Actions for the adaptation of the FIBHULP/IdiPAZ training to the HRS4R Seal of Excellence

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1 INTRODUCTION

This document aims to review the IdiPAZ Training Plan 2022-2026 with the objective of setting out options for improvement and orientation towards the objectives set out within the framework of the European Logo for Human Resources in Research (HRS4R) and European trends in the training of researchers.

In this regard, and as a first approximation, it should be noted that the European Research Agency (ERA) conference dedicated to mobility in September 2022 highlighted the importance of promoting the training of researchers in areas that would allow them to generate more versatile professional profiles more adapted to current demands . ERA also points out that this approach has advantages at different levels.

Individuals:

- Improves knowledge of relevant competencies.
- It helps in the selection of training and serves as a career guide.
- It allows the researcher to play an active role in his or her career progression.
- Improved intersectoral and international mobility.

For organizations:

- Assistance in the identification and recognition of competencies.
- Contributes to the design of job profiles, training and mentoring.
- It inspires different running progressions.
- Improves researchers' awareness of the added value of their knowledge.

2 CONSIDERATIONS ON THE TRAINING PLAN

ASSESSMENT OF CURRENT APPROACH

The Training Plan 2022-2026 is structured based on the surveys conducted among the staff, where they are consulted on needs, and the existing training plans with IdiPAZ's associated entities. That have both formal training (degrees, masters, etc.), and other training plans (courses, etc.).

In the case of IdiPAZ, the training it offers is specifically focused on promoting and ensuring that the following preferred areas are covered:

a) Training in research methodology:

- Search and analysis of scientific information
- Design of studies and research projects
- Applied biostatistics.
- Scientific communication and publication
- Good clinical practices and research ethics

b) Training in instrumental and research support techniques:

- Information management tools
- Good scientific practices in research and good laboratory practices
- Biomedical English

c) Responsible Research and Innovation Training (RRI)

d) Training for professionals aimed in adquiring competences in leadership in science and communication with stakeholders, clinical and healthcare decision-makers and social actors or agents of the scientific- technological and business system. Likewise, the promotion of training actions aimed at acquiring and improving scientific communication skills aimed at key non-scientific actors and other ways of opening participation in research to key non-scientific actors.

e) Training of professionals in the field of innovation and mechanisms for the transfer of research results, as well as participation and co-creation in scientific research.

f) Training for personnel in training linked to the Institute's department (R1, R2 and emerging groups).

g) Specialized technical training for support unit professionals.

h) Promotion of research in professionals undergoing specialized training. The objective of this area of action is to favor the involvement of future specialists in research, through specific training, participation in research projects and their integration in doctoral programs. The activities of the Training Plan will include activities in a varied format which are appropriate to the teaching objectives in accordance with training needs: theoretical and practical courses, practical workshops, monographic seminars, as well as conferences and scientific symposia.

The formats described in the 2022-2026 Training Plan are structured around training courses (with a wide range of topics), scientific seminars and labs meetings, conferences and events, research training plan for residents, training pills and educational collaboration agreements.

On the other hand, from the HRS4R Logo, special emphasis is placed on the importance of promoting "soft skills" and transversal skills as a way of improving the employability, mobility and understanding of the researchers' environment, and the training integrated in the four priority areas covers these aspects adequately.

In relation to more specific training in each area, it is the associated entities that offer this possibility, which means that the training offer of IdiPAZ personnel can be very broad.

It would be very appropriate to establish agreements with these institutions so that all IdiPAZ researchers could attend these trainings without them being organized and given at their work center.

SUGGESTIONS FOR IMPROVEMENT

The following questions are raised to evaluate measures to improve or complement the current Training Plan:

A) Contemplate more training in priority subjects for HRS4R such as:
   - Data management.
   - Open access.
   - Gender perspective in research.

B) Evaluate course adaptations according to the stage of the research career (from R1 to R4).

C) To have a basic annual schedule ordered by quarters that helps researchers to organize themselves and adequately attend to their training needs.

D) Establish a fairly wide range of soft skills training. Below is a table with courses already implemented and new suggestions:

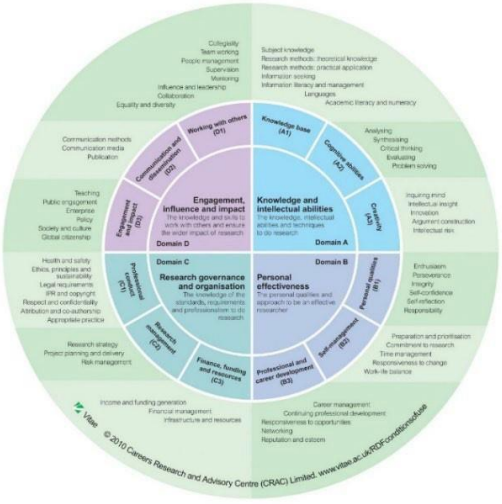
Soft skills courses implemented
General safety aspects in laboratories.
Methodology in biomedical research.
Statistics applied to biomedical/clinical research.

Programming and basic/advanced statistical data processing.
Project management: from the identification of the call for proposals to the management of funding.
New formats in science dissemination.
Time management and productivity.
Stress management.
Promoting diversity in research.
Sustainability in biomedical research.

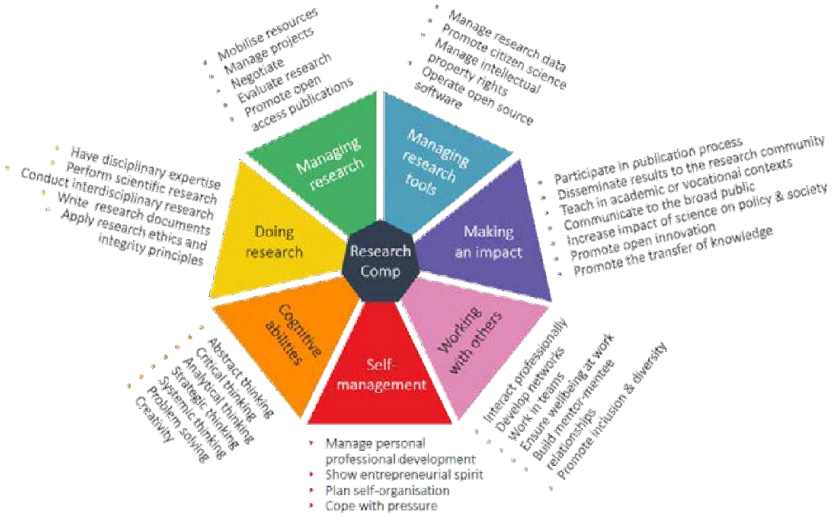
Suggestion of soft skills courses to be implemented
Digital bibliographic tools.
Effective communication in online formats.
HRS4R: Career development for scientists.
Training in international networking
R&D&I quality management system
Leadership.
Negotiation.
Collaboration agreements, licenses, knowledge exploitation.
Best practices for collaborating with industry.
Open Access, repositories, journals.
Integration of the gender dimension in research.
Orientation for women in their research career.
Design thinking.
HRS4R: Personnel selection and OTM-R criteria

E) Consider the training schemes of skills by research stage to see options for improvement in the training offer:

- The Vitae Researcher Development Framework (RDF) is one of the most widely used:



- The EC is currently working on the definition of a competency framework for researchers, covering 7 dimensions and with 38 competencies in total, for each of the levels. It is expected to be available in 2023.



- European Skills, Competences, Qualifications and Occupations (ESCO) is a multilingual classification that identifies and categorizes skills, competences, qualifications and occupations relevant to the EU labor market and education. ESCO has been developed by the European Commission since 2010.