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EIT RawMaterials Lifelong Learning (LLL): Quality Objectives (QOS)

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For external use: Defines the quality objectives (QOs) for EIT RawMaterials Academy Lifelong Learning (LLL) to ensure alignment with EIT RawMaterials' strategic priorities, quality assurance requirements, and stakeholder expectations, while supporting continuous improvement in training design, delivery, and assessment.

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Detailed Description of Quality Objectives

Each of the 14 Quality Objectives (QOs) are described below, including the short name of the standard, the definition of the standard, a rationale for inclusion in the QO framework. Some standards outline mandatory elements that need to be addressed in the self-evaluation report. The Education Content Team evaluate each of these elements separately. The standard can only be evaluated satisfactory if all mandatory elements are also satisfactory. The QMS provides detailed information on guidance for evaluation of each Quality Objective (QO) as well as the evidence used to support evaluation.

Dimension 1: Purpose and Sustainability

Standard 1.1: Purpose and Ambition

Standard	EIT RawMaterials Academy trainings have clearly defined purpose and the ambition to contribute to workforce development.
Rationale	• EIT RawMaterials emphasizes the role of education in driving workforce development by addressing key challenges in the raw materials sector. • A clearly defined training purpose ensures alignment with industry needs, technological advancements, and sustainability goals. • Embedding workforce impact into training ambitions supports EU policies on innovation, circular economy, and workforce development. • Flexibility in training design allows for adaptation to economic, technological, and workforce shifts, ensuring long-term relevance. • Systematic evaluation of future developments enables proactive training adjustments, maintaining educational excellence and impact. • Identifying key drivers and weak signals supports strategic foresight, helping trainings remain critical in a rapidly evolving landscape.
Guidance for evaluation	EIT RawMaterials Academy trainings evaluate their purpose within the broader context in which they are embedded. The training's ambitions regarding workforce development are clearly outlined and defined. EIT RawMaterials Academy trainings are currently relevant and allow flexibility to adapt to constant economic, workforce, technological,

	organizational, and cultural changes. A process is in place to identify possible future developments or changes that might affect the training. Key drivers, weak signals, and changes are mapped to determine their degree of influence on the training (very critical to non-critical).

Standard 1.2: Financial and Resource Sustainability

Standard	EIT RawMaterials Academy trainings have a clear plan for financial and resource sustainability.
Rationale	• The European Raw Materials Alliance emphasizes the need for long-term investment and financial sustainability for skills and training initiatives. • EIT RawMaterials focuses on securing diversified funding sources, including external investors and membership fees, to sustain its trainings. • A financially sustainable education system ensures that resources, infrastructure, and personnel are available to continuously improve trainings. • The focus on resource sustainability aligns with EU priorities on education and research funding to enhance Europe's competitiveness in the raw materials sector.
Description	EIT RawMaterials Academy trainings are planned to be sustainable from a financial perspective and the resources required for the (re-) design and continuous implementation of the training will be ensured. These might include but are not limited to key people, information/data, infrastructure (incl. physical infrastructure and software) and capital.

Dimension 2: Alignment

Standard 2.1: Industry Relevance and Workforce Alignment

Standard	EIT RawMaterials Academy trainings directly addresses skills gaps in the raw materials sector, preparing professionals for current and future industry demands.

Rationale	• Workforce upskilling and reskilling are essential to securing Europe's raw materials supply, as indicated in the Strategic Agenda. • EIT RawMaterials aims to close skill gaps in the industry by providing market-driven education that ensures professionals remain competitive. • The European Qualifications Framework (EQF) mandates competency-based learning models to improve industry alignment and employability.
Description	EIT RawMaterials Academy trainings are designed and implemented (incl. format and assessment) to align with the needs and demands of trainees (e.g. backgrounds, motivations, goals, learning preferences) as well as the needs and demands of market players, especially current and future employers (e.g. required skills and competences). EIT RawMaterials Academy trainings should differ from other educational offers in the market. Training-related needs assessment and market analysis are performed and the results are reflected in the training, especially in the learning objectives.

Standard 2.2: EIT OLO or Value Chain Alignment

Standard	EIT RawMaterials Academy trainings cover either (1) at least 3 of the EIT Overarching Learning Outcomes or (2) at least one stage of Raw Materials Value Chain.
Rationale	• The EIT's overarching education strategy promotes cross-sectoral innovation by developing entrepreneurial, leadership, and sustainability competencies essential for driving Europe's knowledge economy. • EIT RawMaterials Academy trainings that align with at least three of the six EIT Overarching Learning Outcomes (OLOs) ensure that trainees acquire transferable skills applicable across industries and sectors. • Alignment with EIT OLOs contributes to the broader EIT mission of strengthening Europe's innovation ecosystem by fostering professionals who can think critically, adapt to change, and create workforce impact beyond the raw materials sector. • Alternatively, EIT RawMaterials Academy trainings may align with at least one stage of the EIT RawMaterials Raw Materials Value Chain, ensuring a sector-specific focus that directly

supports EIT RawMaterials' mission to secure raw materials supply, design materials solutions, and close materials loops.

- By covering at least one of the nine stages, EIT RawMaterials Academy trainings contribute to Europe's transition to a sustainable and circular economy, reinforcing the goals outlined in EIT RawMaterials' Strategic Agenda.
- The flexibility to align with either EIT-wide learning outcomes or EIT RawMaterials' sector-specific value chain ensures that EIT RawMaterials Academy trainings remain relevant both within and beyond the raw materials industry, maximizing their impact on innovation, workforce development, and sustainability.
- Mapping Intended Learning Outcomes (ILOs) to either EIT OLOs or the Raw Materials Value Chain enhances transparency and accountability, ensuring that EIT RawMaterials Academy trainings provide clear, measurable benefits to trainees and industry stakeholders alike.

Description	EIT RawMaterials Academy trainings describe and evaluate how the training is aligned with at least 3 of the 6 Overarching Learning Outcomes (OLO) defined by the EIT (entrepreneurship skills and competencies, innovation skills and competencies, creativity skills and competencies, intercultural skills and competencies, making value judgments and sustainability competencies, Leadership skills and competencies). OR EIT RawMaterials Academy trainings describe and evaluate how the training is aligned with at least 1 of the 9 stages of the Raw Materials Value Chains defined by the EIT RawMaterials (exploration, mining, processing, raw materials, design, production, use/reuse, collection, and recycling). EIT RawMaterials Academy trainings map the Intended Learning Outcomes (ILO) with the OLO.

Standard 2.3: EU and EIT branding

Standard	EIT RawMaterials Academy trainings are aligned with the EU and EIT requirements for the promotion and usage of their respective brands and logos.

Rationale	• EIT RawMaterials contributes to the development of the EIT Community brand by executing EIT Community (EIT RawMaterials) brand guidelines across the entire portfolio by ensuring consistent EIT Community and EU funding brand visibility by implementing best practices in all design work. • EIT RawMaterials mandates that web pages, advertising content, presentations, templates must be compliant with EIT branding requirements and provides complementary material for project branding in Infocenter.
Description	EIT RawMaterials Academy trainings are clearly branded, as the logos and visual identity of the EU and EIT are used in line with the institutions' requirements.
Mandatory elements to address	• Usage of the EIT Community (EIT RawMaterials) Brand Book as the basis for the promotion of KIC's non-degree education, with the EU and the EIT emblems prominently displayed along with the EIT KIC logo. • Consistent communication of the EIT brand through EIT RawMaterials Academy training delivery. • Placement of the EIT and EIT RawMaterials logos on certificates received by the trainees who passed EIT RawMaterials Academy trainings.

Dimension 3: Training Design and Implementation

Standard 3.1: Training Co-creation and Knowledge Triangle Integration

Standard	EIT RawMaterials Academy trainings are co-created and involve education and non-education partners in the further development and delivery of the training.
Rationale	• The Knowledge Triangle Integration (KTI) model ensures a strong link between education, research, and industry. • The development of T-shaped professionals (broad skills with deep expertise) is central to Industry 4.0 transformation.

	• Activities across the entire ecosystem of EIT RawMaterials leaners foster new ways of learning and teaching by connecting academia, industry, and research organizations.
Description	The design of EIT RawMaterials Academy trainings, learning outcomes, and teaching and learning strategies are based on co-creation, involving education providers, end users and reference customers (i.e. current and future employers) in order to ensure compliance with the market needs and learner-centric approaches. Internal and external individuals and organisations were engaged in the co-creation process and their insights and feedback shaped the training.

Standard 3.2: Agreements and Shared Responsibilities

Standard	EIT RawMaterials Academy trainings' design and delivery are governed by agreements and its responsibility is shared among partners.
Rationale	• All KIC LE and regional offices operations are designed to ensure that the activities carried implemented by partners and the KIC meet all the necessary legal obligations, such as imposed on EIT RawMaterials by the Grant Agreements, Horizon Europe and the Partnership Agreement signed with EIT. • The IPR Strategy of EIT RawMaterials is based on the rules as defined in the Partnership Agreement following Horizon Europe Rules for Participation and in the Internal Agreement of EIT RawMaterials.
Guidance for self-evaluation	Please describe and evaluate the roles, responsibilities, and contributions of each partner. Describe how responsibilities are shared effectively and if partners are actively participating and fulfilling their agreed-upon roles. Outline the decision-making processes within the partnership and assess whether decisions regarding training design and delivery are made collectively, considering the perspectives and expertise of all partners. Illustrate if decision-making is transparent, fair, and aligns with the agreed-upon governance structure and if written agreements exist.
Mandatory elements to address	• Agreements on and management of Intellectual Property (IP)

Standard 3.3: Selection, Admission and Tracking of Traines

Standard	EIT RawMaterials Academy trainees have been selected and admitted through a transparent and fair process and are appropriately tracked after successfully completing the training.
Rationale	• EIT RawMaterials requires the tracking of trainees in educational initiatives from enrollment through alumni status to ensure compliance with prerequisites, support the financial sustainability of educational projects, and align outcomes with institutional goals. • EIT RawMaterials Academy outlines that it is best practice to provide trainees with a certificate of completion. • EIT RawMaterials mandates that projects must keep a record of participation in events, not only as supporting evidence for KPIs but to improve the attractiveness of the training and refine the marketing campaign. • EIT RawMaterials maintains an active Alumni Network to foster global community of entrepreneurial thinkers, which facilitates continuous engagement and collaboration among alumni.
Description	The selection and admission for EIT RawMaterials Academy trainings ensure that the process is transparent and fair. Successful trainees are tracked after training completion, including but not limited to their employment outcomes, career growth and start-up activity. A system is used to track former trainees and specify the indicators, data sources, data collection methods and frequency of data collection. Data is shared with stakeholders and used in the continuous improvement process.
Mandatory elements to address	• Trainee selection • Trainee admission • Tracking of successful trainees

Dimension 4: Teaching, Learning and Assessment

Standard 4.1: Appropriate Teaching and Learning Methods

Standard	EIT RawMaterials Academy trainings utilize teaching and learning methods are appropriate for achieving the learning outcomes, and incorporate digital tools, hybrid learning, and modular training structures to increase accessibility as necessary.
Rationale	• EIT RawMaterials mandates that the selection of the educational method is a key step in planning the legacy contribution of the project, its financial sustainability and its continuation after the end of the funding period. • EIT RawMaterials mandates that trainings provide both the information and the skills to enable the trainee to meet the learning objectives. • EIT RawMaterials mandates that educational activities should be evaluated to monitor their effectiveness and identify those portions that require modification, including that trainees should be surveyed immediately following each training session to gather specific feedback on about the training organization, and the content and quality of instruction.
Description	Trainings utilize teaching and learning methods that enable trainees to achieve the learning objectives. Trainings employ measures to promote trainee engagement (e.g. with trainers or fellow trainees) and practical learning / learning-by-doing. Trainings use a digital-first approach whenever appropriate, leveraging e-learning platforms, virtual labs, and interactive content within EIT RawMaterials Academy.

Standard 4.2: Learner Centeredness

Standard	EIT RawMaterials Academy trainings promote learner-centric approaches and use activating teaching and learning methods that are appropriate irrespective of the mode of learning, whether face-to-face, online, or blended.
Rationale	• EIT RawMaterials mandates that a variety of educational methods should be considered in training delivery and the approaches should match the training content to the needs of the trainees and to the available resources.

Description	Trainings put trainees at the centre of the training and gives primacy to the trainees' needs and experiences. Active learning is used and teaching and learning methods are appropriate for face-to-face, online, and blended learning environments.
Mandatory elements to address	• Assessment and recognition of prior learning • Enabling of flexible study paths • Ability of trainees to take an active role in the learning processes, and receive feedback on their learning • Support for trainees at different stages of their studies

Standard 4.3: Assessment

Standard	EIT RawMaterials Academy trainings utilize assessments fit for the trainings' purposes regarding the content and mode of learning and competencies, allowing feedback from trainees.
Rationale	• Assessment of learning is an essential element of all education projects whenever clear learning objectives have been defined and can reveal whether trainees have acquired the required knowledge and skills, with assessment potentially required as supporting evidence of specific KIC KPIs. • As defined by EIT RawMaterials Academy, a well-designed assessment provides the opportunity to evaluate the training, the educational outcomes and impact and can reveal training strengths, potential limitations, and recommend improvements • EIT RawMaterials mandates that partners should design the assessment during the training development and while defining the learning objectives which can include a variety of options which should be adequate to the defined learning objectives and audience (e.g., training-embedded assignments, quizzes and exams, projects, professional presentations).
Description	Assessment methods used by the trainings allow trainees to demonstrate the advancement of their skills and competencies related to the learning objectives. Feedback opportunities are presented to trainees.

Dimension 5: Equality, Diversity, and Inclusion

Standard 5.1: Gender Equality and Mainstreaming

Standard	EIT RawMaterials Academy trainings promote gender equality and mainstreaming in line with the EIT policies, including targets and monitoring mechanisms.
Rationale	• At global scale, EIT RawMaterials is committed to contribute to and fully comply with the UN Sustainable Development Goals (UN SDGs) in any activities we do, including EIT RawMaterials contributions to SDG 5 Gender Equality. • The strategic objectives as well as KIC procedures, activities and educational trainings maintain the purpose to achieve gender balance in full alignment with the prevailing EU legal and policy framework. • EIT RawMaterials reviews its impact KPIs and aligns them with its strategic objectives and overall workforce impact, including improving gender balance in the raw materials sector and specifically women graduating from raw materials-related trainings.
Description	For EIT RawMaterials Academy trainings, gender equality and mainstreaming is reflected in recruitment and enrollment policies, alternative pathways, and recognition of prior learning, amongst others. EIT RawMaterials Academy trainings promote a balanced gender representation among trainees and trainers.

Standard 5.2: Geographic Inclusion

Standard	EIT RawMaterials Academy trainings promote the participation of trainees and trainers from diverse geographical backgrounds and support workforce development across the EU and beyond, in alignment with the strategic interests of industry and EIT RawMaterials partners.
Rationale	• EIT RawMaterials aims to strengthen Europe's workforce by addressing critical skills gaps across the EU and developing strategic partnerships globally where they align with industry priorities.

	• Geographic inclusion helps to disseminate knowledge, build innovation capacity, and create resilient value chains for raw materials. • Initiatives such as the Critical Raw Materials (CRM) Facility highlight the importance of training programs that extend beyond Europe, especially in cooperation with non-European countries central to raw materials supply and sustainability.
Description	Trainings aim for geographic inclusion, the European dimension and targeted global engagement. This includes recruitment, training content development and partner selection strategies that support EU workforce needs and enable strategic collaboration with global actors. Special efforts are made to enhance participation from regions critical for raw materials value chains, whether within the EU or internationally.
Mandatory elements to address	• Recruitment of trainees from diverse geographic backgrounds within the EU and globally, where aligned with strategic goals. • Participation of trainers with experience relevant to the European workforce and strategic global raw materials partnerships.. • Training content that builds competencies for EU industry needs and supports capacity building in global regions of strategic interest. • Inclusion of partners and stakeholders contributing to EU workforce development and/or the goals of initiatives such as the CRM Facility.

Standard 5.3: Inclusion, Diversity, and Non-discrimination

Standard	EIT RawMaterials Academy trainings enhance inclusion, diversity, and non-discrimination, including targets and monitoring mechanisms.
Rationale	• EIT RawMaterials mandates adherence to diversity and inclusion policies, explicitly stating that all projects must comply with EIT RawMaterials policies, including those on diversity and inclusion, to ensure that projects align with the organization's values and contribute to an inclusive ecosystem.

Description	Trainings promote inclusion, diversity, and non-discrimination beyond the gender and geographic dimensions (Standard 5.1 and 5.2). For example, how people irrespective of social and ethnic background, disability, social status, or specific needs are embraced. Strategies, policies, processes, and procedures, amongst others, aim to give equal access and eliminate discrimination. Plans and guidelines aim to resolve conflicts among trainees and/or trainers arising from differences. Multiculturality and diversity are fostered in the training activities / how the training activities are designed to foster a multi-cultural environment with a diversity of backgrounds, cultures, etc. Beyond trainees, trainings promote inclusion, diversity and non-discrimination with respect to the core training team, external trainers (i.e. guest lecturers and mentors) as well as non-educational partners.

Appendix A: Detailed Description of QO 2.2

Understanding Skills and Capability Levels in the Raw Materials Value Chain

The Skills and Capability Levels (A-D) in this appendix correspond to the European Qualifications Framework (EQF) levels, which classify learning outcomes based on knowledge, skills, and autonomy.

Each EQF level can be grouped into pairs, distinguishing between theoretical knowledge and factual/practical knowledge. The table below illustrates how the Skills and Capability Levels (A-D) align with EQF levels:

Skills and Capability Level	Corresponding EQF Levels	Description
A (Expert)	Levels 7-8	Highly specialized or cutting-edge knowledge, leadership in innovation, and strategic decision-making, and the ability to train and mentor others in these domains.
B (Advanced)	Levels 5-6	Comprehensive knowledge, ability to lead projects, and apply advanced problem-solving skills.
C (Intermediate)	Levels 3-4	Solid understanding, ability to analyze data, suggest improvements, and apply basic principles with some autonomy.
D (Basic)	Levels 1-2	Foundational understanding, ability to carry out simple tasks under supervision.

This framework ensures that each stage of the Raw Materials Value Chain is aligned with progressive learning levels, supporting the development of sustainable resource management, circular economy principles, and industry best practices.

Raw Materials Value Chain Stage	Description	Skills and Capability levels	Description
Stage 1 - Exploration	The ability to conduct geological investigations to identify mineral deposits and undertake resources and reserves assessments, ensuring responsible sourcing principles and championing ESG aspects.	A (Expert)	The trainee has mastered geological assessment techniques, integrating field work, geochemical and geophysical investigations with ESG and economic factors into resource exploration. They can develop exploration policies and strategies, optimize raw material discovery and report results according to industry standards, including PFS and FS, and train others in applying these methods and standards.

		B (Advanced)	The trainee can evaluate exploration strategies, resource assessment, and lead projects that improve responsible mining practices.
		C (Intermediate	The trainee can analyze geological data, identify potential raw material sources, and apply basic exploration principles.
		D (Basic)	The trainee understands the fundamentals of geological exploration, resource assessment, and the role of raw materials in industrial applications.
Stage 2 - Mining	The ability to apply responsible and innovative mining techniques that minimize environmental impact, ensure worker safety, and optimize resource efficiency.	A (Expert)	The trainee has mastered advanced mining methodologies, integrating technical, environmental, ethical, and safety considerations into large-scale extraction processes, and is able to use circular economy principles in mining waste valorisation, and can train others in the application of these practices
		B (Advanced)	The trainee can assess mining operations, implement responsible extraction strategies, and lead projects that improve resource efficiency and safety.
		C (Intermediate	The trainee can evaluate mining techniques, identify sustainability challenges, and propose basic improvements to reduce environmental impact.
		D (Basic)	The trainee understands the core concepts of responsible mining, including resource efficiency, safety, environmental impact, and regulatory compliance.
Stage 3 - Mineral Processing	The ability to optimize material processing and refining techniques to increase efficiency, reduce waste, and enhance circularity in the raw materials supply chain.	A (Expert)	The trainee has mastered advanced refining techniques, integrating energy-efficient processes, waste reduction strategies, and continuous improvement practices in material processing. They are skilled in optimizing operations to increase yield and enhance overall process efficiency, and are capable of training others in these techniques and strategies..
		B (Advanced)	The trainee can design and evaluate refining methods, optimize material efficiency, and implement sustainable processing innovations.
		C (Intermediate)	The trainee can assess processing techniques, apply basic principles of refining efficiency, and identify opportunities for sustainability improvements.

		D (Basic)	The trainee understands fundamental material processing and refining concepts, including efficiency, sustainability, and regulatory requirements.
Stage 4 - Materials Processing	The ability to process raw minerals in a safe, competitive and sustainable way.	A (Expert)	The trainee has mastered sustainable material transformation techniques, integrating waste minimization as well as water and energy consumption efficiency into processing workflows. They can develop and implement sustainability-driven strategies (e.g., industrial symbiosis) to enhance operational performance, and can train others in applying these approaches.
		B (Advanced)	The trainee can assess material transformation processes, propose improvements in processing efficiency, including water and energy consumption, and implement sustainability-driven strategies (e.g., industrial symbiosis).
		C (Intermediate	The trainee can evaluate processing workflows, identify areas for improvement, and apply basic efficiency principles.
		D (Basic)	The trainee understands the fundamentals of materials processing, including refining steps, energy use, and efficiency considerations.
Stage 5 - Product Design	The capability to integrate sustainable materials into product design, optimizing material efficiency, durability, and recyclability.	A (Expert)	The trainee has mastered sustainable product design and LCA methodologies, ensuring minimal resource waste and integrating circular economy principles into manufacturing, and is able to train others in these methods and principles.
		B (Advanced)	The trainee can assess material selection, design for sustainability, and optimize manufacturing processes to reduce environmental impact.
		C (Intermediate	The trainee can apply basic sustainable design principles, identify material efficiency improvements, and evaluate lifecycle impacts.
		D (Basic)	The trainee understands the fundamentals of sustainable product design, including material selection, durability, and recyclability.
Stage 6 - Manufacturing	The ability to produce finished goods from raw materials while optimizing material use and reducing	A (Expert)	The trainee has mastered sustainable manufacturing methodologies, ensuring minimal resource loss and integrating circular economy principles.

	waste through innovative and evolving technologies and techniques.	B (Advanced)	The trainee can assess production workflows, optimize for material efficiency, and lead projects that reduce environmental impact.
		C (Intermediate)	The trainee can analyze manufacturing processes, identify areas for improvement, and apply basic efficiency strategies.
		D (Basic)	The trainee understands the fundamentals of manufacturing, including material use, energy consumption, and sustainability considerations.
Stage 7 - Product Use and Reuse	The ability to extend product lifecycles, enhance resource efficiency, and integrate circular economy principles into industrial and workforce systems.	A (Expert)	The trainee has mastered circular economy strategies, leading large-scale implementation efforts to maximize product lifespan and minimize waste, and is capable of training others in the development and execution of these strategies.
		B (Advanced)	The trainee can develop sustainability initiatives, assess circular economy frameworks, and implement resource-efficient strategies at scale.
		C (Intermediate)	The trainee can evaluate sustainability metrics, identify circularity opportunities, and propose improvements in material use.
		D (Basic)	The trainee understands fundamental sustainability principles, including waste minimization, resource conservation, and lifecycle thinking.
Stage 8 - 9 Collection/ Recycling	The ability to design, implement, and optimize efficient collection and recycling systems to enhance raw material recovery, reduce waste, and promote circularity in the supply chain.	A (Expert)	The trainee has mastered advanced collection and recycling techniques, integrating efficiency improvements, sustainability strategies, material recovery, and waste reduction into operational processes, and can train others in implementing these techniques effectively.
		B (Advanced)	The trainee can design, evaluate, and implement collection and recycling programs, optimize material flows, and apply sustainability-driven strategies to enhance efficiency and circularity.
		C (Intermediate)	The trainee can assess collection and recycling workflows, identify efficiency improvements, and apply basic principles of material recovery and waste management.
		D (Basic)	The trainee understands fundamental collection and recycling principles, including material recovery, waste management, and regulatory requirements.

Understanding Skills and Capability Levels in the EIT Overarching Learning Outcomes (OLOs)

The Skills and Capability Levels (A-D) used in this appendix align with the European Qualifications Framework (EQF), ensuring that learning outcomes correspond to recognized levels of knowledge, skills, and autonomy.

Each EQF level can be grouped into pairs, distinguishing between theoretical knowledge and factual/practical knowledge. The table below illustrates how the Skills and Capability Levels (A-D) align with EQF levels:

Skills and Capability Level	Corresponding EQF Levels	Description
A (Expert)	Levels 7-8	Highly specialized or cutting-edge knowledge, leadership in innovation, and strategic decision-making, and the ability to train and mentor others in these domains.
B (Advanced)	Levels 5-6	Comprehensive knowledge, ability to lead projects, and apply advanced problem-solving skills.
C (Intermediate)	Levels 3-4	Solid understanding, ability to analyze data, suggest improvements, and apply basic principles with some autonomy.
D (Basic)	Levels 1-2	Foundational understanding, ability to carry out simple tasks under supervision.

This alignment ensures that the EIT Overarching Learning Outcomes (OLOs) reflect progressive learning levels, supporting the development of entrepreneurial, technological, intercultural, sustainability, and leadership competencies in a structured and measurable way.

EIT OLOs	Description	Skills and Capability levels	Description
ELO 1 - Entrepreneurship Skills and Competencies	The ability to identify and act upon opportunities and ideas to create social, cultural and financial value for others and oneself.	A (Expert)	The trainee has mastered entrepreneurial strategy, can develop and execute scalable and sustainable business models, and lead high-impact ventures that create economic, social, and cultural value. They can navigate funding, investment, and policy landscapes to drive innovation.
		B (Advanced)	The trainee can assess market opportunities, evaluate risks, and develop business plans that align with sustainability and innovation.

			They can identify and act on new value-creation opportunities in real-world business and social contexts.
		C (Intermediate)	The trainee can analyze entrepreneurial challenges, recognize potential business and social innovation opportunities, and apply basic principles of business development, including resource allocation, customer needs, and risk assessment.
		D (Basic)	The trainee understands fundamental entrepreneurial concepts, including opportunity recognition, value creation, and financial risk assessment. They can identify early-stage ideas with potential for impact but require further guidance to develop them into viable ventures.
ELO 2 - Innovation and Technology Skills and Competencies	The ability 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, the ability to mobilise system innovation for broader workforce change, while evaluating the unintended consequences of innovation and technology.	A (Expert)	The trainee has mastered the application of emerging and advanced technologies, leading R&D initiatives and complex projects to drive breakthrough innovations across industries and society. They can develop and implement system-level innovations, integrate effective project management practices, solve complex problems, and critically evaluate their long-term impact while mitigating unintended consequences.
		B (Advanced)	The trainee can assess, adapt, and implement innovative technologies to improve existing products, services, or processes. They can identify scalable innovations, lead projects, apply structured problem-solving methods, and contribute to technological, economic, and workforce advancements.
		C (Intermediate)	The trainee can evaluate innovation opportunities, propose technological solutions, and contribute to development projects by enhancing efficiency and effectiveness. They can apply basic project management principles, recognize the role of business models and policy frameworks, and use problem-solving techniques to address challenges.
		D (Basic)	The trainee understands fundamental innovation processes, including ideation, prototyping, technology adoption, and problem-solving. They can describe how new

			and existing technologies can be used to improve products, services, or processes and can participate in structured projects with guidance.
ELO 3 - Creativity Skills and Competencies	To ability to think beyond boundaries and systematically explore and generate new ideas.	A (Expert)	The trainee has mastered creativity in problem-solving, leading cross-functional teams in designing disruptive innovations. They can systematically apply advanced creativity methodologies to push beyond conventional thinking and drive transformational change.
		B (Advanced)	The trainee can apply design thinking, lateral thinking, and structured ideation techniques to generate novel and impactful solutions. They can challenge existing models, iterate rapidly, and refine ideas into viable innovations.
		C (Intermediate)	The trainee can recognize creative approaches, propose original ideas, and contribute to collaborative innovation projects. They can use structured brainstorming and problem-framing techniques to improve idea generation.
		D (Basic)	The trainee understands fundamental creativity principles, including brainstorming, conceptual thinking, and exploring alternative perspectives. They can participate in ideation sessions and contribute new perspectives to discussions.
ELO 4 - Intercultural Skills and Competencies	The ability to engage and act internationally and to function effectively across cultures, sectors and/or organisations, to think and act appropriately and to communicate and work with people from different cultural and organisational backgrounds	A (Expert)	The trainee has mastered intercultural leadership, effectively managing global teams and integrating diversity and inclusion strategies into business and organizational policies. They can mediate complex intercultural interactions, resolve conflicts, and develop inclusive policies and practices.
		B (Advanced)	The trainee can navigate cultural differences, communicate effectively in international and cross-sector environments, and lead cross-cultural collaborations. They can apply intercultural intelligence to improve team dynamics, partnerships, and stakeholder engagement.
		C (Intermediate)	The trainee can analyze intercultural challenges, adapt to diverse environments, and apply cultural awareness strategies in

			professional settings. They can recognize biases, address misunderstandings, and contribute to a more inclusive work environment.
		D (Basic)	The trainee understands fundamental intercultural concepts, including cultural sensitivity, communication norms, and workplace diversity. They can identify key cultural differences and participate in cross-cultural interactions with basic awareness.
ELO 5 - Making Value Judgments and Sustainability Competencies	To ability 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.	A (Expert)	The trainee has mastered sustainable decision-making, designing policies and strategies that balance economic, environmental, and social factors. They can anticipate long-term consequences, implement systemic change, and drive sustainability at an organizational, governmental, or global level.
		B (Advanced)	The trainee can assess sustainability challenges, evaluate environmental and social trade-offs, and implement responsible business practices. They can develop and advocate for long-term sustainability solutions in industry, policy, or community initiatives.
		C (Intermediate)	The trainee can analyze ethical dilemmas, identify sustainability-driven improvements, and engage in responsible decision-making. They can apply basic sustainability principles to develop practical solutions in professional settings.
		D (Basic)	The trainee understands the fundamental principles of ethics, sustainability, and corporate responsibility. They can recognize the potential consequences of decisions and apply basic sustainability considerations in daily activities.
ELO 6 - Leadership Skills and Competencies	To ability make decisions and provide leadership based on a holistic understanding of the contributions of education, research and business to value creation.	A (Expert)	The trainee has mastered leadership in complex environments, implementing strategic visions and driving organizational transformation. They can integrate education, research, and business to develop innovative, value-driven strategies at local, national, or global levels.
		B (Advanced)	The trainee can manage teams, make strategic decisions, and drive innovation within an organization. They understand how

			to leverage research and education to enhance business and social impact.
		C (Intermediate)	The trainee can take initiative, solve problems, and support decision-making processes within teams. They understand the role of leadership in bridging research, education, and business to create practical value.
		D (Basic)	The trainee understands fundamental leadership principles, including team dynamics, problem-solving, and decision-making. They recognize the interconnection between education, research, and business in leadership roles.