



IO1 methodological guide & good practice collection (IO1)

TRANSNATIONAL MEETING
AND
EXPERT WORKSHOP ON RMA TRAININGS

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Venue: *Porto*

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Objective

Define and analyse the **possible adaptation of good practices in the field of training RMAs** with a special regard to countries performing better in research, innovation and educational programmes.



Input for other IOs

Methodological Guide (IO1): implementation steps and structure

STEP 1: desk research

Collection and analysis of good existing practices

STEP 2: C1 implementation

Joint Staff Training Event (M4)

STEP 3: IO1 development

Methodological guide & good practice collection (M6)

STEP 1: Collection and analysis of good existing practices

- **Area of research:** EU and non-EU countries with a special focus on those ones performing better in EU-funded projects to launch programmes for potential RMAs.
- **Quantitative analysis:** circulation of **surveys, online questionnaires and interviews** among training organisations working on EU educational and research projects, universities, experts for the identification of gaps and obstacles that RMAs have to face with + identification of good practices.
- **Research** on existing educational and training programmes, tools and methods for the empowerment of potential RMAs.

Goal: Identification of conditions, skills and competences that potential RMAs need to acquire for the preparation and implementation of excellent European projects.

- **Qualitative analysis:** **Experts dealing with trainings for RMAs will be reached out** and asked to give info on the composition and main features of these trainings; 5-10 of those experts will be interviewed to learn more about the methodology and impact of the training.

Goal: Final elaboration of the data collected according to target needs and countries of research/analysis

STEP 1: Target Players

We contacted key players and stakeholders involved in RMAs activities such as:

- ARMA and Association of University Research and Industry Links (AURIL) - UK;
- DARMA - Denmark,
- FINN-ARMA - Finland,
- ICE-ARMA - Iceland,
- AURAM - Austria,
- BAK - Germany,
- ARMA-NL – Netherlands
- PIC-PT- Portugal
- EARMA (European Association of Research managers and Administrators)
- BESTPRAC



Results of interviews

- Can If you give more details about the training? (structure, length, prerequisites for participants)? Who were the trainers?
 - 14 answers

Workshop for RMA in the frame of Bestprac COST action

I have delivered and developed training for RMAs in the UK, Southern Africa, Thailand and India. In the UK as a Board member of ARMA I developed our professional qualifications and also deliver informal 1 day training events

I am doing training for newcomers to RMA in Denmark (3 days course) offered bi-annually since 2007 I am doing training for Leaders in RMA in Europe, EARMA Leadership Event, an annual course for Leaders in research, 2 days training, offered annually since 2015

Results of interviews

- Concerning the content structure of the given training, what was the proportion of "research" related units (research theories, research and analysis methods, research planning etc.) and of "management" related units (related to e. g. financial, communication, application writing etc. skills)?
 - 14 answers

These are all management related units

30 % 70%

95 % of the training was on management

At least 50 % of the training is usually dedicated to legal, financial reporting and administrative rules. about 30% to proposal writing, 20% to Research related units. Not much focus on Research planning and Research and analysis methods

Results of interviews

- What was the certification levels of these trainings?
 - 7 answers

no certificate issued

No certification

No certification, just declaration of participation.

Results of interviews

- How did you decide the structure of the content, the topics of the training?
 - 10 answers

Consultation from across experienced RMAs who are in a position to recruit to their organisation. An understanding of the current research environment and what skills, behaviours and competencies are required in a RMA.

The topics and structure are decided by a survey of participants, and what they think they most need in their jobs, as well as trying to mirror the international landscape and topics.

By discussion with other trainers and talking to the participants to get to know what they need.

In collaboration with other RMA colleagues delivering the training, taking into account the needs of RMAs at large

Results of interviews

- Mention a good and a bad practice you faced as trainee.

- 18 answers

Lack of a structured approach to training

+: knowledgeable insightful trainer answering all questions to the point, deviating from his plan to cover all issues arising in group -: experienced manager running his how-to-manage show irrespective of level and interest of course participants, using examples from own history absolutely irrelevant to all trainees

*Good: Peer learning in groups
Bad: Death by PowerPoint.*

Good: Hands on participation in case studies for a particular aspect of research administration is far more effective than straight lecture approaches

Results of interviews

- Mention a good and a bad practice you faced as trainer.
 - 18 answers

commitment to RMA as a profession

+ active trainees, sharing their experience, asking questions no negative experiences

Good: great interaction with students that lead to longer term collaborations Bad: disengaged students... or ones expecting something else (bad advertising)

To keep audiences attention, need to break up educational style at different intervals. Team based training can help with this.

A good example is that the training that was so well organised on paper that the 4 trainers without sending the lectures back and forth everything fit together. a bad example is that I prepared a workshop and it totally did not match the participants, that was really bad and awkward.

Results of interviews

- Please, share a useful teaching method for RMAs you experienced in the past.

- 18 answers

interactive sessions

Case studies are effective tools

Interactive workshop, with case-study

hands on problem solving in case study / role play

Group work, mirroring real work scenarios

Working groups and exercises on specific topic

Results of interviews

- How these trainings should be adopted at research institutions?
 - 18 answers

to cover specific organisational roles & requirements (for administrators. language)

Training of RMA's should be recognized by management in terms of a) job description, b) title

We try to do it at national level but also do focused peer to peer training at the university sharing best practices but also worse

I have started multiple certification programs throughout my career at different institutions and a traveling training program as well. I've used multiple tools and methods adopted at research institutions.

STEP 2: Joint Staff Training Event (C1)

- **Goal:** collection of good and bad practices, methods, tools, experiences and information.
- C1 will be interactive applying different workshop modalities . Special focus will be put on the needs and possibilities of the universities in elaborating a training programme, so a strong consultation will take place with them (UNL, Sapiientia, Corvinus).
- **Target:** representative of associations of RMAs, teachers and professors dealing with education & training programmes for RMAs, funding advisors.

STEP 3: IO1 development

The outcomes of the desk research and of the Joint staff Training Event will provide the necessary input for the IO1 Methodological Guide & Good Practice Collection (**M6**).

The Methodological Guide will present and assess a comprehensive **set of existing training programmes and methodologies for RMAs** and check their usability.

STEP 3: main focus

- Confirming the **importance of training potential RMAs** at HEIs through the lack of HEI educational programmes;
- Identifying the **knowledge and skills** the students should acquire;
- **Making RMA attractive** and a possible career path for HEI students.

Deadlines

- Joint Staff Training Event (C1) → **M4** (8-10 January 2020)
- Methodological Guide (IO1 + **Milestone 1**) → **M6** (February 2020)





Thank you

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