific market and learner needs. The Accreditation & Assessment Board will ensure that the nuances of each course application are met while adhering to the well-defined criteria which are mandatory for EIT Label accreditation and for course inclusion in the EIT Food portfolio.

Step 3. Application Decision

If the appointed reviewers deem the training provider's accreditation application to have the met the compliance standards, the Chair of the Board will make a recommendation to the Director of Education for EIT Food that the course should receive the EIT Label for non-degree education & training.

Training providers will be issued with the motif shown in Figure 3 which they will be entitled to use on their course material and advertising.

EIT Food Learning Services will also issue a certificate of accreditation to carry the EIT Label for non-degree education & training.

Figure 3 Accreditation approved motif

For courses yet to run or where post-course feedback and evaluation is not available at the time of application, The EIT Label fonon-degree education & training is awarded for one year, to be extended to two further years subject to submission, and successful review of post-course feedback and evaluation after its first iteration. The Training provider will be supported directly by EIT Food Learning Services in this process.

For applications for which post-course evaluation and feedback is submitted as supporting evidence with their application, the EIT Label for non-degree education and training is awarded for three years.

NOTE: An ad hoc diagnostic follow-up evaluation may be triggered at any time by the results from annual reporting, expert views, and feedback from learners and other stakeholders.

NOTE: Any course which carries the EIT Label for non-degree education & training accreditation is deemed to have fully complied with the processes and procedures as described in the EIT Food Learning Services Accreditation Quality Management Manual and is eligible for the development of independent learner certification and examinations with the EIT Food Assessment.

Re-submission in case of unsuccessful application

In cases where the application for the initial award of accreditation to carry the EIT Label for non-degree education & training is unsuccessful, the training provider will be notified in writing (via email) providing justification for the decision and invited to revise their application and resubmit where applicable.

The decision will state the evaluation areas where improvements are necessary and which areas will be assessed in the re-submission. Under the guidance of the Accreditation & Assessment Board, EIT Food Learning Services shall work with the training provider to address any shortfalls in their application, subject to maintenance of independence of the application process. EIT Food Learning Services and the training provider will agree on the timeline for the re-submission.

In the re-submission, the training provider must show that it has developed its activities in the respective evaluation areas. The same criteria are used in the re-submission as in the initial review. Only areas where improvements are necessary are re-evaluated.

Supporting evidence required at application

Applicants will be expected to submit the following supporting evidence in addition to their completed application. This evidence is included as uploaded files on the myEITFood application portal.

1. At least one Proof of Successful Completion of the Setting Learning Outcomes course

   One Proof of Successful Completion is the mandatory requirement for each application. However, you are strongly recommended to encourage all educators and programme managers to take the course to ensure consistency of expectation and understanding of what is required to define high quality Learning Outcomes.

2. Syllabus

   Within this context, the course syllabus will define the competencies the course / programme will advance at the selected learner level. It provides general topic headings and an overview of the component parts of the course.

3. Course Programme

   The course programme will define your teaching strategy and will provide the detail of how you will teach the topics and modules you have outlined in the syllabus. It will also indicate the form that the learning will take, and the learning hours associated with it.

4. Example of course material e.g. a selection of slides, documents, online resources

   The example course material is required to provide an indicative approach to your teaching strategy ("death by PowerPoint" is strongly discouraged). A full set of material is not necessary, merely examples of the different methodologies adopted. Please be aware that reviewers will need to be able to access this material and therefore links to proprietary VLEs or password protected sites are not permissible.

5. Assessment details

   Indicative examples of how the learning outcomes will be assessed and the criteria for success, including marking rubrics. Examples of past learners' assessments to provide proof of successful teaching are encouraged.

6. Post-course evaluation and feedback.

   Examples of post-course feedback and evaluation from past iterations of the course or details of the processes to be undertaken for courses yet to run. This should include change management processes demonstrating how you will document the need for changes.

   Post-course evaluation should include feedback from all stakeholders and not be restricted to learners.

Mid-term Review

As part of the continuous monitoring of the accreditation processes and procedures, accredited courses will be required to undergo a review at the mid-term point of their accreditation period. This review will require training providers to evidence that the OLOs and ILOs were adhered to with the learner's experience remaining to the fore.

Deviations from the original proposal are not discouraged, rather they are encouraged if so doing enhances the learners' experience and improves the teaching and learning quality. However, such changes must stem from a strong evidence base that their need is justified, with associated processes and procedures being updated accordingly. Where such changes result in a fundamental variation in course design, the training provider should consider a new application.

The mid-term review will require training providers to provide:

- Information of changes that have been made or are proposed by the Training provider in the design and delivery of the course, with justification, any accompanying documentation and a description of these changes' effects or anticipated effects.
- An executive summary report on their evaluation of the course 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.
- Any other relevant information that the training providers would like to share regarding the professional education and training for instance, examples of good practice, exceptional outputs, products, start-ups or other outcomes, achievements and impacts.

Upon consideration of this information the Accreditation & Assessment Board will propose one of the following:

1. Confirm the course's satisfactory, good or excellent status and progress and ongoing compliance with the EIT Label Accreditation processes without any further requirements and the accreditation will remain valid until the end of its 3 year period.
2. Recommend the training provider to make minor adjustments within a specific timeline.
3. Recommend redacting Accreditation in a duly justified case if the quality of the course has consistently failed to comply with the expert recommendations for improvement.

EIT Food Competency Framework

A key pillar of EIT Food Learning Services is the **Competency Framework,** Figure 4, which contains 8 key competencies, grouped into capabilities which drive Sustainability.

Within each Competency there are four levels, Explore, Practice, Master, Inspire, each more involved than the last. These levels determine the intended Learning Outcomes of the course or programme and what level of competency is a recommended entry requirement.

For each Level and Competency there are set Learning Objectives that need to be achieved.These Learning Objectives are written in precise vocabulary - particular attention should be paid to the *action* words in each description.

When submitting courses for EIT Label for non-degree education & training accreditation training providers must demonstrate to which of the four learning levels their course adheres, and which competencies are covered within the training.

To do this, training providers must translate the Learning Objectives in the Competency Framework into clear Learning Outcomes by adapting the relevant competency and learning level descriptions, and specifying the particular context in which such competency is developed, taught and assessed.

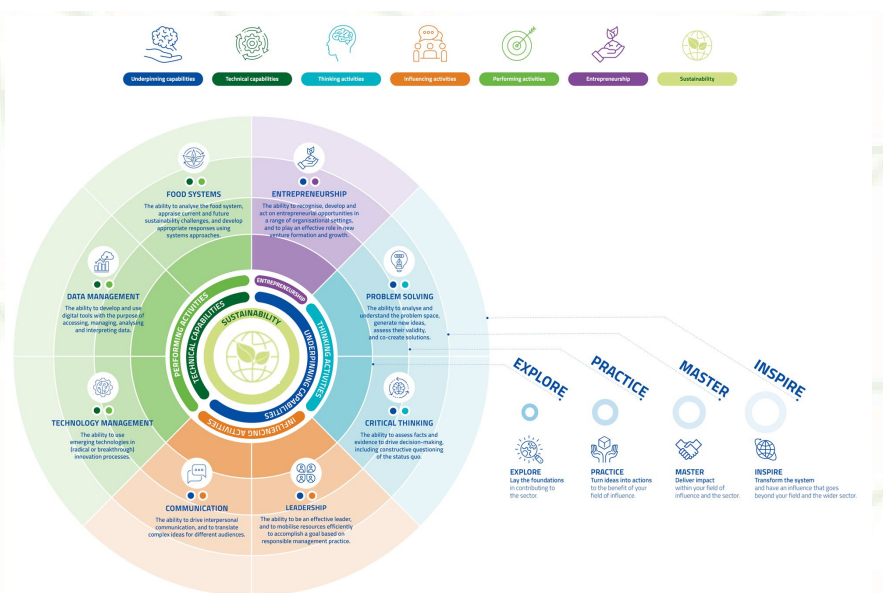It is crucial to use the same terminology used in the Competency Framework for each level.

Figure 4 EIT Food Competency Framework

Learning Outcomes per Competency Level

Competencies: **FOOD SYSTEMS** · **DATA MANAGEMENT** · **TECHNOLOGY MANAGEMENT** · **ENTREPRENEURSHIP** · **PROBLEM SOLVING** · **CRITICAL THINKING** · **LEADERSHIP** · **COMMUNICATION**

EXPLORE
Lay the foundations in contributing to the sector.

FOOD SYSTEMS	DATA MANAGEMENT	TECHNOLOGY MANAGEMENT	ENTREPRENEURSHIP	PROBLEM SOLVING	CRITICAL THINKING	LEADERSHIP	COMMUNICATION
Apply basic systems analysis techniques to describe the food system. **Identify dominant sustainability challenges** for the food system. **Recognise how innovations can contribute** to achieving societal impact.	**Implement effective data management protocols.** **Recognise the importance** of data security measures. **Identify key** unintended consequences of the use of information technologies.	**Competently use** appropriate technologies to contribute to food system innovations. **Appraise the relevance** of emerging technologies in a particular work or study context. **Identify key** unintended consequences of the use of emerging technologies. **Recognise the importance** of IPR management.	**Appraise and articulate** the value of opportunities. **Identify and use** relevant resources to support the creation of social and environmental value. **Implement** effective actions to support the creation of sustainability impacts.	**Analyse relevant aspects** of the problem space to inform creative thought. **Use basic methods** to generate new ideas and to assess their validity. **Contribute** to co-creation processes to develop sustainable solutions.	**Collect, analyse and report** information and data to support the generation of new ideas and approaches. **Recognise the importance** of ethical goals.	**Implement** a food system innovation project in a particular work or study context. **Demonstrate ownership** of project goals.	**Identify relevant stakeholders** and their prominent concerns. **Recognise the importance** of inclusive dialogue in food systems transformation. **Implement** basic communication methods.

PRACTICE
Turn ideas into actions to the benefit of your field of influence.

FOOD SYSTEMS	DATA MANAGEMENT	TECHNOLOGY MANAGEMENT	ENTREPRENEURSHIP	PROBLEM SOLVING	CRITICAL THINKING	LEADERSHIP	COMMUNICATION
Analyse the food system using a range of systems approaches to appraise current and future sustainability challenges. **Implement innovative responses** to address sustainability challenges in the food system.	**Appraise the efficacy of different digital tools** and sensing methods to acquire, manage and manipulate data. **Devise effective** data management protocols. **Design effective** actions to mitigate key unintended consequences of the use of information technologies. **Implement** adequate data security measures.	**Mobilise** appropriate technologies in innovation processes **Design effective** actions to mitigate key unintended consequences of the use of emerging technologies. **Contribute** to the development of new technologies for food system transformation. **Manage IPRs.**	**Create opportunities** for social and environmental value creation. **Mobilise** resources to create sustainable value for others. **Design and implement** effective actions to deliver impact.	**Appraise the problem space** to identify current and future needs. **Mobilise** effective methodologies to generate new ideas. **Appraise the validity of new ideas** and co-create sustainable solutions.	**Collect, analyse, interpret and report** information to develop sustainable solutions to current and future challenges. **Appraise unintended consequences** of any course of action to devise ethical goals.	**Appraise different strategies** to deliver a food system innovation. **Demonstrate leadership** towards the implementation of a food system innovation.	**Devise effective communication methods** that support organisational strategies. **Engage in honest and inclusive two-way communication** with stakeholders about their concerns. **Adjust messaging** for different audiences.

Learning Outcomes per Competency Level

FOOD SYSTEMS	DATA MANAGEMENT	TECHNOLOGY MANAGEMENT	ENTREPRENEURSHIP	PROBLEM SOLVING	CRITICAL THINKING	LEADERSHIP	COMMUNICATION

MASTER
Deliver impact within your field of influence and the sector.

FOOD SYSTEMS	DATA MANAGEMENT	TECHNOLOGY MANAGEMENT	ENTREPRENEURSHIP	PROBLEM SOLVING	CRITICAL THINKING	LEADERSHIP	COMMUNICATION
Develop strategies to address current and future challenges using systems approaches. **Design innovative responses** to address sustainability challenges in the food system.	**Develop strategies** for data acquisition, analysis and manipulation. **Develop and lead the implementation** of robust data security measures. **Develop strategies** to mitigate key unintended consequences of the use of information technologies.	**Develop strategies** to mobilise and manage technologies in innovation processes. **Develop and lead the implementation** of new technologies. **Develop strategies** to mitigate key unintended consequences of the use of emerging technologies. **Devise** adequate IPR management strategies.	**Create opportunities** for systemic social and environmental value creation. **Devise strategies** to mobilise and leverage resources to create sustainable value. **Design effective actions** to scale societal impact.	**Critically appraise** the problem space to analyse the strategic implications of future choices. **Mobilise effective co-creation methodologies** to generate original and sustainable solutions that include relevant voices.	**Critically analyse, interpret and report** data and information to inform ethical decision making. **Challenge existing practices** and knowledge to develop sustainable alternatives.	**Influence, persuade and challenge others** to transform the food system through innovation and entrepreneurship. **Translate a vision** for strategic change into a food system innovation.	**Identify, engage with and respond honestly** to stakeholder needs. **Develop strategies** to deliver effective inclusive communications approaches. **Translate complex ideas** for different audiences.

INSPIRE
Transform the system and have an influence that goes beyond your field and the wider sector.

FOOD SYSTEMS	DATA MANAGEMENT	TECHNOLOGY MANAGEMENT	ENTREPRENEURSHIP	PROBLEM SOLVING	CRITICAL THINKING	LEADERSHIP	COMMUNICATION
Champion systems approaches to appraise current and future challenges to the food system. **Educate and support others** to develop innovative responses to address sustainability challenges.	**Educate and support others** to use digital tools to support innovations in the food system. **Champion robust data security systems.** **Educate and challenge others** to appraise and mitigate unintended consequences of technology use.	**Educate and support others** to use emerging technologies in (radical or breakthrough) innovation processes. **Challenge others** to apply technologies to, or draw from, different problem spaces. **Educate and challenge others** to appraise and mitigate unintended consequences of technology use.	**Guide others** on their entrepreneurial journey to achieve sustainability goals. **Champion relevant insights** into entrepreneurial mindset and practice. **Contribute** to sustainability-oriented entrepreneurial ecosystems.	**Educate and support others** to generate original and sustainable solutions to address food system challenges. **Champion effective co-creation methodologies** to include a range of relevant voices in the generation of solutions.	**Educate and support others** to critically analyse existing practices to develop sustainable alternatives. **Challenge others** to base their decision making on an ethical and sustainable basis.	**Educate, influence, persuade and challenge others** to lead and promote food system transformation. **Create** a vision for strategic change of the food system.	**Champion** effective inclusive stakeholder management. **Demonstrate effective inclusive thought leadership** in and beyond the food system domain.

# Guidance for completing your application

Training providers are invited to use any of the available resources but are particularly encouraged to use the Application Dashboard (Figure 5), in combination with the brochure and explanatory video.

Figure 5 Application Dashboard

Information should be concise and specific to the course and applicants are encouraged to focus on providing a clear indication of how the course will be designed, delivered, assessed and reviewed.

It is important to demonstrate the needs-pull aspect of the course (i.e. the specific gaps which will be addressed) and to avoid a knowledge-push approach. Very high level, strategic descriptors with general objectives do not convey a clear message as to what the course will provide the learners in practice.

The Learning & Assessment Advisory Board will be looking for clear indications of these specifics – 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.
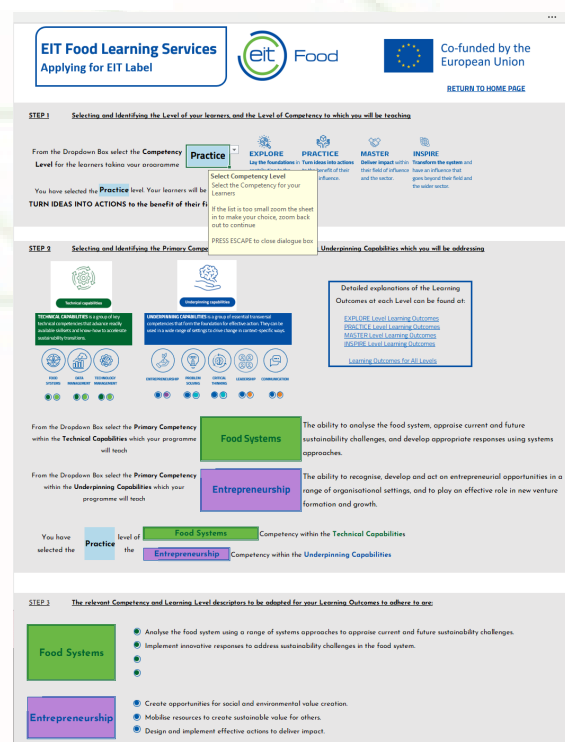
Indicative Learning hours per level

Learning Hours are distinct from contact hours. While there is not set duration for courses, the Figure 6 provides an indicative guide of total learning hours. They are not hard and fast rules, and neither do they specify whether these are total learning hours or learner facing hours.

As part of your application, you will be expected to specify the total learning hours for you course/programme and the proportion of that time that the learners will be interacting with your educators, and that which is self-directed learning. You will need to justify this time allocation based on the Learning Outcomes of your programme, and the assessment of those learning outcomes, both of which will be dependent on the Learner Level to which you are teaching.

Figure 6 Indicative Learning hours per learner level

INSPIRE	≥ 40 days	e.g. Training / workplace-based training	Proof of Successful completion
MASTER	≥ 15 days	e.g. Training / workplace-based training	Proof of Successful completion
PRACTICE	≥ 5 days	Training	Proof of Successful completion
EXPLORE	4 to 8 hours	Seminar	Proof of Successful completion

Do not confuse these levels with the more academic ways of viewing learner levels and learning time. Your specified learner level should be drawn from the agency for influence which your learner will have with their enhanced competences at the end of your course. In simple terms - will they be able to influence only themselves, their peers and nearest colleagues, the way their division functions, their organisation or the sector? The definitions of the learner levels described within the competency framework will guide you in your decision making.

Technical and Underpinning Capabilities

The EIT Food Competency Framework contains 8 competencies which are grouped into two categories of capabilities which between then drive sustainability. Applicants must position their courses either within the one of the Technical capabilities, Food Systems, Data Management, Technology Management and draw on one or two of the Underpinning Capabilities, Entrepreneurship, Problem solving, Critical Thinking, Leadership, Communication.

For most courses / programmes it is not unusual that many, if not all, of these Underpinning capabilities are touched upon but it is important to remain focused on the one or two which are key to the objectives of the course or programme.

Or for courses / programmes whose main objectives align with one of the Underpinning Capabilities, for example entrepreneurship, there must still be alignment with one of the Technical Capabilities. Without this alignment the course / programme will not be contributing towards transformation of the food system, and it is this transformational approach which underpins the EIT Food Competency Framework.

Selecting more than two or three Capabilities leads to a loss of focus in defining the Intended Learning Outcomes and the need for overly cumbersome assessment processes.

Learning Outcomes

Learning Outcomes are a specific statement of what a learner is expected to be able to do at the end of the learning process, which is reasonable to assume that they could not do before.

Overarching Learning Outcomes (OLOs) are those which define what the course will achieve in its broadest sense and are sometimes referred to as the course objectives.

Intended Learning Outcomes (ILOs) are those which relate to the learner level at which the course will be delivered and the specific competencies which will be advanced which together will lead to the attainment of the Overarching Learning Outcomes.

Training providers will translate the learning objectives in the EIT Food Competency Framework into their Intended Learning Outcomes by adapting the relevant competency and learning level descriptions, and specifying the particular context in which such competency is developed, taught and assessed.

For example: the following are excerpts of the OLOs and ILOs for a course delivered at the Practice Level where the learners are expected to be able to turn ideas into actions for the benefit of their field of influence. Its Primary Technical Capability being Food Systems, and its Primary Underpinning Capability being Entrepreneurship

The Overarching Learning Outcomes for this course (its objectives) are defined such that at the end of this course learners will be able to

- demonstrate Comprehensive Business Acumen.
- articulate and evaluate their Value Proposition and to develop and validate a business model for their agri-food startup.
- analyse the key components of agrifood systems and appraise food categories challenges and trends

Using the Application Dashboard (or referring to the tables in Figure 4), and selecting Food Systems and Entrepreneurship at the Practice Level returns the descriptors presented in Figure 7 to be contextualised to produce the Intended Learning Outcomes which will be assessed by the end of the course:

Figure 7 example descriptors returned using application dashboard

It is not necessary that all 5 of these be used for the course, only the most relevant and those which will be assessable.

In this example, the following Intended Learning Outcomes were defined such that at the end of the course learners will be able to:

- Food Systems: "*Analyse the food system using a range of systems approaches to appraise current and future sustainability challenges*" becomes contextualised to:
  i. *identify and evaluate the interconnected aspects of production, processing, distribution, and consumption in agrifood systems*
  ii. *assess challenges such as climate change impact, food safety concerns, and supply chain disruptions*
- Entrepreneurship: "*create opportunities for social and environmental value creation*" and "*mobilise resources to create sustainable value for others*" become contextualised to:
  iii. *analyse trends such as sustainable farming practices, advanced processing technologies, and innovative distribution strategies.*
  iv. *develop an effective pitch presentation for investors and stakeholders which articulates key concepts, and showcases their innovativeness.*

Remember, **all Intended Learning Outcomes (ILOs) you propose must be assessed** which is why you are advised to describe a small number (3 or 4) of targeted, specific intended learning outcomes avoiding generic ones.

EIT Food Setting Learning Outcomes Course (mandatory)

The EIT Food Setting Learning Outcomes course was created in response to a strong demand from Training providers seeking guidance in the creation of high-quality learning outcomes.

https://www.eitfood.eu/education/courses/setting-learning-outcomes

By focusing on defining *relevant* (rather than generic) Learning Outcomes, the course ensures that educators deliver consistent and meaningful content aligned with their assessment requirements. This consistency enhances the overall quality of training and assessment, leading to a more standardized and competent workforce in the long term.
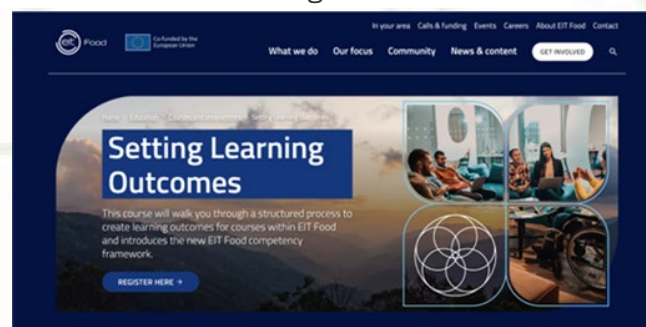
Within the specific context of the accreditation to carry the EIT Label for non-degree education & training, the establishment of uniform Learning Outcomes will foster transparency, credibility, and trust in the training and assessment processes, benefiting both the training provider and the accreditation quality management process.

For this reason, it is a mandatory requirement that at least one person responsible for defining the learning outcomes of the course / programme for which accreditation is applied MUST complete the EIT Food Setting Learning Outcomes course and the Proof of Successful Completion for this course must be appended as part of the supporting evidence.

The EIT Food Setting Learning Outcomes course walks educators through the process of creating effective and robust learning outcomes for their programme. Assessment for this course requires the learner to develop their learning outcomes in a stepwise manner and provides an invaluable tool in ensuring that the learning outcomes for your course are not only of the highest quality but align with the EIT Food Competency Framework.

It is recommended that anyone setting learning outcomes for your programme take this course. Your application will be more robust, and you will know that your educators are well equipped. Without appropriate rigorous learning outcomes you

will not be able to develop a suitable assessment strategy and accreditation will not be awarded.

The fee for the Setting Learning Outcomes course is €50 (+VAT) per learner. However this fee is waived for up to three learners per fee paying accreditation application. To enable the fee waiver, applicants will need to supply accreditationl@eitfood.eu with the each learner's:

First name   *Surname*   *email*   *Gender*   *Country of Citizenship*

Educators, speakers and contributors

Describing the contributors to your programme forms part of your teaching strategy. It is not necessary to identify individual people, as this may change with future iterations of your course during the accreditation period.

Instead it is important to demonstrate the requirements, expertise and educator personae of your contributors, and why / how this will enable you to deliver your course effectively and ultimately demonstrate mastery of the skills as described within your Learning Outcomes. Biographies, resumes, CVs etc should not be included as this would pinpoint an exact individual.

Briefing external contributors

External contributors includes anyone from outside of the core course development team and may be internal to the consortium as well as external. Regardless of their source, it is imperative that you brief your contributors appropriately to ensure that they remain bound to the Intended Learning Outcomes of the course, as well as those of the individual components they will deliver. This is particularly important where external experts are included who are not familiar with good educational practices.

As part of your Teaching strategy you will be expected to indicate how you will brief your external contributors to ensure that their delivery meets the needs of the Learners and remains aligned with the Intended Learning Outcomes and the course objectives.

Last minute confirmation of speakers is a common, indeed it is a normal occurrence in professional education. Providing the contributor personae and 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 will be appropriate and learner-focused.

Assessment Methods

Formative and Summative (Normative) Assessment

Without a suitable assessment strategy you will not be able to verify that your teaching has been successful. The assessment methods which you use must enable your learners to clearly evidence mastery of the skills to the extent which has been set out in the Intended Learning Outcomes, and thus to demonstrate the quality of your teaching and the success of your course.

Attendance and class participation is not an effective mechanism for demonstrating this advancement. Formative assessments are particularly important for longitudinal evaluation of learning where courses are very long, over many months for example but they alone do not evidence mastery of the Intended Learning Outcomes.

You are advised to avoid complex mechanisms for summative (normative) assessment and to keep your Intended Learning Outcome descriptors as the focal point for decision making in the design of your assessment strategy.

Remember, **all Intended Learning Outcomes (ILOs) you propose must be assessed** which is why you are advised to describe a small number (3 or 4) of targeted, specific intended learning outcomes avoiding generic ones. This does not require one assessment for each ILO, indeed it is likely that a single assessment may enable demonstration of mastery for all. Returning to the example course, the ILOs state that by the end of the course the learner will be able to:

i. *identify and evaluate the interconnected aspects of production, processing, distribution, and consumption in agrifood systems*
ii. *assess challenges such as climate change impact, food safety concerns, and supply chain disruptions*
iii. *analyse trends such as sustainable farming practices, advanced processing technologies, and innovative distribution strategies.*
iv. *develop an effective pitch presentation for investors and stakeholders which articulates key concepts, and showcases their innovativeness.*

For this course, while a variety of formative assessments were carried out, the summative assessment to demonstrate attainment of these ILOs was confined to

the preparation and presentation of a business pitch with a clearly defined marking rubric for the assessors:

A jury composed by at least 3 experts from different areas (investments, entrepreneurship, agrifood industry, innovation services, marketing, etc) will assess the showcased business ideas and the performance of the pitching according to the established criteria:

4. *Learner clearly articulates the problem she is trying to address. (PARTICIPANT SKILLS) - Up to 5 points*
5. *The proposed solution is distinctive enough, innovative, and appropriate to address the problem it articulates. (INNOVATIVENESS) - Up to 10 points*
6. *The proposed solution targets an identified market and differs well from competitive offerings. (BUSINESS RELEVANCE) - Up to 5 points*
7. *The business model articulates a clear path to market, is scalable and realistic (BUSINESS RELEVANCE) - Up to 5 points*
8. *Learner demonstrates the skills, knowledge, and experience necessary to take advantage of the identified market opportunity (PARTICIPANT SKILLS) - Up to 5 points*
9. *Learner indicates whether and how the final grant will be a catalyst for the successful exploitation of the market opportunity (IMPACT) - Up to 10 points*
10. *The business idea has the potential to transform the food system in the country or region and generate a social, environmental and economic impact (IMPACT) - Up to 10 points*

Proof of Successful Completion

At the end of the course, learners who have demonstrated their advancement though the appropriate summative (normative) assessment mechanism, should be awarded with a "Proof of Successful Completion" of your course, an example of which should be submitted with your post-course evaluation

The Proof of Successful Completion:

- Is an award received by 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 the end of course (internal) assessment as assessed by the training provider
- Provides the evidence that teaching has met the quality criteria specified in its accreditation application

The Proof of Successful Completion is awarded on the basis that assessments are verified internally by you the training provider, and is not an independent examination. It therefore does not certify learning or competencies.

Once your course has been accredited to carry the EIT Label for non-degree education & training you will be entitled to designate this on your Proof of Successful Completion documents.

Post-delivery Evaluation

Evaluation of you course/programme is vital to ensure that the learning experience has been effective and positive, and that the learners feel able to contribute to food systems transformations as defined within your course / programme Overarching and Intended Learning Outcomes.

Post-course evaluation needs to be carried out with representatives of all stakeholders, learner, contributors and organisers. Lessons learned should be noted and points for deviation from original specifications should be documented and justified.

As part of the application for accreditation you will be asked to define minimum, optimum and maximum learner numbers and to provide a justification for those, with mitigation processes being defined should you need to deviate from this.

Similarly you will be asked to indicate how you will deliver your course / programme (blended learning, online, face to face etc) and the delivery mechanisms to ensure achievement of your ILOs.

These are critical to the learner's journey but it is not unreasonable or unusual that circumstances dictate a deviation from these. As part of your post-course evaluation, it is therefore important to justify why you made those changes and to gather feedback from all affected, particularly from the course educators and contributors. Making justified, evidence-based changes to your teaching strategy are valid while not making changes where the need has arisen is poor practice.

You should be aware that not detailing the processes for gaining feedback from contributors is a common oversight in applications, focusing instead solely on the feedback process from the learners.

Helpful Resources

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

- EIT Food Competency Framework
  - Link to Brochure
  - Link to Explanatory video
- Application Dashboard Tool
- Setting Learning Outcomes Course – **mandatory requirement for application**
  - https://www.eitfood.eu/education/courses/setting-learning-outcomes

Accreditation – What it is and what it is not

Course Accreditation and Learner Certification are very different and we are careful that the words are not be used interchangeably. The EIT Label for non-degree education & training application is the process needed to achieve accreditation of courses and programmes and is a reflection of the quality of the course. It serves to demonstrate how you as course providers pledge to achieve the standard of educational rigour and excellence required to carry the EIT Label.

What it does not do is certify learners' achievement.

ACCREDITATION is a COURSE centric process

It is designed to test the effectiveness of teaching and assessment and not the individual learner and provides a platform for:

1. training providers to articulate the steps they will take to guarantee teaching quality to achieve mastery of stated competencies.
2. training providers to articulate how these steps will be taken.
3. training providers to articulate how they will demonstrate that these steps have been taken with mastery of the stated competencies.
4. This is achieved through successful completion of the course by the learners as evidenced by summative assessment.
5. training providers to articulate how they will evaluate, develop and improve the course.

Course Accreditation should not be confused with *Learner Certification*.

CERTIFICATION is a LEARNER-centric process of examination designed to enable a learner to prove that they have the knowledge, skills and competencies they claim to have. These examinations are designed, set, overseen, proctored (invigilated) and marked independently of any training provider.

Learner Certification sits outside the scope of this Accreditation Handbook.

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