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EIT Urban Mobility Academy Competence Hub e-courses

Specifications Documents

EIT Urban Mobility

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eiturbanmobility.eu

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1. EIT Urban Mobility Overview

1.1. About EIT Urban Mobility

The website of EIT Urban Mobility is <https://www.eiturbanmobility.eu>

EIT Urban Mobility is an initiative of the European Institute of Innovation and Technology (EIT). Since January 2019 we have been working to encourage positive changes in the way people move around cities to make them more liveable places. We aim to become the largest European initiative transforming urban mobility. Co-funding of up to € 400 million (2020-2026) from the EIT, a body of the European Union, will help make this happen.

	<p><i>We create systemic solutions that will move more people around the city more efficiently and free up public space.</i></p>
	<p><i>We bring all key players in urban mobility together to avoid fragmentation and achieve more.</i></p>
	<p><i>We engage cities and citizens from the word go, giving them the opportunity to become true agents of change.</i></p>

Activities are carried out by our Europe-wide partner community which is geographically affiliated to one of five regional Innovation Hubs. The objective of the Innovation Hubs is to create a vibrant innovation ecosystem, ensuring effective knowledge and activity management and prominent regional visibility. The Innovation Hubs coordinate local and regional activities of EIT Urban Mobility and manage the network of partners and other stakeholders within their region. The five Innovation Hubs (located in Barcelona, Copenhagen, Munich, Helmond, Prague) work closely together to achieve the goals and mission of the EIT Urban Mobility.

Using our cities as living labs, our industry and university partners will demonstrate how new technologies can work to solve real problems in real cities by transporting people, freight, and waste in smarter ways. Our programmes support our vision of creating more liveable urban spaces. By fostering innovation and transformation, we can improve people’s quality of life, decarbonize mobility, and make Europe’s economy more competitive.

1.2. About EIT Urban Mobility Academy

The webpage of EIT Urban Mobility Academy is <https://www.eiturbanmobility.eu/academy/>

Our Academy is a collaborative arena for lifelong learning, helping to build critical capabilities for innovation and transformation. We are training the next generation of urban mobility practitioners, needed by the urban mobility ecosystem of the future.

Our programmes are intersectoral, interdisciplinary, international, and entrepreneurial.

1.3. About the Competence Hub

The Competence Hub is the Professional Training Unit within EIT Urban Mobility Academy.

The webpage is: <https://www.eiturbanmobility.eu/competence-hub/>

We empower our learners to convert the mobility challenges they face into opportunities for themselves, the organisations they work for, and the cities they live in.

Given the many digital and ecological transformations that the mobility sector and European cities must overcome, EIT Urban Mobility Academy's Professional School (Competence Hub) develops high-quality, innovative, and adaptable trainings for forward-thinking professionals and organizations.

We leverage EIT Urban Mobility's unique and growing network of prestigious experts (100+ top European companies, research institutions, consultancies, universities, and cities) and our own expertise in blended learning to build relevant, trustworthy, and impact-oriented courses, methodologies, and communities. They enable our learner-audiences to make tomorrow's mobility more efficient and sustainable.

The Competence Hub offers free learning content and affordable customised training experiences within the following framework:

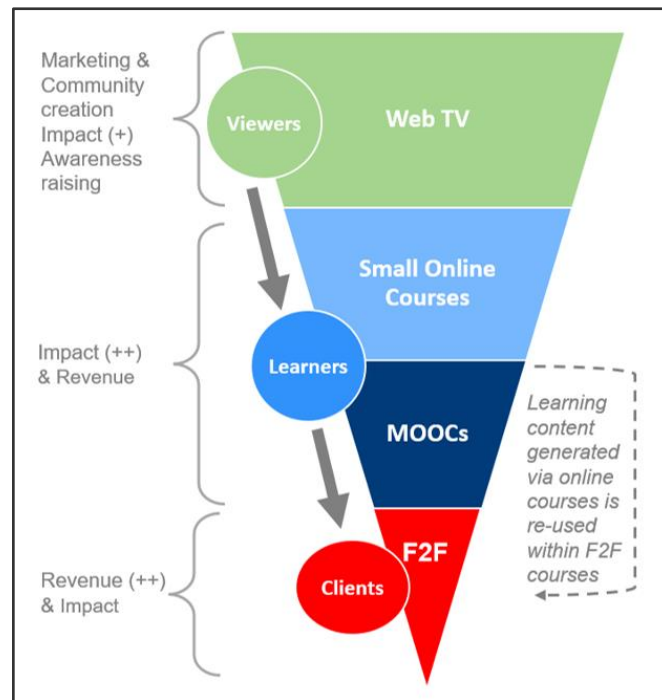
- For young professionals willing to upskill: free, quick and user-friendly trainings built upon curated content, with immediate application potential.
- For senior professionals and executives willing to upskill or reskill: technical online and onsite courses, connections with leading European experts and peers to learn/debate/innovate together.
- For managers willing to train their teams: customised face to face trainings, workshops, and best-practice conferences, to overcome specific mobility challenges.
- For HR managers willing to develop their organization's talent and purpose: an advisory service to identify the most relevant mobility trainings for their employees and a comprehensive/adaptable course portfolio.

It aims to train 50,000 people per year and to reach a total of 500,000 people per year by 2027 through its online offers.

1.4. Our 4-level approach

The Competence Hub provides a customized and accessible way for busy professionals — people working for city authorities, public institutions, companies, or start-ups — to learn about the latest topics in mobility and transport.

It operates using a funnel-based freemium model, with four levels and a blended approach to learning. While the first two levels offer easy access and up-to-date knowledge for a broad audience, the third and fourth levels are more tailored and deal with specific projects or topics.



This model enables us to probe new topics constantly, using the EIT Urban Mobility Academy WebTV as a base to connect with a large community of urban mobility professionals and potential learners. The four layers are:

- **EIT Urban Mobility Academy WebTV:** The WebTV is a compilation of short videos (1 to 10 minutes) produced and diffused on a regular basis. The aim of the WebTV is to connect with a high volume of urban mobility professionals from all sectors, by producing videos that provide short/introductory answers to the many questions they ask themselves when facing new professional challenges or responsibilities and try to research by browsing the internet. See our WebTV videos here.

- **E-courses:** our e-courses are fully online asynchronous training courses so that each learner can take/complete them whenever they wish. They fall into 2 categories:
 - **Short Online Courses (SOCs):** These short online courses (30 minutes to 5 hours to complete, over a period of few days or weeks) are developed around mobility topics for professionals that are not covered by existing training programmes and institutions. Our SOCs provide compelling learning contents on important urban mobility issues, trends, tools, etc. The content is fully available for free, so that many urban professionals can benefit from these courses, discover the value that the Competence Hub can bring to them, and leverage our SOCs to become better professionals.
 - **Massive Open Online Courses (MOOCs):** The Competence Hub also offers a second category of e-courses, our “MOOCs for professionals” (10 to 20 hours to fully complete, over a period of a few weeks to months). These longer and more comprehensive e-courses provide more advanced knowledge yet maintaining a strong hands-on and applied focus that urban mobility professionals are looking for. The subjects/topics that are addressed are identified and produced based on the analysis of the knowledge gap within the urban mobility market (public and private sectors), the existing online learning solutions in the professional learning market that are already available, and the appetite/interests for certain specific topics expressed by our target audiences and current learner community.

The majority of our e-courses are available on the Competence Hub’s e-learning platform: www.urbanmobilitycourses.eu. We also have some e-courses available on FutureLearn (EIT Urban Mobility account) as well as Coursera (EIT Urban Mobility Partner Accounts).

- **Face-to-face synchronous courses:** In this fourth/final level of this funnel, we build “custom” online/on-site/blended courses for urban mobility organisations or for specific cohorts of mobility professionals, in order to allow them to overcome specific challenges. These courses are primarily delivered synchronously and generate revenue. By leveraging our unique community of partners (top European universities, innovation centres and consultancies) and experts, we probe a wide variety of course topics and formats with cities, mobility companies, and transport authorities. We then replicate/upgrade/upscale (at a national and/or European level) those courses that generate the highest levels of impact/satisfaction and that can best contribute to EIT Urban Mobility’s financial sustainability.

1.5. EIT Urban Mobility Academy e-courses overview

Since 2020, more than 30 e-courses (SOCs and MOOCs) were produced by the Competence Hub, in collaboration with different European partners of different nature (online learning agencies, content providers, contributing partners, etc). All these e-courses, addressing a wide variety of sustainable urban mobility topics/challenges, can be found on our website. They are either currently hosted on our partners’ platform or on the Competence Hub’s own platform.

1.6. Context/Call specifications for EIT Urban Mobility Silver/Gold/Core Partners

If you are a Silver/Gold/Core Partner of EIT Urban Mobility, please find the details of the call in the [Annex 4: Context/call specifications](#).

The WebTV, our E-courses (SOCs and MOOCs) and F2F courses are developed within the framework of KAVA 23261 of EIT Urban Mobility's BP 2023.

2. E-course Development

2.1. What kind of e-course do we create?

Our e-courses are online asynchronous and self-directed. Both content and user experience components need to be well balanced, so the courses are highly attractive and engaging.

Each course should focus on one subject and aim at answering one main question. E.g. What are the challenges of urban mobility? What is a superblock? What are the main challenges faced by cities when developing active mobility?

The learning strategies must include active learning, with activities that enhance the “learning by doing” and focus on the development of competencies connecting the learning with real life, promoting use case, examples, and expert interviews in a practical approach.

The courses are developed based on a freemium model: the content must be fully accessible for free. Premium services (such as certification) are also available, at a small cost, for those learners willing to pay for them.

In terms of general layout (presentation pages, appearance, organization of contents in learning modules, etc.), the e-courses developed last year and available on EIT Urban Mobility’s platform or EIT Urban Mobility’s FutureLearn account should be used as reference.

For more details on the requirements for our e-courses, please check the [Annex 2: “Online course requirements”](#).

2.2. How do we wish to collaborate?

EIT Urban Mobility Competence Hub wishes to identify providers capable of supporting the creation of our e-courses. In some cases, this support can be total (from the content identification/definition to the publication, operation and commercialisation of the course). In other cases, partial collaboration on only some of these different elements (such as speaker identification and content definition, instructional design, content digitalisation, commercialisation, etc.) will also be accepted. In case of interest, the provider should formalise a proposal that explains the support that will be provided, the focus of the course and of each module, the topics they address, the way the course will be structured, the different types of teaching formats used (videos, quizzes, group work etc.), a workplan and budget estimate.

We wish to identify providers and collaborators with whom we can design, develop and deliver quality e-courses before the end of the year. If the collaboration is successful, then there will be opportunities to renew such collaborations in the years to come, as well as for expansion.

2.3. What do we want to talk about? (topics)

We want to develop courses addressing innovative and sustainable urban mobility challenges. The list of topics we are interested in is available in [Annex 1: “Sustainable urban mobility areas/challenges”](#).

2.4. Who do we want to talk to? (audience)

Our training programmes and contents are addressed to professionals around Europe working in (or interested in) urban mobility and sustainable urban development/transport/planning. These professionals can be either from the private sector (industry, technology, services, start-up, multi-national firms, etc.) or from the public sector (city officials, transport authorities, civil servants, think tanks, NGOs, etc.). All EIT Urban Mobility Competence Hub training activities should primarily be addressed to European professionals. Yet, they can also be open to non-European professionals who are interested in learning about mobility related topics in the European context.

The aim of our e-courses portfolio is to provide answers to important questions/challenges that urban mobility professionals from all sectors, are faced with. The target audience of the EIT Urban Mobility e-courses portfolio “as a whole,” should therefore be wide and diverse. Yet, each individual course should focus on one specific question, explicitly identifying the specific target group(s) that it will concern. These target groups need to be important enough in terms of volume, from a European perspective. In some cases, nonetheless, more focused programmes for smaller target audiences or one specific audience may also be created, provided they are in line with EIT Urban Mobility’s strategic priorities. For example, it might be interesting to explicit this in the title of the course, i.e. How should urban planners deal with AI?

2.5. Workplan definition

For the collaboration to be as smooth as possible, it is important for the workplan to clearly define the different production phases for each stage of the project based on the main phases EIT Urban Mobility project management template [Annex 3: Main online course project management phases](#).

3. E-course Operation

3.1. Distribution: How do we publish/distribute our e-courses?

2 alternatives are conceivable:

- In most cases, the e-course(s) developed by a provider will be hosted, operated, and distributed through EIT Urban Mobility Competence Hub's own LMS platform¹, which is WordPress based. The development and delivery of the courses and the content/features necessary to operate it within the platform and to maintain the course (upgrade or move to other platform) should be developed accordingly by the provider (Open SCORM files, standard platform compatibility).
- E-course(s) developed by a provider may also be distributed through an external e-learning platform. It/they may be hosted/operated through the provider's own LMS platform (when available and in-line with EIT Urban Mobility Academy's requirements) or by using one of the leading e-learning platforms available on the market (such as FutureLearn, Coursera, EdX). These platforms generally offer longer e-learning courses (such as MOOCs, E-Master's degrees, etc.), so their acceptance to host a SOC should be confirmed beforehand and explained in the proposal.².

3.2. Marketing/Diffusion: How do we attract learners and generate revenue?

- Though it will be reviewed and discussed case by case, a Marketing/Sales Strategy should be included within any e-course development proposal, explaining how the course will be marketed to the relevant target audience(s). Marketing strategies in which the provider will manage, or support marketing activities while mobilising existing learner networks and diffusion/commercialisation channels, will be preferred.
- To facilitate the marketing of the course, the proposal should also include, whenever applicable: a plan to create and regularly renew specific context-based contents (e.g., references to a specific recent event, news-related interviews, etc.) so to make the course look fresh and up to date, without having to review/change the rest of the course content. The updating of this specific

¹ <https://urbanmobilitycourses.eu/>

² <https://www.futurelearn.com/partners/eit-urban-mobility>

content must be easy to handle and should not impact the rest of the course.

3.3. Ownership/Commercialisation: Who owns the content? how do we manage revenue?

Ownership (course content, IP, participant data, etc.) and commercialisation (costs, revenue generation, revenue distribution, etc.) related subjects, with respect to Competence Hub's e-courses will be handled on a case-by case, according to the following principles:

- **If the provider is a Silver/Gold/Core Partner of EIT Urban Mobility:**
 - They will maintain ownership rights of all the learning content and the learning materials produced, as well as all derived Intellectual Property (IP).
 - They will ensure that the course produced complies with relevant IPR rules and regulations (background IP, copyright laws, etc.).
 - EIT Urban Mobility will be granted a non-exclusive right to commercialise, modify content and access participant contact data.
 - A Commercial Agreement, based on the templated provided by EIT Urban Mobility, will be signed by the Partner and EIT Urban Mobility. This Agreement will be complementary/additional to the Internal Agreement signed by both Parties.

- **If the provider is not a Core/Project Partner of EIT Urban Mobility:**
 - They will ensure that the course produced complies with relevant IPR rules and regulations (background IP, copyright laws, etc.).
 - Ownership and revenue generation/distribution will be decided case by case. An ownership and revenue generation/distribution scheme should be included in the proposal.

In both cases, if the e-courses are not published/hosted in www.urbanmobilitycourses.eu, the way in which the payments generated by the e-courses will be collected and handled should be detailed in the proposal.

3.4. Course management: how do we handle participant communication and data?

If the e-course(s) is published on www.urbanmobilitycourses.eu, the Competence Hub will handle all issues relative to participant communication (course related instructions, commercial messages, etc.) and data (contact data, course progress/assessment data, course survey/evaluation data, etc.). Providers will not be

entitled to communicate with the participants and/or access their data, unless they so request in their proposal.

On the other hand, if the e-course is implemented in a non-EIT Urban Mobility platform/account:

- **Communication with learners/participants:**
 - EIT Urban Mobility must be able to communicate directly with all the learners following the course(s) it has co-funded/co-financed, in a way that is equal to how the provider communicated with the learner.
 - EIT Urban Mobility should be provided with the same access to the learner data (participant contact data and data generated by the participant) as the course provider.
 - If, for technical/legal reasons, equal access cannot be enforced, then EIT Urban Mobility should be provided a similar access, modalities of which should be specified in the proposal.
- **Specific requirements for participant data and analytics:**
 - The LMS platform used to host the e-course must be able to collect and share the following learner registration and contact data with EIT Urban Mobility:
 - (1) learner name/surname
 - (2) learner email address
 - (3) gender
 - (4) city of location.
 - Ideally, the platform may provide connectors or tools to export the data in standard formats.
 - Ideally, EIT Urban Mobility will be given the right to directly monitor learners' activities and feedback. If this is not possible for technical/legal reasons, regular reports on participant activity/feedback should be provided to EIT Urban Mobility, in a format that is accepted by EIT Urban Mobility.
- **Course upgrades and raw material:**
 - All existing raw content and intermediary production content (course scripts, full/raw video footage, raw pptx for video post-production. etc.) should be made available to EIT Urban Mobility as part of the collaboration and at no extra cost, so relevant changes and updates can be undertaken by EIT Urban Mobility or a third party, without any additional cost. The content delivered within the e-course may be reused by EIT Urban Mobility if it so wished and provided the content-provider(s) agree. It will be stored/archived on EIT Urban Mobility servers/account.

ANNEX I: Sustainable Urban Mobility challenges

The list below is non-final list, and it is only to be used for indicative purposes. All course topics and structures should be validated by the Competence Hub.

1. Micro-mobility, Active Mobility	Walking, cycling, kick scooter, electric bikes, and scooters, including shared micro-mobility etc.
2. Sustainable City Logistics	Last mile distribution, good and freight distribution, consolidation hubs, cargo bikes, electric vehicles for freight, loading - unloading bays, logistics digitalization, deliveries, drones etc.
3. Multimodality	Modal shift and transition management (individual-transport to shared/non-motorized transport/public transport), MaaS (mobility as a service), service integration and inter-modality, park and ride, multimodal/mobility hubs etc.
4. Creating the Public Realm	Quality of public space, urban design, environment, tactical urbanism, placemaking, dynamic and flexible curb side management, user experience, living street, low emission zones, superblocks etc.
5. Infrastructure and operations	Road and public transport infrastructure, flow/traffic management, rail and public transport operations, maintenance & asset management, service quality management, security and safety, interoperability etc.
6. Future mobility	Urban air mobility, app-based / demand-responsive transport, shared mobility (ride sharing, car sharing, taxi), autonomous vehicles, future of public transport and rail, smart city, future of private car usage etc., post-covid 19 mobility
7. Mobility for all	Vulnerable groups, equal mobility, people with reduced mobility, social inclusion, accessibility, affordability, user-centric mobility, diversity, women in mobility, etc.
8. Mobility and energy	Smart grids, electrification (vehicles, infrastructure), innovative (re)generation of energy, alternative fuels and sources of energy (clean gas, hydrogen...), circular economy, energy efficient driving etc., energy transition
9. Pollution reduction & health	Active mobility, new technologies for pollution management, noise reduction, safety, environmental impacts, greening of cities/green spaces etc.
10. Digitalization and connectivity	Data/big data, automation, artificial intelligence, 5G, cybersecurity, IOT, blockchain, ITS and ticketing, digital integration/MaaS, etc.
11. Public policy, planning and financing	Efficient public expenditure, financing and funding, transport policy and demand management measures, congestion management, parking management, regulation, transport planning, people-centered planning, public participation, dealing with public opposition, Sustainable Urban Mobility Plans (SUMPs), etc.

ANNEX II: E-course Requirements

Course learning design

The course content and learning must be practical and focused on the development of competencies. Applicable (as opposed to an overwhelming academic/conceptual focus) and important learning concepts within each learning module must be properly illustrated. Illustrations can be provided through:

- Market-Business perspectives: key players/disruptors, new products and services, concepts, technologies, innovative policies, etc., by academics and researchers.
- Debates on key questions/issues, by policymakers, experts, entrepreneurs, etc., as well as citizens, activists, etc., to understand and present different points of view.
- Case studies so that the learner can have an understanding on how these different concepts and issues are dealt with.
- Any other forms of illustrative concepts identified by the provider and in line with current e-learning practices might be included.

Duration

The total amount of time needed by a learner to complete a Short Online Courses (SOC) should be between 30 minutes to 5 hours and in the case of a MOOC, between 10 to 20 hours. This includes reviewing the course material and content, as well as undertaking any additional activity/assessment/course-work included in the course. The time dedicated to reviewing optional material such as additional articles/videos from other sites/sources should not be taken into consideration, though such additional references may be included if relevant.

Tutoring

The online courses are self-directed and self-paced. All the Competence Hub e-courses are 100% asynchronous. A learner should be capable of initiating and executing a course autonomously and completing the course without assistance and for free. Though no current Competence Hub e-courses offer tutoring as a premium/revenue-generating service, this is something we would be happy to consider.

Similarly, most of our current e-courses do not include interactive features such as discussion forums or assignments. Nonetheless, if the course or content provider is willing to support such features and take care of such activities, we would be happy to consider it, on a case-by-case basis.

Diversity in formats and learning methods

Given that not all of us learn in the same way, a variety of formats and activities to help learners will be positively valued. Textual content within an e-course is certainly of importance but other learning formats that are more visual/interactive must also be considered, especially if they allow for faster/better learning, in a way that is adapted to our current, fast-paced and multi-device lifestyles.

For instance, listening to podcasts can be a highly effective/complementary way of learning while doing other non-intellectual activities such as walking the dog, or viewing a video while commuting to/back from home. Different “interactive experiences” (self-assessment quizzes, polls, debate questions/forums, coursework, etc.) should also be included in the learning modules, alongside/between the different videos, so that the learning experience becomes more diverse, engaging, and impactful.

Content format

The course content should obey the following rules/requirements:

- **Text:** accurate, concise, clear and fluent British English. More information about it will be shared in a [Best Practices](#) document, once the proposal has been validated.
- **Video:** Each video should be fully relevant and provide additional/complementary information to what has already been explained via text. In terms of duration, each video should be between 2 to 5 minutes for the SOCs and between 2 to 10 minutes for the MOOCs. Longer videos should be divided/edited into a series of shorter videos. If it is not possible to divide a video, then it is mandatory to add a summary or key take-aways, so they learner can quickly understand what the video is about.
- **Visual support:** It is important to enhance visual content, with keywords, statements pictures or icons connecting concepts, etc. within videos and texts.
- **Infographics:** Each infographic should explain a central message, be concise (avoid too much text), and start with a powerful headline. We want our infographics to be visual documents that allow our learners to “scan” the main pieces of information they need to remember. A high-quality downloadable version with Title and EIT UM Academy copyright should be provided to EIT Urban Mobility as part of the course.
- **Downloadable documentation:** All downloadable documents created for this course should have the EIT Urban Academy brand on them. The [Branding pack](#) will be shared once the proposal has been validated, and should be used as a reference. E-courses that do not follow the guidelines of the branding pack will not be considered as fully completed.

Style and narrative

The way in which the course content is delivered/shared should obey the following rules/requirements:

- The content and activities should be linked together by a clear and structured storyline which must also be engaging and pedagogically robust.
- Use active voice: directly address learners individually and use effective/accurate writing. Avoid academic tone, complex and redundant texts. Learning should be made easy and enjoyable. Encourage learners to engage with the course.
- One (or various) content expert should design and be the “face” of the course to the learner. It is important that they are qualified and recognized within the field of expertise of the course, and that they are fluent/articulate enough to deliver the course in English (some exceptions can be made provided most of the course is in English).
- Within each course segment/video, we recommend the use of “call to action” strategies,

redirecting the learner towards the next learning component/activity.

- List of concepts should be presented as a list of key concepts and the additional information appear when the participant click on each title, using the “accordion” feature.

Example:

The process was assumed to be value-free and politically neutral	+
Overconfidence in new predictive tools	+
Overconfidence in rational decision-making generally	+
Too often accepted existing trends as destiny	+

Structure and components

The way in which the course is structured and the different components to include in a course, should obey the following rules/requirements:

- **Landing page:** All courses should have a landing/presentation page. This page should follow the same structure and content as the other e-courses available on the e-learning platform/LMS. The landing page should provide the participant with all the necessary information (“About the Course”, “Target Audience”, “Course Structure”, etc.). The [Project Pack](#) will be shared once the proposal has been validated and should be use as a reference.
- **Teaser video:** A short 2–3-minute teaser video should be provided to make potential learners want to know more- It will be added to the landing page and used in marketing actions. Provocative and engaging content/approaches should be privileged.
- **Modules:** Each e-course must be divided into modules (3 to 10 in general), so to form a structured and coherent course programme. Each module can consist of various videos, texts, animations, interactive activities, etc. At the beginning of each module, there should be a short introduction (either video or text; videos preferred) about the outcomes of the module and similarly, at the end of each module, a summary should recap all key conclusions or takes aways.
- **Evaluations per module:** Each module must have a “Check your learning” section, with at least a quiz (between 3 and 6 questions with a 60% passing score). The evaluations per module must include different types of assessment question with prefilled choices (single or multiple-choice, sorting choice, Matrix sorting choice etc.) whenever those question types are available on the LMS tool used for the e-course.

- Infographics: Each module must have a downloadable summary, preferably in infographic format, that summarises each module key learnings and key takeaways in an uncomplicated way.
- **Final course evaluation:** The final module must have (at least) a final global quiz (between 5 to 10 questions for a SOC and 15 questions for a MOOC), with a 60% passing score. The final evaluation must include:
 - different types of assessment question with prefilled choices (single or multiple-choice, sorting choice, Matrix sorting choice etc.) whenever those question types are available on the LMS tool used for the e-course.
 - Feedback for each outcome (“Correct answer” or “Incorrect answer”) as per the feedback is part of the learning experience. The feedback must include a detailed explanation of the answer and the reference to the related part of the course where the participants can find more information.
- **LMS implementation format:** The e-course can be built and implemented directly in the LMS or can be built via any authoring tool agreed previously with EIT Urban Mobility. Our preference would be Articulate Rise as standard SCORM 1.2 files opened to be edited, observing the possibilities of the chosen platform. In case the course is built directly on the platform, a SCORM version of each module should be provided. In case the course is implemented in SCORM format, the evaluation activities (such as the quizzes per module, final course quiz, etc) must be implemented directly in the LMS platform, not in the SCORM files.
- **Video repository:** EIT Urban Mobility will provide a shared folder in the video repository to upload the edited videos. The video needs to follow the following nomenclature: Module#Lesson#Video# Video Title (Example: M1L2V1 Video Title)

Evaluations and quizzes

All the quizzes and all the evaluation activities should also include feedback so the learner can learn from their mistake and/or understand why they got the answer right. This can be achieved, for example by adding a “why is your answer right/wrong” feedback feature once a text/quiz is completed. We want our evaluations to be, in themselves, a learning instrument.

Content connected and updated

When developing the course content, take into account the current context/scenario related to it, and consider if there are any relevant news that need to be addressed, any other courses or videos that might relate to this course or any other important references that can be made to connect this course to the reality of the topic. In addition, if there are EIT Urban Mobility WebTV videos or other EIT Urban Mobility e-courses that are related to topics addressed in this e-course, they must be correlated/referred.

Branding and style book

All videos, pages and documents created in the course should follow the EIT Urban Mobility brand guidelines. Our [Branding pack](#) will be shared once the proposal has been validated and should be used as a reference. In the pack you will find iconography, logos, intro/end video, and the complete EIT Urban

Mobility style book. E-courses that do not follow the guidelines of the branding pack will not be considered as fully completed.

Feedback survey

A standard survey for collecting the learner's feedback should be made available at the completion of the course, in compliance with the e-learning platform's capabilities and requirements. A standard feedback survey model will be provided by EIT Urban Mobility Academy. This survey will be hosted on EIT Urban Mobility's server so that EIT Urban Mobility can analyse the data generated by all its e-courses at a portfolio level. Changes to the survey template should be avoided unless absolutely necessary. You can find an example of the survey in the [Project pack templates](#), that will be shared once the proposal has been validated.

If the e-course's feedback survey cannot be connected to the survey-form hosted on EIT Urban Mobility's server, then a full and direct access to the relevant sections of the e-course/platform where the student/participant data is stored should be granted to the Competence Hub, as well as to the sections relative to the analytics of this data.

Languages

The language(s) in which the course can be delivered should obey the following rules/requirements:

- All text-based information should be delivered in formal British English.
- Speakers in videos must be English natives or have a high enough level in English to be able to fully express their thoughts and ideas in a way that is easy to follow and understand. Speakers with a low/insufficient level of English, will either record using a script or will record in their own language. This will be reviewed with the Competence Hub and decided case by case.
- All the videos included in the e-courses should be subtitled in English, even if the speaker is a fluent/native English speaker. If this has been agreed upon, specific contents within a video (when doing an interview for example) can be in another language, provided they are subtitled in English. Subtitles must be provided separately to the video files, in .srt format and must comply with the basic subtitling standards. For more information check the [Best practices](#) document, that will be shared once the proposal has been validated.
- If the provider and/or the hosting platform allows it, the incorporation of multi-lingual subtitles will be appreciated.

Accessibility

The e-courses should be accessible enough to pass an official accessibility test. The following requirements should therefore be followed:

- **Subtitles for all videos:** all video content must be accessible to learners who are deaf or suffer hearing impediments. Subtitles must comply with the basic subtitling standards. The use of video transcripts (in addition to subtitles) is also appreciated.

- **Alternative text for images:** ideally (or on most occasions) a text alternative for all visual/graphical elements should be provided.
- **Images, graphs, sketches, etc.:** should be delivered so they can be viewed adequately and should be expandable, so they are accessible for people suffering from visual impediments.
- **Responsiveness:** the e-learning agency is responsible for ensuring that the design and quality of the e-course is meeting EIT Urban Mobility expectations on all devices. Example: avoid using the Titillium font as per it's not optimised for mobile devices.

Participant assessment and certification

The learner assessment and certification process should be detailed in the proposal. The assessment can either take the form of one/various quiz(zes) during each module, or through a final quiz or evaluation activity (to be defined), or a combination of both.

The certificate template for the successful completion of the e-course will be provided by EIT Urban Mobility. The e-learning platform hosting the e-course must be able to deliver it automatically to the learner after they successfully completed the course (and filled the course feedback survey).

SCORM format

The purpose of the SCORM format is to package all the course material so it is easy to move from one e-learning platform to another. Though only some of our e-courses will be built by using SCORM files and others may be built and delivered without using SCORM files (e.g e-courses on FutureLearn, Coursera, etc.) we require all our e-courses to be also delivered to us in a SCORM format for archiving and re-use purposes.

- **Version:** Our e-courses must be built in SCORM 1.2.
- **Course structure:** One SCORM file per module + evaluation activities outside the SCORM.
- **Size:** The SCORM size must be light to favour weak internet connections.
- **Videos and documents:** Key material has to be included in the SCORM or be referenced from EIT Urban Mobility repositories. For instance, all videos and downloadable files (word, pdf, infographics etc) should be hosted in the EIT Urban Mobility Academy repositories, so to keep the SCORM as light as possible.
- **Navigation:** All e-courses must be multi-device, and therefore, designed for desktops, laptops, tablets and smartphones. By default, a SCORM should be opened in an embed iframe (the same window as the rest of the course). Pagination and scrolling will be discussed case by case.

Raw material

Detail about the structure we want, when and where they have to put.

The raw material of the course needs to be delivered to EIT Urban Mobility with the final delivery of the course.

- Raw material to be delivered:
 - Course Text in a word format specified by EIT Urban Mobility at the beginning of the project
 - Raw videos
 - Edited videos
 - Subtitles for the videos
 - Infographics and documents
 - Quizzes and activities
 - Scorms
 - Images, including the course main image
- The raw material will be uploaded to the EIT Urban Mobility shared folder provided to the e-learning agency during the kick off meeting of the project.
- The deadline to upload the raw material on this folder will be 1 month after the course final approval.

ANNEX III: Project Management

Phases and Tools

All course assets (narrative, activities, videos) must be shared in a pre-production platform to facilitate reviewing, putting together all the components of the course. This platform must include a comments/review tool.

We will also use a [Course project control](#) excel document, available in the [Project Pack](#), that will be shared once the proposal has been validated.

Example of the main project phases and time estimation for a e-course (for indicative purposes). Time estimation for a SOC course.

Phase	Activity and outcome	Who- weeks
0. Project Agreement	Outcome: 1. Collaboration agreement (content expert, e-learning agency, etc) 2. Project definition "big picture" agreement (topic, objective-audience, working calendar)	week 0
1. Analysis and definition	Outcome: 1. Learning path overview agreement (structure, objectives per module). 2. Specific working calendar and last deadlines adjustments	week 2
2. Module 1 Pilot	Outcome: Module 1 prototype: Text in the word document template, raw videos and draft of other activities, build in preview platform.	week 3 to 5
3. Next Modules Instructional Design	Outcome: Expert content: Narrative and structure finished EIT: Narrative reviewed per module (in pre-production platform) e-learning expert: other content formats and activities proposal (videos, infographics, etc)	week 5 to 9
4. Visual and activities Development.	Outcome: complete course build in pre-production platform review by content expert and EIT	week 5 to 14
5. Final review review	Outcome: Last course review +landing + final teaser video Expert and EIT communication plan (draft)	week 14
6. Publication and promotion	Outcome: SCORMs and raw material promotion report	week 15

ANNEX IV: Context/Call

Specifications for EIT Urban

- only for Mobility Silver/Gold/Core Partners

This expression of interest (EOI) has been formulated so to allocate the relevant placeholder budget of the following KAVA, to EIT Urban Mobility partners (Silver Partners, Gold Partners and Core Partners):

- Business Plan: BP2022
- KAVA: 21256 - Online production and courses
 - Task: A2103 – Short online courses
 - Task: A2104 – MOOCs

KAVA short description

The activity is regarding online courses for professionals. Our approach is a funnel model where we start offering free online material in easily digested formats (short videos etc.), distributed using open and widely recognized channels (e.g., YouTube). On each level visitors are exposed to more and more advanced training content and courses. We offer EIT Urban Mobility Academy WebTV videos, Short Online Courses (SOCs), as well as more rich MOOCs.

The expectation is to have a minimum of 50 WebTV videos, 8 new SOCs and 2 new MOOCs by the end of 2022, adding to the work developed in previous years, which will also be revised and updated (at least 4 SOCs and 1 MOOC updated/upgraded). With this, we expect to reach a diverse and high-quality portfolio that will be built up over the years. Courses will focus on key areas and challenges of urban mobility, such as: active transportation, sustainable city logistics, mobility intramodality, future mobility, mobility for all, mobility and energy, pollution reduction and health, etc.

Budget information

- Task: A2103 – SOCs
 - Total budget per SOC: from 8 000€ to 25 000€ (depending on proposal quality, variety of tasks undertaken, number of speakers/modules, etc.)
 - About 5 SFOCs are expected to be funded.
- Task: A2103 – MOOCs
 - Total budget per MOOC: from 10 000€ to 50 000€ (depending on proposal quality, variety of tasks undertaken, number of speakers/modules, etc.)
 - About 2 MOOCs are expected to be funded.

Evaluation process and selection criteria

An initial eligibility assessment shall be undertaken upon receiving the proposal(s). The following elements will be reviewed:

- Prior experience of the entity/entities involved in the proposal in lifelong learning/training activities for professionals/executives.
- Prior experience of the entity/entities involved in the proposal in asynchronous online learning activities.
- Prior experience of the entity/entities involved in the proposal in the production of online urban mobility-related learning content.
- Prior experience of the entity/entities involved in the proposal in the production of MOOCs/SOCs engaging large communities of learners.

At least 2 of the above 4 eligibility criteria must be met for the evaluation process to proceed.

The evaluation will then occur in 2 steps:

- Step 1: Evaluation of the quality of the proposal and its ability to comply with the strategic and operational requirements detailed above. Proposals will either be considered compliant or non-compliant.
- Step 2: Evaluation of financial viability of the proposal, based on related current/past proposals, as well as on remaining available budget. Proposals will either be considered viable or non-viable.

The proposals that are compliant and viable will be allocated the relevant placeholder budget, on a “first come first served” basis.