**EDU4Standards.eu**

**Call for Pilots**

**Proposal form**

**first stage**

Version 1.0 11.6.2025

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# Outline

|  |
| --- |
| *Describe in max 2000 char what you are planning to teach, for whom, i.e. the main “selling points” of your pilot.* |

# Pilot Design Template

You find a detailed description how to fill in this template in Deliverable 3.1 EDU4Standards.eu

**Developing and Customizing Pilot Courses**

First stage: max 4 pages (font e.g. 11 point Arial or equivalent)

|  |  |
| --- | --- |
| **University/School/Department:**  |  |
| **Program:** |  |

**Pilot information**

|  |  |
| --- | --- |
| **Course Code:** |  |
| **Course Name:**  |  |
| **Semester:**  |  |
| **ECTS credits:** |  |
| **Contact Hours:** |  |
| **Teachers:** |  |
| **Module manager/coordinator:** |  |
| **Course Language:** |  |
| **Course Format:** |  |
| **Course date:**  |  |

**Pilot Description**

|  |  |
| --- | --- |
| **General course description:**  |  |
| **Target audience (Attendance & Course Requirements):** |  |
| **Level(s) from the ILOs framework:** |  |

**European Values and interests**

|  |
| --- |
|  |

**Intended Learning Outcomes**

|  |
| --- |
|  |

**Description of Course Content**

|  |
| --- |
|  |
| **List of topics to be covered:****1.****2.****3.****….****Practices and projects.** |

**Timeline and Milestones**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week/ session**  | **Lecture** | **Practice or Project** | **Format / methods (Presential, online)** | **assessment / exams activities** |
| **1** | e.g *Introduction to* Standardization *(2 hrs.)* | *Case Study: Basics of IoT Standards* | *Presential* | *Participation and discussion e.g. pannel* |
| **2** |  |  |  | *Test (30 min)* |
| **3** |  |  |  |  |
| **…..** |  |  |  |  |

**Assessment conditions**

|  |
| --- |
|  |

**Teaching Methods**

|  |
| --- |
|  |

**Teaching Materials and Resources**

|  |
| --- |
|  |

**Evaluation**

|  |
| --- |
|  |

**Reuse of the Teaching Materials**

|  |
| --- |
|  |

**Confidentiality**

|  |
| --- |
|  |

 **Quantitative and Qualitative Metrics**

|  |
| --- |
|  |

# Pilot Template for self-assessment

You find a detailed description how to fill in this template in Deliverable 3.1 EDU4Standards.eu

**Developing and Customizing Pilot Courses**

Max 1 pages with comments

|  |  |
| --- | --- |
| **University/School/Department:**  |  |
| **Program:** |  |

**Pilot information**

|  |  |
| --- | --- |
| **Course Code:** |  |
| **Course Name:**  |  |

**Self assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **I#** | **Criterion** | **Assessment 0 (no) – 5 (excellent)** | **Measures/sub-criteria (indicate I#.# selected)** |
| **I1** | **Attractiveness** |  |  |
| **I2** | **Multi-/interdisciplinarity** |  |  |
| **I3** | **Practical aspects** |  |  |
| **I4** | **Internationalisation, international standardisation process** |  |  |
| **I5** | **European Standardisation process, European interests, European core values** |  |  |
| **I6** | **Teaching methods & material** |  |  |
| **I7** | **Advanced and pilot specific aspects** |  |  |
| **I8** | **Completeness** |  |  |
| **I9** | **Impact** |  |  |

\*) 0 = no or insufficient, 1= little, 2 = fair, 3 = good, 4 = very good, 5 = excellent coverage of the criterion by your chosen measures

**Comments or observations**

|  |
| --- |
|  |

**I1 Attractiveness**

|  |  |  |
| --- | --- | --- |
| **I#.#**  | **Name/measure/sub-criterion**  | **Unit of measurement**  |
| I1.1  | Inclusion of serious games  | #academic hours  |
| I1.2  | Promotion material, outreach  | #reached students/teachers  |
| I1.3  | Promotion of tangible benefits for graduates (recognition, jobs, (paid) internships)  | #ECTS/#ECVET; #vacancies, internships  |
| I1.4  | Overall satisfaction by students/teachers  | survey #marks  |

**I2 Multi-/Interdisciplinarity**

|  |  |  |
| --- | --- | --- |
| I2.1  | Can be integrated in different disciplines;  | #ECTS per discipline   |
| I2.2  | Participating teachers and students from different disciplines (including STEM/SSH)  | students/teachers/disciplines  |
| I2.3  | Acquire sound knowledge of the main discipline   | #ECTS  |
| I2.4  | Acquire knowledge about the perspectives of other disciplines in standardisation  | #ECTS per discipline   |
| I2.5  | **Coverage of technical and societal aspects of standardisation (HLI)**  | #academic hours/aspect  |

**I3 Practical aspects**

|  |  |  |
| --- | --- | --- |
| I3.1  | Simulation of working groups and standard development  | #academic hours  |
| I3.2  | Guest lecturers from SDOs  | #academic hours  |
| I3.3  | Guest lecturers from industry   | #academic hours  |
| I3.4  | Internships in companies and SDOs including STANDICT  | #academic hours  |
| I3.5  | Practical work in working groups  | #academic hours  |
| I3.6  | (Real life) teaching case  | #academic hours  |

**I4 Internationalisation, international standardisation process**

|  |  |  |
| --- | --- | --- |
| I4.1  | **Coverage of standardisation under IEC, ISO, ITU-lead (HLI)**  | #academic hours  |
| I4.2  | **Updates to global standardisation fora and consortia (HLI)**  | #academic hours  |
| I4.3  | Students of different countries attending the course  | #students/country  |
| I4.4  | Teachers of different countries  | #teachers/country  |

**I5 European standardisation process, European interests, European core values**

|  |  |  |
| --- | --- | --- |
| I5.1  | **European standardisation process CEN/CENELEC/ETSI (suggestion HLI)**  | #academic hours  |
| I5.2  | Funding opportunities in research, innovation and education EU and national  | #academic hours  |
| I5.3  | Proposal of new work items  | #academic hours  |
| I5.4  | **Identify policy objectives, priorities and standardisation (suggestion HLI)**  | #academic hours  |
| I5.5  | Identify areas which can be supported by standards  | #academic hours  |
| I5.6  | Propose new work item representing European interests  | #academic hours  |
| I5.7  | Adapt to changes of European interests  | #academic hours  |
| I5.8  | **Green and digital skills through standardisation (HLI)**  | #academic hours  |
| I5.9  | **Gender-responsive standardisation**  | #academic hours  |
| I5.10  | Teaching case for defending European interests  | #academic hours  |
| I5.11  | **Aspects of human-centric standardisation, European core-values (HLI)**  | #academic hours  |
| I5.12  | Examples (e.g. trustworthy AI, supply chains)  | #academic hours  |
| I5.13  | Example of incorporation of European core values as requirements in standards of products  | #academic hours  |
| I5.14  | Identify value-sensitive aspects of products  | #academic hours  |

**I6 Teaching methods & material**

|  |  |  |
| --- | --- | --- |
| I6.1  | **Contains distant teaching parts**  | #academic hours  |
| I6.2  | **Contains direct teaching parts**  | #academic hours  |
| I6.3  | Contains Interactive Lectures  | #academic hours  |
| I6.4  | Contains project-based learning  | #academic hours  |
| I6.5  | Contains Use of Technology  | #academic hours  |
| I6.6  | **Includes Serious Games**  | #academic hours  |
| I6.7  | Others (specify) e.g. collaborative learning  | #academic hours  |
| I6.8  | Covers all aspects of the course  | #academic hours  |
| I6.9  | Openly available  | #academic hours  |

**I7 Advanced and pilot specific aspects**

|  |  |  |
| --- | --- | --- |
| I7.1  | Propose new work items  | #academic hours  |
| I7.2  | Transversal  & 21st century skills: incl. 4 C's competences; negotiation in English, entrepreneurship, intercultural, fundraising  | #academic hours  |
| I7.3  | Propose new value-sensitive work items  | #academic hours  |
| I7.4  | Graduated trainers can apply the diverse material and services of EDU4Standards.eu  | #academic hours  |
| I7.5  | Appropriate for the target group (level, students/teachers/professionals)  | #academic hours  |

**I8 Completeness**

|  |  |  |
| --- | --- | --- |
| I8.1  | Self-standing module/course  | #ECTS  |
| I8.2  | Implementation of the ITCOS related to KA, topic, teaching material, suggested games and literature  | #ECTS  |
| I8.3  | Addresses all HLIs appropriately  | #ECTS  |
| I8.4  | Graduates of the pilot are certified European standardisation experts or European standardisation teachers where appropriate  | #ECTS  |

**I9 Impact**

|  |  |  |
| --- | --- | --- |
| I9.1  | **Adoption by HEIs/companies/trainings institution**  | #institutions  |
| I9.2  | Certificate for students/learners  | yes/no  |
| I9.3  | Certificate for course EDU4Standards-Label  | yes/no  |
| I9.4  | Course published/accessed in the respective portals (e.g.EDU4Standards.eu) | #visitors  |
| I9.5  | Standardisation Teaching award (CEN/CENELEC)  | yes/no  |
| I9.6  | European Standardisation Certificate (HLF)  | yes/no  |

**Self-assessment guidelines**

Why is a self-assessment needed?

* Double check the set-up of your course, if it complies to EDU4Standards.eu-ideas
* Double check the appropriateness of indicators
* Prepare for evaluation of the (Call for) pilots
* Findings may contribute to the EDU4Standards-label

Sources of self-assessment?

* (International) best practices and suggestions to fill gaps for the education of standardisation experts analysed in D2.1, D2.2, D2.3 and D3.1.

How to do a self-assessment?

Already in the set-up you can determine, how far your pilot/course complies to the ideas of EDU4Standards.eu. E.g. you can enhance the practical aspects of your pilot if you include practitioners as guest lecturers in your course. This does not replace the pilot evaluation after the pilot execution done by a third party.

Consequently, for each of the nine criteria/aspects (I1 – I9) measures (I1.x – I9.y) are suggested, which would contribute to their coverage.

Against this background do the following:

1. Take the first criterion “I1 Attractiveness”
2. Go to the list of measures suggested for attractiveness (on the backside of the template)
3. Look which measure(s) for attractiveness you have chosen (e.g. I1.1
4. Put in the number(s) of the chosen measures in the column “…” in the cell next to attractiveness.
5. I you think, you have foreseen a measure which contributes to the given aspect, not in the list, you may note it in the comment-box.
6. Estimate by yourself, how well this criterion is covered by your measures: 0 = non or insufficient coverage[[1]](#footnote-1); 1 = little coverage, 2 = fair coverage, 3 = good coverage, 4 = very good coverage, 5 = excellent coverage
7. Take the next criterion and repeat the process until I9.
8. You may comment your assessment or put any other observation in the comment box.

Example

|  |  |  |  |
| --- | --- | --- | --- |
| **I#** | **Criterion** | **Assessment 0 (no) – 5 (excellent)** | **Measures/sub-critera (indicate I#.# selected)** |
| **I1** | **Attractiveness** | **3** | **I1.1, I1.2** |
| **I2** | **Multi-/interdisciplinarity** | **0** | **I2.2[[2]](#footnote-2)** |

# Participating Organisations (including natural persons)

All organisations (whether beneficiaries or associated partners) must complete the appropriate table below. Complete one table of maximum one page per beneficiary.

|  |
| --- |
| **Participant (organisations or natural persons in EU MS/AC) legal name** |
| **General description** |  |
| **Role and profile of key people** | Include names, qualifications of the person(s) supervising the action. |
| **Key Research Facilities, Infrastructure and Equipment** | Demonstrate that the team has sufficient resources to offer a suitable environment to seconded staff and to contribute significantly to the research/innovation activities proposed. |
| **Independent research premises?** | Please explain the status of the beneficiary's research facilities – i.e. are they owned by the beneficiary or rented by it? Are its research premises wholly independent from other beneficiaries and/or associated partner organisations in the consortium? |
| **Involvement in education or training activities?** | Describe relevant education or training activities in which you/the organisation took part or is currently participating (max 5 entries) |
| **Publications other achievements if relevant** | Max 5 key elements |

Please repeat for each participant.

1. Measures representing HLIs MUST be considered in the course, otherwise the coverage is insufficient [↑](#footnote-ref-1)
2. I2.5 is a High-level indicator and not covered by the course; thus the coverage is insufficient i.e. “0” [↑](#footnote-ref-2)