



# Intellectual Output 2 (IO2): Curriculum

## Current status

2nd Transnational Meeting

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Venue: Porto

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## **IO2 Objective:** define the foRMAtion International Curriculum

*GOAL: Course of 2-4 accredited seminars for 2 semesters; each seminar 3-6 ECTS*

- **foRMAtion Curriculum: the framework (to be discussed today)**
  - Step 1 | Main principles and goals & Step2 | Main learning outcomes
- **foRMAtion Curriculum: the teaching units (until Sept 20)**
  - Step 2 | Learning outcomes, in terms of knowledge skills, attitudes and autonomy
  - Step 3 | Learning activities (teaching methods), development of curricula units
  - Step 4 | Structure
  - Step 5 | Evaluation

## *IO2: work developed & current status*

### 1. Preparatory tasks

- Horizon scanning: HEIs, Labour market, RMA training trends and needs
- Identification of UNL, Sapiientia and Corvinus Accreditation rules & procedures

### 2. Draft proposal

- Framework for the foRMAtion Curriculum



# Horizon scanning: HEIs, Labour market, RMA training trends and needs

## Preparatory tasks



## *IO2: HEIs trends and needs [main conclusions]*

- Demographic trends: decreasing total number of students, increasing cultural diversity and origin of the student population
- Workplace: globalisation and technology pressure HEIs to develop training offers that match the needs of the job market that asks for effective generic competencies development (transferable skills)

### Sources:

Santa, R. (2018). The Future of European Higher Education in an Age of Demographic Headwinds. In Curaj, A., Deca, L., Pricopie, R. (Ed.), European Higher Education Area: The Impact of Past and Future Policies (pp. 369-386). doi: 10.1007/978-3-319-77407-7



## *IO2: Labour market trends and needs [main conclusions]*

- Increasing **project-based employment** demand for ‘core’ business skills (**organisation, marketing, contract negotiation, and project management**)
- Success in the future workplace will require **ability to quickly adapt to changes**, excel in **collaborative working modes**, strong **analytical skills**, work across **different disciplines**, to **collaborate virtually**, and **cultural sensitivity**
- Employees are expected to shoulder more responsibility for skills development requiring **self-management** and the ability to promote your personal brand



## *IO2: RMA and HEIs training offers [main conclusions]*

- Apart from the Anglo-Saxon world, educational programs for RMAs are scarce
- Existing programs focus on post-graduates or professionals

### Sources:

Virág, Eniko; Zsár, Virág, Balázs Zsuzsanna (2019); HÉTFA - Research Management and Administration: a professional still to be formalized. HÉTFA - Research Institute and Center for Economic and Social Analysis



## IO2: Accreditation rules & procedures

*GOAL: foRMAtion course shall consist of 2-4 accredited seminars for 2 semesters; each seminar shall represent 3-6 ECTS*

	UNL, Portugal	Corvinus, Hungary	Sapientia, Romania
Length of training	Long (one or two semester)	Long (one or two semester)	Long (one or two semester)
Possible to be structured in modules? Possible to be a tailor-made ?	Yes Yes	Yes No	No No
Possibility to integrate different students levels?	Yes	No. This course is for BA students.	Yes



## IO2: Accreditation rules & procedures

	UNL	Corvinus	Sapientia
Minimum number of trainees	7	20	2
Online Platform for educational purposes/ materials	Moodle, but not mandatory to use any platform	Moodle, but not mandatory to use any platform	NEPTUN, but open to other solutions
ECTS	3 ECTS = 3 hours per week for 1 semester (12 weeks)	3 ECTS = 1,5 hour per week for 1 semester (12 weeks)	N/A

## *foRMAtion accreditation: UNL proposal*

- Tailor-made course?
  - No (not possible in Corvinus)
- Target?
  - 1° cycle students of all areas, but open to other studies cycles and to early stage RMAs (in Corvinus courses for BA students only)
- Duration?

36 hours of training in total divided into two seminars

  - 1 seminar per semestre with 3 ECTS each (using Corvinus definition of ECTS)



# IO2: first proposal of foRMAtion Curriculum

## NOVA's team Brainstorming



# *First Curriculum proposal*

## **1. Proposal of framework for the foRMAtion Curriculum that showcases:**

- Focus on knowledge and transferable skills -> to be developed with a Problem-Based Learning (PBL) approach
- European focus
- Real case contexts

## **2. Identification of a set of knowledge topics and transversable skills**

- important for the diversity of tasks of RMA's, but also
- relevant for HE students with different background/ career options

## **3. Selection of a group of interrelated topics**

- covering different areas of RMA's expertise, but also
- broad enough to be adequate/ interesting for the students with different backgrounds (with no previous experience)

# Curriculum framework

*Transferable skills*



*Main Goal*

**Engaging with the international Research and Innovation Ecosystem**

*Knowledge topics*



**Learning Unit**



# Transferable Skills

- Management (conflicts, teams, tasks/time, ...)
- Accuracy - attention to detail
- Adaptability /multi-tasking
- Problem-solving
- Critical thinking
- Creativity - developing new initiatives/ solutions

- Interpersonal / Team working
- Networking / Collaboration
- Communication
- Negotiation / “RMA as broker”
- Emotional Intelligence
- Cultural sensitivity
- Coaching / Mentoring
- Influence / Leadership

Other sources:

[BESTPRAC Research Support Staff Framework](#)  
[Horizon Scanning and Scenario Building: Scenarios for Skills 2020](#)  
[OECD Report - Effectiveness of Research and Innovation Management at Policy and Institutional Levels](#)  
[Researcher Development Framework](#)

# Knowledge Topics

(most relevant)

- Information search
- Management (information, finance, infrastructures, resources,...)
- Analysing
- **Synthesising**
- **Evaluating**
- Project planning and management

Research methodologies, research design

- Negotiation: legal and financial aspects
- Proposal writing
- Horizon Scanning - identifying trends and new opportunities
- Strategy development - formulating policy direction
- Knowledge transfer - to society, economy,...

Other sources:

[BESTPRAC Research Support Staff Framework](#)

[Horizon Scanning and Scenario Building: Scenarios for Skills 2020](#)

[OECD Report - Effectiveness of Research and Innovation](#)

[Management at Policy and Institutional Levels](#)

[Researcher Development Framework](#)

## 1. Funding frameworks and policy

- Public policy: research policy and landscape
- Funding schemes and their roots (historical and policy context)
- Cross cutting issues
- Missions approach
- The role of RMAs

## 2. Project Planning and Management

- Management and Financial tasks within the project life-cycle
- Legal issues: Grant Agreements and Consortium Agreements
- Grant Writing (pre-award tasks linked with the project sustainability plan)

## 3. Research impact and Engagement with the Society

- Communication, Dissemination and Exploitation planning
- Knowledge and Tech transfer: Innovation
- Engaging Stakeholders

## 4. Governance, Strategy and Lobby in R&I

- Leading teams
- Institutional governance and strategy
- The new role of Science Diplomacy - influencing R&I policy (national and international)





# foRMAtion Curriculum: the Framework

<p>Communication Networking Critical-thinking Adaptability</p>	<p>Negotiation Management Multi-tasking/ adaptability Problem-solving</p>	<p>Communication Networking Negotiation/ "RMA as a Broker"</p>	<p>Leadership Management Networking Negotiation</p>
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*Transferable skills*

*repetition of key skills in different Learning Units linked to the subject areas*

## Engaging with the international Research and Innovation Ecosystem

<p>Funding Frameworks and Policy</p>	<p>Project Planning and Management</p>	<p>Research impact and Engagement with the Society</p>	<p>Governance, Strategy and Lobby</p>
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*Knowledge*  
*Interrelated case based European focus broad overview*

Research methodologies, research design?



# *foRMAtion Curriculum: the learning outcomes*

*2 seminars to be tested in the 3 HEIs*

## Seminar/module 1

### **Learning outcome:**

To understand the current international funding frameworks analysing the main programmes and schemes, their genesis and underlying policy, while developing critical-thinking and adaptability skills

## Seminar/Module 2

### **Learning outcome:**

Describe the R&I project life cycle, use and construct methodologies and tools for an effective project planning and management, while developing problem solving, negotiation, adaptability and management skills

## Seminar/Module 3

### **Learning outcome:**

Recognize key concepts and tools and select the adequate strategies to foster engagement and co-design of R&I with and for society, while developing communication, networking and negotiation skills

## Seminar/Module 4

### **Learning outcome:**

Identify and design strategies to intervene in the processes of policy-making of R&I at team, institution, national and international levels, while developing negotiation, leadership and networking skills



# Thank you!

2nd Transnational Meeting

*08 January 2020*

NOVA's team

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