


# PORTFOLIO OF EMPLOYABILITY AND ENTREPRENEURSHIP ACTIVITIES



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## 1. EXECUTIVE SUMMARY

### Background:

The EPICUR Alliance, consisting of 9 partner universities, aims to contribute to the reskilling and upskilling of the (current and future) workforce around Europe. Among the multitude of ways through which the Alliance does that is the focus on entrepreneurship and employability (E&E) with, in particular, the Tasks within Work Package (WP) 5 *Building skills with society* of the EPICUR-SHAPE-IT project. By implementing an array of activities, the Alliance provides its students with a diverse and continuously expanding set of offerings that enhance their entrepreneurial and employability competences and skills.

### Purpose and scope:

The Entrepreneurship and Employability Portfolio is a Deliverable (D5.2) within the EPICUR-SHAPE-IT project. The Portfolio includes an overview of the E&E offerings, activities, and services developed over the course of the first half of EPICUR-SHAPE-IT, as well as of plans for the second half. The Deliverable itself consists of two components – this report and a dedicated “Entrepreneurship and Employability Portfolio” web page on the EPICUR website (<https://epicur.edu.eu/entrepreneurship-and-employability/> ). While recognising that the EPICUR E&E offering is quite broad in its scope and number of diverse activities, this document focuses specifically on the activities mandated by the Tasks and Milestones within Work Package 5, whereas the web page is more broadly tailored to students and is based on entrepreneurship and employability activities conducted across the EPICUR Alliance.

### Co-creation process:

The Deliverable was developed through a participative bottom-up process involving all partner universities. A working group was established (and regular meetings were held) to work collaboratively on entrepreneurship and employability Tasks 5.3 and 5.5, which form the crux of the Portfolio. The

resulting output is a product of joint collaborative effort on the part of EPICUR Alliance members.

Key points:

The Portfolio contains a number of distinct elements that provide value both to students and to other internal and external stakeholders. It builds upon the mapping done in 2023 and 2024, and the relevant data are used as a baseline for describing the status of E&E activities, offerings and services at EPICUR universities.

Brand new joint activities such as the SDG: Just Do It summer camp, the Teacher Touring Industry Programme, Service Learning, and the Lifelong Learning and Employability Online Module are highlighted. This also includes the joint Internship Portal, and the Workforce Skills Needs Report as resources that were developed and are ready to be used.

Within the Deliverable, the partners also introduced a common competence framework, developed in order to standardise and guide joint E&E activities. It is based on various European competence frameworks and EPICUR educational principles, and focuses on key competences that include curiosity, critical thinking, consideration, creativity, communication, cultural awareness, collaboration, and construction.

Based on the common competence framework, the Portfolio also contains a common self-assessment tool designed to help students reflect on their learning and development. The tool will also help WP 5 measure the impact of joint activities on students and will serve as a basis for the future development of the data monitoring application, another E&E tool.

Aside from that application, a number of other activities are described in a section dedicated to future plans and sustainability of the ongoing and started activities. This speaks directly to the fact that the Portfolio will be an ever-expanding resource for EPICUR students and staff.

## 2. INTRODUCTION

### 2.1. Strategic objective

Within the EPICUR-SHAPE-IT project, the EPICUR Alliance is focused on building skills with society. That is reflected in the name of Work Package (WP) 5 *Building Skills with Society* and the Tasks contained within it - a number of activities have been developed that, in one way or another, address the fact that universities cannot stay insulated, and need to interact and build connections with the ecosystems around them.

Accordingly, the goals of the entrepreneurship and employability-focused Tasks within WP 5 include, first of all, establishing links and connections between entrepreneurship and employability (E&E) services within the Alliance and, second, deepening their collaboration (in part, through joint activities) with the surrounding world.

This document, Deliverable 5.2 “Portfolio of employability & entrepreneurship activities based on a common competence framework”, outlines the progress that the EPICUR partners have made in achieving those goals. This is done by providing an overview of the various E&E services, activities, offers and self-assessment tools within the Alliance, by introducing a common competence framework, and by identifying future plans for further development of entrepreneurship and employability on the Alliance level.

### 2.2. Methodology applied

In preparation of this Deliverable, the partners have organised their work in a collaborative manner, with main drafting of the Deliverable document taking place starting in November 2024 and ending in February 2025.

As the Deliverable serves the purpose of highlighting the work done so far, its content has been based on work done starting November 2022. Thus, the key task from the point of view of the creation of this Deliverable has (primarily)

included going through the existing material developed as part of a specific Task, sub-Task, or Milestone (MS), and deciding which parts of the work to include in this document.

The Deliverable, therefore, contains information from the materials previously produced by WP 5. These include, for example, the E&E mappings surveys (T5.3.1), the Workforce Skills Needs Report (MS32), the Internship Portal (MS33), the *SDG: Just Do It* summer camp report (MS35), the Concept descriptions document (MS39), etc. In each case, a methodology specific to that output was required, so the methodology for each output is described in further detail in the original documents (reports and Milestones), which are open to the public.

The Common Competence Framework, the key focus of Section 4 of this Deliverable, is based on some of the sources mentioned above and also draws on the work done in WP 4 *Scaling-up the learning offer* in relation to EPiCUR Educational Principles. Thus, the methodology for creating the Framework included distilling existing EPiCUR resources and analysing various European competences and skills frameworks in order to find the common threads applicable for the joint E&E activities.

The joint self-assessment tool, described in detail in Section 5 of the document, is a product of a combination of locating existing and tested tools at partner universities and using them as inspiration for the development of a joint tool.

### **2.3. Overview of main work executed**

Since the start of the EPiCUR-SHAPE-IT project in November 2022, WP 5 was organised into a number of working groups meant to tackle three key areas addressed within the Work Package – lifelong learning, citizen science, and entrepreneurship and employability (E&E). The E&E working group, consisting of various employability and/or entrepreneurship experts, as well as other project staff, from across the Alliance, has since been in charge of implementing a number of Tasks (primarily T5.3 and T5.5) and sub-Tasks (for instance, T5.7.2)

related the E&E field, as well as of a number of Milestones (MS32, MS33, MS34, MS35 and MS39) and this Deliverable.

The working group has worked on a collaborative basis, and that work has been conducted through periodic meetings (on average, one meeting per two to three months).

At this point in the EPICUR-SHAPE-IT project, on Month (M) 30 (i.e. April 2025), the E&E group has started, partially completed, or completed a number of Tasks and Milestones. Within the scope of T5.3, mapping of E&E services and activities has been conducted, together with a needs analysis of skills across the EPICUR regions and a joint internship portal has been created; within T5.4, a concept of a service learning offer has been conceptualised; within T5.5, a summer camp format has been developed and successfully piloted; and within T5.7, two offerings aimed at teachers and researchers have been created.

In terms of the E&E Milestones, the partners have delivered a report on workforce skills needs across the EPICUR regions (MS32), created a common internship portal (MS33), produced a report on the summer camp, with recommendations for future implementation of the format (MS35), and outlined various teachers- and researchers-oriented offerings in the field on entrepreneurship and employability (MS39). The already executed Milestone and Task work is outlined in Sections 3, 4 and 5 of this document.

Work on a number of Tasks and Milestones will continue beyond the deadline for submission of this Deliverable. The plans for this work are outlined within Section 6 of this document.

## **2.4. Challenges**

A key challenge encountered during the creation of this Deliverable has been deciding on the structure and contents of it. This was resolved through both unilateral – at the level of the Deliverable lead, University of Southern Denmark (SDU) – and multilateral (WP 5 E&E working group) consultations, which

shaped the document into a demonstrator of both the achieved outputs and future plans.

When it comes to the challenges encountered when implementing the activities listed in this Deliverable, two key issues stand out. The first one has to do with the anchoring of EPiCUR entrepreneurship and employability activities within each university and making sure that the implementation of (in this particular case, E&E) Tasks, Milestones and Deliverables is not done in a vacuum. Overcoming this challenge is critical for the sustainability of the Alliance. The WP 5 team has been and will continue working with other EPiCUR structures and people in their universities in order to find ways to achieve this kind of anchoring (and impact) across the Alliance.

The second challenge concerns finding ways to collaborate with the surrounding ecosystems in a sustained way. This is something that, so far, has primarily been done in a very specific context (for instance, writing of the Workforce Skills Needs Report or implementing of the *SDG: Just Do It* summer camp), but no sustained, joint way of engaging with external stakeholders (businesses and industries, NGOs, etc..) has been established. The partners plan to continue working on overcoming this challenge and establishing a baseline for medium- to long-term collaboration with external stakeholders by the end of the EPiCUR-SHAPE-IT project.

Additionally, in the process of development of the Tasks and Milestones which are critical for this Deliverable, a number of deviations from the EPiCUR-SHAPE-IT project's Description of Action (DoA) occurred. They include the following:

- **Change in the completion date of T5.3.1 *Networking and needs analysis of existing Employability & Entrepreneurship services*.** In order to align the timeframe of the mappings with the timeframe for D5.2 – Employability and Entrepreneurship Portfolio, this activity is due to end later than originally expected. This is meant to be of added value for the Portfolio in terms of the comprehensiveness of the information that will be contained in it, which can be achieved with the targeted mapping and

add-on mappings done within this sub-Task. The sub-Task will end together with the achievement of D5.2, due in M30.

- **Change in the completion date of T5.3.2 Platform for internship opportunities.** Per the DoA, activity is listed as ending in October 2024, but, in order to continuously maintain the platform (e.g., updating the platform with offering, conducting data monitoring, and implementing improvement of functionalities when needed), it will continue until the end of the project.
- **Change in the due date for MS32 Report (needs analysis) on workforce skills needs in the EPiCUR regions.** In order to conduct the analysis of workforce skills needs within each EPiCUR regions based on the agreed-upon methodology, the Milestone, originally due in M10, was delayed until M16. As a result, the partners had more time to conduct the needed research and analysis to provide better data for the report. Specifically, this meant that the partners could include original research and data, rather than only providing the analysis of the existing material. This enhanced the added value of the Milestone, which now offers a unique perspective on skills needs and interconnections of those needs in and between the EPiCUR regions.
- **Change in the due date for MS33 A common portal for internship opportunities will be established for all students.** In order to be able to address the various legal (e.g., compliance with GDPR rules), technical (e.g., compatibility of the portal with existing similar platforms) and other practical constraints and limitations (e.g., the question of the definition of the concept of “internship” or the question of what needs a joint portal will be meeting) discovered during the ideation process, the Milestone, originally due in M06, was delayed until M24. As a result, the partners had more time to address the challenges and create a version of the portal that is most compatible with the partners’ visions, requirements and limitations. The resulting portal can be seen as complementary to the efforts of providing internships each university is engaged in.
- **Change in due date for MS35 Employability & Entrepreneurship Summer Camp focusing on green skills.** As the partners were agreeing on the date

for the pilot implementation of the summer camp, the most suitable (in terms of institutional schedules) turned out to be M10. This put the Milestone outside of the original timeframe (since the original Milestone due date was M08). Therefore, the Milestone was delayed from M08 to M12. This also gave the partners the time to conduct a proper evaluation and come up with recommendations for the future implementations of the format.

- **Change in due date for MS39 Concept descriptions.** In order to better adapt the concepts to meet the partners' needs (and, in the case of the lifelong learning online module concept, conduct needs analysis focus groups), the Milestone, originally due in M12, was delayed until M18. All this resulted in concepts that better reflect what the target groups are more likely to participate in.

## 2.5. Overview of the results and outputs

This Deliverable is structured into a number of different sections that outline the various E&E-related results and outputs.

**Section 3** contains the overview of the existing activities, services and offers, including the data from E&E mappings, information on developed joint activities, and the Workforce Skills Needs Report.

**Section 4** describes the partner's understanding of a common competence framework and the role it plays in joint E&E activities.

**Section 5** focuses on the self-assessment tools – their availability within the Alliance and the partners' vision for a joint self-assessment tool.

**Section 6** outlines specific future steps that will be taken after this Deliverable is submitted (M30) and before the end of the EPICUR-SHAPE-IT project (M48).

**Section 7** outlines the key conclusions from the presented information.



## 3. ENTREPRENEURSHIP AND EMPLOYABILITY ACTIVITIES, SERVICES AND OFFERS

The WP 5 Entrepreneurship and Employability working group engaged in several activities since the start of the EPICUR-SHAPE-IT project until the time of submission of D5.2. The following subsections describe the progress achieved so far within the scope of several tasks.

### 3.1. Overview of existing activities and services

This section contains the data collected as part of mappings of E&E services, activities and offerings. This mapping data is an approximate overview of entrepreneurial and employability landscape at the nine universities in the Alliance. Hence, the results cannot be interpreted as the complete and full overview of all current activities in details. It is merely a starting point to get an impression of the involved institutions and to develop new joint activities from. After the mapping was completed, some additional information and clarifications have been added. These are marked below with an asterisk.

It is therefore important to note that there might exist courses, programmes and initiatives that are not mentioned in the sub-sections below. It should also be noted that the respondents have answered the mappings according to their own individual point of view. Similarly, within the scope of each university, they represent a “local” point of view (i.e., from their respective units/departments). Hence, some statements and answers might differ from the official institutional/strategic perspective or position.

#### 3.1.1. General information

The EPICUR Alliance consists of 9 universities across Europe, and they differ in profile and number of students (Bachelor, Master and PhD level) from the largest universities UNISTRA with 55.000 students and AUTH with 54.000

students to the smallest (in terms of numbers) universities in Vienna and Mulhouse with around 11.000 students.

In the numbers of students stated in Table 1, it is not possible to distinguish the fractions of undergraduate, postgraduate or PhD students.

Short	Name and place	Number of students
AMU	Adam Mickiewicz University, Poznan, Poland	30.000
AUTh	Aristotle University of Thessaloniki, Greece	54.000
BOKU	BOKU University, Vienna, Austria	11.000
KIT	Karlsruhe Institute of Technology, Germany	30.000
SDU	University of Southern Denmark, Denmark	22.000
UFR	Albert Ludwigs University of Freiburg, Germany	25.000
UHA	University of Haute-Alsace, Mulhouse, France	10.200
UNISTRA	University of Strasbourg, France	55.000
UvA	The University of Amsterdam, the Netherlands	43.000

*Table 1: Number of students per university*

### 3.1.2. Entrepreneurship Overview

Target groups: All universities have an entrepreneurial or incubation service, and at most of the universities the service is available for Bachelor, Master and PhD students. Some universities have a clear distinction between the educational entrepreneurial services directed towards the students and the research-oriented technology transfer services, while others have them merged.

University	No of Staff	Characteristics of the entrepreneurial services
AMU	7	Educational support centre for students, PhDs, alumni
	4	Technology Transfer office for staff and PhD students
AUTh	2	Innovation accelerator for students and staff
	3	Technology Transfer office for students, staff and alumni
BOKU	4	Research support, innovation and technology transfer unit for students, staff, PhDs
KIT	16	Entrepreneurship Services & Shareholdings (ESS), as part of the Unit for Innovation and Relations Management (IRM)
SDU	12	Research and Innovation department - unit for Technology Transfer directed towards PhDs and staff

	12	Research and Innovation department - unit for the student incubator and accelerator
<b>UFR</b>	7	Coaching and seminars for students and PhDs that are interested in founding start-ups
<b>UHA</b>	(3)	Joint-venture with UNISTRA for students, PhDs and staff
<b>UvA</b>	2	Faculty based service for students, PhDs and staff
<b>UNISTRA</b>	14	Joint-venture with UHA for students, PhDs and staff

*Table 2: Entrepreneurial services in partner universities*

There is no correlation between the number of students and the number of staff allocated to work with entrepreneurial services. AUTH has 5 full time employees appointed to this task (with 54.000 students) whereas BOKU has 4 people assigned (10.200 students).

In all the universities, the entrepreneurial services are funded through the university's means. UNISTRA's services are also partly funded by other public institutions in the region.

**Physical and digital facilities:** All universities but AMU offer office spaces and meeting rooms. BOKU, AMU, UNISTRA and UHA are offering laboratories in their services (or as part of collaboration with institutions having laboratories). KIT, SDU, UHA and UNISTRA have Makerspace/FabLab facilities as part of their hub. All universities offer access to external innovation hubs too.

University	Physical facilities	Equipment
<b>AMU</b>	Laboratories Resources Access to external innovation hubs	3D printers Photo studio
<b>AUTH</b>	Offices and meeting rooms Resources Access to external innovation hub	
<b>BOKU</b>	Offices and meeting rooms Makerspace Access to external innovation hubs	3D printers Laser cutters Tools
<b>KIT</b>	Offices and meeting rooms, Laboratories and test facilities MakerSpace Access to external innovation hubs	Tools

<b>SDU</b>	Offices and meeting rooms Resources Makerspace Access to external innovation hubs	3D printers Laser cutters Photo studios Tools Sewing machines Folie cutters
<b>UFR</b>	Work spaces	
<b>UHA</b>	Offices and meeting rooms FabLab Test facilities, Access to external innovation hub	3D printers Laser cutters Tools Sewing machines Folie cutters
<b>UNISTRA</b>	Offices and meeting rooms FabLab Test facilities Access to external innovation hub	3D printers Laser cutters Tools Sewing machines Folie cutters
<b>UvA</b>	Offices and meeting rooms Access to external innovation hubs	

*Table 3: Physical facilities and equipment in partner universities*

A very common equipment in the Makerspaces/FabLabs are 3D printers and laser/vinyl cutter and sewing machines.

**Types of activities:** Organising workshops and conducting business development counselling are the most offered activities by all universities. AMU is the only university not offering extracurricular or curricular activities as part of their entrepreneurial service, and UvA is the only university that does not provide access to funding. KIT also organises participation in fairs and competitions.

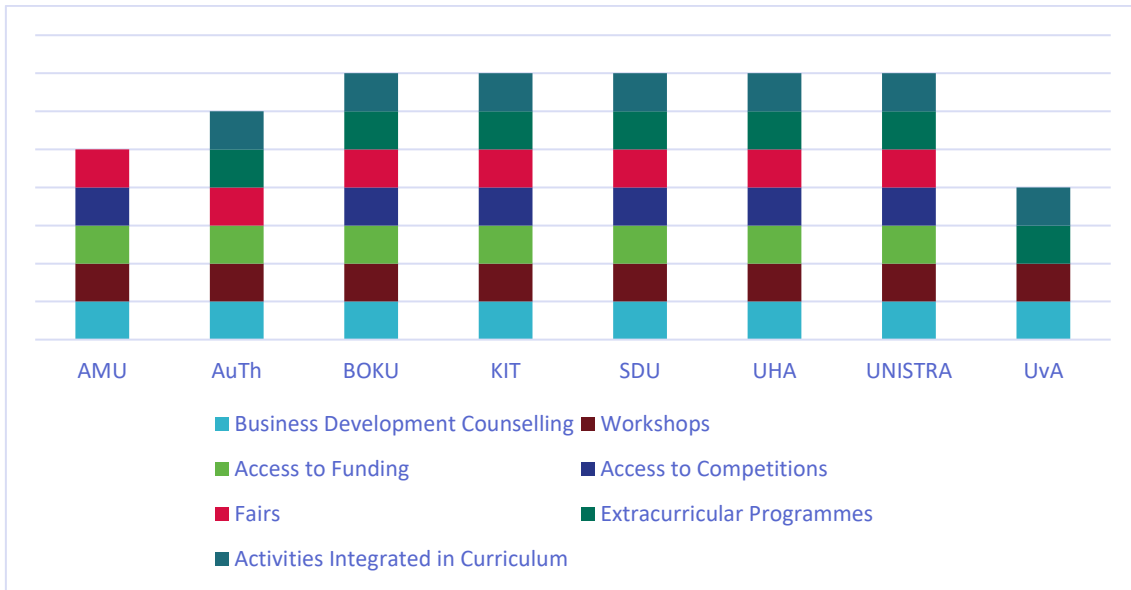


Figure 1: Types of activities offered by partner universities

In some cases, universities collaborate with external partners to organise entrepreneurial activities (e.g., law firms for legal counselling, fairs, access to funding/grants and competitions), but internal collaboration with faculties that have innovation or entrepreneurship as their core subject or with related institutions is more common.

**Best practices:** Aside from the data shared in the sections above, the Alliance offers a vast network of facilities and expertise that can be shared and from which new initiatives could arise. Some universities excel in their field, and the following universities (see Table 4) shared their expertise with the rest of the Alliance.

University	Expertise offering
AMU	Commercialisation of knowledge Training in the field of business models
AUTH	Start-up consulting/mentorship/coaching Horizontal entrepreneurial courses across disciplines
BOKU	Exchange programmes within the Alliance
KIT	Start-up consulting/mentorship/coaching Commercialisation of knowledge Training in the field of business models

<b>SDU</b>	Data mapping through CRM/ERM (Entreprenerdy) How to do partnership between skilled business developers and start-ups How to use entrepreneurial activities to enhance employability
<b>UFR</b>	Entrepreneurship workshops Crash courses (e.g. on topics like fundraising) Collaboration with the Falling Walls Foundation - Young Entrepreneurs in Science (YES)
<b>UHA</b>	Field of entrepreneurship training and organisation of dedicated events (Hackathon) Support programme for ideation
<b>UNISTRA</b>	Entrepreneurship education and raising awareness modules
<b>UvA</b>	Entrepreneurship education, impact funding/investment, public-private research labs

*Table 4: Expertise offering in partner universities*

### 3.1.3. Employability overview

Target groups: All nine universities offer career & employability service at their institution and refer to their services through a website. The universities differ in the allocated employees involved in career services. The number of career services employees to the number of students seems almost inversely proportional, with more employees per student at the smaller universities.

University	Number employees	of	Number of students	Approx. Ratio
<b>AMU</b>	7		30.000	1:4000
<b>AUTh</b>	5		54.000	1:10000
<b>BOKU</b>	9		11.000	1:1200
<b>KIT</b>	20		30.000	1:1500
<b>SDU</b>	13		22.000	1:1700
<b>UFR</b>	-		25.000	-
<b>UHA</b>	10		10.200	1:1020
<b>UNISTRA</b>	6		55.000	1:9000
<b>UvA</b>	6		43.000	1:7000

*Table 5: Careerservices employees in partner universities*

As illustrated below (see Table 6), the main internal target group categories are undergraduate students (all 9 partners), graduate/Master students (all 9 partners), PhD students (6 out of 9 partners), and alumni (6 out of 9 partners).

Other types of target groups are scientific and technical-administrative staff (3 out of 9 partners), Additionally, some have included external target groups, such as employers and different types of external organisations, and a single university has high-schools included as a target group.

Target Groups	Under-graduate students	Graduate/ Master students	PhD students	Alumni	Scientific staff (researchers/lecturers)	Employers, NGOs, Local government institutions	High-school students	Technical/ Administrative staff
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AMU

All the career centres have a physical location and offer a job bank/job portal. Except for UFR all the universities offer CV templates, e-books and online resources as well. Working spaces and alumni portal are also often associated with the career centre (AUFh, KIT, SDU, UHA, UNISTRA and UvA).

Facilities	Physical career center	Job bank/job portal	Online resources	e-books	CV templates	Working spaces	Alumni portal	Access to company databases
AMU								

*Table 7: Career and employability facilities*

Some of the universities indicated in the parts about facilities that could also be considered to be activities: events and workshops (UFR), mentoring programmes (UNISTRA), integration into curriculum (SDU) and webinars and training (AMU).

At the universities offering a career service the funding of the service differs: UHA and AUFh are funded by the government, whereas the others are funded by the university either through funding from the rector or the faculties. In some cases, it is topped up with project funds, of which some are from the EU. At many of the universities a multitude of units and staff work with the development of competence and career development in various ways: it can be student organisations and associations, scientific clubs, centre for teaching and learning, institutes and faculties, or dedicated offices to internships and traineeships.

**Types of activities:** It is in some cases difficult to distinguish between facilities and activities, and hence some activities have been touched upon in the

previous section. Table 8 below shows the activities offered through the career centres:

University	Workshops /Webinars	Career Counselling	Fairs	Courses/ Teaching	Alumni Contact/Events	Presentations	Support to Academic Staff	Internship Support	Other Activities
AMU									

*Table 8: Activities offered through the career centres*

Every university offers workshops and webinars to their students, and besides BOKU all universities offer career counselling and fairs (not provided by UFR). Many conduct activities such as webinars, fairs, events and workshops and a few replied that they make presentations about the subject and also conduct their own teaching. The majority of universities excluding BOKU, KIT and UFR also support the academic staff.

7 out of 9 universities have activities related to alumni, which makes sense when compared to the fact that respondents from 6 universities mention alumni as a target group.

Collaboration with internal stakeholders: The career centres very often collaborate with internal stakeholders: department management, study programme leaders, academic staff. Most universities also collaborate with faculty management and the administration as well as decentralised career and employability staff. AMU is the university with the most extensive international collaboration that also includes internship and talent coordinators, as well as a specialised faculty team. UvA has collaboration with study advisors, while UHA collaborates with trade unions and BOKU with the Human Resources department at the university. As the career centre at UFR is operated by an external agency, they have not provided an answer to this question.

University	Department Management	Study Program Leaders	Academic Staff	Faculty Management	Administrative Staff	Decentralized Career & Employability Staff
AMU						

*Table 9: Collaboration of career centers with internal stakeholders*

**Collaboration with external stakeholders:** The most common external collaboration partners among the universities are the local, regional, national, and international companies; public organisations; NGOs; voluntary organisations; and associations. However, UFR has fewer external partnerships, focusing mainly on local companies and public organisations.

*Table 10: Collaboration with external stakeholders*

Besides the above-mentioned stakeholders AMU also works with employment agencies, labor market institutions, entrepreneurship and employment support networks, Wielkopolska Network of Career Offices, National Network of Career Offices, Chambers of Commerce, and other employers' associations.

The stakeholders contribute with the following key activities:

- Educational offers: Webinars and courses (offered particularly often by businesses, public organisations, and NGOs).
- Organising events: Many types of stakeholders are involved in organising events, including joint webinars, job fairs, internships, and career workshops.
- Mentoring: Companies, public organisations, and NGOs offer mentoring programmes for students.
- Physical facilities: Some stakeholders, particularly companies and public organisations, offer physical spaces for events or activities.
- Job and internship opportunities: Numerous stakeholders offer job placements, internships, and apprenticeships.
- Funding: Some organisations (e.g., companies, NGOs) contribute funding for activities or programmes.
- Labor market insights: Stakeholders such as companies, employment agencies, and labor market institutions often provide labor market analyses or other relevant data.
- Career office staff training: Certain stakeholders are involved in training career office staff to improve employability activities.

Based on the abovementioned mapping data, it is evident that the partners are already actively engaged in building skills with society, at least when it comes to employability activities. This provides WP 5 with a good basis for joint societal outreach.

**Best practices:** A number of universities also shared something they excel in that the EPiCUR Alliance could build upon:

University	Expertise offering
AUTh	Career counselling throughout life and career path
SDU	Decision making based on data

	Strategic collaboration with faculties Implementation of employability into curriculum
<b>UHA</b>	Overview of the training offer from first to last academic year, shaped like disciplinary courses but a bit disruptive focusing on professional orientation and insertion (with a competency framework) Positivity and kindness demonstrated by staff to students
<b>UNISTRA</b>	Event management Contact with external stakeholders Communication with the internal community
<b>KIT</b>	International networks Advice and support along the lifecycle of a start-up journey Strong investor network and industry relations

*Table 11: Partners universities' expertise offering*

### 3.2. Joint activities

This section contains a brief overview of examples of various joint employability and entrepreneurship activities developed and/or piloted prior to the deadline (M30) for submission of Deliverable 5.2.

#### 3.2.1. Entrepreneurial sustainability summer camp “SDG: Just Do It”

Within the scope of T5.5.2, and as noted in MS35, “as part of piloting new entrepreneurship and employability activities in EPiCUR, and in order to fulfil Milestone 35 of the EPiCUR-SHAPE-IT project”, the SDG – Just Do It. From innovation to implementation summer camp was held at SDU from 15th to 18th of August 2023. It was a product of a months-long development process, and was implemented by SDU together with BOKU, KIT and UNISTRA. To engage with society, three external organisations (A music festival, an educational institution and a municipality department) were part of the summer camp as case givers and judges of the solutions at the end of the camp.

The summer camp served as a test of a brand new joint EPiCUR format (though based on the previous seasonal schools conducted jointly within the EPiCUR Alliance) specifically built with elements of entrepreneurship and employability. From that perspective, the pilot was a success, and the

recommendations mentioned in the post-piloting report are meant to make sure that this format is improved upon and implemented on a recurring basis.

It featured case competition elements, inspirational talks, and other practical activities, all focused on enhancing green and sustainability-related skills. After its implementation, a number of recommendations were developed, including for better financial and educational incentives, active promotion, clear internal communication, common EPiCUR summer camp templates and reflection forms.

A pilot of a self-assessment tool was developed and used at the start of the summer camp and at the end. The idea was for the students to self-evaluate their standing on a number of key criteria both prior to and after their participation in this particular EPiCUR offering. This was also seen as an attempt to capture (self-measured) impact of the activity. The form and its use as a basis for a common E&E self-assessment tool is noted in the Annex 2 (Section 8.2.3).

To ensure an inclusive and positive environment during the summer camp a code of conduct was developed that can serve as inspiration for other types of EPiCUR events. It strived to foster a positive environment with the following characteristics:

- Demonstrating empathy and kindness to other people
- Being respectful of differing opinions, viewpoints, and experiences
- Giving and gracefully accepting constructive feedback
- Being curious towards the unknown and different
- Being open to new learnings and experiences
- Accepting responsibility and apologising to those affected by our mistakes, and learning from the experience
- Focusing on what is best not just for us as individuals, but for the overall community

The aim of the code of conduct was to ensure that appropriate behaviour and cultural understanding was maintained throughout the days of the summer camp implementation. The code of conduct is provided in the Annex 2 (Section 8.2.3).

### 3.2.2. Internship Portal

As part of T5.3.3, and as noted in MS33, the partners created a “*common portal for internship opportunities that has been established for all students as an online service on EPICUR Unified System - EPICURUS. The Internship Portal is part of the EPICURUS 1.0 Ecosystem*” and is built on top of the EPICUR Inter-University Campus (EIUC) developed in the pilot phase of the EPICUR project. “*The Internship Portal has been developed in a 6-step approach (Requirements analysis, Use case definition; Rapid prototype implementation; System architecture definition; Production version and comments; Final implementation and deployment).*”

The aim of the portal is to serve as a key point of identification of opportunities opened for international students across the EPICUR ecosystems. With the portal, the students have access to finding opportunities which will provide a specific relevant international experience. On the practical level, as described in MS33, the portal is “*based on two modules:*”

- *The “Internships Administration module” - a module of the “Registrar App” in the “Virtual University Registrar System-VURS”. The Internships Administration module in VURS offers functionality for the Registrars (the representatives of the local Universities Career Offices). The Internships Administration module is an integral component of the VURS ecosystem. This module enables officers to effectively manage the internships within the Alliance. It contains all the required procedures and interfaces for managing available internships, internship assignment and internship completion. The Registrars can access the EPICUR VURS Internship Administration via the following link: <https://registrar.epicur.auth.gr/>*
- *The “Internship Portal front-end” that serves as the primary interface for student interaction. The public can access the EPICUR Internship Portal via the following link: <https://internships.epicur.auth.gr/>.”*

The portal development has been led by AUTH, together with the rest of the WP 5 Entrepreneurship and Employability working group, and in close collaboration with WP 3.

The prototype image of the portal's landing page is provided below:

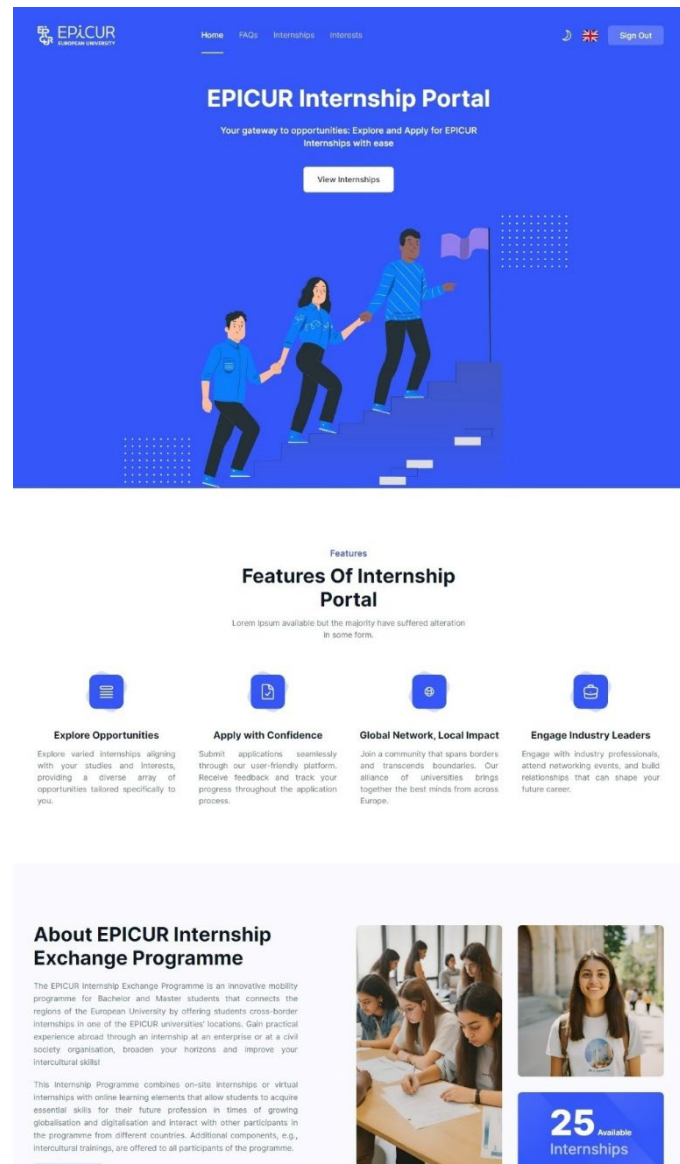


Figure 2: Internship Portal's landing page

### 3.2.3. Teacher Touring Industry Programme

In order to develop a facilitated mobility scheme for teachers to meet relevant industries, with the aim of gaining direct knowledge of the skills needed by different job sectors, the partners, within T5.7.2 led by KIT, created a concept for a Teacher Touring Industry Programme (TTIP). The idea for this concept is based on the programme “VIPs on Tour” which was originally developed and conducted by SDU.

The Programme, as was noted in MS39, is formatted in a way that “foresees a preparation session, which will take place virtually and could be integrated into the EPiCUR Teaching and Learning Centre (EPiC TLC). During the short preparation session, participants should agree on a common definition of employability. They should set individual objectives they want to reach at the end of the programme. Further resources should be available in a specific TTIP module in the EPiC TLC, so that participants can access these throughout the programme. The host of the preparation session will be an expert who has knowledge in the field of employability. This person will also accompany the participants during the tour through the company/organisation.

The tour itself, comprising a number of teachers, should take place in-person in a company or an organisation within the EPiCUR region and should be guided by the expert (pending agreement with the company) who has an expertise in the field of employability (EPiCUR staff or external trainer). In terms of feasibility for the academic staff, the tour should ideally last no longer than half a day. The programme can be carried out with, ideally, at least one participant from each university and should be in line with the requirement of the hosting company/organisation. In the company or organisation, a visit is set up with an employee who is ideally an alumnus from the host university. After a visit of the company or organisation the participants discuss with the alumnus and the employee about what they look for from graduates applying for a position in their company. The participants can ask questions and discuss actively, linking the needs from the company to wider questions of employability. A feedback questionnaire should be distributed directly at the end of the visit, so that participants can immediately reflect.

As the last element of the programme, one follow-up session takes place virtually to provide the participants space to reflect about whether objectives have been reached and discuss if a further exchange about this topic is desired and if the participants wish to stay in contact.”

This will result in a number of positive outcomes both for the participants and the external partners.

For the participants, as noted in MS39, “a pivotal result is the deepening of interconnection between academia and industry. By engaging directly with companies,

*educators can forge meaningful partnerships, enabling a symbiotic exchange of knowledge and resources. This interconnection not only enriches the academic curriculum with real-world insights but also opens avenues for collaborative research and development initiatives, fostering innovation and practical application of academic theories. Gaining insights into the inner workings of a company or organisation is another crucial aspect of the TTIP. By observing and interacting with professionals in their natural work environment, teachers will be able to acquire a first-hand understanding of the operational, strategic, and cultural aspects of various industries. This direct exposure enables educators to identify the specific skill sets and skills that are highly valued in the workplace, thereby highlighting the gap between industry needs and current academic offerings.”*

For the external partners, as noted in MS39, the programme also provides significant added value *“for industrial partners and partners from civil society who serve as potential employers for future university graduates. The benefits for external partners are for example:*

- *Knowledge exchange with universities of the EPiCUR Alliance*
- *Expansion of professional network: Academic staff serve as an interface to (outstanding) students and can recommend them as candidates for internships and working student positions.*
- *Gaining visibility on a European level*
- *Access to further cooperation possibilities with researchers / universities”.*

#### 3.2.4. Lifelong learning and employability online module

As part of the work on T5.7.1, led by SDU, the partners developed a concept for an online module for teachers on lifelong learning and employability. The primary development was done by the WP 5 Lifelong Learning working group, but since the concept involves elements of employability, it also contributes to D5.2.

As described in MS39, the developed concept description *“presents the idea of a module that will allow academic staff to enhance their knowledge and skills related to*

*lifelong learning and employability and enable them to apply those concepts through their teaching. Such enhancement will be achieved through a combination of asynchronous and synchronous elements and will result in an EPiCUR-wide community of practice.”*

Accordingly, a multi-layered structure has been agreed upon by partners, as noted in MS39 and illustrated below: “*The module should start with a basic level, providing knowledge about lifelong learning and employability and about how to integrate these in curricula, primarily organised asynchronously for each participant to access on demand. Examples of content at this level could include short videos with the two types of experts on the subject areas, materials on methods and other literature, short case descriptions of integration of the elements into specific courses in different disciplines, and a small self-assessment that includes suggestions for next steps in one’s own teaching and preparation for the next level of the module.*

*A second module level could contain the possibility to interact with peers and experts and, therefore, a movement towards a more synchronous learning approach in combination with some asynchronous activities. Here, the synchronous activities could consist of opportunities to share experiences with other participants through, for instance, chat functions, discussion boards and other online functions, depending on the platform tools. Available experts could be invited to join synchronous sessions with the participants to provide feedback on their ideas on integrating lifelong learning and employability into their teaching, as well as to contribute to the joint sharing of experiences.*

*A third element of the module could serve as a hub for the formation of the community of practice that the focus group participants suggested as a motivational factor to become involved in an EPiCUR module. Building on the previous two elements, some of the enrolled participants would perhaps prefer to enhance the interaction activities and become collaborative partners through continuously exchanging actions and reflections on their practices and potentially start to create activities together across universities. At this stage, the module could be expanded to include also physical encounters (perhaps once a semester or a year) and a small number within the community could develop their status from learners to experts and, as such, join a value-chain of support of new participants for the first and second levels of the module.”*

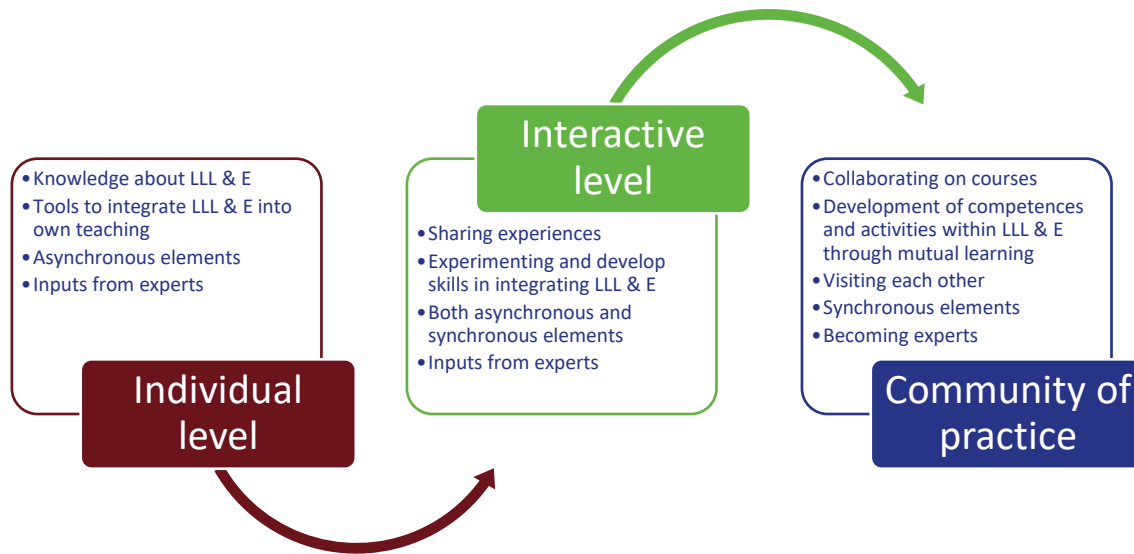


Figure 3 : Lifelong learning and employability online module

### 3.2.5. Service-learning programme

Civic engagement plays a crucial role in personal development, fostering a sense of responsibility and enhancing employability. Conducted for the first time in the pilot phase of EPICUR (2019-2022) as part of the EPICUR Internship Exchange Programme and carried out in two rounds, the EPICUR service-learning programme is designed to provide undergraduate and postgraduate students at EPICUR universities with the opportunity to combine academic learning with meaningful civic engagement. Through this programme, students gain insight into the challenges faced by the civil society sector and its impact on addressing contemporary global issues. Interactions with civil society actors and international peers enable students to identify and understand current societal needs in the EPICUR regions.

Within the context of EPICUR-SHAPE-IT (located in WP5 as part of T5.4), the concept for this programme was jointly revised and adapted to the current possibilities that is offered by EPICUR-SHAPE-IT by the three partner universities BOKU, SDU and KIT. A key component of the course involves

students engaging in civic activities within an organisation or institution of their choice. This practical experience allows them to apply theoretical knowledge in real-world contexts, deepening their understanding and skills. The programme also emphasises the importance of reflection. By reflecting on their volunteering experiences and discussing them with their peers in a shared distance learning course, students will be able to apply relevant skills such as empathy, openness, critical thinking and self-awareness. These reflective practices are essential for lifelong learning and contribute significantly to both personal growth and career readiness.

The key components of the programme are:

- Learning (professional, methodical, individual and social): Participation in an online seminar
- Acting (practical, oriented towards the common good, self-responsible and responsible to others): Civic engagement including min. 30 hours in an organisation of students' choice
- Reflecting (professionally, methodically, personally and socially): Journal entries during the civic engagement, participation in a final reflection session.

### **3.3. Workforce Skills Needs Report – basis for joint activities**

In order to underpin its ongoing and future activities with specific needs, the partners, as part of MS32, created a report – Workforce Skills Needs Report – focusing on the key businesses and industries in the EPICUR regions and the specific skills needed in those regions. The goal was to understand the EPICUR regions better, find space for potential synergies and joint problem-solving, and create action-based links between the EPICUR universities and businesses and industries across these regions. The report was envisioned to become a key baseline for a multitude of activities, both within and outside of WP 5 and

EPICUR-SHAPE-IT and can be seen as a concrete contribution of the EPICUR Alliance to the European Year of Skills.

Aside from the overview of skills and businesses and industries, the report contains a number of actions points that the Alliance suggests should be taken (by different stakeholders) in order to address the identified needs.

The key takeaways, as indicated in MS32, include the fact that the regional analyses indicated a strong emphasis on digital skills (including handling AI) and technical skills needed for the green transition. For all regions, adaptability was a key skill reflecting the rapid change in technology and the need for a workforce that can quickly adjust to an everchanging work environment.

Apart from the specialised and hard skills, there was also a clear need for strong interpersonal and communication skills, as well as the ability to work independently and at the same time excel in teamwork. Business specialised skills vary more significantly across regions (see Table 12), reflecting the dominant industries and specific economic contexts in each area.

Region	Transferable skills	Industry specific skills
Southern Denmark	Adaptability Citizenship Commercial understanding and business development Creative thinking and ideation Critical thinking Cross-cultural cooperation Digital proficiency Interdisciplinary collaboration Knowledge co-creation Language proficiency Management of diversity Project management	Automation of all sectors Cyber security (technical knowledge, risk assessment, vulnerability testing) Design and user-friendly interfaces Elements of electrification ESG reporting Integrating systems Power to X Process technologist Product development Programming Prompt engineering Software engineering Qualify the use of AI and technology
Lower Austria	Adaptability Assess relevance of information Communication skills Decision making Plan and organise Recognise connections Work independently	Application of theoretical knowledge in practice Mastery of one's own subject
Central Macedonia	Communication Digital literacy English language Social skills	Data analysis Digital marketing Digital technologies Customer service Transport & logistics

Greater Poland	Adaptability Analytical and critical thinking Collaboration Communication skills Coordination Creativity Empathy Entrepreneurial mindset IT literacy Language proficiency Leadership skills Learning Pro-activity Problem solving Relational management Resilience Teamwork	AI Automation Applied Technology Business understanding Commercial understanding DevOps Data analysis specialist Deep learning specialist Handling local climate change Knowledge of industry area Legislation Low-code developer Marketing Programming (Java, Python) Sales Software engineering User-friendly
Alsace	Adaptability Crisis communication Decisions-making Linguistic skills	Information flow logistics Life cycle analysis Logistics River renaturation Risk management
Middle-Upper Rhine / Baden-Württemberg	Adaptability & Flexibility Dealing constructively with criticism Empathy Innovation and creativity Interdisciplinarity Learning ability and openness for life-long-learning Relation competences	IT Handling AI Technological skills Mobility Energy Supply
Amsterdam Metropolitan Area	Application of knowledge Critical thinking Decision making Points of view and values Social Interaction	Business Economics Commercial professions ICT technology Software development

Table 12: Business specialised skills across regions

The ability and motivation to learn is also emphasised in several region and is a prerequisite for upskilling. Despite the large demand for hard skills, there is a clear focus on transferable skills like communication, teamwork, resilience and leadership.

Furthermore, there are clear overlaps not only in terms of skills needed, but also in key industries across the EPiCUR regions. This creates a background for stronger collaboration and knowledge exchange between the EPiCUR partners.

Business/Industry area	Regions
Agricultural production and processing	Alsace, Baden-Wuerttemberg, Central Macedonia, Greater Poland, Lower Austria, Southern Denmark

Automotive	Alsace, Greater Poland, Baden-Wuerttemberg
Biotechnology	Alsace, Central Macedonia, Greater Poland, Southern Denmark
IT & Finance	Amsterdam, Alsace, Central Macedonia, Greater Poland, Southern Denmark
Life Science and Pharma	Amsterdam, Alsace
Manufacturing	Central Macedonia, Southern Denmark
Machinery & mechanical engineering	Baden Wuerttemberg, Lower Austria
Mining	Alsace, Central Macedonia, Greater Poland
Renewable energy	Alsace, Lower Austria, Greater Poland, Southern Denmark
Tourism	Alsace, Central Macedonia, Lower Austria, Southern Denmark
Wine production	Alsace, Baden Wuerttemberg, Lower Austria

*Table 13: Transferable skills*

The needed transferable skills listed above in Table 13 are in line with the EU 8 key competences framework and is also aligned with the findings from an analysis by the World Economic Forum, particularly with regards to the emphasis on analytical and creative thinking as being the most important skills for workers in 2023. There is a clear tendency that the lasting skills in general need across regions and industries are the transferable/soft skills. The turn-over of specialised skills are likely to increase aligned with the rapid technological changes. Some skills change from being specialised skills to general skills e.g., digital literacy.

## 4. COMMON COMPETENCE FRAMEWORK

Aside from providing an overview of the various activities and offerings, the partners, within the scope of this Deliverable, had the task of developing a Common Competence Framework. The WP 5 E&E working group, therefore, focused on creating a Framework that could be of practical use for joint entrepreneurship and/or employability activities (and that could be expanded in terms of areas it is applicable to at later stages of EPICUR-SHAPE-IT).

Because of the wealth of various existing frameworks and approaches (mentioned in sections 4.1 and 4.2), the key intention for creating a new common framework for joint E&E activities was prioritising the operational over the complex. It is meant to be a generic, interdisciplinary tool. The Common Competence Framework notes the practical impact in terms of skills that the Alliance aims to have on various target groups—participants of the E&E offerings and activities.

The Common Competence Framework was developed based on a number of frameworks and approaches. The partners synthesised these frameworks into an agreed-upon new framework fit specifically for joint E&E activities.

The Framework will be primarily used as the guideline and standard for joint E&E activities. It outlines the skill areas each of these activities should be addressing in one way or another. Its specific envisioned usage is described in Section 4.3.

In the following section, a common competence framework inspired by the described resources will be presented. The ambition is that this framework can serve as a reference tool when new activities within entrepreneurship and employability are developed and facilitated.

### **4.1. Overview of definitions and frameworks described in the Work Force Skills Needs Report**

In the Workforce Skills Needs Report (WFSNR; MS32), the partners both gathered an overview of relevant competence frameworks and discussed the issues of definitions of the concepts of “skills” and “competences”.

In terms of the definitions, it is noted in MS32 that *“extensive work on definitions of skills and competences already exists and it makes sense to take a point of departure from these definitions”*. The report specifically points to the fact that, *“following the description of European Education Area (EEA), key competences consist of knowledge, skills and attitudes, and, as such, skills are defined as one element among others in the development of competences. In 2018 the Council of the European Union adopted this definition in relation to key competences for lifelong learning. Hence, a key competence is a combination of knowledge, skills and attitudes.*

*The European Qualifications Framework operates with a definition related to learning outcomes. Knowledge is defined as theoretical and factual knowledge through learning. Skills refer to the ability to apply knowledge and use know-how to complete tasks and solve problems cognitively and/or practical. Competences are not directly mentioned, instead responsibility and autonomy are used to represent a learner’s ability to apply knowledge and skills autonomously in a responsible way.*

*Turning to research on learning theory, the concept of competence is connected to the concept of transfer to distinguish from knowledge and skills. Here, people develop competences when they can transfer and activate knowledge, skills and experiences in meaningful ways in new contexts”*.

A number of competence frameworks formed the basis of the analysis contained within the report: The eight key competences<sup>1</sup>, the 21st century skills<sup>2</sup> and the EU-developed Dig-Comp<sup>3</sup> (Digital competences), Entre-Comp<sup>4</sup>

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<sup>1</sup> European Commission (n.d.). Council recommendation on Key Competences for Lifelong Learning. <https://education.ec.europa.eu/focus-topics/improving-quality/key-competences>

<sup>2</sup> Partnership for 21st Century Skills (2019). <https://www.mtv.org/resources/partnership-for-21st-century-skills/>

<sup>3</sup> European Commission (n.d.). DigComp Framework. [https://joint-research-centre.ec.europa.eu/scientific-activities-z/education-and-training/digital-transformation-education/digital-competence-framework-citizens-digcomp/digcomp-framework\\_en](https://joint-research-centre.ec.europa.eu/scientific-activities-z/education-and-training/digital-transformation-education/digital-competence-framework-citizens-digcomp/digcomp-framework_en)

<sup>4</sup> Van Gelderen, M., and Lans, T. (n.d.). Working with EntreComp in vocational education. <https://www.entrecomp.nu/>

(entrepreneurial competences), Life Comp5 (life competences) and the Green Comp6 (competences for the green transition and sustainability). Furthermore, two competence models developed by KIT and the Learner for Life model by SDU were also part the basis of the analysis.

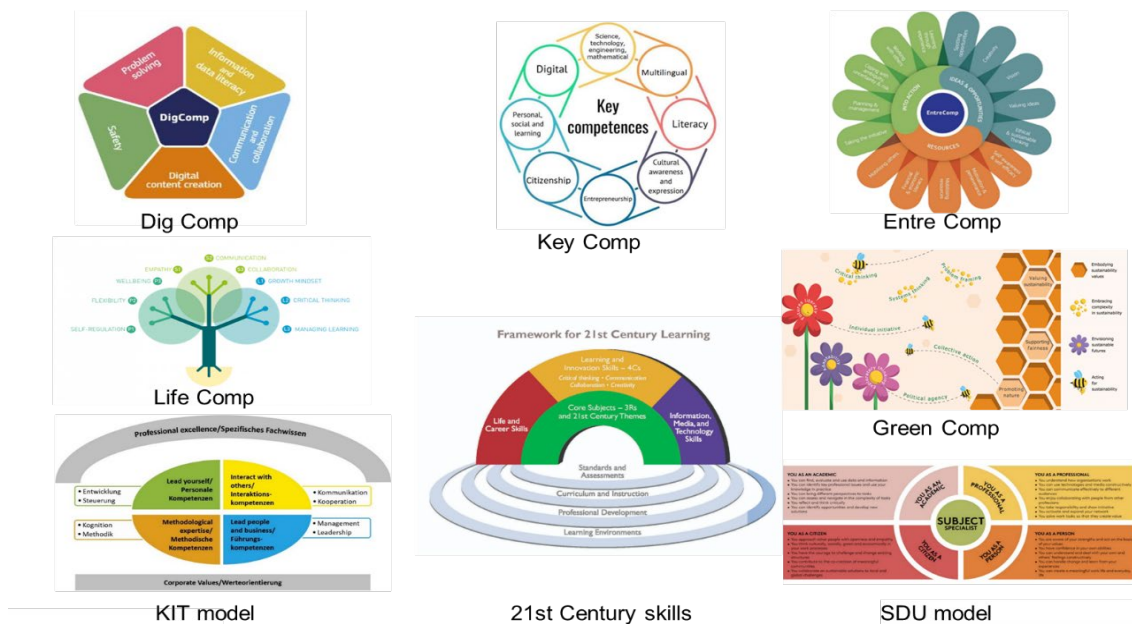


Figure 4: The eight key competences for Lifelong Learning

These competence models were used in the Workforce Skills Needs Report to illustrate diversity of approaches used both on the level of the EPICUR partners, but also on a level of broader external stakeholders, and in order to underscore different understanding skills and competences that exist. At the same time, the overview of existing competence frameworks reflects that the skills and competences in the models are also very similar to each other – evidently, several categories of competences are present across the different frameworks.

<sup>5</sup> European Commission (n.d.). LifeComp: The European framework for the personal, social and learning to learn key competence. [https://joint-research-centre.ec.europa.eu/lifecomp\\_en](https://joint-research-centre.ec.europa.eu/lifecomp_en)

<sup>6</sup> European Commission (2022). GreenComp: the European sustainability competence framework. [https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework\\_en](https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en)

Similarly to the EPICUR International Educational Values and the EPICUR International Learning Competences, the frameworks collected within the Workforce Skills Needs Report are an important baseline for the development of a Common Competence Framework for Entrepreneurship and Employability activities, since they outline the different skills and competences that a common framework should address.

## **4.2. Educational principles and Pedagogical design (Deliverable 4.1)**

As part of their work on Deliverable 4.1, WP 4 team developed a number of concepts pertaining to EPICUR educational principles and pedagogical design. Of these, EPICUR International Educational Values and the EPICUR International Learning Competences are of particular relevance for WP 5, as they have, together with the frameworks mentioned in Section 4.1, served as a basis for the Common Competence Framework for Entrepreneurship and Employability.

As noted in Deliverable 4.1, EPICUR International Educational Values are meant to “*communicate to all stakeholders what EPICUR education stands for, as well as how EPICUR partners’ educational and research resources enhance and are enhanced by Alliance membership*”. Visualised below, they “*comprise ‘6 Is’: international, intercultural, inclusive, innovative, interdisciplinary, and interactive, with ‘international’ at their core, emphasising this fundamental aspect of collaboration across the Alliance. These Values guide the pedagogical designs and educational partnerships among EPICUR universities and ensure unique and meaningful European learning experiences.*”

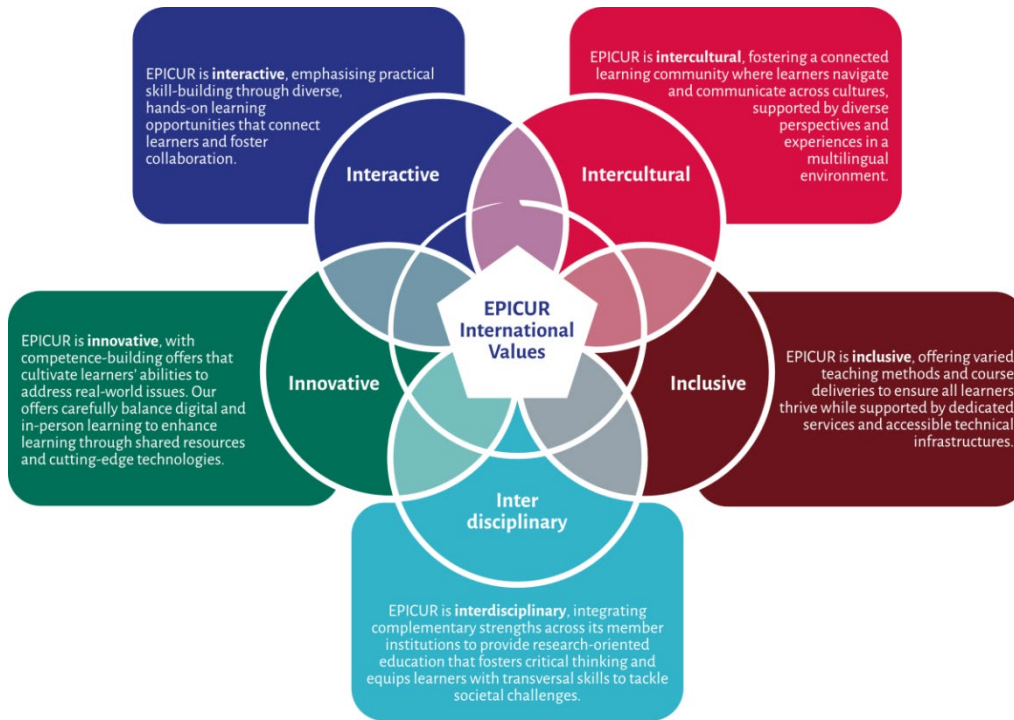


Figure 5: EPICUR International Educational Values

EPICUR International Learning Competences (See Table 14) are “*transversal and align with EPICUR Values. They are integrated across all education areas, with competence development present in every EPICUR offer. These Competences shape learning objectives and course outcomes, defining what learners should know, understand, and be able to do after completing an EPICUR learning experience.*”

Methods & Approaches	Communication & Collaboration	Knowledge & Expertise	Transfer & Application
<b>M.1 Interactivity</b> Engage with interactive approaches to learn about complex and evolving issues.	<b>C.1 Interculturality</b> Work and collaborate effectively in intercultural teams.	<b>K.1 Scientific Knowledge</b> Pursue knowledge and/or expertise in one or more EPICUR Priority Areas.	<b>T.1 Interdisciplinarity</b> Integrate perspectives, knowledge, and skills from different disciplines to identify and engage with real-world issues.
<b>M.2 Innovativeness</b> Engage with innovative pedagogies and methodologies.	<b>C.2 Cultural Sensitivity</b> Engage sensitively with others, drawing on an understanding of cultural influences on yourself and others.	<b>K.2 Geopolitical Expertise</b> Recognise how geopolitical relations, diversity, and power dynamics impact the	<b>T.2 Social Agency</b> Demonstrate agency for social justice in local to global contexts.

		negotiation and resolution of real-life issues.	
<b>M.3 Criticality</b> Analyse and evaluate the credibility of information, taking into consideration biases in norms, practices and opinions.	<b>C.3 Communication</b> Present ideas and information clearly and effectively for a variety of audiences and purposes, using appropriate modes of communication (written, oral, visual, kinaesthetic).	<b>K.3 Implementation</b> Demonstrate the capacity to implement theoretical approaches and/or innovative methodologies across one or more EPICUR Priority Areas.	<b>T.3 Environmental Agency</b> Demonstrate agency for environmental justice in local to global contexts.
<b>M.4 Self Reflection</b> Reflect critically on your values, perceptions, biases and actions.	<b>C.4 Multilingualism</b> Demonstrate communicative competence in more than one language.	<b>K.4 Ethical Research</b> Engage in ethical research practices.	<b>T.4 Futures</b> Recognise the need to understand, evaluate, and/or navigate multiple futures including the possible, probable, and desirable.
<b>M.5 Inclusivity</b> Practise inclusive approaches in diverse situations.	<b>C.5 Digital Literacy</b> Demonstrate informed and ethical digital literacy when researching and disseminating ideas and information.	<b>K.5 Impact</b> Critically reflect on research outcomes and their impact on stakeholders and environments.	<b>T.5 Lifelong Learning</b> Engage with opportunities for your own lifelong learning.

Table 14: EPICUR International Learning Competences

Similarly to the frameworks collected as part of the work on MS32, the EPICUR International Educational Values and the EPICUR International Learning Competences are an important baseline for the development of a Common Competence Framework for Entrepreneurship and Employability activities, since they outline the principles and skills such a Framework should encompass.

The existing frameworks, the principles and learning competences also align with each other to a certain extent with regards to selected competences. In all of them, certain more generic competences are included, often similar to the so-called soft skills, which represent a general way of addressing tasks and problems independent of people's specific fields of subject.

### 4.3. EPICUR Common Competence Framework for Entrepreneurship and Employability

The framework represents the commonalities drawn from the models described above as well as the EPICUR learning principles and EPICUR learning competences with the purpose to create a practical model that can be used as a preparation tool in development and execution of **entrepreneurship** and **employability** (E&E) activities.

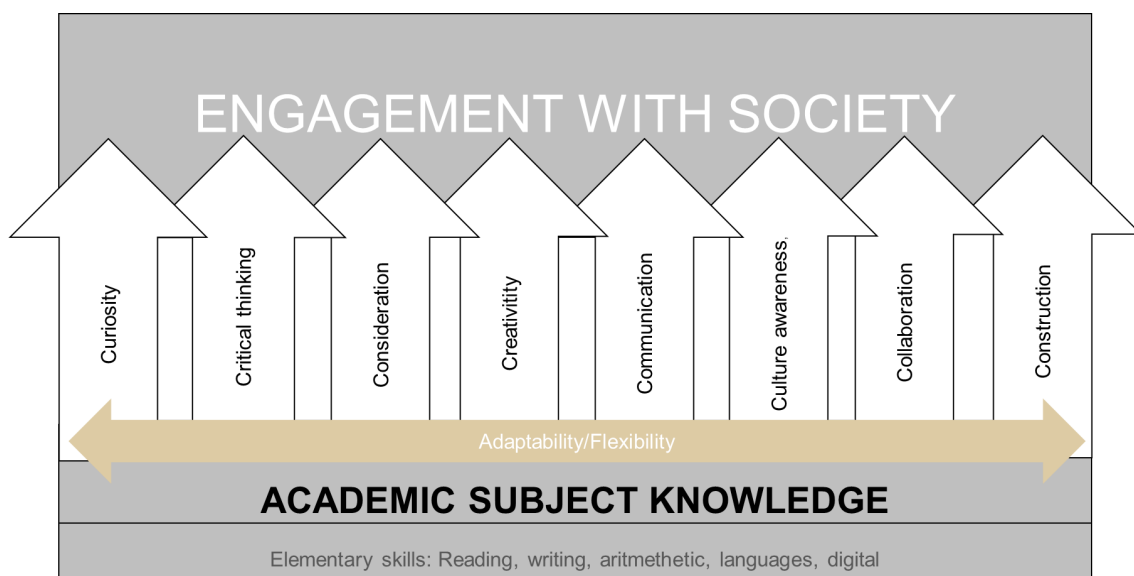


Figure 6: Practical model used as a preparation tool in development and execution of E&E activities

The basis of the model relies of two components – Subject knowledge and Adaptability/Flexibility – that serve as an integrated foundation for any participant in E&E activity held by a partner institution.

The “Subject Knowledge” element is related to two dimensions. First of all, it is a recognition of the fact that E&E activities will have their offspring in a university context, where learning activities are linked to discipline subjects related to study programmes. Secondly, specific themes within E&E that are also in themselves connected to knowledge acquisition that has its offspring in certain subject disciplines within these fields. This subject core focus is inspired for example from the SDU Learner for Life model that places subject knowledge at the centre of the Competence Framework Model. The other foundational

element of the model is literacy (reading, writing, arithmetic) as well as knowledge of languages and digital skills.

On top of the foundational layer, the so-called 8C's are placed in a row, each deriving from the bottom layer: Curiosity, Consideration, Critical thinking, Creativity, Communication, Cultural awareness, Collaboration and Construction are residing. These generic competences are found in both the existing competence frameworks presented above from the Workforce Skills Needs Report, and the values and learning competences from the models developed by the group in WP 4.

The 8 C-competences are represented in an order from left to right so they can be used in an activity starting with the initial curiosity and openness to find opportunities and toward the unfamiliar. The idea of the selected 8C's is also that they are seen as relevant types of competences when doing E&E activities in a university context:

- **Curiosity** and openness towards the subject and the problems to be solved, but also a curiosity towards the I's represented in the EPiCUR Educational Values: Intercultural, Inclusive, Interdisciplinary, Innovative and Interactive, and how they are expressed and acted upon in the course. Curiosity can act as a driver for the motivation to learn.
- **Critical thinking** is the core of problem solving from problem identification and framing to solving. It involves the ability to question and test previously held assumptions and be aware of biases and ambiguity. It is the ability to examine, interpret, evaluate and reflect, and to make informed judgments and decisions.
- **Consideration** is the careful thought of others and taking in opinions/perspectives/ideas from others. It represents the reflections on our actions in the world and to consider them in the perspective of social, economic and environmental impact.
- **Creativity** is the ability to form new and original ideas and to find hidden patterns and make relations between them. It is the ability to spot opportunities, envisioning solutions, bringing new ideas or paradigms. It

is an aspect of problem solving and of dissemination of solutions and findings. It consists of two elements: thinking and then producing.

- **Communication** is the ability to disseminate information in a relevant way by understanding the audience and the situation. It is at the core of all collaborations and draws on the ability to sympathise, synthesise and to deliver the information constructively.
- **Cultural awareness** is the ability to be sensitive to the differences and similarities between cultures when communicating or interacting. It has an extrovert and introvert dimension: knowing of your own culture (ethnicity, proficiency, social background etc) as well as understanding the other. Focuses on values, norms, traditions and the context.
- **Collaboration** is the ability to achieve something in interaction with others. It is the ability to build and manage relationships, resolve conflicts, and create an environment where everyone feels included and respected.
- **Construction** is the ability to act and to do. It entails the capacity to act purposefully and autonomously. It ensures a direction and outcome of the acting in a creation process. It could be to test and implement ideas, produce a physical/digital outcome and to ensure the advancement of knowledge and the improvement of systems and practices.

Across the 8C's, the competence of adaptability and flexibility is placed to illustrate that this competence is integrated in all the other ones as a kind of mindset that should pervade E&E participants' approach to tasks and problems in combination with the subject knowledge, the basic skills and the 8C's. The element of adaptability and flexibility is inspired from the feedback on a pivotal future work force skill across the Alliance from the WFSN report and is also extracted from the existing competence frameworks.

The top layer of the model represents the close connection between E&E activities and the surrounding world as well as a reference to the major focus on the WP5 – Building Skills with Society. All EPICUR activities should strive to include or engage the society at some level. This could be done in many ways

depending on the purpose and the format of a given activity. Nevertheless, this element indicates that activities within the fields of entrepreneurship and employability require some form of interaction with persons, actors, and organisations from the world outside the classroom in order to enhance the level of participants' employability. If the activity is centred around development of entrepreneurial learning experiences, it also often requires going out into the world to collect data, interact with potential collaboration partners or other activities that could inform the process.

There are several ways in how the framework can be used: when an EPiCUR activity is designed the framework can be used to reflect on to what extent the 8 Cs are present, and the aim is to strive to have all 8C's present in an EPiCUR activity. Alternatively, an activity organiser can select which of the 8C's should be addressed in the learning goal description and how the selected C's will be integrated in the activity.

## 5. SELF-ASSESSMENT TOOLS

To ensure and assess the learning effect and progression that the students experience from an EPICUR E&E activity there is a need to develop an assessment tool. This tool has to be generic across activities, disciplines and universities and contribute to the data monitored on EPICUR activities. In the description of the Deliverable, the focus should be on so-called self-assessment tools based on the Common Competence Framework.

Theoretically, self-assessment implies a variation from traditional assessment of students as this approach places the students in the centre of their own assessment in order for them to understand their learning processes, identify how they have met certain criteria, be reflective about themselves in relation to a learning activity, and potentially inviting them to set their own goals, and ultimately focus on their career aspirations (Bourke 2018). As such, self-assessment tools in higher education enable students to become so-called 'reflective practitioners' (Jackson 2014) that enhance their engagement and self-efficacy through this particular type of assessment and thereby support their own journey as lifelong learners (Niemenen & Touhilampi 2020, Jackson 2014).

Within the fields of employability and entrepreneurship that the portfolio and the self-assessment tools are related to, assessment is also linked to various types of skills related to different learning outcomes, often consisting of a combination of knowledge-oriented outcomes, mindset-oriented outcomes and outcomes focusing on the ability to act and create value (Hannah et al 2022). Self-assessment as a tool seems to establish space for students to assess their perceived ability to meet these types of learning goals and to identify opportunity for further development within employability and entrepreneurship skills and competences (Cabellero et al 2022, Jackson 2014).

Consequently, it is argued that self-assessment in general is *"a way of rethinking outcomes, curriculum and pedagogy away from a focus on disciplinary knowledge to what students can do in the world"* (Boud & Soler 2016).

As such, developing a self-assessment tool for the portfolio within employability and entrepreneurship in WP5 will direct the content of such a tool towards a student perspective and with emphasis on mobilising them to work reflectively with their own learning process by providing a tool that supports this type of assessment in purpose, structure and questions across employability and entrepreneurship EPiCUR learning experiences. Additionally, the tool should reflect the content of the Common Competence Framework and therefore, it will be built around learning outputs related to the 8 C's, which corresponds with the focus put on assessment of skills, competences and 'doing' from the literature.

## 5.1. Overview of existing monitoring and assessment tools

### 5.1.1. Assessment of the E&E services identified in the mapping

As part of the mapping conducted within the frame of T5.3.1, the partners looked into what their universities are monitoring and assessing, and what kind of data their E&E units are tracking. The data from the mapping provides the overview of parts of the impact toolkits EPiCUR universities have and it informs what a joint tool, described in Section 5.2, could be based on.

When it comes to entrepreneurial services, the target groups are asked at some of the universities to evaluate their experiences with the services:

ENTREPRENEURSHIP	
No evaluation by target group	Evaluation type by target group
AMU, BOKU	<p><b>AUTH:</b> Quality of service, own performance and development/learning process</p> <p><b>SDU, UHA, UNISTRA:</b> Quality of service and own performances</p> <p><b>KIT:</b> Quality of service and development</p> <p><b>UvA:</b> Quality of service</p>

Table 15: Entrepreneurship services evaluation by target groups at partner universities

When it comes to career and employability services, the target groups are asked to evaluate the careers and employability services to various extent:

EMPLOYABILITY	
No evaluation by target group	Evaluation type by target group
AMU, BOKU, KIT	Assessment of development/learning processes: <b>AUTh, SDU, UHA, UNISTRA, UvA and KIT</b>

*Table 16: Careers and employability services evaluation by target groups at partner universities*

All the universities are aware of the importance of evaluation and doing data driven management of their services. Therefore, the institutions are looking to improve their data monitoring. The main wish is to understand the different career paths and what activities that helps the student to succeed.

### 5.1.2. Inspiration from current assessments used in the Alliance

To serve as an inspiration and common ground for a joint self-assessment tool, the universities provided examples of the self-assessments made either for employability activities or for entrepreneurship activities.

The evaluations given by the Alliance universities fall into two categories where one represents a focus on self-evaluation of the students' overall prerequisites for activating their profile after the education (competence clarification, personality profile tests, competence to reach out to employers, etc.).

The other category is specifically relevant in relation to determining the outcome of EPICUR E&E activities and that are tools designed to follow up on a learning process (whether it is curricular or extracurricular). In the following sections, examples of this type of assessments are described in more detail.

#### **SDU self-progression reflection tool**

At SDU a self-assessment tool for the progression of student learnings has been developed as part of the course *Career management skills (CMS)*. The self-assessment tool is a two-stage assessment – with a base-line measure at the

beginning of the course and a progression measure at the end of the course. There are two elements in the evaluation: motivation and competence.

As part of the course, the students were asked to reflect on their motivation and their progression. The reflection is made at the start of the course and then at the end. The self-assessment has had a dual function: helped the students to reflect on their own motivation and progression, and for the lecturer to evaluate the impact of the course. The reflection form made the students reflect and create awareness of the underlying competences and motivations and contributes to their understanding of their own learning.

The CMS-self-evaluation served as inspiration for a customised evaluation made for the EPiCURSDG – summer camp. The questions were divided into two categories: Motivation and Competences, Cultural understanding and Values. The students were asked to evaluate to which degree on a scale from 1 (low degree) to 5 (high degree) they felt motivated, competent or knowledgeable within the categories at the beginning and at the end of the camp (see Annex 8.2.4 for more details).

### **BOKU self-assessment tool for entrepreneurial activities**

At BOKU various reflective tools are being used in the courses derived from the CASE Knowledge Alliance.

The CASE Knowledge Alliance, bringing together 10 partners from 5 European countries, was funded from 2015-2017 by Erasmus Plus to support sustainability-driven entrepreneurship in higher education. The CASE platform offers a practical cooperation guide, course material and tools to reflect and self-evaluate using diaries and reflection templates.

For the entrepreneurial activities focusing on sustainability, the following reflection tool has been used for:

- Written self-reflection
- Processing experiences
- Structuring learning outcomes

- Deeper insights into challenges

The reflection part covers:

- Reflection about the project status/progress/development in terms of established project expectations, aims and measures: *“Which aims did you set in the project and which measures did you already reach?”*.
- Strengths, weaknesses and challenges of the project: *“Give some positive and negative examples! Where do you see potential for improvement?”*.
- Cooperation within the group and with the stakeholder(s): *“Give some positive and negative examples! Where do you see potential for improvement?”*, *“How did the project change over time, particularly your own perspectives, expectations and measures as well as the ones of your group and the stakeholder(s)”*, *“Discuss the dynamics between individual and collective learning processes in your group!”*.
- Future outlook: highlights and pitfalls of the project’s evolutionary development. *“What did you learn in this process? What is your impression about the stakeholder’s learning process. Are there any planned changes concerning the role of the stakeholder(s) due to the project?”*

The diary is not a bullet point list of to-does or topics discussed, planned or done in a project but a personal dialogue and discussion about own ideas, thoughts, emotions and insights gained in teams/with other stakeholders.

The reflections are for personal use for the students, but assessment can be made. Assessment criteria should be adapted to concrete project/course contexts and always made transparent to students and other involved stakeholders.

### **Progression forms from AUTH**

At AUTH, the participants in each career counseling or entrepreneurship workshop will be asked to fill out a form. These forms allow participants to evaluate both their satisfaction and career progression by responding to the

questions “*Did attending this workshop help you move closer to achieving your career goals?*”. Additionally, they can provide more detailed feedback on the positive and negative aspects of the session, as well as offer suggestions for improvements.

### **Learning process measurements from UHA**

At UHA, the office of Employability measures the participants’ own performance/success and their development/learning process partly through the Prosoon tool and through developing the open badges:

- 1) <https://www.linkedin.com/company/prosoon/about/>
- 2) <https://www.prosoon.com/a-propos>

## **5.2. Joint self-assessment tool**

In the following a description of a joint tool based on the Common Competence Framework will be presented, supplemented with inspiration from the self-assessment tools described above, as well as the EPICUR International Educational Values and the EPICUR International Learning Competences. Furthermore, a guide on how to use the joint tool will be presented. The presented tool can be used as inspiration and starting point for a more tailor-made tool. Hence, the tool is not to be regarded as a fully fledged model.

This tool is made for specific activities and/or courses in Employability or Entrepreneurship within the Alliance. Given the fact that E&E activities and courses can have different purposes and contain different content, the self-assessment tool should reflect which of the two it refers to. The idea is that each responsible person for a given activity or course should choose in advance whether it resembles more an employability or an entrepreneurial activity or course.

### **EPICUR self-assessment tool for Entrepreneurship or Employability activities**

The self-assessment tool should measure progression resulting of the activity. Hence, it is necessary that the tool is given to the participants before and at the end of an activity or course. The first measurement functions as the baseline – the students' point of departure in relation to the posed questions - and the second measurement will reflect the progression the students have gone through in relation to the questions.

The self-assessment tool can give insight at three levels:

- The participants/students can learn about their own progression during the activity or course and thereby get an increased understanding of what they have gained in their own perspective.
- The responsible person for the activity or the course can add valuable insight about the participants'/students' own learning processes (if their responses are shared with the responsible person) and develop the quality of the activity or course in combination with ordinary evaluations.
- The data from the participants'/students' pre and post answers can provide valuable insight across activities and courses across the Alliance. Thereby, the tool holds potential in increasing the information and data-based knowledge on progression and value of E&E activities and courses on a greater scale in time and space.

At the beginning of the self-assessment tool, there will be an introduction consisting of three components to frame the questionnaire:

- Introduction to the purpose of the tool (for them, for the activity/course, for the EPiCUR Alliance), explanation of how to use it, and information about data storage of their answers.
- Explanation of the structure of the tool and the focus on skills and how they should be understood.
- A short explanation of either the Employability or the Entrepreneurship activity.

The self-assessment tool should be built up as a pre- and post-questionnaire to determine the student development. The tool contains the same questions at the beginning and at the end but with varying formulations. It is structured as a Likert scale questionnaire where the respondent answer to what degree they agree on a scale from 1 to 10 (with 1 being very low, 5 medium and 10 very high).

The tool could be structured in the following manner:

It starts with a general question relating to the participants'/students' ability to activate their skills into the activity/course that they are about to start within either employability or entrepreneurship, followed by up to 9 questions based on the 8C's from the Common Competence Framework as well as the crossing competence adaptability, ending with a more generic question focusing on their ability to contribute to society with their skills.

Below, an example of how the tool and the content could be organised and formulated (see Table 17) is illustrated as inspiration for course/activity organisers in the Alliance. Depending on the course or activity is related to Entrepreneurship or Employability, the introductory question will differ.

### Generic self-assessment tool

	<b>Pre-self-assessment questions</b>	<b>Post self-assessment questions</b>
	To which degree:	To which degree:
Employability focus	<p>Am I able to use the skills that I have built in my previous activities and experiences?</p> <p>Have I developed useable/valuable/relevant skills in my previous activities and experiences as a student?</p> <p>Have I developed an understanding of important skills in relation to employability from my previous study activities and courses?</p>	<p>Am I ready to use the skills I have built in this particular activity/course in future activities/courses?</p> <p>Have I developed usable/valuable/relevant skills in this particular activity/course that I can activate in the future?</p> <p>Have I developed a deeper understanding of important skills in</p>

		relation to employability through this particular activity/course?
Entrepreneurship focus	Have I developed an understanding of important skills in relation to entrepreneurship from my previous activities and experiences as a student?	Have I developed a deeper understanding of important skills in relation to entrepreneurship through this particular activity/course?
Curiosity	Am I curious to learning new things and use them in my daily life/tasks?	Have I developed my curiosity to learning new things and use them in my daily life/tasks through this particular activity/course?
Critical thinking	Am I able to understand and reflect about complex issues?	Have I developed my ability to understand and reflect about complex issues through this particular activity/course?
Consideration	Am I able to consider other perspectives into a task/problem/process?	Have I developed my ability to consider other perspectives into a task/problem/processes through this particular activity/course?
	Am I able to be considerate towards other people and their inputs on tasks/problems/processes?	Have I developed my ability to be considerate towards other people and their inputs on tasks/problems/processes through this particular activity/course?
Creativity	Am I able to think/be/act creatively?	Have I developed my ability to think/be/act creatively through this particular activity/course?
Communication	Am I able to communicate with different people in a relevant/meaningful way?	Have I developed my ability to communicate with different people in a relevant/meaningful way through this particular activity/course?
Cultural awareness	Do I have an awareness of understanding people from different cultural backgrounds?	Have I developed my awareness of understanding people from different cultural backgrounds through this particular activity/course?
Collaboration	Am I able to collaborate with people from other (subject) disciplines in a constructive way?	Have I developed my ability to collaborate with people from other (subject) disciplines in a

		constructive way through this particular activity/course?
Construction	Can I develop new ideas/products/solutions in relation to tasks/problems/processes?	Have I increased my ability to develop new ideas/products/solution in relation to tasks/problems/processes through this particular activity/course?
Adaptability	Am I able to adapt to new situations in a constructive way?	Have I developed my ability to adapt to new situations in a constructive way through this particular activity/course?
Employability focus	Have I developed my employability through my previous student activities and courses and can contribute to society with my skills?	Have I developed my employability in this particular activity/course and can contribute to society with my skills in the future?
Entrepreneurship focus	Have I developed an entrepreneurial mindset and the ability to act upon it from my previous activities and experiences as a student?	Have I developed my entrepreneurial mindset and the ability to act upon it from this particular activity?

*Table 17: Example of the generic self-assessment tool*

### Availability of the tool

The self-assessment tool should be available to both participants and the person(s) responsible for the activity/course.

The tool will be available as a resource in an online version and will be included on the E&E Portfolio webpage with the description of purpose, structure, as well as instructions on how to use it.

In addition, links to the tool could be relevant to place on the EPICUR Teaching and Learning Centre and other similar EPICUR platforms.

### Planning of an activity/course with integration of the self-assessment tool

- **Step 1:**

Plan the activity according to the EPiCUR International Values.

Define and select the C-competences to be trained (Competence Framework). All competences could be chosen or a number of them relevant to the learning goals of the activity/course.

Adjust the version of the tool according to the chosen competences.

- **Step 2:**

Activation of the assessment of the C-competences trained:

- Use it at the beginning of the activity
- Repeat at the end of the activity

An additional option is to end the form with a future-oriented question on how to use the trained competences in the future. This is not included in the current suggestion above, so it demands self-formulation.

- **Step 3:**

As an additional pedagogical element of the self-assessment tool, it is suggested to do an evaluation related to the tool among the participating students in the activity/course itself to activate the potential learning experiences and outcomes of using the tool as an integrated part of the activities in the online or physical classroom.

### **Data from the self-assessments**

The data received from across the Alliance from the usage of the tool could be of interest and could be both at the core of the data monitoring application to be developed in WP 5 and the Impact Observatory to be developed in WP7. The practicalities of accumulating, collecting and storing the data will be handled during the development process of the Data Monitoring Application Milestone (MS34).

## 6. FUTURE PLANNED ACTIVITIES

### 6.1. Overview of upcoming relevant activities

Upon the submission of this Deliverable, the partners' work on both the joint entrepreneurship and employability infrastructure and on joint activities will continue.

Broadly, these continuing activities can be divided into three categories. The first category includes the implementation of all prepared and new concepts (see Section 6.2). This entails piloting and implementation of a number of activities for which either the concept has already been developed, or general guidelines of what is expected exist. The second category concerns continuous improvement and development, primarily, of joint infrastructure. This includes both building upon a created prototype and developing a new application. The third category relates to the continuing utilisation of the developed resources as a baseline for the tailoring of both the joint activities and joint infrastructure. These resources include the Workforce Skills Needs Report and the mapping report.

While the overall focus is on finishing these activities by October 2026 (end of the EPICUR-SHAPE-IT project), the partners will also continue working on making sure that these activities transform into sustainable, long-term collaborations and are anchored at each individual member of the EPICUR Alliance.

### 6.2. Implementation of prepared and new concepts

The activities listed within this section include offerings that have either detailed concepts or at least general guidelines already prepared and that will be piloted/implemented after the submission date of this Deliverable (M30).

#### 6.2.1. Teacher Touring Industry Programme

With the prepared concept of the Teacher Touring Industry Programme (TTIP) (which has been validated by the EPICUR Management Board), the partners will

follow the path laid out in MS39: *“a strategic decision (by the EPICUR Management Board) is needed, if the concept is wished to be concretised in a pilot. In case of a positive decision, it should be clarified which institution should lead the pilot.*

*It is necessary to secure buy-in from key stakeholders, including university leadership, heads of departments, and industry partners. Therefore, the details of a pilot proposal should be discussed with academic staff from the EPICUR universities. A successful pilot also requires engaging beforehand with potential industry partners to discuss the scope of collaboration and secure commitments. Alignment with use cases, developed jointly by WP 5, WP 2, and WP 3, will be needed for a successful pilot and implementation of TTIP.”*

The original goal was to jointly pilot the programme during the 2024/2025 academic year and launch it during the next one. This might have to be shifted, depending on resource availability and strategic prioritisation, to the pilot being conducted in the 2025/2026 academic year. The resources, in terms of expertise, required for the successful implementation of the TTIP are largely contained within the E&E working group and, if need supplemented, will be communicated to the working group members in due time.

### 6.2.2. Lifelong learning and employability online module

In the case of the lifelong learning and employability online module, for which the concept, validated by the EPICUR Management Board, has been prepared, the partners are planning on piloting it in accordance with the plans laid out in the EPICUR-SHAPE-IT DoA and MS39.

In the DoA, a number of concrete steps in the development of the module are laid out. These include the steps “quick mapping of existing offerings and needs analysis of teaching staff needs” (already done by the partners), “development of a joint module” (partially done, with the concept developed), “integration of the programme onto EPICURUS”, “pilot run” and “evaluation”. The three last steps in particular will be the focus of the WP 5 lifelong learning and E&E working groups until October 2026. It should be noted that, during the pilot run,

particular attention will be paid to integrating the elements of building skills with society, in alignment with mission of WP 5.

The timeline for piloting and implementation, noted in MS39, is almost identical to that of the Teacher Touring Industry Programme: *“the goal is to jointly pilot the module during the 2024/2025 academic year and to launch it during the 2025/2026 academic year”*. Like in the case of the TTIP, this might have to be shifted, depending on resource availability and strategic prioritisation, to the pilot being conducted in the 2025/2026 academic year. The resources, in terms of expertise, required for the successful implementation of the online module, will be communicated to the Lifelong Learning working group members and the E&E working group members in due time.

### 6.2.3. Service Learning

Due to the lack of clarity regarding scholarships and support for student mobility, as well as the uncertainties about the legal framework for the placement of internship positions, the format implemented during the EPICUR pilot phase cannot be realised again. Therefore, a completely virtual format has been conceptualised and is being implemented for the first time in the Spring term of 2025. The course elements include:

- Active participation in both preparatory online meetings
- At least 30 hours of civic engagement in an organisation chosen by the student
- Logbook entries during the engagement
- Participation in the online reflection meeting.

Timeline for the first run in Spring semester 2025 is the following:

- First seminar session: 17 May 2025
- Second seminar session: 21 June 2025
- Individual student’s civic engagement: June to September 2025

- Final reflection session: 27 September 2025, 10:00 – 16:00

As part of this course, students organise their civic engagement by contacting local civil society organisations and initiatives themselves. In order to strengthen partnerships with external stakeholders within the EPICUR region, representatives of local associations will be invited to present their work and mission during the seminar. This will give students the opportunity to engage in dialogue with local stakeholders, expand their social network and gain insight into practical examples of community engagement.

After the testing of this new Service Learning format in Spring term 2025, the concept can be improved as required, depending on the possibilities for student mobility, a kind of summer/winter school would be conceivable. In this context, students can take part in preparatory seminar sessions on site and engage in personal dialogue with each other, and could visit various local organisation and social institutions.

#### 6.2.4. Other joint activities

There are three specific activities listed in the DoA within the description of T5.5.2 – *Piloting of new EPICUR co-curricular activities in entrepreneurship* that the partners will pilot (in the case of the summer camp, continue with the implementation) by M48.

One of them is noted as *“Sustainability Summer Camps for students working with start-ups, aimed at strengthening their competences as resilient and socially and environmentally responsible agents of change and successful entrepreneurs. These contest-based summer camps will focus on green, innovative solutions that can be adapted to different regions. Summer camp projects will be assessed by an international jury of external stakeholders from business, industry and NGOs.”* This format was piloted as the SDG: Just Do It summer camp (see Section 3.2.1) in the Summer of 2023 in Odense and, as part of MS35, recommendations on the future implementation of the format have been produced. The partners will aim to run

at least one more pilot of this format by the end of the project, taking into account the experience from the first pilot.

Another activity listed within T5.5.2 is *“a case competition and challenge-based employability track focusing on green skills (offered as a semester course and as a summer camp) where students from different partner universities work together in small teams across disciplines on developing practical solutions to green challenges in collaboration with an external company/NGO. The track will include workshops and a final assessment by an external panel after a joint presentation.”* The partners will discuss whether this activity could be based on an existing offering available jointly (for example, linking it to the EPiC Missions) or at one of the EPiCUR universities (taking into account the T5.3.1 mapping data) and then develop and pilot this joint concept.

The third activity listed is *“a new mobility format for students working with start-ups focused on green solutions: students will be able to take advantage of being exposed to various incubation environments and participate in an EPiCUR start-up contest, during which the student teams work on their projects, get support from mentors, and pitch their projects to an international jury of business experts and investors.”* Just like with the previous activity, the partners will discuss whether this activity could be based on an existing offering available at one of the EPiCUR universities and then develop and pilot this joint concept.

Piloting and implementation of all three activities will be the key focus of the E&E working group for the remainder of the EPiCUR-SHAPE-IT project, with the aim of at least piloting the latter two activities by the Summer of 2026 at the latest. The resources, in terms of expertise, required for the successful implementation of these will be communicated to the E&E working group members in due time.

Aside from the three specific concepts, the partners aim more broadly to use T5.5 as a “space” for whatever other joint E&E offerings are developed that are not linked to a specific task description (an example could be to develop offers to PhD students/ECR’s within E&E and interaction with the labour market outside of academia to increase their employability and the building of skills for society). This will hopefully encourage creativity on the part of partners and

provide them with enough flexibility to still be contributing the overall goals of WP 5.

### **6.3. Continued improvement and development**

The activities listed within this section concern the continuous developments and improvements of joint infrastructure, either based on the prepared prototype or where no prototype has been created as of December 2024, and that will be ongoing until the end of the EPICUR-SHAPE-IT project.

#### **6.3.1. Internship Portal**

While the partners have developed a prototype of the Internship Portal (see Section 3.2.2), they have also agreed to continue working on it in order to improve the Portal and make it practically usable for as many EPICUR partners as possible.

The first priority now is to tackle the identified challenges that remain after the submission and approval of MS33. These include various legal, technical, and structural issues, and they all can essentially be grouped under the theme of compatibility (or lack thereof) with the local institutional contexts. The E&E working group, therefore, will continue to discuss these issues and will jointly fine-tune the Portal on an ongoing basis.

Another priority until M48 is filling the Portal with offerings and possibly enabling the inclusion of the partners' own systems to the Portal in an automated fashion. The partners will engage in internal discussions with their local units responsible for internship opportunities to discuss how to proceed with this. The goal is to identify opportunities open to international (i.e., coming from a different country specifically to do an internship) and have them be promoted via the EPICUR Internship Portal.

The ultimate goal by the end of the EPICUR-SHAPE-IT project is to have a fully functioning Internship Portal that does not replace institutional portals or platforms, but serves as an extra promotional space for the EPICUR students going abroad to easily identify the opportunities relevant for them. Involvement of experts dealing with internships offerings at each of the EPICUR universities in further development of the joint portal would be a key factor in determining whether it is successful and properly utilised in the long run.

### 6.3.2. Data Monitoring Application

As touched upon in Section 5.2, the partners need to create a joint Data Monitoring Application. Per the DoA, the application will enable the partners *“to gather data and provide benchmarking on the effects of employability and entrepreneurship activities within the Alliance”*. As a baseline, and as described above, the data that the E&E working group is planning to measure would come from joint self-reflection forms that participants complete in connection with an EPICUR offering. This will make it possible to compare direct self-perceived effects of EPICUR (E&E) activities on the participants. The digital “shape” and form of the application remains to be decided upon by the E&E working group and in coordination with the WP 7 group working on the Impact Observatory, but the preliminary investigations of various options included an idea to host a Power BI (Business Intelligence) visual on the EPICUR website.

In order to advance on the Task, the partner will identify and address various practical and legal considerations that might be a barrier to the implementation of such an application. The application will also, as much as possible, aim to “follow” the student’s academic and post-academic journey (thus addressing the need for this kind of data expressed by multiple partners within the scope of T5.3.1 mapping), but the details of how to practically do it are still to be worked out. Likewise, the way the application will be used is still to be determined by the E&E working group.

Since this Task is also a Milestone (MS34) due in M36, it will be the key priority for the E&E working group after the submission of this Deliverable (though the

work on the application itself will continue beyond the Milestone deadline). The specific type of expertise required for the successful implementation of this Task will be discussed with and communicated to the E&E working group members once active work on Milestone 34 commences.

## **6.4. Using developed resources as basis for activities**

The resources highlighted in this section are intended to be used on the continuous basis. The scope of both resources is such that they can be used not only within the context of WP 5 E&E activities, but also in other areas of WP 5, other WPs, and even outside of the scope of the EPICUR-SHAPE-IT project.

### **6.4.1. Mapping report**

As part of T5.3.1, the partners conducted a mapping of E&E services, activities and offerings (parts of the mapping results were presented and used throughout the Deliverable). The intention is to continue using the mapping as a basis for joint activities for the remainder of the EPICUR-SHAPE-IT phase. Other ideas on how to use the mapping results include the following:

- Develop suggestions for students within incubation and entrepreneurship on how to access the hubs and peers at other partner universities for inspiration and collaboration.
- Develop suggestions for students within career and employability on how to access online resources and other offers at the partner universities, e.g., access to jobs, CV templates, webinars, etc.
- Develop suggestion for career consultants and incubation/business developers on how to get in touch with each other across partner universities to share knowledge and develop activities together.

### **6.4.2. Workforce Skills Needs Report**

Within the scope of their work on MS32, the partners came up with a number of specific action points that, from their perspective, could/should be acted upon in order to address the skills needs identified within the Workforce Skills Needs Report (WSNR). These action points were divided, essentially, into two categories: general actions that could be taken by a wide variety of stakeholders, and actions that specifically the EPICUR Alliance could take.

The list of the former type of action points is illustrated in Table 18.

<p><b>Policy</b></p> <ul style="list-style-type: none"> <li>• Ensuring skills recognition across Europe and across industries on an operational basis</li> <li>• Facilitating seamless training and education between vocational and higher education</li> <li>• Creating industrial higher education programs</li> <li>• Creating a guide on transferable skills, substitution and the trajectories for upskilling</li> </ul>	<p><b>Research &amp; Advocacy</b></p> <ul style="list-style-type: none"> <li>• Researching reluctance to engage in and provide continuous education</li> <li>• Spreading awareness of the need for continuous education.</li> <li>• Clarifying the cost-benefit of investment in lifelong learning</li> </ul>
<p><b>Curricular initiatives</b></p> <ul style="list-style-type: none"> <li>• Support problem-based learning</li> <li>• Support cross-disciplinary activities</li> <li>• Promote entrepreneurship and entrepreneurial learning</li> <li>• Support presentation &amp; communication trainings</li> <li>• Promote soft skills &amp; competence workshops</li> <li>• Integrate durable skills (agency, resilience)</li> <li>• Training of cultural intelligence</li> </ul>	<p><b>Funding schemes</b></p> <ul style="list-style-type: none"> <li>• Creating investment schemes and tailor-made offers for training and reskilling on regional, national and EU level</li> <li>• Collaboration with labour unions on investment schemes</li> </ul>
<p><b>Skills development</b></p> <ul style="list-style-type: none"> <li>• Recognition of the importance of soft skills/transversal skills</li> <li>• Comprehensive assessment of skills for upskilling</li> <li>• Facilitating knowledge exchange between businesses on skills development</li> <li>• Expanding use of microcredentials</li> <li>• A continuous focus on skills development as initiated through the European year of skills</li> <li>• Development of agile learning modules</li> </ul>	<p><b>Industry-education collaboration</b></p> <ul style="list-style-type: none"> <li>• Creation of a forum of educational organisations and businesses with focus on agile skills development</li> <li>• Collaboration between industry and educational systems on best practice in skills development</li> <li>• Regular updating curriculum with industry involvement</li> <li>• Creating new formats linked with industry (e.g., apprenticeships for adults, young researchers industrial internship).</li> <li>• Promoting problem-based project works with industry</li> <li>• Facilitating collaboration between industry/businesses and the educational system to link the non-institutional knowledge/technology with the educational institutions to ensure state-of-the-art knowledge and respond to the current needs in the industry</li> <li>• Supporting SMEs with lifelong learning</li> </ul>

*Table 18: List of former type of action points to address the skills needs within WSNR*

The latter action points were themselves grouped into two categories and include those focused on communication and awareness, and on collaborative efforts and networking. For communication and awareness, the following points are listed within the Report:

- Creating communication material (infographics, web-banners, etc.)
- Uploading the report and summary onto the EPICUR website
- Sharing the report within the EPICUR community and involved work packages (WPs)
- Organising events for presenting this report to internal and external stakeholders
- Creating and sharing a summary of the report at various conferences
- Sending the report to academic/administrative members of the 9 universities
- Promoting the report in relevant fora.

For collaborative efforts and networking, the Report contains the following points:

- Using the Report:
  - for creating joint courses among the 9 universities
  - as a driver for the implementation of EPICUR-SHAPE-IT tasks and activities, thereby creating conditions for those tasks to be addressing the needs identified in the Report
  - as a ground for dialogues with various stakeholders in the political systems in the nine eco-systems
- Co-creation of workshops and courses addressing the soft skills need
- Career guidance in line with the EPICUR Lifelong Learning Policy and taking skills gap into consideration
- Knowledge sharing on career guidance between the partner universities
- Creating a common database/forum for cooperation dialogue within the framework of employability and entrepreneurship activities of WP 5 of the EPICUR-SHAPE-IT project
- Using the Report as a basis of a dialogue between members of the 9 universities in order to create joint offerings (especially when that concerns the EPiC TLC Teaching and Learning Centre – and teacher

professionalisation through it – in WP 4, Lifelong Learning Centre in WP 5, and the EPiCUR Hubs in WP 6 of the EPiCUR-SHAPE-IT project)

The goal now is to implement as many of these actions points as possible. The E&E working group will continuously monitor and discuss ways to do so before M48 corresponding to the end of the EPiCUR-SHAPE-IT phase.

## 7. CONCLUSION

With its focus on various Entrepreneurship and Employability activities, the EPICUR-SHAPE-IT project has been and will continue to be working on building skills with society. The work done so far, outlined within the scope of this document, attests to both the results of inter-partner collaboration and to the potential of joint outreach to the surrounding world that EPICUR will continue to harness.

The portfolio contains a number of specific offerings for students that focus on enhancing particular skills and competences. As exemplified above, these have included already piloted offerings (like the SDG: *Just Do It* summer camp) and offerings that have been conceptualised but not implemented at the time of the submission of this Deliverable (for example, Teacher Touring Industry Programme). With this ever-expanding set of activities, the EPICUR partners will continue working on preparing the students for their life after studies and on contributing to the Europe-wide efforts of focusing on the issues related to re- and up-skilling. This is complemented by tools and resources the partners have developed that are aimed at easing the interaction with the surrounding world—either through internships (via the EPICUR Internship Portal) or through an overview of concrete needs in terms of workforce skills in the EPICUR regions (with the Workforce Skills Needs Report).

In order to systematise their common approach to these skills challenges, the partners, within the scope of their work on this Deliverable, agreed on a Common Competence Framework that will serve as a basis for all joint entrepreneurship and employability activities. The Framework builds upon the various competence frameworks used by the partners and upon the joint work within the scope of the Workforce Skills Needs Report. Its purpose is to solidify and standardise skills focus across the Alliance at least when it comes to joint E&E activities. That way, each student signing up for an EPICUR E&E offering knows exactly what they get in return. Moving forward, all joint E&E activities will be built around the Common Competence Framework.

Aside from unifying the skills approach, the partners also have taken a step towards standardising the impact measurement of the joint activities. For this reason, they created a common self-assessment tool that students will be able to use both immediately prior to the start and immediately before the end of an EPICUR E&E activity. This will serve a dual purpose – for participants, it ensures that they reflect on skills and competences they have and will acquire, as well as on how those competences can be applied outside of a classroom; for the EPICUR partners, it will provide concrete data on how the joint activities are (at least subjectively) impacting those involved in them as participants. This self-assessment tool has been built on individual tools used at different EPICUR universities, and in turn will contribute to creating a Data Monitoring Application and the EPICUR Impact Observatory.

An overview of future activities is also provided within the scope of this Deliverable. Aside from outlining specific Task-related plans, its goal is to note the practical ways in which the partners will sustain their collaboration for the duration of the EPICUR-SHAPE-IT project (and beyond).

Thus, the portfolio, while already offering a number of tools, offerings and resources that provide value for students and other stakeholders and target groups, will continue to be expanded upon. By the end of the EPICUR-SHAPE-IT project the EPICUR Alliance will be benefitting from both a network of joint E&E infrastructure and from an array of various E&E skills-oriented offerings. With this portfolio, the EPICUR Alliance reasserts itself as a key stakeholder in the Europe-wide conversation on the role of skills and the challenge of competitiveness.

## 8. ANNEXES

### 8.1. Annex 1: Policy context

#### 8.1.1. European Universities Alliances initiative

At the Gothenburg Summit in 2017, European Union (EU) leaders set out a vision for education and culture. In its December 2017 conclusions, the European Council called on EU member states, the Council and the Commission to take forward a number of initiatives, including strengthen strategic partnerships across the EU between higher education institutions and encourage the emergence, of "European Universities", consisting of bottom-up networks of universities across the EU that will enable students to obtain a degree by combining studies in several EU countries and contribute to the international competitiveness of European universities.

European Universities are transnational alliances that will lead the way towards the universities of the future, promoting European values and identity, and revolutionising the quality and competitiveness of European higher education. The European Universities are also a flagship initiative for the construction of the European Education Area.

#### 8.1.2. EPICUR Alliance: European Partnership for an Innovative Campus Unifying Regions

EPICUR, the European Partnership for an Innovative Campus Unifying Regions, is a first-generation European University Alliance, dedicated to shaping European Society in Transition through the development of collaborative inter- and transdisciplinary teaching and learning.

The EPICUR Alliance's core ambition is to transform education, research and transfer practices and opportunities across its member universities in order to develop original cutting-edge solutions and train new generations of European change makers able to shape a European society in transition and help overcome the daunting challenges.

EPICUR brings together the distinctive and complementary forces of its 9 member universities as well as the experience and creative potential of their regions. Its knowledge-creating teams are joining forces to work on some of the most demanding global challenges of our days, including EPICUR’s initial priority areas Sustainable transformation, European values, Global health and Future intelligence. Such an endeavour requires interdisciplinary approaches and strong connections with regional academic and socio-economic ecosystems. EPICUR therefore must create a polycentric network of mutually empowering regional knowledge hubs future-proofed for tackling these global challenges.

### 8.1.3. Partners of the Alliance

Institution name and acronym	Country
<b>Université de Strasbourg (UNISTRA)</b>	France
<b>Uniwersytet im. Adama Mickiewicza w Poznaniu (AMU)</b>	Poland
<b>Aristotelio Panepistimio Thessalonikis (AUTH)</b>	Greece
<b>Universität für Bodenkultur Wien (BOKU)</b>	Austria
<b>Karlsruher Institut für Technologie (KIT)</b>	Germany
<b>Université de Haute-Alsace (UHA)</b>	France
<b>Albert-Ludwigs-Universität Freiburg (ALU-FR)</b>	Germany
<b>Universiteit van Amsterdam (UvA)</b>	The Netherlands
<b>Syddansk Universitet (SDU)</b>	Denmark

### 8.1.4. Overview of the EPICUR-SHAPE-IT project

The EPICUR Alliance has won the second call for application of the European Universities Initiative by the European Commission and has therefore been tasked to roll out its successful pilot phase (2019-2022). The EPICUR-SHAPE-IT project involves all nine EPICUR partner universities and runs from November 2022 to October 2026 with a potential extension for two more years.

Following a stepwise approach to secure deeper and wider cooperation, EPICUR will move from the pilot project-based management approach (Phase 1) to a structural integration of policies and activities (Phase 2), paving the way for

sustainable long-term cooperation in a whole-of-institution framework (Phase 3).

The EPiCUR-SHAPE-IT work plan has been structured to implement the Phase 2 transformation strategy by combining a limited number of work packages closely articulated with EPiCUR's core missions. Drawing on EPiCUR's key pilot phase achievements, the 7 work packages have been designed to achieve:

- **An agile and inclusive governance** integrated with member universities' bodies and ensuring quality assurance and buy-in within Alliance communities (WP1), together with a comprehensive impact assessment policy (WP7)
- **Support infrastructures and services for digital cooperation (WP3) and mobility (WP2).**
- **A vision articulating purpose, formats and procedures** for education (WP4), research- and transfer-oriented training (WP6) and societal engagement (WP5).

## 9. ANNEX 2: E&E RESOURCES AND INFORMATION

### 9.1.1. Entrepreneurial and Employability Services

University	Link to entrepreneurial / incubation service	Link to career services
<b>AMU</b>	<a href="https://biurokarier.amu.edu.pl/https://biurokarier.amu.edu.pl/english">https://biurokarier.amu.edu.pl/https://biurokarier.amu.edu.pl/english</a>	<a href="https://biurokarier.amu.edu.pl/english">https://biurokarier.amu.edu.pl/english</a>
<b>AUTH</b>	<a href="http://walk.auth.gr">walk.auth.gr</a>	<a href="https://career.auth.gr">https://career.auth.gr</a>
<b>BOKU</b>	<a href="https://base.boku.ac.at/">https://base.boku.ac.at/</a>	<a href="https://alumni.boku.wien/site/de/home">https://alumni.boku.wien/site/de/home</a>
<b>KIT</b>	<a href="https://kit-gruenderschmiede.de/">https://kit-gruenderschmiede.de/</a> <a href="https://www.makeit.kit.edu/index.php">https://www.makeit.kit.edu/index.php</a>	<a href="https://www.irm.kit.edu/careerservice.php">https://www.irm.kit.edu/careerservice.php</a> <a href="https://www.careerserviceportal.kit.edu/de">https://www.careerserviceportal.kit.edu/de</a> <a href="https://www.irm.kit.edu/recruiting/employer-branding.php">https://www.irm.kit.edu/recruiting/employer-branding.php</a> <a href="https://www.hoc.kit.edu/">https://www.hoc.kit.edu/</a> <a href="https://www.karrieremesse.kit.edu/english/index.php">https://www.karrieremesse.kit.edu/english/index.php</a>
<b>SDU</b>	<a href="https://mitsdu.dk/en/startup">https://mitsdu.dk/en/startup</a> <a href="https://www.sdu.dk/en/om-sdu/fakulteterne/teknik/omfakultetet/dreamlab">https://www.sdu.dk/en/om-sdu/fakulteterne/teknik/omfakultetet/dreamlab</a>	<a href="https://mitsdu.dk/en/karriere">https://mitsdu.dk/en/karriere</a>
<b>UFR</b>		<a href="https://www.studium.uni-freiburg.de/de/studierendenservices/berufseinstieg/jobteaser">https://www.studium.uni-freiburg.de/de/studierendenservices/berufseinstieg/jobteaser</a> <a href="https://www.studium.uni-freiburg.de/de/studierendenservices/berufseinstieg/hochschulteam-agentur-arbeit">https://www.studium.uni-freiburg.de/de/studierendenservices/berufseinstieg/hochschulteam-agentur-arbeit</a> <a href="https://uni-freiburg.de/en/topics-in-focus/sustainability-at-the-university-of-freiburg/sustainability-innovation-campus/">https://uni-freiburg.de/en/topics-in-focus/sustainability-at-the-university-of-freiburg/sustainability-innovation-campus/</a>
<b>UHA</b>	<a href="https://www.uha.fr/fr/insertion-professionnelle/entrepreneuriat-etudiant.html">https://www.uha.fr/fr/insertion-professionnelle/entrepreneuriat-etudiant.html</a> <a href="https://etena.u-strasbg.fr">https://etena.u-strasbg.fr</a>	<a href="https://www.uha.fr/fr/formation-1/orientation-decouverte-des-formations-1">https://www.uha.fr/fr/formation-1/orientation-decouverte-des-formations-1</a>
<b>UNISTRA</b>	<a href="https://etena.u-strasbg.fr/">https://etena.u-strasbg.fr/</a>	<a href="https://espace-avenir.unistra.fr/">https://espace-avenir.unistra.fr/</a> (only available in French) <a href="https://alumni.unistra.fr/fr/">https://alumni.unistra.fr/fr/</a>
<b>UvA</b>	<a href="http://www.recimpact.nl">www.recimpact.nl</a>	<a href="https://www.career.UvA.nl">https://www.career.UvA.nl</a>

### 9.1.2. SDG: *Just Do It* – Code of Conduct

#### Preamble

At the level of the EPICUR Alliance, we strive to foster an inclusive, friendly, welcoming and open environment. This extends to all of the activities organised as part of the project, including the EPICUR summer camp: SDG – *Just Do It*.

This is why, during the summer camp, we commit ourselves to these key values:

- Trust – we believe in and empower each other
- Respect – we treat others as we would like to be treated
- Open – we share our thoughts and knowledge
- Curiosity – we are eager to learn and dive into the unknown.

With these values in mind, we want to offer the SDG: *Just Do It* participants a code of conduct that specifies a baseline standard of behavior so that people with different backgrounds can work together.

This Code of Conduct is based on the Contributor Covenant, as described in <https://www.contributor-covenant.org/>.

## **Our Pledge**

We as organisers and participants want to make participation in SDG – *Just Do It* a harassment-free experience for everyone, regardless of age, body size, visible or invisible disability, ethnicity, sex characteristics, gender identity and expression, level of experience, education, socio-economic status, nationality, personal appearance, race, religion, or sexual identity and orientation.

We pledge to act and interact in ways that contribute to an open, welcoming, diverse, inclusive, and healthy community.

## **Our Standards**

- Examples of behavior that contributes to a positive environment include:
- Demonstrating empathy and kindness to other people
- Being respectful of differing opinions, viewpoints, and experiences
- Giving and gracefully accepting constructive feedback
- Being curious towards the unknown and different
- Being open to new learnings and experiences

- Accepting responsibility and apologising to those affected by our mistakes, and learning from the experience
- Focusing on what is best not just for us as individuals, but for the overall community.

Examples of unacceptable behavior include:

- The use of sexualised language or imagery, and sexual attention or advances of any kind
- Trolling, insulting or derogatory comments, and personal or political attacks
- Public or private harassment
- Publishing others' private information, such as a physical or email address, without their explicit permission
- Other conduct which could reasonably be considered inappropriate in a professional setting.

## **Enforcement Responsibilities**

### **- Enforcement Responsibilities**

Organisers of the summer camp are responsible for clarifying and enforcing the standards of acceptable behavior and will take appropriate and fair corrective action in response to any behavior that is deemed inappropriate, threatening, offensive, or harmful.

### **- Scope**

This Code of Conduct applies throughout the duration of the EPiCUR summer camp: SDG – *Just Do It*.

## - **Enforcement**

Instances of abusive, harassing, or otherwise unacceptable behavior, can be reported to:

- [Name and contact email – removed in the annex due to privacy concerns]
- [Name and contact email – removed in the annex due to privacy concerns]
- Helene Fast Seefeldt – hefs@sdu.dk
- Yurii Chipko – yuchi@sdu.dk

All complaints will be reviewed and investigated promptly and fairly.

The review process is done with full respect for the privacy and security of the reporter of any incident.

## - **Attribution**

This Code of Conduct is adapted from the Contributor Covenant, version 2.0, available at

[https://www.contributor-covenant.org/version/2/0/code\\_of\\_conduct.html](https://www.contributor-covenant.org/version/2/0/code_of_conduct.html).

This Code of Conduct will be maintained and reviewed by the team listed in the Enforcement section of this document.

### 9.1.3. SDG: *Just Do It* – Self-assessment form

As noted in Section 3.2.1, an adapted version of the self-reflection form was developed for the SDG: *Just Do It* summer camp in 2023 (T5.5.2 and MS35). The

participants were requested to fill in the form twice – once before the start of the summer camp, and once after the end of all the summer camp activities.

The form focuses on two factors – competences and motivation, and cultural understanding and values, with 4 related questions per section (8 questions in the self-reflection form in total).

The form was specifically tailored to the summer camp and its focus area (which is reflected, for example, in the focus on sustainability in some of the questions). It was used in the summer camp conducted fully in-person, and, therefore, has not been tested in hybrid or online EPiCUR activities. However, its content, structure and format could be replicated for a joint self-assessment tool.

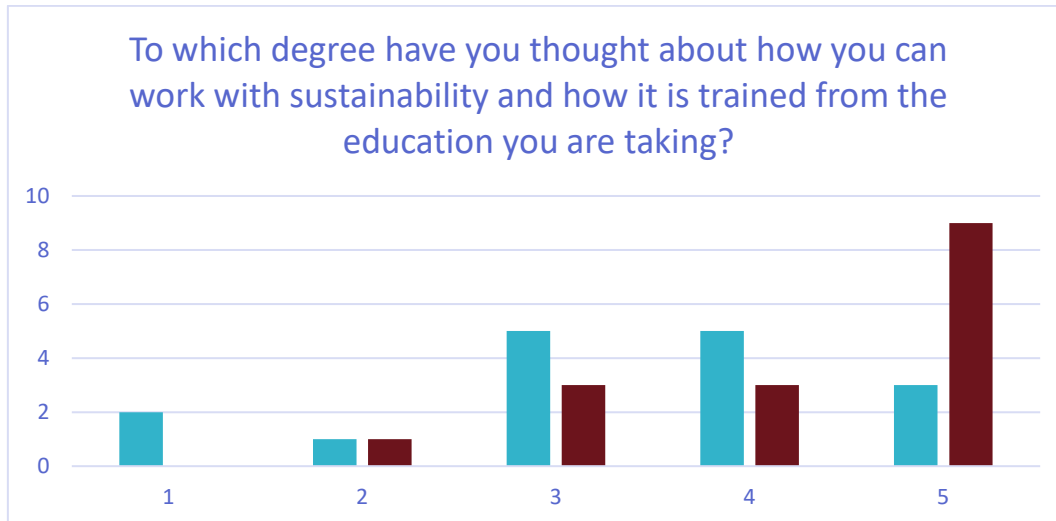
The first section of the reflection form was centred around motivation and competences, whereas the second section was about cultural understanding and values.

The participants were asked to rate the questions from 1 (low degree) to 5 (high degree) at the beginning of the event and at the very end of the event.

Below are the 8 questions that were asked:

<b>Motivation and competences</b>	
1.	To which degree do you have <b>knowledge</b> about which competencies you bring from/have gained in your study program?
2.	To which degree have you thought about how <b>you can work</b> with sustainability and how it is trained from the education you are taking?
3.	To which degree do you feel <b>motivated</b> to contributing to solving societal challenges?
4.	To which degree do you feel that you can <b>contribute</b> to solving societal challenges? (Think about how you utilize your personal experiences, general academic competencies and course related competencies)
<b>Cultural understanding and values</b>	
5.	To which degree do you have <b>knowledge</b> about the cultural values you bring from/have gained from your background (Nationality and study field)?
6.	To which degree have you thought about how your cultural values can be <b>an asset</b> in your work?
7.	To which degree do you feel <b>motivated</b> to working in culturally diverse contexts in professional settings?
8.	To which degree do you feel that you <b>can work</b> successfully in a culturally diverse context?

The outcome was 8 visualisations of progression and outcome. Below is an example of the development from the question at first (light blue) to at the end of the event (dark red bars).



The reflection form made the students reflect and create awareness of the underlying competences and motivations and contributes to their understanding of their own learning.

#### 9.1.4. BOKU – Self-reflection form

For the entrepreneurial activities, variations of the reflections form was used in the Sustainability Challenge, which is a service-learning and start-up track for students at BOKU: <https://www.case-ka.eu/index.html%3Fp=3140.html> . This course is described in detail here: <https://sc.rce-vienna.at>

To monitor and follow the development of an entrepreneurial mindset, BOKU uses the following app:

- <https://www.intrinsic.eu/entrepreneur-monitoring-app.html>
- <https://www.intrinsic.eu/index.html#Resources>

### 9.1.5. AUTH – Self-reflection form

Evaluation of Career Counseling Workshops:

<https://docs.google.com/forms/d/e/1FAIpQLSduZlqWazDVwsEgNg46ZpPDVI6k9AY3X8ZCT6r-DuuKcYxowA/viewform>

Evaluation Form of online entrepreneurship workshop:

[https://docs.google.com/forms/d/e/1FAIpQLSfSdE\\_CAKLY9xwgsHklrhxMFp6wcatnTEJEm6mLYdVLIR5l4A/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfSdE_CAKLY9xwgsHklrhxMFp6wcatnTEJEm6mLYdVLIR5l4A/viewform)

### 9.1.6. Service Learning (T5.4) reflection paper (individual task)

<< Project Title >>

<< Name (with matriculation number): YYY; email contact >>

**ABSTRACT** (max. 350 words): A summary (abstract) should consist of about 350 words and give an overview of the aims of your project, the applied methods/measures and main results and conclusions.

Formal requirements:

- 1.500 words;
- *Individual reflection paper due to the end of semester*
- *Use your individual and collective protocols of group meetings/ research diary to discuss your own learning process/experience*

## STRUCTURE REFLECTION PAPER

### 1. TARGET PERFORMANCE ANALYSIS OF PROJECT STATUS

Reflection about the project status/progress/development in terms of set project expectations, aims and measures

*“Which aims did you set in the project and which measures did you already reach?”*

### 2. STRENGTH AND WEAKNESSES

Elaborate on the strengths, weaknesses and challenges of your project and analyse some concrete examples and situations

*“Give some positive and negative examples! Where do you see potential for improvement?”*

### 3. COOPERATION WITH STAKEHOLDER(S)

Discuss the cooperation within your group and with the stakeholder(s)

*“Give some positive and negative examples! Where do you see potential for improvement?”*

How did the project change over time, particularly your own perspectives, expectations and measures as well as the ones of your group and the stakeholder(s).

Discuss the dynamics between individual and collective learning processes in your group!

#### 4. FUTURE OUTLOOK AND CONCLUSION/COOPERATION WITH STAKEHOLDER(S)

Emphasize some highlights and pitfalls of your project's evolutionary development!

*"What did you learn in this process? What is your impression about the stakeholder's learning process"*

Are there any planned changes concerning the role of the stakeholder(s) due to the project?

## 10. BIBLIOGRAPHY

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