# Course Information Form (blank sample version)

This is a PDF sample version of the online Course Information Form that Pledgers will need to complete when making a course application. The answers Pledgers provide will be used both for the Quality Check of courses prior to publication and for the course description in the course catalogue on the Deep Tech Talent Initiative website.

**Please do not use this PDF to make a course application; you will be able to access the online form via a dashboard on the Deep Tech Talent Initiative website, once you have registered as a Pledger and logged in to your account.**

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

## Course Title

## General

### Course ID

The course ID as assigned by the system.

### Course provider

Select course organisation.

*<Drop-down menu, with an alphabetical list of all registered Pledger organisations>*

### Course contact

### Course contact email

### Course Fee

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

O  Free course

O  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.)

## Course Provider general URL

Please provide a link to your website home page, or to a relevant landing page on your website from where users can access course information.

## Apply now (link)

Please provide a link to a page on your website where learners can either apply online or access instructions and contact details to be able to apply for the course.

## Certificate provided

Do learners who pass the course receive a certificate, qualification, credits and/or any other formal record of achievement? (Note that to be published on the Deep Tech Talent Initiative platform, courses must provide learners with some form of achievement record if they pass the course. The next question below asks you to select which types of recognition are provided, physical and/or digital)

O Yes

O No

## Course certificate 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

*Course certification type – other*

## Course certification

If the course is certified by an official body, please enter the title of the certification (e.g. 'EIT Label').

## Descriptions

### Course format

- On-site
- Online
- Hybrid (partly on-site, partly online)

### Countries

In which country or countries will the course be available?

If the course is delivered in specific countries (rather than Europe-wide), please choose the 'Select countries' option and list each country in which the course will be delivered in the text box below. If the course is delivered across Europe, you can select the option 'All countries' rather than listing each one.

- ⭕ Select countries
- ⭕ All countries

*Select countries*

### Venue

If the course is delivered on-site or in a hybrid format, please indicate in which city or cities the on-site elements of the course will be delivered. (If the course is online, please say 'Available anywhere', or if it is available in many different places, you can put 'Multiple venues')

### Course Description

Describe the course for prospective learners. We recommend aiming for a description of between 200 and 500 words, depending on the scope of the course.

Your course description should cover some or all the areas listed below. You can see examples of other course descriptions on the Deep Tech Talent Initiative 'courses' page here: https://www.eitdeeptechtalent.eu/courses/.

- Purpose and aims of the course
- Which learner audience(s) the course is aimed at
- Key knowledge and skills learners will develop from the course
- Overview of course structure and syllabus, in particular the 'deep tech' elements of the course (e.g. module breakdown; main topics covered; deep tech relevance)
- How the course is taught and assessed

- Any practical information that you wish to highlight: e.g. course duration, location, format, fee, etc. (Practical information will be provided under 'Course details' but it can be useful to include key points in the course description as well)

Note that you can include formatting, such as sub-headings and lists, in the course description.

## Short Course Description

Provide a short description of the course. We recommend making this between 30 and 50 words.

This short description will appear underneath the Course Title when prospective learners open the course page, so will be the first thing they read about the course. You can see examples of other short course descriptions on the Deep Tech Talent Initiative 'courses' page here: https://www.eitdeeptechtalent.eu/courses/.

The short course description and full course description should be complementary. The short description should capture the essential purpose, deep tech relevance and benefits of the course. The longer description (above) will then expand on what the course is about, who it's for and what the benefits are of taking it.

## 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.)

## Application process

Describe briefly the process by which individual learners can apply for the course (e.g. through an online application link or other route).

If the course also accepts organisational or group bookings, please also describe briefly the process by which organisations or groups can apply.

## Learning objectives

Provide a bullet list of the course learning objectives.

Aim for between three and eight learning objectives, depending on the size and scope of the course.

At least one of the learning objectives should refer to the deep tech elements of the course: what knowledge and/or skills learners will develop in relation to deep tech.

We recommend that you use 'action verbs' to express the learning objectives, such as those employed in <u>Bloom's Taxonomy of Educational Objectives.</u>

## Skills addressed

Please specify any key skills covered in the course. List your keywords, separated by semi-colons. We recommend using the European Commission's <u>ESCO Taxonomy</u> for describing skills and competences.

# Images

## Featured Image

An image illustrating the course.

*<Add image button>*

## Header image (desktop)

An image illustrating the course.

*<Add image button>*

## Header image (mobile)

An image illustrating the course.

*<Add image button>*

# Categorization

## Deep Tech fields covered

Please select the Deep Tech categories with which your Course most closely aligns. Select 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

*<Drop-down menu, with an alphabetical list of EU official languages; multiple languages can be selected>*

## Target audience

Please specify the main target audience for this course. (If the course is aimed at various groups of learners, you can select multiple audiences.)

- ☐ Upper secondary school learners
- ☐ Undergraduate-level learners
- ☐ Postgraduate-level learners
- ☐ Professional development learners
- ☐ Life-long learners

## Dates

### Course delivery pattern

How many times per year will the course be run?

- ○ 1–3 times per year
- ○ 4–12 times per year
- ○ Continuously available
- ○ One-off course

### Course scheduling

When or how often can learners register and start on the course? Please indicate which of the following options best describes your course.

(If the course has fixed start dates, please provide the relevant Start and End Dates, and application deadlines, under the next question.)

- ○ Fixed start dates
- ○ Ad hoc or flexible start dates (can be arranged on request)
- ○ Regular, frequent start dates (once a month or more frequently)
- ○ Course continually available (start at any time)
- ○ Fixed start dates (with upcoming dates still to be confirmed)

### *Dates*

If you responded 'Fixed start dates' to the question above, please specify the dates for all presentations that you will be offering during the period of the Deep Tech Talent Initiative (i.e. any course presentation starting between February 2023 and the end of December 2025). You can provide dates for multiple presentations: click the 'Add date' button for each new presentation that you wish to include, and further date fields will open up.

| | | |
|---|---|---|
| 1 | **Start date** | *<Calendar menu>* |
| | **End date** | *<Calendar menu>* |
| | **Application deadline** | *<Calendar menu>* |

*<'Add date' button, to add further table rows>*

## 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. (If the course already exists; if the course is in development, please indicate when the content will be available to view online.)

### 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.)

- EQF 3: relates to the level learners achieve during the final years of secondary school or vocational and skills training at a similar level.
- EQF 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.
- EQF 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

*Work-based learning – other*

|  |
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|  |

## 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

- ☐ 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

Various data are required for evaluation of learner numbers and outcomes on courses published on the Deep Tech Talent Initiative platform. Data will need to be provided at the individual learner level, potentially anonymised, and containing information on the completion status of the learner (course started, withdrawn, completed, passed), gender, age group, and nationality.

- ☐ I confirm that the above data will be provided for the purposes of course evaluation and general statistics.

## 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).)

○ 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.

## 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?

○ 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.)

### *Partner quality review*

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

## Deep Tech Talent Initiative transversal dimensions

The Deep Tech Talent Initiative 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)

## 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.)

## 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)

## 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.)

## Quality control processes

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

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

## 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.)

## 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.