AURORA Research and Innovation

Joint skills development framework

Deliverable 5.4

UNIVERSITY OF ICELAND

VU VRIJE UNIVERSITEIT AMSTERDAM

CBS COPENHAGEN BUSINESS SCHOOL HANDELSHØJSKOLEN

Palacký University Olomouc

UEA University of East Anglia

UNIVERSITÄT DUISBURG ESSEN

UNIVERSITAT ROVIRA i VIRGILI

universität innsbruck

UNIVERSITÀ DEGLI STUDI DI NAPOLI FEDERICO II

Document Information

Grant Agreement ID: 101035804
Project Title: **Aurora Alliance - Research and Innovation for Societal Impact**
Project Acronym: AURORA RI
Coordinated by: University of Iceland
Funded under: HORIZON 2020 - SCIENCE WITH AND FOR SOCIETY
Project Start Date: 1 October 2021; End date: 30 September 2024
Related work package: **WP 5: Empowering Human Capital**
Lead Organisation: Universitat Rovira i Virgili (URV)
Dissemination level: Public

List of Contents

Executive Summary

Work Package 5 (WP5) of the AURORA RI project aims to define a set of measures for strengthening human capital and individual resilience through career progress and reward, both for researchers and support staff. This document is the fourth deliverable for WP5 and is based on the work of Task 5.3 that aims to define a set of skills and competences needed to reinforce and empower researchers and researcher support staff.

The information gathered for this deliverable will feed into the final output of AURORA RI: the shared support plan for research and innovation within Aurora. By bolstering human capital in academia, the Aurora universities further enhance their excellence in research and innovation. This is in line with the European Commission priorities identified in the new European Research Area communication; the Horizon Europe missions; the European Digital Transformation; and the EU Green Deal.

Project Abstract

The AURORA RI project develops closer research and innovation support structures to complement the excellent research and innovation activities within the Aurora Alliance, a European Universities Initiative funded by the European Commission. It will further deepen and expand the cooperation among these universities and strengthen their identity as research-intensive universities dedicated to societal impact and engagement. The aim of Aurora RI is to develop a research and innovation support agenda framed by the Sustainable Development Goals (SDGs) and based on the four priority domains of the Alliance:

1. Sustainability and Climate Change;
2. Digital Society and Global Citizenship;
3. Health and Wellbeing; and
4. Culture: Diversity and Identity.

The project focus is to identify and achieve an understanding of best practices and policies on sharing research infrastructure and resources, cooperation on open science and entrepreneurial activity, empowering human capital, and mainstreaming citizen engagement. Throughout the project we analyse and map best practices already in place, learning from each other. We define barriers to cooperation at national and international level and find ways to overcome them where possible. The findings will create the basis for our Research & Innovation support agenda and will be shared with the other European Universities and beyond. The actions implemented during the project period aim at creating a platform for cooperation that will sustain beyond the lifetime of the project and equip researchers and students at Aurora Alliance Universities with a broad toolkit to conduct excellent research and disruptive innovation.

1. Introduction

To foster an innovative and thriving research and innovation (R&I) environment, it is crucial to reinforce and empower researchers and research support staff. This requires not only technical and subject-specific competencies but also a range of transferable skills that enable individuals to adapt to changing research landscapes, collaborate across disciplines and sectors, and communicate their findings effectively to various stakeholders.

→ Technical skills: Deep knowledge of one's field of study is a fundamental requirement for researchers. This includes an understanding of research methodologies, data analysis, and the use of specialized tools and technologies. Staying up-to-date with advances in these areas is crucial due to the rapid pace of scientific and technological developments.

→ Critical thinking and problem-solving: Researchers should be able to critically analyse and evaluate information, formulate sound hypotheses, and devise strategies to solve complex problems. These skills are essential in all stages of research, from the formulation of research questions to the interpretation of results.

→ Project management: The ability to manage projects efficiently, including planning, budgeting, time management, risk management, and resource allocation, is essential for conducting research. This also involves understanding funding mechanisms and being able to write successful grant proposals.

→ Communication skills: Effective communication is essential for disseminating research findings, engaging with the public, and collaborating with colleagues. This includes both written and verbal communication, as well as the ability to use digital communication tools and to present complex information in a clear and accessible manner.

→ Collaboration and teamwork: Interdisciplinary and intersectoral collaborations are increasingly important in R&I. Researchers should be able to work effectively in diverse teams and to navigate collaborations with colleagues from different disciplines, sectors, and cultural backgrounds.

→ Ethics and integrity: Researchers should have a solid understanding of research ethics and the principles of research integrity. This includes issues such as data protection, confidentiality, informed consent, and the responsible use of research findings.

For research support staff, in addition to technical competencies relevant to their specific roles, skills in areas such as project management, communication, and the understanding of research processes and funding mechanisms are particularly important.

There is a need to define the roles of research managers to professionalise their career path. This includes improving training and skills development of research management staff, to develop better research and innovation management capacity and guidance for researchers across the entire ERA, as well as pave the way towards institutional acknowledgement of the research management profession.

In this sense, the European Commission has funded two European projects that are currently being executed: the CARDEA project[1] and RM ROADMAP[2] and the European Research Area action 17[3].

By strengthening these skills and competencies, researchers and research support staff can contribute more effectively to the advancement of knowledge and innovation.

In this sense, a comprehensive training and skills development framework is essential to develop the skills and competences that can reinforce and empower these critical players in R&I:

1. Assessment and Identification of Skills Gap: The first step is to understand the existing skills and identify gaps in competencies among researchers and research support staff. This can be achieved through skills audits, self-assessment tools, and performance reviews.

2. Creating and/or updating Training Programs:

    a. Technical Training Programs: Technical skills are the bedrock of any research profession. Programs should be put in place to ensure continuous learning and updating of skills in specific fields of study, research methodologies, data analysis, and use of specialized tools and technologies.
    b. Critical Thinking and Problem-Solving: These core research skills can be developed and refined through workshops, seminars, and problem-based learning activities. Participants can practice formulating hypotheses, designing experiments, analysing data, and solving complex problems.
    c. Project Management: Effective project management is crucial for research. Courses focusing on planning, time management, risk assessment, budgeting, and resource allocation can enhance researchers' abilities to manage their projects successfully.
    d. Communication Skills: Researchers and research support staff need to communicate effectively with various stakeholders, including colleagues, funders, policymakers, and the general public. Communication skills training can include scientific writing, public speaking, presentation skills, and using digital communication tools.
    e. Teamwork and Collaboration: Given the interdisciplinary and intersectoral nature of modern R&I, fostering a culture of collaboration is critical. Workshops on effective teamwork, conflict resolution, and intercultural communication can help in this regard.
    f. Ethics and Integrity: Seminars on research ethics, responsible conduct of research, data protection, and confidentiality are vital to ensure that all research activities are conducted with integrity.

3. Career Development Support: Finally, the framework should provide support for career development, including mentoring programs, networking events, and guidance on career paths within and outside academia.

---

[1] Project ID: 101058572. https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/how-to-participate/org-details/960068462/project/101058572/program/43108390/details
[2] Project ID: 101058475. https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/how-to-participate/org-details/954279114/project/101058475/program/43108390/details
[3] https://era.gv.at/public/documents/4606/17_-_Enhance_public_research_institutions_strategic_capacity_explanatory_docum_4Fflm4c.pdf

The successful implementation of this framework requires the commitment of institutions, funders, and individuals to a culture of continuous learning and development.

2. Methodology

In this framework, we have focused on training for researchers as there are two European projects running for the skills development and training of research managers.

We have used the Researcher Development Framework (RDF) by The Careers Research and Advisory Centre (CRAC) as a reference methodology. The RDF provides a comprehensive structure for the skills and competencies considered essential for researchers and research support staff.
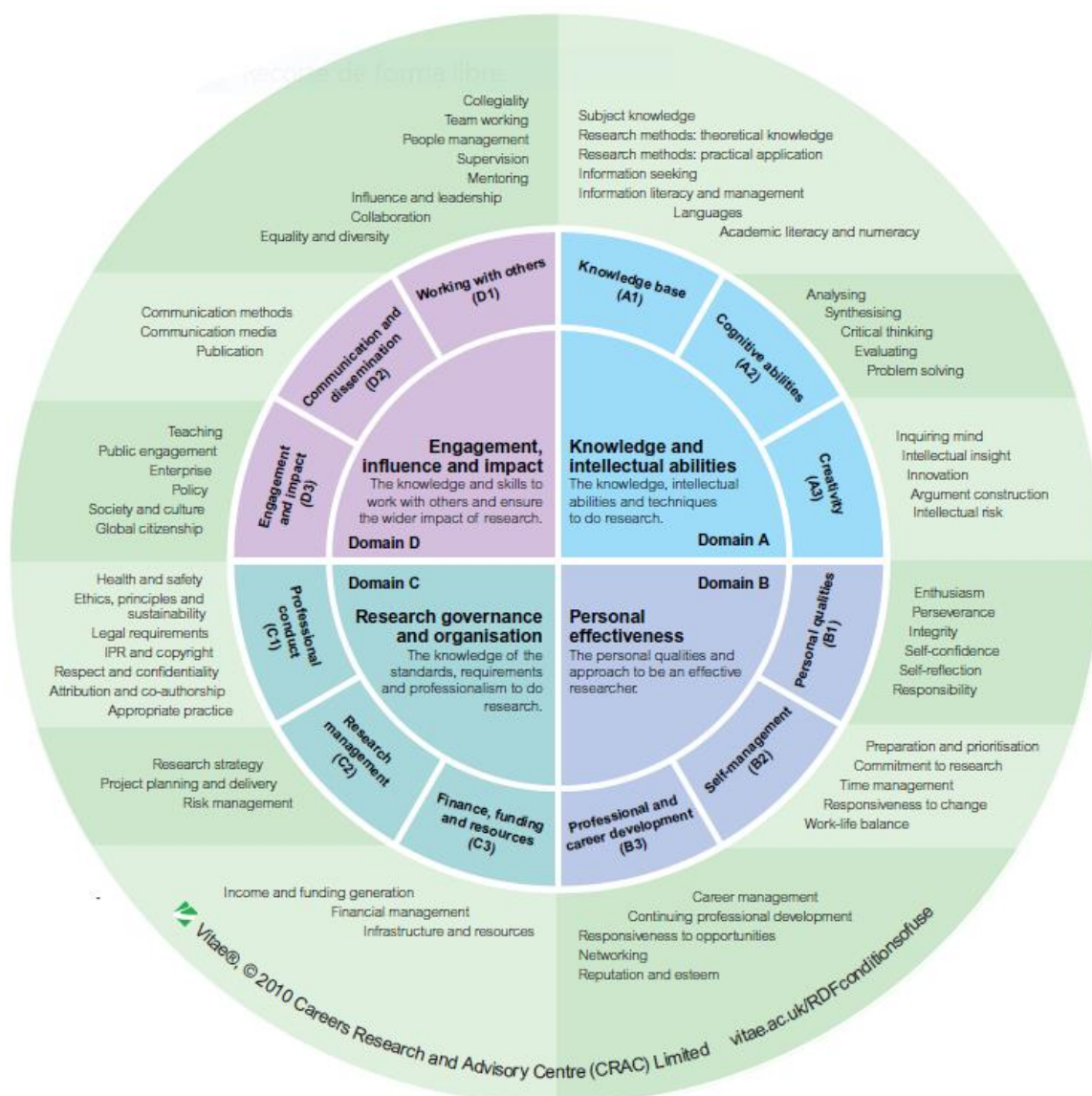
The RDF has been created from empirical data, collected through interviewing researchers, to identify the characteristics of excellent researchers expressed in the RDF as 'descriptors'. The descriptors are structured in four domains and twelve sub-domains, encompassing the knowledge, intellectual abilities, techniques and professional standards to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research.

For the development of the AURORA framework, we gathered information from courses oriented towards researchers delivered in our partner institutions.

Each course was mapped against the "descriptors" (see annex 1) of the RDF (giving them a number from 1 to 63). This process allowed us to establish clear links between the available courses and the development of specific skills and competencies outlined in the framework.

Afterwards, we related each of the training courses developed in the AUROURA Universities with the four domains (Knowledge and intellectual abilities, Personal effectiveness, Research governance and organisation and Engagement, influence and impact) of the RDF to analyse whether all of them were covered.

By aligning our courses with the RDF, we have created a pool of courses that are directly relevant to the needs of researchers and research support staff. These courses cover a wide range of skills and competencies, from research methods and project management, to communication skills and ethical research conduct.

This structured, strategic approach allows us to ensure that our courses are effectively targeting the areas of greatest need and potential growth. It also enables researchers and research support staff to clearly see how their professional development activities align with a broader framework of skills and competencies, thereby empowering them to take control of their own career progression.

3. Training courses

The training courses collected addressed to researchers, are listed in accordance to the four domain classification of the RDF. We have also identified the subdomains to which they belong.

Some courses have been considered to cover more than one domain.

A. Knowledge and intellectual abilities

Course name	SAGE Research Methods Core database
Partner	URV
Content	Overview of SAGE Research Methods Core[4], as well as a demonstration of different types of content and features of the platform. 1. General overview: what SAGE Research Methods is and what it can support with 2. Content and tools included in Core 3. Database usage demonstration 4. Interactive activity (on a current assignment or project the participants are working on) with feedback
RDF Sub-domain	Knowledge base
RDF Descriptors	Research methods: theoretical knowledge, Research methods: practical application, Information seeking, Information literacy and management

Course name	FEDERICAN THEATRE TRAINING WORKSHOP "The Wonder of the World"
Partner	UNINA
Content	The aim of the training is to stimulate creativity at work by proposing an out-of-work project. With the support of a theatre company, technical administrative staff, lecturers and students will be given the opportunity to express themselves. Through first improvisation, then the use of acting, rhythm, singing, body expression bodily expression, a dramaturgy and staging will be achieved at the end of the course that will see all participants involved
RDF Sub-domain	Creativity
RDF Descriptors	Inquiring mind

---

[4] Multidisciplinary database containing over 1,000 books, reference works, articles and videos on a wide range of qualitative and quantitative research methods for all disciplines.

B. Personal effectiveness

Course name	Performing under Pressure
Partner	UIBK
Content	The Roles Women Play • Identification of the roles and narrative people subscribe to • Alignment of values with self-image • Re-writing one's personal and professional narrative • Imposter syndrome Transforming the inner critic • Identifying what triggers our inner-critic • Reframing criticism and negative energy • Techniques to overcome stage fright and performance pressure Pitching oneself • How to create and elevator pitch • How to adopt it to different situations (networking, conferences, etc) Presence work • Body language • Power posting • Discovering and cultivating one's unique presence • Voicework • Being in the moment Presenting • Techniques for projecting confidence • Tips and trick actors use • Practice and assessment
RDF Sub-domain	Personal qualities
RDF Descriptors	Self-confidence, Self-reflection

Course name	Productivity shortcut session – Focus
Partner	UIBK
Content	Focus: How to improve your concentration and work better instead of harder The most productive people do not work long hours; they work with intense concentration on their most important tasks. This shortcut session is designed to help you sharpen your concentration skills. To this end, you will identify what prevents you to work concentrated and learn simple methods to increase your concentration and experience flow in your endeavours. These shortcut sessions are interactive and takes place in a relaxed atmosphere. It consists of discussions, individual and group

	exercises, and short presentations based on lectures. The inputs and methods taught in this workshop are easy to use, effective, and directly applicable to the participants' current situation.
RDF Sub-Domain	Self-management
RDF Descriptors	Preparation and prioritisation, Time management

Course name	Productivity shortcut session – Goals
Partner	UIBK
Content	Goals: Create an inspiring vision for your future Are you having trouble sorting out your priorities? Are you unmotivated and feel that your life is not on track? If you answer yes to these questions, you may need to work on your vision. Envisioning the future and setting long-term goals is essential to living a fulfilled life, maintaining motivation and overcoming obstacles. In this shortcut session, you will develop a vision of your future that fills you with joy and set concrete goals to make that vision a reality. These shortcut sessions are interactive and takes place in a relaxed atmosphere. It consists of discussions, individual and group exercises, and short presentations based on lectures. The inputs and methods taught in this workshop are easy to use, effective, and directly applicable to the participants' current situation.
RDF Sub-Domain	Self-management
RDF Descriptors	Preparation and prioritisation, Time management

Course name	Productivity shortcut session – Procrastination
Partner	UIBK
Content	Procrastination: Why do we put off important tasks (and how to stop doing it)? Procrastination is the act of putting off until tomorrow what you should be doing today. Almost half of graduate students report that they always or almost always put off writing their papers and 88% of the workforce admit that they procrastinate at least one hour a day. Procrastination is a common affliction that can have disastrous consequences. Those of us who practice it are well aware of its drawbacks. So why do we continue to procrastinate? In this shortcut session, you

	will discover why you procrastinate and what you can do to stop doing it. These shortcut sessions are interactive and takes place in a relaxed atmosphere. It consists of discussions, individual and group exercises, and short presentations based on lectures. The inputs and methods taught in this workshop are easy to use, effective, and directly applicable to the participants' current situation.
RDF Sub-domains	Personal qualities Self-management
RDF Descriptors	Perseverance, Preparation and prioritisation, Time management

C. Research governance and organisation

Course name	European Framework Program
Partner	UIBK
Content	This in-depth training introduces the EU's 9th Framework Program, Horizon Europe. The most important rules and requirements will be presented and illustrated by means of a typical application. The specifics and differences of the individual subprograms such as ERC and MSCA will be presented. In addition, the submission procedure via the online portal, the budgeting and the concrete design of the application will be discussed.
RDF Sub-Domain	Finance, funding and resources
RDF Descriptors	Income and funding generation

D. Engagement, influence and impact

Course name	DEI Training Program Modules 1-4 – Diversity, Equity and Inclusion
Partner	CBS
Content	Learning objectives – participant will increase: • Understanding of the concepts of diversity, equity and inclusion • Awareness of structural barriers • Understanding the elements of inclusive leadership • Capacity to work strategically with the promotion of diversity, equity and inclusion
RDF Sub-Domain	Working with others
RDF Descriptors	People management, Equality and diversity

Course name	Series of seminars: Student Diversity Roundtable
Partner	CBS
Content	Collaborative seminars aimed at:

	• Identifying ways to balance gender skewed programs, through attraction and retention of students • Exploring gender inclusive narratives • Exploring gender inclusive learning environments • Exploring the effects of course composition • Exploring collaboration with external stakeholders to project a more gender inclusive labour market
RDF Sub-Domain	Working with others
RDF Descriptors	Equality and diversity

Course name	Collaboration Principles and Process
Partner	UEA
Content	Collaboration can be difficult. As a word alone, collaboration seems abstract, conjuring up images of people always being together. On top of this, collaboration involves the complexities of human beings. Encouraging people to work together towards a shared mission may not be successful if you don't convey or provide an incentive. In this course, Prakash Raman dismisses the premise that collaboration is fixed, explaining that there is a wide spectrum of what teamwork and partnerships can look like, so you can begin to learn and experience the benefits of collaboration. First, he describes how to overcome common challenges. Next, he outlines ten principles, providing a checklist that helps participants to diagnose why their team may not be collaborating. Then, he reveals how they can systematically address the gap. Lastly, he shares how to operationalize collaboration through more effective meetings that are aimed at achieving the mission of their project or organization.
RDF Sub-Domain	Working with others
RDF Descriptors	Team working, People management, Collaboration

Course name	Organisational Culture from a Neuroscience Perspective
Partner	UP
Content	Universities just like organisations can thrive with empowered and engaged employees. Gallup's meta-analysis of decades brought the data: high engagement (meaning having a strong connection with one's work and colleagues, feeling like a real contributor,

	and enjoying chances to learn) leads to the most positive outcomes for both individuals and organizations. As the reward the organisation will receive higher productivity and better-quality impact.
	Building a culture of trust is what can make a meaningful difference. Employees in high-trust organizations seem to be more productive and energetic, cooperate better and stay longer than people working at low-trust companies. The purpose of the lecture is to share knowledge and experience how to foster trust by using neuroscience research.
RDF Domain	Working with others
RDF Descriptors	Team working

Course name	Teaching and Learning – Leveraging diversity in the classroom
Partner	CBS
Content	By participating in this course, you will: • Get an opportunity to reflect on what diversity in the classroom means for you and your students • Gain insights into research related to diversity and education • Develop a portfolio of tools to address students' needs as well as improve your teaching experience • Understand how blended learning can play a role in leveraging diversity • Know how to do a great start up and an impressive ending
RDF Sub-domains	Working with others Engagement and impact
RDF Descriptors	People management, Equality and diversity, Teaching

Course name	Challenges of Intercultural Communication
Partner	URV
Content	What is intercultural competence and intercultural communication? ▪ Intercultural challenges and opportunities of an international research career. ▪ How to bridge the cultural communication gaps: tools and models in practice. ▪ Case study, good practices and real examples (specially selected for the participants).
RDF Sub-domains	Communication and dissemination Engagement and impact

RDF Descriptors	Communication methods, Society and culture, Global citizenship

Course name	Science Communication. Communicating research to the media and the public.
Partner	URV
Content	■ Adapt scientific content to reach to broader audiences. ■ Reflect on the things we say without noticing. ■ Review new trends in science outreach.
RDF Sub-domains	Communication and dissemination Engagement and impact
RDF Descriptors	Communication methods, Communication media, Publication, Public engagement

Classification A and D

A. Knowledge and intellectual abilities
D. Engagement, Influence, and Impact

Course name	Scientific writing
Partner	UIBK
Content	Scientists are writers. Writing is how scientists communicate to the world their work and the initiatives they undertake. And it is their writing outputs that people judge to assess the quality of their research. Writing is one of the most important skills for a scientist, yet one of the most difficult to master. The present science writing workshop aims at helping junior and established researchers to develop their writing as a professional endeavour. The workshop is designed to provide concrete tools and methods to write efficiently as well as to develop their self-confidence, organization skills and a healthy lifestyle. The workshop provides scientists with • a core information about the structure of scientific articles, • a method describing the different steps of the writing process, • tips to address the challenges one encounters in this process • useful literatures to which participants can later refer to. The workshop consists in lecture-base presentations, discussions, and exercise directly applicable to the participants current writing projects. It is designed to improve their general knowledge and skills as well as to immediately bring them further in their ongoing work.

RDF Sub-domains	Knowledge base Communication and dissemination
RDF Descriptors	Academic literacy and numeracy, Communication methods

Course name	Deepening and measuring the societal impact of research
Partner	URV
Content	Visibility and transfer of research societal impact. ▪ Conceptualization of the scientific, policy and societal impact of research. Constructing social impact considering the accumulation of previous research results. ▪ Evaluation of the societal impact of research. ▪ Measuring the social impact of research. Increasing the societal impact of research through transformative methodology. ▪ Methodology and social transformation ▪ Techniques and methodological strategies to obtain greater social impact with our research
RDF Sub-domains	Cognitive abilities Creativity Engagement and impact
RDF Descriptors	Analysing, Critical thinking, Evaluating, Inquiring mind, Innovation, Policy, Society and culture

Classifications B and D

B. Personal effectiveness
D. Engagement, Influence, and Impact

Course name	Mastering Confident Presentations
Partner	UEA
Content	Giving a talk can be a career-defining moment. The key to a great presentation is confidence. Learn the difference between simply giving (and surviving) a presentation and delivering a confident and engaging talk your audience will love. In this training course, Chris Croft gives you a series of tips and tricks, emphasizing practical techniques you can use before and during a presentation to maximize its effectiveness. Learn how to calm your pre-talk nerves, practice proper body language, write effective openers, manage the time you're allotted, and close strong. Plus, find out how to get more out of PowerPoint and engage your audience by asking the right questions.

RDF Sub-domain	Personal qualities Communication and dissemination
RDF Descriptors	Self-confidence, Communication methods

Course name	Kaleidoscope Career Model and Gender Bias
Partner	UP
Content	Through advancing knowledge, the universities contribute to the well-being and prosperity of the whole society. However, it is mainly women in academia who have been widely known to experience challenges such as institutional barriers and family-related issues in developing their careers. Compared with men, women in academia have experienced extra pressures in coping with challengeable workloads and dealing with issues of work and family interaction, gender stereotypes and multiple roles in work and family domains. One of the next generation gender based career concepts, the Kaleidoscope Career Model (KCM), describes how individuals change the pattern of their career by rotating the varied aspects of their lives to arrange their relationships and roles in new ways. It was inspired by the alarming talent drain of highly trained women, largely working mothers, who choose not to aspire to the corporate executive suite in USA. It also aims to better understand women's needs in careers in order to help organizations make changes to better attract and retain female talent. The purpose of the lecture is to share inspiration of the model and its potential application to academic environment
RDF Sub-domain	Self-management Working with others
RDF Descriptors	Work-life balance, Equality and diversity

Course name	Soft Skills
Partner	UNINA
Content	A mainly distance learning course held by human resources experts, university lecturers specialised in psychology and engineering and management aimed at strengthening the soft skills of technical administrative staff. Using a participative methodology, the aim is to strengthen personal skills such as

	work self-efficacy and time management, and to deal with the relational and communication dynamics of small groups. Particular attention is given to the exercise of an appropriate leadership and followership style, relationship management, definition of shared goals.
RDF Sub-domain	Personal qualities Self-management Working with others Communication and dissemination
RDF Descriptors	Team working, People management, Influence and leadership, Communication methods, Preparation and prioritisation, Time management, Career management, Networking, Reputation and esteem

Classifications A and B and D

A: Knowledge and intellectual abilities
B. Personal effectiveness
D. Engagement, Influence, and Impact

Course name	Building High Performance Teams
Partner	UEA
Content	High-performing teams are critical to maintaining an organization's competitive advantage. These teams consistently show high levels of collaboration and innovation and outperform their peers. In this course, leadership-training expert Mike Figliuolo shows participants how to create and lead the teams that get more done for their organizations. They'll learn about the seven elements of a high-performance team, and the techniques necessary to set direction, gather and deploy the right resources, prioritize work, motivate employees, and help team members develop their individual strengths.
RDF Sub-domain	Creativity Self-management Working with others
RDF Descriptors	Innovation, Preparation and prioritisation, Time management, Team working, People management, Influence and leadership, Collaboration

Classifications B and C and D

B. Personal effectiveness
C: Research Governance and Organisation
## D. Engagement, Influence, and Impact

Course name	Public Engagement and Competence Development in Responsible & Sustainable Research and Innovation
Partner	URV
Content	▪ Responsible Innovation ▪ Sustainability ▪ Public engagement ▪ Mutual learning ▪ Competence Development
RDF Sub-domain	Personal qualities Professional and career development Professional conduct Working with others Engagement and impact
RDF Descriptors	Integrity, Self-reflection, Continuing professional development, Ethics, principles and sustainability, Collegiality, Public engagement

Course name	Leading Projects
Partner	UEA
Content	Cross-functional projects are common in today's business environment. Leading these types of projects involves being able to structure teams and plans effectively. In this course, Daniel Stanton provides the techniques needed to adopt an efficient approach using the DIRECT project leadership framework. He explains how to define the scope, investigate options, select a course of action, and execute a plan. He also discusses how to revise processes and help people transition with change. Projects large and small can benefit—from enhancing platforms and launching new products to replacing outdated procedures and breaking ground on new facilities.
RDF Sub-domain	Self-management Professional and career development Research management Working with others
RDF Descriptors	Preparation and prioritisation, Responsiveness to change, Responsiveness to opportunities, Research strategy, Project planning and delivery, Influence and leadership

4. Conclusions and recommendations

While most of the skills and competencies outlined in the Researcher Development Framework (RDF) in the different domains and subdomains are covered by the training offered by AURORA Universities, when looking at the different descriptors there are some of them that are more intensely covered than others[5].

The following graph visually represents the number of descriptors covered and not covered by courses within Aurora for each subdomain. Based on the total number of descriptors for each subdomain (100%) and whether or not there are courses addressing each descriptor, a % of progress is assigned. As shown in the graph, the subdomains that are best covered correspond to "B3. Professional and career development", "D2. Communication and dissemination" and "D3. Engagement and impact". In relation to the subdomains with fewer descriptors covered, they are found in "A3. Creativity", "C1. Professional conduct" and "C3. Finance, funding and resources."
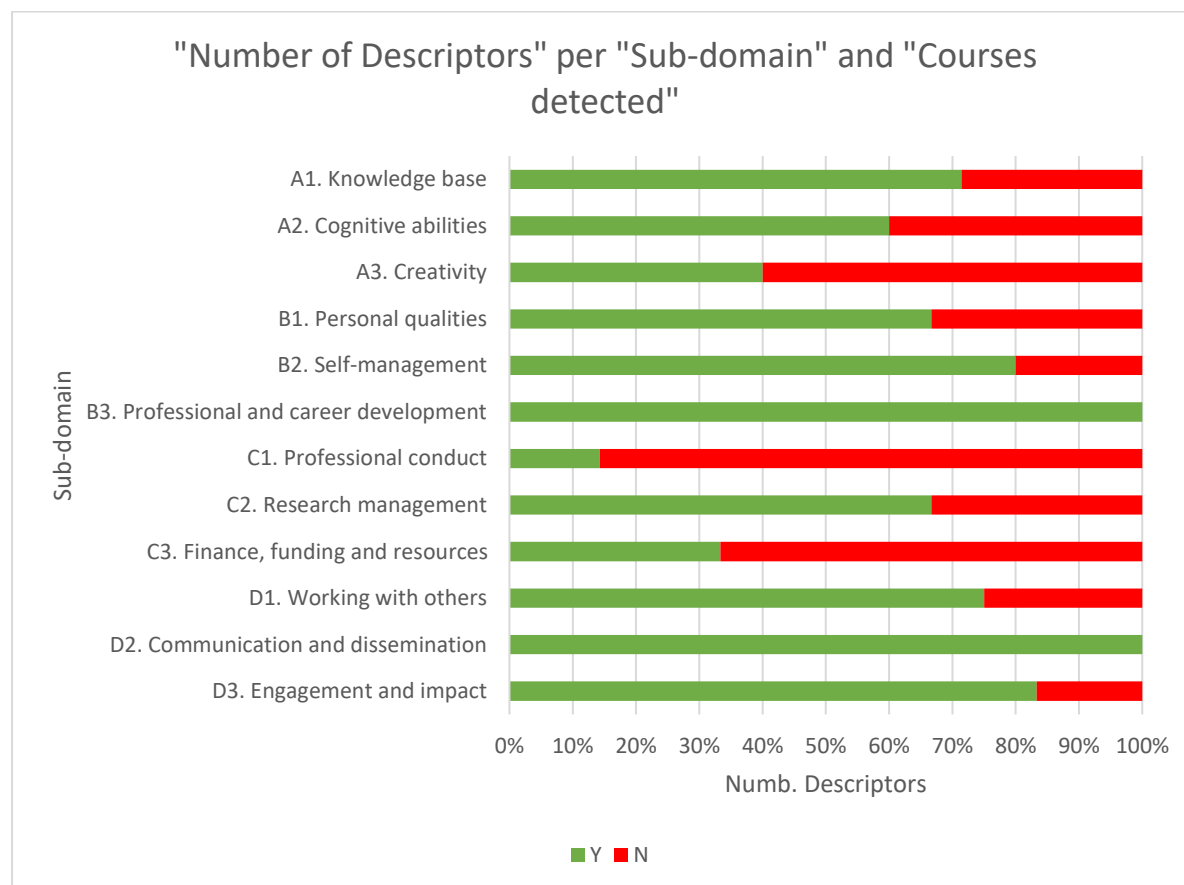
To fully harness the potential of the RDF, it is important that these gaps are recognized and steps are taken to incorporate the missing elements into future training programming and course development. While our primary objective is to develop a course pool, its establishment and execution requires substantial institutional commitment and collaboration from various stakeholders within our universities. We have taken the initial step by mapping our current state. The next steps should include: opening up each partner's available courses to the entire

---

[5] Annex 2

alliance, creating a shared course pool, and finally, jointly developing courses to address the descriptors that are currently unaddressed.

Shifting the focus away from a more general view and adopting a more general approach regarding the whole Aurora network and not just AURORA RI project, it would be interesting to adopt a framework for the courses and trainings offered in the Erasmus+ project enabling a more exhaustive analysis of what we can offer.

As a final remark, during the development of this deliverable, the European Commission has introduced a new European-level framework, named ResearchComp[6]. It is important to review this framework and align it with our descriptors mapping for the Aurora Alliance. Additionally, the introduction of ResearchComp entails the creation of a dedicated website. This digital platform could potentially serve as a valuable space for us to showcase and host our courses, ensuring we maintain consistency with European standards while promoting our educational offerings.

---

[6] [ResearchComp: The European Competence Framework for Researchers (europa.eu)](europa.eu)

Annex 1: RDF translated to Excel table

See Annex 1 in attached spreadsheet titled:

AURORA RI D5.1 Annex 1_RDF translated to excel table.

AURORA RI
D5.4_Annex 1_RDF tr

Annex 2: Descriptors not being addressed

See Annex 2 in attached spreadsheet titled: *Descriptors not being addressed*

AURORA RI
D5.4_Annex 2_Descrip

Annex 3: Template table

Course name	
Partner	
Content	
RDF Sub-domain	
RDF Descriptors	