



### **A3.1, O1: Organize: setting up teams – Summary (Pilots 2-5)**



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## Beneficiaries

- Aalborg University, Denmark
- Dublin City University, Ireland
- Kaunas University of Technology, Lithuania
- Linköping University, Sweden
- Tampereen Korkeakoulusäätiö sr, Finland
- Hamburg University of Technology, Germany
- Universidade de Aveiro, Portugal
- Universitat Autònoma de Barcelona, Spain
- University of Stavanger, Norway
- Università degli Studi di Trento, Italy
- Institut National des Sciences Appliquées de Toulouse, France
- University of Twente, The Netherlands

## Abstract

The final report of WP3.1.1 will summarize pilots 2, 3 and 4 regarding the organization of teams with all four components of a challenge; students, teamchairs, challenge coordinators and challenge providers. The criteria for selecting students and admissions procedures for challenges in pilots 2, 3 and 4 and the final admissions process for current and future challenges are summarized in this report. For full details of previous admissions criteria processes see the reports on pilots 2, 3 and 4. A short update in this report will describe the changes in pilot 5.

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## Symbols, abbreviations and acronyms

|       |  |
|-------|--|
| AAU   | Aalborg University, Denmark                    |
| DCU   | Dublin City University, Ireland                |
| EC    | European Commission                            |
| ECIU  | European Consortium of Innovative Universities |
| KTU   | Kaunas University of Technology, Lithuania     |
| LiU   | Linköping University, Sweden                   |
| TAU   | Tampereen Korkeakoulusäätiö sr, Finland        |
| TUHH  | Hamburg University of Technology, Germany      |
| UA    | Universidade de Aveiro, Portugal               |
| UAB   | Universitat Autònoma de Barcelona, Spain       |
| UiS   | University of Stavanger, Norway                |
| UNITN | Università degli Studi di Trento, Italy        |
| UT    | University of Twente, Netherlands              |

# 1 Introduction

The deliverable report takes as its starting point the ECIU University proposal to the European commission (pp 23-24), and deals with WP3.1, outcome 1: Process of choosing teams. Selecting students through admission procedures has been done on both alliance and institutional levels in Pilot 2,3 4 and 5. The multidisciplinary nature of a team, including students from various programs, was accounted for in forming a challenge base-learning team. All challenges across the whole ECIU-alliance were published on the [www.eciu.org](http://www.eciu.org) website. Students could use this information to apply for admission to any challenges across different institutions. Most teams were both multidisciplinary and international in their composition.

## 1.1 Requirements for the admission procedures in Pilots 2,3,4 and 5

WP3.1 presents the admission criteria agreed on by ECIU partners (<https://www.eciu.org>) which has been refined throughout pilots, 2,3 and 4 and previous iterations of admissions criteria are set out in the reports for pilots, 2,3, and 4. The following universal admission criteria and documentations will be used for acceptance to current and future challenges:

- Must be a student in one of the 14 ECIU University member institutions.
- Must be enrolled in a master's, or a final year of a three-to-four-year bachelor's degree programme (unless a continuous education learner)
- Completed 120 ECTS of higher education studies at undergraduate level.
- Have a minimum B2 level of English proficiency (CEFR, Self-assessment)

For **Pilots 4 and 5** two additional criteria were added to this admission criteria on which prospective students will be evaluated:

- Experience with entrepreneurial work, or extracurricular activities, society engagement and any other activities.
- A motivation letter, that is structured around the guiding questions (optional):
  - Why do you want to join?
  - What do you expect from this experience?
  - What can you bring in from your own experience?
- Note: This framework of six criteria is mandatory for standard challenges.
- For nano challenges, this framework is not mandatory. The providing partner decides whether admission rules and criteria are required or not. If rules and criteria are required, the providing partner defines these rules and criteria.
- For mini challenges, this framework is not mandatory. The providing partner decides whether admission rules and criteria are required or not. If rules and criteria are required, then this framework must be used (including universal criteria).

For micro-modules, the ECIU admission office has defined some criteria on an ECIU U-level for the procedure of admission in Pilots 4 and 5. The following universal admission criteria and documentations will be used:

- English language proficiency: minimum B2 (same as in admission to ECIU University challenges)
- Pre-knowledge requirements/pre-requisites (applicable to all micro-modules): these are defined specifically per micro-module and are included in the description of the learning offering in the CHAD website.
- Entry level minimum for micro-modules which are part/courses in a master's degree: Bachelor's degree
  - All learners applying to micro-modules need to be able to act and function at the level of a bachelor's degree.
  - For continuous education learners, 1-3 years of experience in a relevant field.

### 1.2 Summary of the admissions process for students to apply to a challenge and micro-modules

WP3.1 presents the admission process conducted by ECIU partners (<https://www.eciu.org>) which has been refined throughout pilots, 2,3 and 4. In Pilot 4 we developed a nine-step process which is set out in full in the Pilot 4 report. To summarise, students can apply on the ECIU challenges platform (<https://challenges.eciu.org/challenges/>) to create a profile and are then apply to the challenge(s) they would like to take part in. A central admission office (via an Admissions Coordinator) coordinates and cooperates with the network of Local Admission Officers to review the students that that register for a particular challenge. Each partner institution assigns a Local Admission Officer to oversee the admission process at a local level, while the Admission Coordinator is responsible for overseeing the process centrally. In consultation with the Local Admission Committee, learners who will be admitted to the challenge(s) are selected. The Local Admission Officer informs the applicants on the selection outcome (whether they have been admitted to a challenge or not via email). Selected learners receive an admission letter with the information on how to proceed. Applicants who were not selected receive a notification. The criteria for admission has been updated for Pilot 5 (see above).

ECIU university also offers micro-modules that are study modules developed by partner universities and are part of their curricula. The definition of a Micro-module in the ECIU university context, according to Deliverable 4.3.1, is "a short learning experience that is formally assessed and supports learners to fill their knowledge gaps and boost their capabilities in order to successfully engage in ECIU University challenge-based activities." In Pilot 4, Applications to micro-modules will be according to institutional/local criteria decided by each partner university. It is strongly recommended, that criteria for admission to micro-modules will resemble and align with criteria for admission to challenges, especially for micro-modules that are recommended for challenges. For learners, coordination between admission levels to challenges and modules is essential. It has been developed a five-step process for admission micro-modules which can be read in full in the Pilot 4 report. As with an application to challenges learners submit applications to participate in a micro-module via the ECIU

University Challenges Website. The Local Admission Officer receives applications and is responsible for matching these against students who have already participated in or applied to challenges and then assessing the applicants against the Universal Criteria for Admission to micro-modules as outlined above. Following the selection process in consultation with the teacher offering the micro-module, Local Admission Officers communicate the successful or unsuccessful admission to the micro-module with the learners.

### 1.3 Summary of ECIU University challenges for Professionals and Lifelong Learners

In addition to bachelor's and master's students, professionals and lifelong learners are welcome to take part in ECIU University challenges provided by business and public organisations across Europe and to tackle very important problems in the local, national and global levels ([https://challenges.eciu.org/for\\_learners/Professionals/](https://challenges.eciu.org/for_learners/Professionals/)). In terms of the competences and disciplines that lifelong learners can achieve, lifelong learners should be motivated learners who wish to:

- Gain experience of open community culture and agile ways of working
- Work to solve socially significant issues.
- Gain insight and perspectives from experts and learners from different European countries.
- Join a network of people with diverse backgrounds and expertise.
- Acquire or deepen the knowledge in the area they are interested in.
- Practice critical thinking, problem-solving, teamwork and entrepreneurship skills.
- Experience work with different cultures in the international environment.

#### 1.3.1 Requirements for the admission procedures for Lifelong Learners:

- Be a professional resident in one of the ECIU member's countries with a bachelor's degree.
- Have a curious personality that is a perfect fit for the ECIU challenges.
- Eager to create value in an area of interest and want to have an innovative experience.
- A good command of English is necessary.

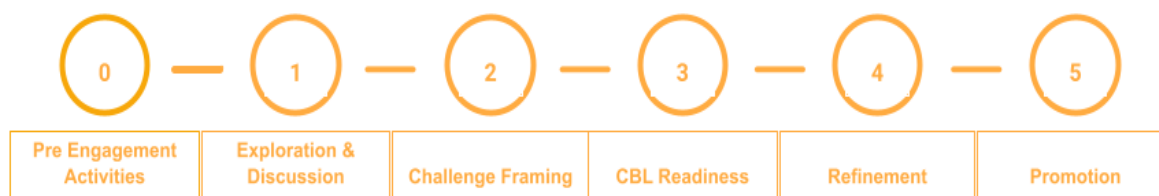
### 1.4 Summary of roles, responsibilities of team members (challenge provider, challenge coordinator and teamcher) and timeline.

In Pilot4 The ECIU's manual of the quality of the challenges and other activities has been developed (Hazell F. et al., 2021) with the aim of bringing consistency in the way 'big idea' and all forms of challenges are collected by partner universities.

This manual aims to operationalize and streamline the handshake process by providing a clear understanding of the roles, responsibilities, timelines and expected outcomes of the process (via the checklist). Also, it can be used as a quality checkpoint that enables all stakeholders within the process to align expectations and agree timings.

This follows a five-step process with estimated timings:

- **Step 0: Pre-Engagement Activities (Est. Timing up to 6 weeks)**
- **Step 1: Exploration & Discussion (Est. Time: 0.5 - 1 day)**
- **Step 2: Challenge Framing (Est. Time: 1 week)**
- **Step 4: Refinement (Est. Time: 2 weeks)**
- **Step 5: Promotion (Est. Timing 4 weeks)**



A quality challenge addresses the needs of both the challenge provider and the teamcher. It is the responsibility of the challenge coordinator to ensure that big ideas and the first stage of challenges are framed in a way that meets the needs of both the challenge provider and the teamcher (Hazell F. et al., 2021). Once the scope and timings of a challenge have been agreed between all participants and challenge template has been filled out the challenge coordinator posts the challenge to CHAD and promotes across university communication channels (Hazell F. et al., 2021).

For full details of each step, tables outlining challenge checklists in steps 1,2 and 3 and roles and responsibilities for each step see the Pilot 4 report.

## 2 Objective

The objective of this report is to summarize the process of how to choose teams for learners, teachers, mentors and key stakeholders. It summarizes the criteria for choosing students for challenges and micro-modules and the admissions process for both in pilots 2,3,4 and the update for pilot 5. In addition, it briefly introduces a manual of the quality of the challenges and other activities by an ECIU Taskforce which was offered to the ECIU University (Hazell F. et al., 2021) and a summary of the roles, responsibilities of team members (challenge provider, challenge coordinator and teamcher) and timeline.



### 3 Appendix

#### Appendix 1: Challenge Template

##### CHALLENGE TEMPLATE

###### CATCHY/BUZZWORD TITLE

**SUBTITLE:** *How might* (challenge provider) *verb* (desired outcome) *by* (limiting factor)?

###### Section A (for Challenge Provider to complete)

###### BACKGROUND

###### About the Challenge

Context on the circumstances that have led to the challenge.

###### About the Challenge Provider

Outlining the relationship the champion has to the challenge, what they can influence and what resources they could leverage.

###### Target Groups

Describing the different target groups and how they are involved in and affected by the challenge.

###### CURRENT STATE

###### Quantify the need

Provide statistics and numbers to determine baselines, benchmarks and targets.

*Format: Data. Graphs. Visualisations.*

###### Qualitative insights

Share quotes from stakeholders / target groups who are/will be impacted illustrating how are they affected and what will/should change.

*Format: Video. Personal Narrative. Testimonial.*

###### DESIRED STATE

Potential for **impact** on individual and societal level.

*Format: Vision - big idea that cannot be solved by a single actor*

###### RESOURCES

What resources can be contributed?

What needs to be sourced or explored? (Research, space, equipment, funds etc.)

###### Section B (for Teamcher to complete)

###### LEARNING OFFERING DETAILS

Concise syllabus/programme/schedule of activities if available

Teamcher name

Duration (starting/ending date)

Workload

Format (online/onsite/hybrid)

Application deadline

Suitable for all learners/students/lifelong learners

Other information (specific entry criteria or important information for the learner)

###### Competencies

List competencies for this learning engagement specifically.

### 4 Bibliography

Hazell, F. Tsigki, E., Brose, A. & Ellinger, D. (2020). CHALLENGES QUALITY CRITERIA AND QUALITY CHECK MANUAL, Implementation of the Handshake Process, DRAFT 1.4, 9 October 2021  
[https://challenges.eciu.org/for\\_learners/Professionals/](https://challenges.eciu.org/for_learners/Professionals/)

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