

RM¹ FRAMEWORK

WP 1: Handbook

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RM Framework project has received funding from the European Union's Horizon Europe programme under grant agreement number 101188073



Introduction

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RM Framework – The Handbook – basic idea

- What is the purpose of the Handbook?



Table of Contents of the Handbook

1. Introduction
2. Overview of the RM Ecosystem in Europe
3. Coherent Frame for RM Qualification in Europe
4. Formal Standards for Research Management Trainings
5. Curriculum Components for Research Management Trainings
6. Tools and Supporting Documents



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1. Introduction of the Handbook

- **Goal of the Handbook** – Presents the vision behind the handbook as a competence-based guide for creating high-quality training programs.
- **Target Groups** – Defines the main users of the handbook, especially training providers, and identifies additional audiences such as policymakers and those involved in developing the quality label.
- **Scope** – Describes the broad applicability of the handbook across countries, sectors, training types, and institutional contexts.
- **Logic of the Handbook** – Explains the logic of the Handbook and its different parts, including the References used.
- **How to use the Handbook in Practice** – Including the options of support via Coaches/Pilot Testers and potential future development of the Handbook

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WP1 Mapping the ecosystem

- Internationalization, funding competitiveness, broader societal impact have accelerated professionalization and helped Research Management to develop as a distinct profession with dynamic roles and increasing recognition. However this shift has been uneven across Europe.
- Role expansion from “invisible workers” to more strategic dimensions such as project development, impact strategy, science communication, ethics, research data management, leadership of organizational research strategy.
- Highly dynamic field with emerging areas of activity (e.g. Research Security)

WP1 Mapping the ecosystem

- Research Managers are employed across a wide variety of institutions that collectively make up the research and innovation ecosystem. Higher education institutions, non-university research institutes, companies or in public-private partnerships, independent research foundations, charities, non-governmental organizations or think-tanks.
- In their everyday work, RMs are required to cover multiple areas simultaneously and need a broader set of skills and knowledge at the same time.
- RMs may work at four proficiency levels: Foundational, Intermediate, Advanced, and Expert.

WP1 Mapping the ecosystem

- Europe is home to a growing network of RM organisations and sectoral networks. These provide robust communities of practice and drive standard-setting, training, and mutual support.
- EU policies and initiatives support competency-building through projects like RM ROADMAP, CARDEA, and dedicated knowledge platforms, community hubs, and ambassador networks. RM Roadmap and CARDEA provided essential components for a coherent qualification framework.
- Highly diverse training & qualification landscape.



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WP1 RM Qualification Frame

- Understanding the origins, evolution, context and diversity of the RM profession is crucial to address current qualification needs.
- For training providers, recognizing the diversity of RM's work settings has important implications. The wide range of institutional contexts not only illustrates the breadth of career opportunities within Research Management but also underscores the distinct demands and competencies that arise across different environments.

WP1 Frame level - Filling the gaps

- Fragmented qualification landscape => coordinated, common frame for RM qualifications, broader access to trainings and capacity-building
- Need for more interoperability – increasing comparability, modular stacking, cross-organizational recognition, transfer of learning achievements
- Enhancing convergence in job descriptions, informed by agreed reference frameworks
- More systematic linking of job profiles with skills and competences for a more strategic approach of professional development in RM

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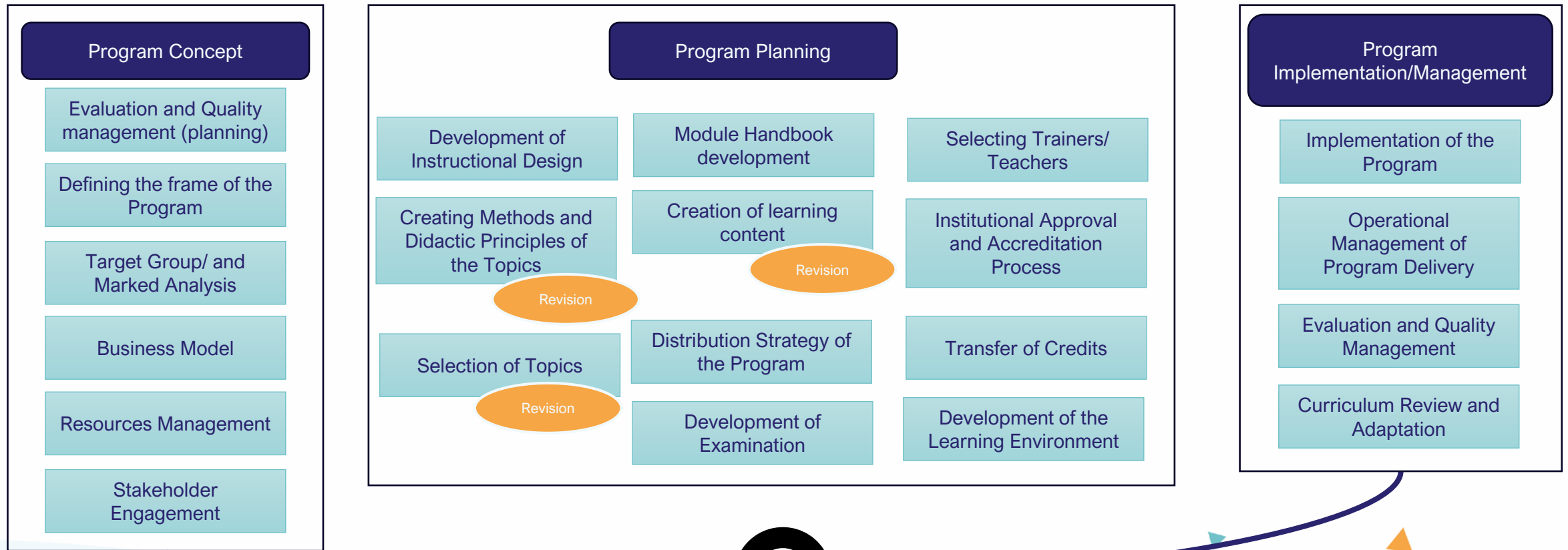


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4. Formal Standards for Research Management Trainings

- Here, the handbook connects its approach to established European tools and offers a process guide for developing training programs. The handbook suggests standards to be applied by training providers for the conceptualization and realization of their training programs.
 - **Bologna** – Addresses the relevance of the Bologna Process for training development.
 - **Qualification Framework** – Emphasizes the relevance of frameworks like QF-EHEA, national frameworks, and RM Comp in structuring and comparing qualifications.
 - **ECTS – The European Credit Transfer and Accumulation System** – Describes how the ECTS logic can and should be used for the training development and implementation process.
 - **Diploma Supplement** – Describes the relevance of using Diploma Supplements even for Training Programs.
 - **Training development process Guide** – Offers a step-by-step model to help training providers plan new programs, including guidance on adapting content to institutional contexts.

4. Program Development Guide

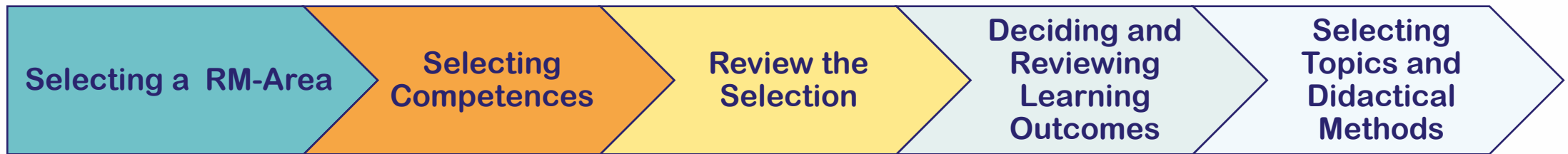


5. Methodology of the Curricular Components

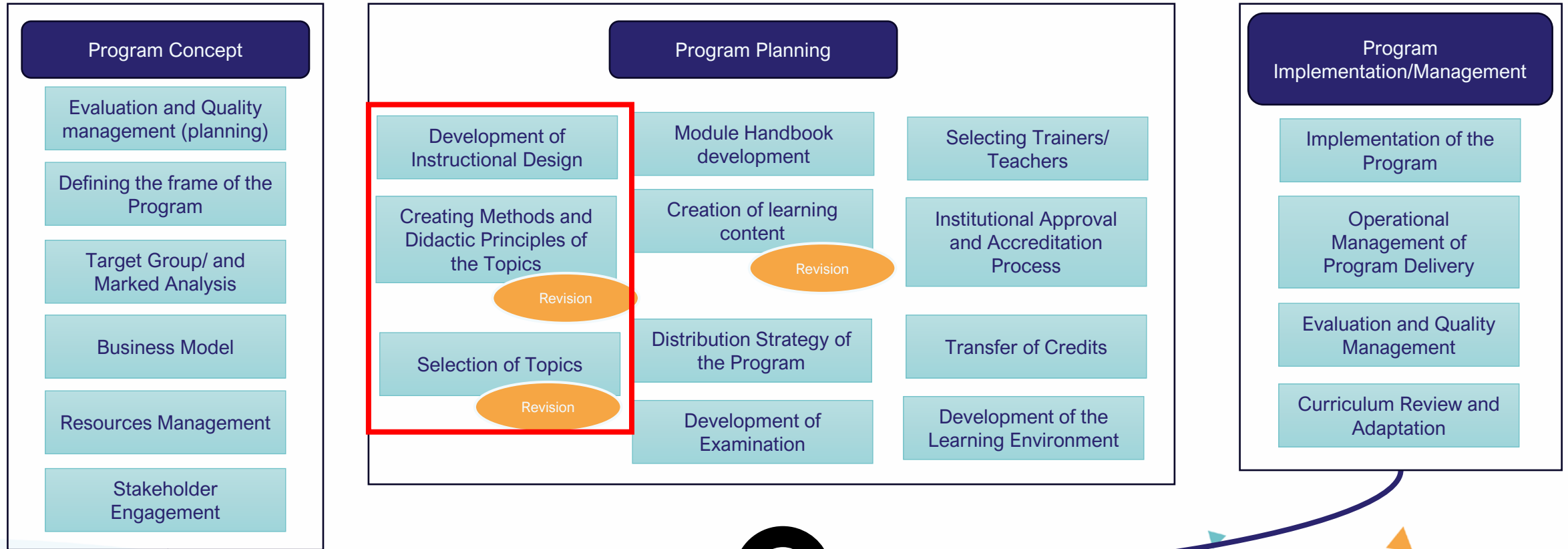
The Goal:

An interactive, step by step tool linking job profiles to competences, learning outcomes, and training approaches. The tool offers a “how to”-approach, illustrating with use cases how the need to train certain competences for a specific job profile could be matched with content and methods of RM trainings.

The Process

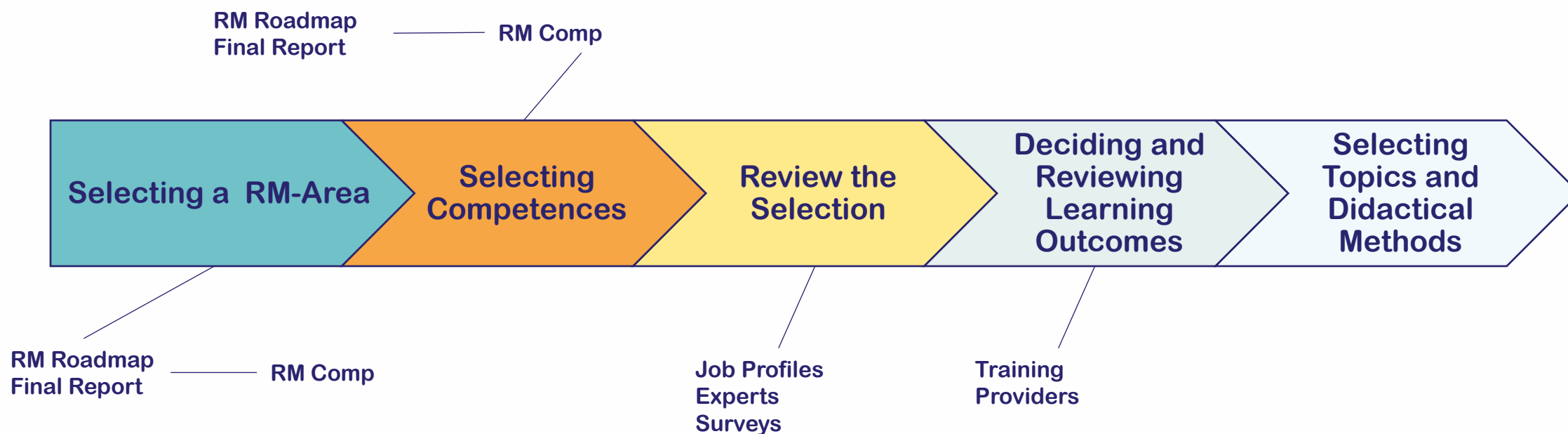


4. Program Development Guide



Methodology of the Curricular Components

The Process



6. Tools and Supporting Documents

- Module description Templates
- Criteria for recruitment and qualifications of trainers
- Description of some exemplary modules
- Competence assessment tools
- RM Comp and other Competence Frameworks
- ECTS Users Guide
- Useful documents on Bologna Processes
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Any Questions



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Thank you for your attention!



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