Course Information Form – Example application (dummy course)

This is an example of a completed course information form that Pledgers will need to complete when making a course application via the 'Courses' page on the Deep Tech Talent Initiative website. This example application of a dummy course is only a demonstration and aims to help pledgers when completing the form. The 'course' described in this document is invented purely for the purposes of this example (i.e. it is not a real course).

Note that the online form is divided into six tabs, which correspond with the section headings in this document.

Mandatory questions in the form are marked with an asterisk.

General

Course ID

The following Course ID is assigned by the system the first time you click 'save'.

Commercialising deep tech

Course Fee*

Please indicate whether the course is a paid course or free of charge.

☐ Free course

✓ Fee applied

Total hours of learning*

How many hours of learning does the course contain in total?

(Note that to be published on the Deep Tech Talent Initiative platform, the course must contain at least 50 hours of learning, or at least 25 hours if aimed at learners under 18.)

96

Course Provider general URL*

www.trainingprovider.com/commercialising_deep_tech

Apply now (link)

<Apply Now button>

Group bookings (link)

<Select Link button>

Course certification provided*

Do learners who pass the Course receive a certificate of achievement and/or a qualification?

✓ Yes

☐ No

Course certification type*

Which types of certificate and/or qualification are issued to learners who pass the course?

Tick all answers that apply. If 'Other', please indicate the certificate/ qualification type in the text box.

- ✓ Certificate of Achievement from the Course Provider
- ☐ Academic Qualification
- ☐ ECTS (European Credit Transfer and Accumulation System) credits that can be put towards an Academic Qualification
- ☐ Professional Qualification
- ☐ Digital Badge
- ☐ Other, please specify

Course certification*

If the course is certified by an official body, please enter the title of the certification.

Descriptions

Venue*

The location of the course.

Online

Content description*

Description of the course content. Will be shown on the course details page in the course catalogue.

This course provides an introduction to the basics of technology commercialisation, aimed at researchers in start-ups, commercial and academic research departments and inventors who want to understand how to best commercialise deep tech . You'll learn how to recognise the maturity of your technology, the opportunities on the market for possible end consumers and therefore develop a commercialisation strategy backed up by a business plan.

Short description*

Shown in course sidebar.

Learn how to commercialise your deep technology in six weeks with this online course that can be applied to all technology fields and will also give you 1:1 mentoring.

Learning objectives*

The learning objectives of the course, preferably in a bullet list.

- Devise and conduct a competitor analysis and industry assessment

- Devise and conduct a due diligence analysis on a specific deep tech idea
- Appraise the business environment in the food system
- Articulate the market opportunity
- Develop a commercialisation strategy for a specific emerging technology

Skills addressed

Semicolon separated lists of keywords, preferably from the ESCO taxonomy.

competitor analysis; due diligence analysis on technology IPs; strategic thinking;

Images

Course Image*

Please provide an image illustrating the course.

<Upload image button>

Categorization

Countries*

In which country or countries will the course be delivered?

If the course is delivered in specific countries (rather than Europe-wide), please list each country in which the course will be delivered in the text box. If the course is delivered across Europe, you can state 'across all European countries' rather than listing each one.

Global delivery

Deep Tech fields covered*

Please select the Deep Tech categories with which your Course most closely aligns. Tick all answers that apply. (Note that any course published on the DTTI platform will need to be aligned with at least one of these categories.)

- ☐ Advanced computing / quantum computing
- ☐ Advanced manufacturing
- ☐ Advanced materials
- ☐ Aerospace, automotive and remote sensing
- ☐ Artificial intelligence and machine learning (including big data)
- ☐ Biotechnology and life sciences
- ☐ Communications and networks
- ☐ Cybersecurity and data protection
- ☐ Electronics and photonics
- ☐ Internet of things (IoT), World Wide Web Consortium (W3C), semantic web
- ☐ Robotics
- ☐ Semiconductors (microchips)
- ☐ Sustainable energy and clean technologies
- ☐ Virtual reality, augmented reality, metaverse
- ☐ Web 3.0

Course language*

In which language(s) will the course be delivered?

Please list all languages in the text box.

English

Course level*

Please select the level of learning with which the course most closely aligns.

- ☐ Upper Secondary equivalent
- ☐ Undergraduate equivalent
- ✓ Postgraduate equivalent

Learner pre-requirements*

Describe whether there are any pre-requirements learners have to meet (and if so, what they are).

(e.g. academic qualification, prior work experience, etc.)

Learners need to have access to an innovative idea, service or product in deep tech that is at least at prototyping stage. It is the learner's responsibility not to infringe any intellectual property regulations linked to the innovative idea, service or product.

Course format*

In what format is the course delivered?

- ☐ On-Site
- ✓ Online
- ☐ Hybrid

Target group*

- ☐ Upper Secondary
- ☐ Tertiary
- ✓ Postgraduate
- ☐ Vocational
- ✓ Continuing

Quality Check related

Course website

Please provide a link to the course website if different from the 'Apply now' link given in the 'General' tab.

(N.B. If the course is in development and doesn't yet have a website, please indicate when the content will be available to view online.)

n/a

EQF Course level*

To which level of learning in the European Qualification Framework (EQF) is the course content equivalent?

(Note that DTTI courses must be equivalent to EQF Level 3 or above. As a rule, EQF 3 relates to the level learners achieve during the final years of secondary school or vocational and skills training at a similar level. Levels 4-6 relate to the level of learning a learner acquires during their undergraduate studies, with level 6 representing degree level or professional and skills training at a similar level. Levels 7-8 relate to learning equivalent to postgraduate studies or highly advanced professional training. See https://europa.eu/europass/en/europass-tools/european-qualifications-framework for more information.)

- ☐ EQF 3
- ☐ EQF 4-6
- ✓ EQF 7-8

Course type*

What type of course is it?

- ☐ Academic (higher education)
- ☐ Academic (school)
- ✓ Professional training

Work-based learning*

Does the course include work-based and/or practice-based learning?

(If 'no', please tick the 'no' box. If 'yes', please tick all relevant types of learning and/or list them under the 'other' category)

- ☐ No
- ✓ Applied learning at work
- ☐ Work experience, internship, etc.
- ☐ Experiential learning (e.g. lab work, site visits, etc.)
- ☐ Other, please specify

Assessment*

How is the course assessed?

Tick all answers that apply.

- ☐ Computer-marked activities
- ✓ Activities marked/ assessed by an educator who taught the Course
- ☐ Activities marked/ assessed by an internal assessor who has not taught the Course
- ☐ Activities marked/ assessed by an external assessor

Intellectual Property*

Please confirm that the course only contains or uses protected Intellectual Property or copyrighted content and materials that are lawfully granted.

✓ I confirm that the course only contains or uses protected Intellectual Property or copyrighted content and materials that are lawfully granted.

Provision of course and learner data*

Do you commit to providing the following course-related data on a regular reporting cycle?

The following data are required for DTTI monitoring and evaluation purposes. Note that data must be provided at the individual learner level and anonymised (e.g. in a spreadsheet where each row contains the data relating to one student).
- Course Starters
- Course Completers
- Course Passers
- Course Withdrawers
- Gender of each learner (Male/ Female/ Other)
- Nationality of each learner

- ✓ Yes
- ☐ No

Provision of further information for evaluation

In principle, are you willing to provide additional information on request for the purposes of course evaluation?

(For example, course-level information about learner satisfaction, employability outcomes, etc.)

- ✓ Yes
- ☐ No

External quality assurance*

Is the course subject to quality assurance by an external agency or agencies?

(If 'yes', please answer the next two questions about the type of QA agency and agency name(s). If 'no', please skip to the 'Internal quality assurance' questions)

- ✓ Yes
- ☐ No

Type of external quality assurance

Which type(s) of agency provide external quality assurance for the course?

Tick all answers that apply.

- ☐ National higher education quality assurance agency
- ☐ National secondary education quality assurance agency
- ☐ Other type of qualification assurance agency

QA agency name(s)

Please list the names of external agencies involved in quality assurance of the course.

EIT Label

Internal quality assurance: course design*

Has the course been designed and approved through a documented quality control process within your organisation?

(i.e. through an internal quality control process)

- ✓ Yes
- ☐ No

Internal quality assurance: course delivery*

Is the course delivery regularly monitored and reviewed through a documented internal quality control process?

- ✓ Yes
- ☐ No

Partnerships*

Is the course delivered directly by the Pledger organisation or through/ with partners?

(If the course is delivered entirely or partly through partners, please answer the next two questions. If the course is delivered entirely by the Pledger organisation, please skip to the question about Deep Tech Talent Initiative 'transversal dimensions')

- ☐ Entirely by the Pledger organisation
- ☐ Entirely through partner organisation(s)
- ✓ Partly by the Pledger organisation and partly through a partner/ partners

Partner names

Please list the names of any partner organisations involved in delivery of the course and describe briefly which element(s) of course delivery they are responsible for.

(Please write the partner name(s) followed by a short description of their responsibilities. Example descriptions: Production of Course Materials; Teaching; Assessment; Learner Support; Evaluation of Course delivery, etc.)

European Patent Office (EPO) - Production of Course Materials, Teaching, Assessment, Evaluation

Partner quality review

Please describe briefly how and how often you review the quality of any elements of the course delivered by a partner.

The content delivered by a staff delegated by the European Patent Office entails 50 hours of learner workload comprising online reading material and interactive activities, three synchronous teaching sessions and 0.5 hour of individual one-to-one clinics on the application of the learning in the learner's commercialisation strategy for their deep-tech service or product.

Learners complete an end of module survey which includes questions on the part of teaching delivered by the European Patent Office. Learners can also raise issues or comments directly with the Training Provider through the course email box. Issues raised

will be considered as soon as received and, if possible, they are rectified during the presentation, otherwise for the next iteration of the course.

In addition, if the assessment shows that the area of learning covered by the European Patent Office is weak across the entire cohort, solutions for the next iterations will be co-created with the European Patent Office.

DTTI transversal dimensions*

The DTTI also aims to contribute to three 'transversal dimensions' for Deep Tech (below). To which of these dimensions does the course contribute?

Tick all answers that apply.

(Note that if you tick the 'Global challenges / UN Sustainability Goals, you will be able to specify with which goals the course most closely aligns in the next question.) For more on the UN's 17 sustainable development goals, see https://sdgs.un.org/goals

- ✓ Innovation and entrepreneurship in Deep Tech context (e.g. training in skills relating to ideation, market validation and verification, business planning, IPR, regulatory environment, etc.)
- ☐ Inclusion of women as Deep Tech scientists, researchers or innovators and/or inclusion of the following groups: people from disadvantaged backgrounds; people from minority ethnic groups; people with disabilities; unemployed people re-entering the job market
- ✓ Global challenges / UN sustainable development goals within the Deep Tech context

UN Sustainable Development Goals

With which UN sustainable development goals does the course most closely align?

(If it does not align, please tick the 'None of the categories below' box. If it does align, tick either one, two or three categories.)

Please select at most 3 options.

- ☐ None of the categories below
- ☐ No poverty
- ☐ Zero hunger
- ☐ Good health and wellbeing
- ✓ Quality education
- ☐ Gender equality
- ☐ Clean water and sanitation
- ☐ Affordable and clean energy
- ☐ Decent work and economic growth
- ✓ Industry, innovation and infrastructure
- ☐ Reduced inequalities
- ☐ Sustainable cities and communities
- ☐ Responsible consumption and production
- ☐ Climate action
- ☐ Life below water
- ☐ Life on land
- ☐ Peace, justice and strong institutions
- ☐ Partnerships for the goals

Course structure

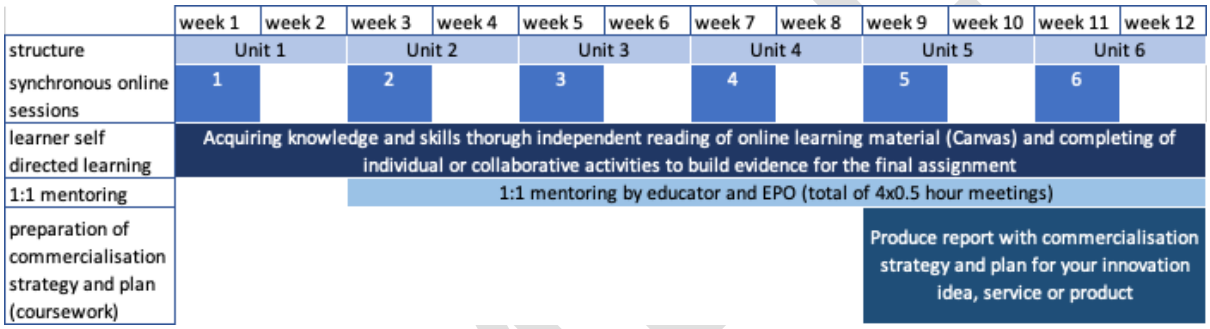
Describe briefly (up to 300 words) the course structure.

(i.e. how the course breaks down into blocks of learning or modules)

The course runs over 12 weeks and is divided into 6 learning units. Learners will acquire concepts, theories and practical skills that they can apply to their innovative idea, service or product. As they work through the course they produce relevant evidence to base their final assignment on. In this learning journey they are supported through four 30-minutes mentoring sessions.

The courses ends with the submission of the final assignment which is a commercialisation report for their own innovative idea, service or product.

Figure: Course structure



Teaching design

Describe briefly (up to 400 words) how the course will be taught and delivered.

(e.g. how much of the course will be taught directly by a teacher in a live context, how much will be delivered through online content, etc.)

The course assumes an average learner workload of 8 hours per week.

All the online asynchronous learning resources (text, videos, images, interactive online activities) are available from course start. Within each 2-week unit learners will have a 2-hour synchronous online session that will be recorded and made available to those who cannot attend. However, attendance is very much recommended.

Each unit will have four hours worth of independent learning including completion of individual and collaborative tasks. The collaborative tasks are normally peer reviews or forum activities to gain diverse and critical views on the concepts, theories, frameworks, methods and tools learned.

Each learner will be supported in their learning journey by the educator who will also mentor learners individually regularly through three half an hour sessions + one session with the EPO expert.

Assessment design

Describe briefly (up to 300 words) how the course learning outcomes will be assessed.

(e.g. describe the types of assessment activity, how they will be marked and graded, whether feedback will be provided)

Formative assessment:

- at the individual mentoring meetings where progress is checked and advice on how to overcome hurdles is provided by educator or EPO expert;

- weekly activities to create the evidence needed for the final assignment. Feedback on these activities is given through the learning platform (Canvas) and can be further discussed at the mentoring meetings;

- peer feedback is also received in discussion fora, where learners are encouraged to write how they apply the knowledge they learn and what their critical conclusions are.

Summative assessment:

The final assignment consists of a report submitted electronically through Canvas containing:

- the commercialisation strategy for their innovative idea, service or product

- a commercialisation plan to implement the strategy

- appendices: the analyses made to evidence the robustness of the strategy.

Learner feedback, complaints and appeals

Describe briefly (up to 400 words) the processes you have in place for learners to feed back on the course, and if necessary, make a complaint or appeal.

(e.g. learner survey, process for appealing a mark or grade, etc.)

Learners are asked to complete a learner experience survey at the end of the course but before the release of the course outcome, in order not reduce the risk of their course result influencing the answers to the survey.

Learners can also raise issues or concerns with their educator or through the course email box. Issues raised will be considered as soon as received and, if possible, they are rectified during the presentation, otherwise for the next iteration of the course.

If a learner has reason to appeal a grade, they need to complete a form and explain the reasons. Cases are processed in two different ways:

a) If the reasons are special circumstances that have affected the completion of an assignment (e.g. force majeur, ill health, unexpected circumstances, technical issues etc.) the first marker will consider whether the reasons the learner describes (and evidences as much as far as possible) are such that a revised mark should be granted. This decision is final and cannot be appealed again.

b) If the reasons are linked to the evaluation of the content of the assignment, the script is blind marked by another educator. If the difference of marks is equal or less than 15% the grade of the first marker is confirmed. If the difference is greater than 15% the average of the two grades will be the final result. This decision is final and cannot be appealed again.

Quality control processes*

Describe briefly (up to 500 words) the quality control processes for the course design and delivery.

Please provide some additional evidence to support answers to the questions around quality assurance in the 'Course Details' tab. This may include brief descriptions of:

- What checks and approvals the course goes through in the design stage
- How and how often the course delivery is reviewed
- Processes for implementing changes and improvements
- Any external quality assurance processes that the course undergoes

Design stage:

At design stage the courses are designed according to the requirements of the EIT Label. There is an informal peer review of the course design at first. Consideration is given to the purpose of the course (what knowledge and skills gap is the course addressing?), the duration of the course, the teaching method, the flexibility to be built into the course, how to use summative assessment to measure the learners achievement of the learning outcomes and how to use formative assessment to support them in achieving them. Consideration is also given to the format of the summative assessment (individual vs group work, exam vs course work) as well as how to make both the teaching and assessment relevant to the use of the learnt knowledge and skills in industry.

Reviews:

The course is reviewed after each iteration based on the evidence gathered through learner surveys, informal feedback from learners to educators and other staff, informal and formal complaints lodged by learners as well as the quality of learners' assignments and how well they have met the courses learning outcomes. All this feedback is evaluated by the educators' team and an action plan for the agreed improvements is produced and implemented for the next possible iteration. Before start of the new iteration all educators involved are reminded of the changes since the previous version.

Furthermore, after each iteration, quantitative course information is compared to previous iterations and anomalies are explored further to understand possible causes and find viable actions to address them.

External quality assurance:

This course has the EIT label and is regularly assessed by EIT in order to maintain it.

Management of teaching quality*

Describe briefly (up to 400 words) how the quality of teaching on the course is managed.

(e.g. recruitment criteria for teachers/ educators, how they are reviewed, etc.)

Educators are recruited through a selective process and need to demonstrate expertise (theoretical knowledge and professional application) in the subject they teach. The part of teaching on patent and intellectual property regulations is delivered by staff of the European Patent Office.

Internal educators are given feedback by the learners in their end of course survey and this together with the performance learners in their assignment and a self-reflection by the educator forms the starting point for the educator's yearly formal performance appraisal.

In addition, each department holds a monthly education meeting, where any issues about the teaching, teaching facilities or technology or indeed learner concerns or informal complains can be raised with the aim to find viable solutions to be implemented as soon as possible.

New educators are assigned a more experienced educator as a mentor, who will support them with the practicalities of teaching in our environment and to ease them into our teaching culture and values. Mentors are also asked to observe one lesson and give feedback to the new educator. If the mentor thinks the quality of teaching in the lesson needed improvement, feedback is given and lessons observed until a satisfactory level is reached.

Course delivery pattern

How many times per year will the course be run?

The 12 week long course is delivered twice a year. Start dates: February and September.

Full, reliable and true information*

Your organisation is expected to provide full, reliable and true information relevant to the course, without knowingly withholding and information that might impact on its acceptance on the Deep Tech Talent Initiative platform. The same extends to information given about partners, contractors and subcontractors involved in the training, its delivery or management.

✓ I confirm that the information provided about the course is true and correct.

Dates

Dates

Add all relevant dates for the course.

1	Start date	9 Sep 2023
	End Date	2 Dec 2023
	Application deadline	One week before course start date
2	Start date	18 Feb 2024 (tbc)
	End Date	19 May 2024 (1 week Easter break) (tbc)
	Application deadline	One week before course start date