

DELIVERABLE No. 3.6

Training Resources available

Version as of 18/12/2024

Acronym	EDUC
Full Name	European Digital UniverCity – The bridging alliance
Grant Agreement No.	101089535
Programme	ERASMUS-EDU-2022-EUR-UNIV-1
Instrument	European Universities Initiative
Start date	01/01/2023
Duration	48 months
Deliverable No.	3.6
Document name	D3.6 Training Resources available
Work Package	WP 3 EDUC Research & Innovation meet education
Task	Task 3.4 Set up the EDUC Doctoral Schools and Postdoc Network
Dissemination Level	public ¹
Contractual Submission Date	M24
Actual Submission Date	M24
Name responsible Institution (task lead)	MU
Contact	info@educ-alliance.eu
Abstract	The EDUC Doctoral Schools and Postdoc Network (Task 3.4) contributes to implementing HRS4R at the EDUC universities and enhancing the plans' quality by providing a sound resource base for training. In the sub-activity "Consolidate and Enhance the Resource Base of EDUC to train Transferable Skills of PhD Candidates and Postdocs" EDUC focuses on the development of transferrable skills of PhD candidates and postdocs, and on the improvement of talent-scouting skills of PhD supervisors through the sharing of training activities orchestrated at individual EDUC universities among other EDUC partners, thus providing the actors in doctoral studies with a unique opportunity to benefit from the wide and diverse offer of the activities extending far beyond the boundaries of their home institutions.
Keywords	Training activities, courses, skills development, career, PhD candidates, postdocs, PhD supervisors, young researchers, Course Catalogue, Moodle, EDUC Virtual Campus.

¹ Unless otherwise stated, all the contents published in this document are distributed under a Creative Commons Attribution-ShareAlike 4.0 International license (CC BY-SA 4.0).

TABLE OF CONTENT

INTRODUCTION	5
Context.....	5
Participating members	6
Implementation process	7
MAPPING EXISTING RESOURCES	8
Research competence referentials	8
Mapping results	11
IDENTIFYING TRAINING GAPS.....	12
Training gaps identified	12
Finalization of the offer	13
INTERNAL DATABASE OF EXISTING RESOURCES	16
EDUC Course Catalogue.....	16
EDUC Moodle	17
IMPLEMENTING AND EVALUATING THE OFFER OF TRAINING RESOURCES.....	18
Timetable.....	18
Management of Participants	18
Feedback management and adaptation of the offer	19
CONCLUSION.....	21
ANNEXES:	22
1. List of the selected training resources	23
2. EDUC Moodle in screenshots	26

INTRODUCTION

This document aims to clearly outline the preparation and implementation of individual steps under the sub-activity "Consolidate and Enhance the Resource Base of EDUC to Train Transferable Skills of PhD Candidates and Postdocs." This sub-activity is part of the larger EDUC initiative called "T3.4 Set Up the EDUC Doctoral Schools and Postdoc Network." The emphasis is on **consolidating and enhancing the resource base to train emerging researchers, including PhD candidates and postdoctoral researchers, and their PhD supervisors, in transferable skills.**

In several chapters, this deliverable explains how the working group mapped the training resources available at each institution within the EDUC Alliance. It identifies gaps in these resources and describes the creation of an internal database that will provide access to training resources for potential participants. Additionally, the document outlines how the implementation and evaluation of the training offerings are designed.

Context

The necessity to continuously deepen the knowledge and skills of PhD candidates, postdoctoral researchers, and PhD supervisors extends beyond the theoretical education provided in their respective scientific disciplines. This imperative is driven by the persistent evolution of the academic landscape and the changing demands of the professional environment, which significantly influence the qualifications required of graduates entering the labour market.

To enhance the training and development of young researchers, the Alliance has agreed to share the training resources available at each partner institution, thereby ensuring an expansion of learning and development opportunities for all participants in doctoral training. This initiative focuses on both transferable and soft skills, as well as enhancing language skills.

The European Commission also highlights the importance of this concept, along with other organizations that recognize the need, for early-stage researchers, to develop transferable and soft skills. These skills are essential not only for securing future employment in academia and other contexts but also for enhancing opportunities for society as a whole.

Participating members

All eight partner institutions of the EDUC Alliance have made contributions to this sub-activity as follows:

- Masaryk University (as a leader of the T3.4),
- University of Rennes (as a co-leader),
- University of Potsdam,
- University of Paris Nanterre,
- University of Cagliari,
- University of Southern Norway,
- Jaume I University, and
- University of Pécs.

Masaryk University and the University of Rennes conduct regular meetings to efficiently organize and implement the steps outlined in the project specifications. Together with the remaining six EDUC partners, they participate in scheduled meetings occurring at least once every three months, with the potential for more frequent sessions if necessary. The fulfilment of project specifications is further facilitated through consistent electronic communication, which includes meeting minutes (accompanied by video recordings for later reference), summaries of planned actions, the allocation of related tasks to partners, and pertinent reminders.

It is important to note that all partners, except for the University of Pécs, will - despite the limitations caused by different academic backgrounds, approach to the target groups, setting of the academic year schedule, organization of educational and training activities - contribute their training resources to the sub-activity offer. The University of Pécs will not engage in any training activities due to the significantly distinct configuration and organization of its doctoral training programs, which experience considerable changes each semester.

Indicators and target groups

The indicators related to the sub-activity "Consolidate and Enhance the Resource Base of EDUC to Train Transferable Skills of PhD Candidates and Postdocs" also define the target groups to be covered by the project activities:

- 10 training resources for **PhD students** (Y2Q2),
- 10 training resources for **postdocs** (Y2Q2),
- 3 training resources for **PhD supervisors** (Y2Q2),
- Number of PhD students who benefit from the resources (received training) – 150 (Y4Q4).

Notes:

This indicator will not be addressed in this document because its due date is 31st December 2026.

This indicator will have been changed through an amendment due to the typographical error in the Grant Agreement.

Implementation process

The pathway to securing the opportunity to benefit from the training activities provided by partner institutions begins with the project assignment. Several key steps were undertaken:

- gathering of existing resources,
- identification of training gaps,
- opening and completion of an internal database of training resources,
- adaptation and upgrade of resources to fill in the training gaps.

Over the next two years, our primary focus will be on both implementing and assessing transferable skills training. We also aim to enhance our training resources by incorporating insights gathered from these assessments, ensuring that our offerings continue to improve consistently. The promotion of training opportunities to individual doctoral actors within the EDUC Alliance will also play a crucial role.

MAPPING EXISTING RESOURCES

To map the training resources available at each EDUC Alliance partner institution, the working group created a simple database where the training resources were gathered. Each partner was responsible for entering all training activities related to three target groups: PhD candidates, postdocs, and PhD supervisors. During this process, the following parameters were monitored:

- Name of training activity,
- Scope (no. of hours, frequency),
- Form (workshop, lecture, course, e-learning, summer school),
- Target Group (PhD/ Postdoc/ supervisor/other),
- Language,
- Attendance (onsite/online/hybrid),
- Capacity,
- Aim of the activity,
- Focus/ content,
- Mode of the course (mandatory/voluntary),
- Access (open/registration).

Various departments of the partner universities oversee the agenda of young researchers' training and development; in some cases, even external institutions provide such training for the universities. The gathering of training resources thus meant an increased need for coordination and wider discussion, which made this step more challenging in terms of both time and organization.

Research competence referentials

When selecting suitable training resources to share on the EDUC Virtual Campus, partner institutions considered two European standard referentials:

- [EuroDoc Transferable Skills and Competences tool](#) and

- The European Competences Framework for Researchers called [Research Comp](#) that was, in the end, chosen as the main reference tool for this sub-activity. This referential tool categorizes training activities for young researchers in the following key areas:
 - Managing Research,
 - Conducting Research,
 - Managing Research Tools,
 - Making an Impact,
 - Collaborating with Others,
 - Self-Management, and
 - Cognitive Abilities.



Figure 1. The European Competences Framework for Researchers (Source: European Commission)

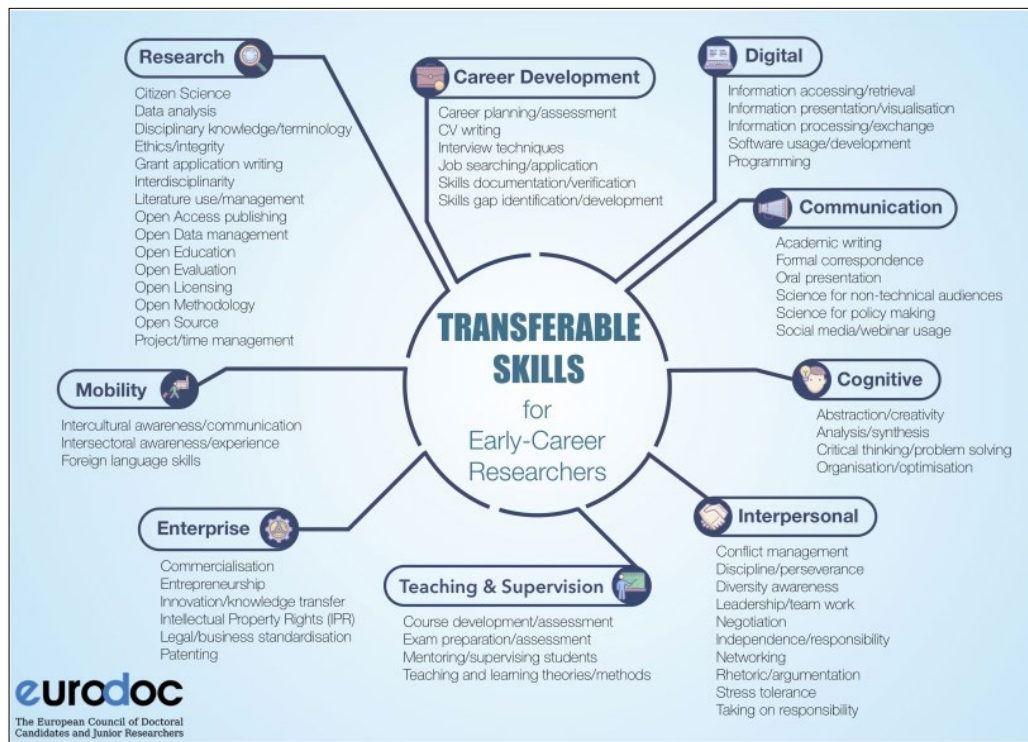


Figure 2. Transferable Skills and Competences Tool (Source: EuroDoc)

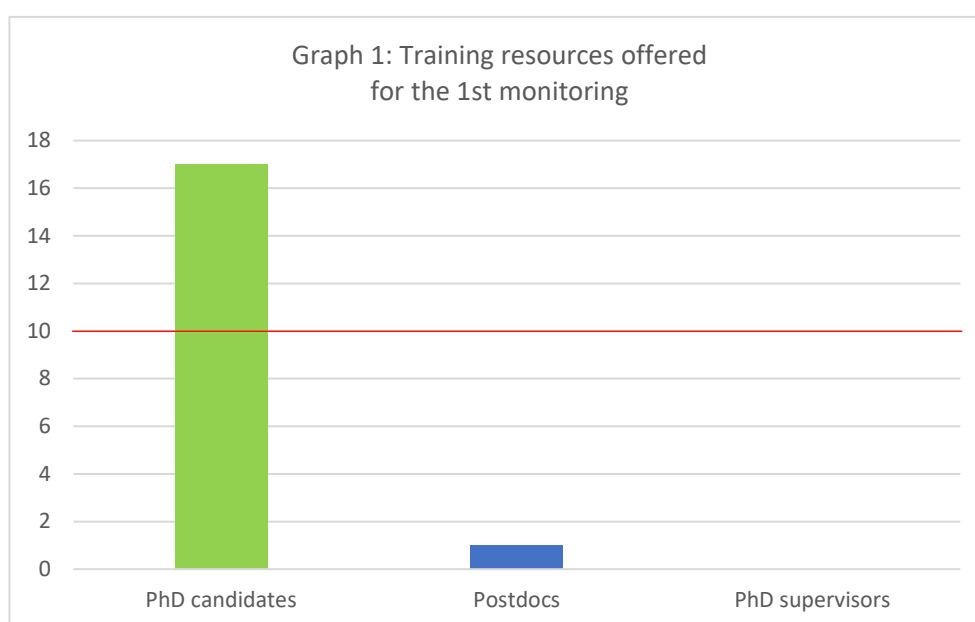
Additionally, a career-oriented skills chart from the University of Rennes was considered.



Figure 3. Career-oriented Skills Chart (Source: University of Rennes)

Mapping results

The first monitoring showed that quite a large number of training resources for PhD candidates, but a very low number of activities for postdocs and no training for supervisors were available at the partner institutions. Specifically, 17 training activities for PhD candidates, 1 for postdocs and 0 for PhD supervisors were offered to share among EDUC partner institutions.



The mapping also revealed that only training resources were gathered that covered the key areas outlined in the “Research comp” referential tool as Managing Research, Conducting Research, Utilizing Research Tools, and Creating an Impact.

IDENTIFYING TRAINING GAPS

To identify training gaps, the working group established a systematic procedure for evaluating individual submissions received from partner institutions. Subsequently, the list of available training activities was updated based on a set of predetermined criteria where offered training resources for young researchers

- cover the key areas defined in the chosen reference tool Research Comp,
- are not provided to target groups within other EDUC tasks and projects, such as EDUC-SHARE and EDUC-WIDE,
- are held online which makes them accessible to participants outside of the organizing institution, and additionally, their language settings are primarily oriented towards English, with a focus on promoting language skills in French, Spanish, German, and Italian.

Training gaps identified

The initial content of the simple database with gathered training resources did not correspond to the project requirements and the set indicators mainly in the number of courses offered for individual target groups. Also, training activities covering areas of Working with others, Cognitive abilities, and Self-management (according to the Research Comp referential tool) were missing from the list of training resources.

Therefore, the partners were invited to add more training activities which would meet the criteria described above. At the end of the second round of gathering of training resources, the list of inserted activities counted almost 50 entries. However, when inspecting the list, the working group found that some resources could not be used to share with partners – they were only available in the onsite mode, access was only offered for local participants or members of other local alliances, or the forms of activities were not suitable for the objectives set.

Finalization of the offer

The next step of the working group was to propose a range of training resources deemed suitable for this sub-activity. It is anticipated that this offer will undergo adjustments over the next two years. Feedback obtained from the ongoing evaluation of the training offerings, alongside the current capabilities and capacities of the individual EDUC Alliance partners, is instrumental in this process.

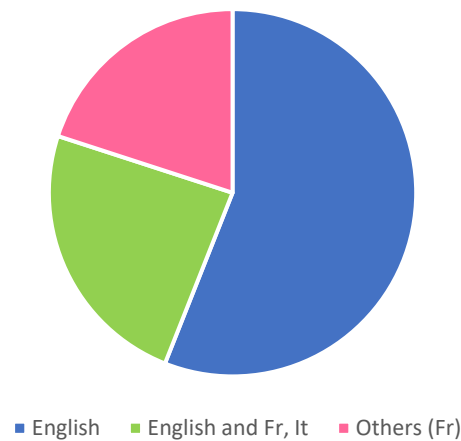
A notable challenge lies in the enhancement of training activities for postdoctoral researchers and PhD supervisors, as the mapping results indicate a general deficiency in these resources among the EDUC partner institutions. Furthermore, there is a need for resources dedicated to the development and organization of entirely new initiatives in this area, which could subsequently be presented within the EDUC Alliance.

The subsequent sections provide a concise overview of the training offerings tailored to each target group specified in the project documentation. A comprehensive list of training resources intended for various stakeholders in doctoral education as well as various screenshots of Moodle, part of the EDUC Virtual Campus through which EDUC training and education is delivered, are enclosed to this document in the annexes 1 and 2.

Training resources for PhD candidates

A total of 14 training activities in English will be offered, along with 6 additional training activities in English and other languages (specifically French and Italian). Additionally, there will be 5 courses available in French. These opportunities are aimed at PhD candidates. Our expectations were surpassed in establishing a compiled offer for PhD candidates (Graph 2).

Graph 2: Training resources for PhD candidates

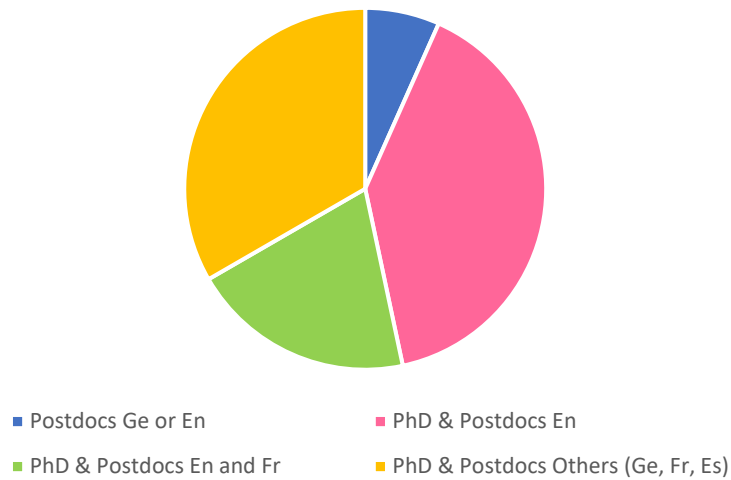


Training resources for postdocs

We can see that 1 training activity will be offered to postdocs in German or English. Additionally, other training sessions will be available for both postdocs and PhD candidates, as they are considered early-stage researchers who need opportunities to learn and share experiences to effectively develop their skills and abilities. Specifically, there will be 6 training activities conducted entirely in English, 3 offered in English along with French, and 5 available in different languages (French, German, and Spanish). Our expectations were surpassed in establishing a compiled offer for postdocs (Graph 3).

Note: These activities are not counted among the activities for PhD candidates' target group.

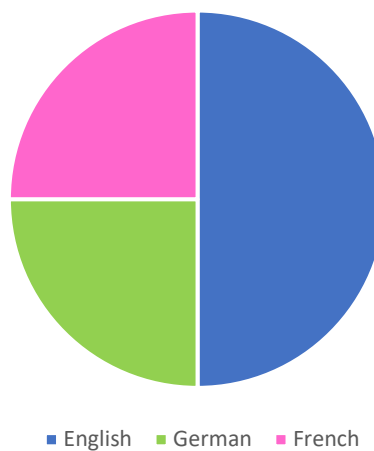
Graph 3: Training resources for postdocs



Training resources for PhD supervisors

Regarding thesis supervisors, 4 training activities will be available: 2 in English, 1 in French, and 1 in German. Our expectations in terms of training for PhD supervisors have been met (Graph 4).

Graph 4: Training resources for PhD supervisors



INTERNAL DATABASE OF EXISTING RESOURCES

EDUC Alliance partner institutions use a digital platform known as the Virtual Campus to facilitate the sharing of educational, training and development activities. It includes two tools: the EDUC Course Catalogue and the EDUC Moodle (Figure 4), which are used to provide the training resources offer within this sub-activity.

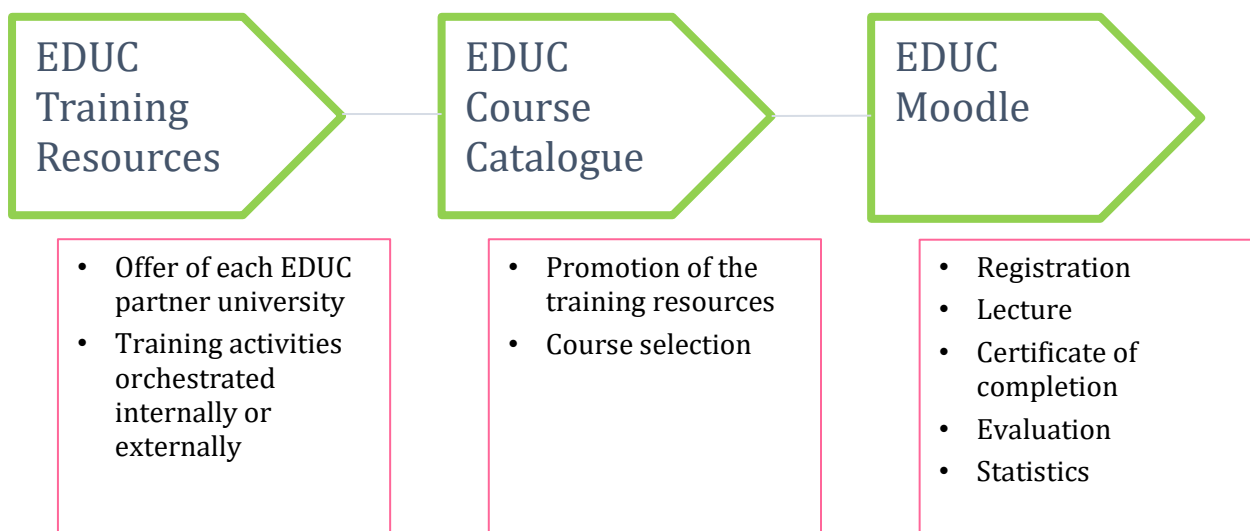


Figure 4. EDUC training resources offer diagram

EDUC Course Catalogue

The EDUC Course Catalogue serves as a promotional resource for the Alliance by providing a comprehensive list of available training opportunities, enabling participants to select the activities in which they wish to engage.

Furthermore, it provides a login mechanism for accessing for managing application procedures. This resource can be accessed via the link provided at <https://courses.educalliance.eu/>.

EDUC Moodle

The EDUC Moodle which is available at <https://learning.educalliance.eu>, is used for participant registration for the individual training activity with a self-enrolment method. As this platform cannot be accessed freely and requires registration, screenshots of the available offers are provided in annex 2 to this document.

Subsequently, the participants take individual lectures, workshops, or other training courses here. As some activities are delivered in synchronous form or outsourced to partner institutions, they may take place outside Moodle and have a specific administrative mode.

In Moodle, the participants can also download their certificates of completion or attendance.

IMPLEMENTING AND EVALUATING THE OFFER OF TRAINING RESOURCES

A common principle was that all training activities would be conducted online. This makes Moodle an ideal tool for facilitating training, as well as for verifying and preselecting potential participants. Additionally, it can be used to gather feedback through evaluation questionnaires and to collect statistical information about the participants and individual training activities.

Timetable

The training resources available in Moodle from each partner institution will be accessible to participants at various times. Some activities will be offered regularly each semester from spring 2025 to autumn 2026, while others will be available only during specific periods based on the capacity of the training organizer. Additional information about the schedule can be found in the entry for each activity in the Course Catalogue.

Management of Participants

To register for each activity, potential participants must verify their identity. This process requires individuals to log in through the single sign-on system provided by their home institution.

Not all training activities offered have unlimited capacity. Therefore, the tool must enable the preselection of participants interested in the training. Each participant is required to indicate their partner institution and the target group to which they belong (Figure 5). Using this information along with the established sorting criteria set by each partner institution in relation to the training activity arrangement, the organizers can select participants if the activity's limited capacity necessitates it. Additionally, the data collected can be utilized for statistical purposes and as part of the evaluation process.

Pre-selection form

Continue

Mode: User's name will be logged and shown with answers

What university are you from?

☒ Not selected
☐ Masaryk University
☐ Jaume I University
☐ University of Cagliari
☐ University Paris – Nanterre
☐ University of Pécs
☐ University of Potsdam
☐ University of Rennes
☐ University of South-Eastern Norway

What target group do you belong to?

☒ Not selected
☐ Bachelor student
☐ Master student
☐ PhD candidate
☐ Postdoc
☐ PhD supervisor
☐ Senior researcher
☐ Other

Continue

Figure 5. EDUC Moodle – preselection questions

Feedback management and adaptation of the offer

To generate a certificate of completion or attendance in Moodle, participants are required to respond to a standardized set of evaluation questions applicable to all training activities (Figure 6). The feedback on the training resources offer gathered from these evaluations, alongside other statistical data, will be instrumental in continuously refining our learning resources. This process will consider the current learning opportunities, availability and capacities of our partner institutions to ensure an effective and relevant educational experience.

Evaluation of training activities

Continue

Mode: User's name will be logged and shown with answers

How relevant were the training activities to your research and professional development needs?

☒ Not selected
☐ Highly relevant
☐ Very relevant
☐ Moderately relevant
☐ Slightly relevant
☐ Not at all relevant

How accessible were the training activities to you (e.g., timing, format, technicalities)?

☒ Not selected
☐ Highly accessible
☐ Very accessible
☐ Moderately accessible
☐ Slightly accessible
☐ Not at all accessible

How would you rate the quality of the content delivered in the training activities?

☒ Not selected
☐ Excellent
☐ Good
☐ Fair
☐ Poor
☐ Very poor

Overall, how satisfied are you with the entire training activities offer for your target group?

☒ Not selected
☐ Highly satisfied
☐ Very satisfied
☐ Moderately satisfied
☐ Slightly satisfied
☐ Not at all satisfied

Please, feel free to express any additional comments or suggestions regarding the training activities:

Continue

Figure 6. EDUC Moodle – evaluation questions

CONCLUSION

The EDUC Alliance is focused on improving training for young researchers, including PhD candidates, postdoctoral researchers, and their PhD supervisors, by pooling and optimizing the educational resources available at each partner university. This initiative highlights the sharing of expertise and underscores the crucial role of transferable and soft skills that are essential for thriving in both academic and non-academic career paths.

Collaborating with eight European universities, the Alliance demonstrates the value of a European network in a unified effort to meet the evolving needs of early-stage researchers, ensuring a diverse and comprehensive array of resources. A systematic approach has been put in place to identify training gaps, map existing resources, and continuously enhance offerings through ongoing evaluations.

Clear objectives have been set, including the provision of a specific number of training resources for each relevant group. Current assessments of training activities have shown significant disparities; there are noticeably more offerings for PhD candidates compared to postdoctoral researchers, while resources for PhD supervisors are particularly scarce. This situation highlights the urgent need for further development in these areas.

ANNEXES:

1. List of the selected training resources
2. Moodle in screenshots

1. List of the selected training resources

In the following table, a list of the selected training resources can be found that are offered to participants via the EDUC Course Catalogue.

MU	Financing Research	PhD candidates	English
MU	Open Science	PhD candidates	English
MU	Communicating Science: Basic Rules and Useful Tools	PhD candidates	English
MU	Research Ethics	PhD candidates	English
MU	Research Integrity and Artificial Intelligence	PhD candidates	English
MU	Research Evaluation & Publication Integrity	PhD candidates	English
MU	Introduction to Intellectual Property Law	PhD candidates	English
MU	Research Infrastructures	PhD candidates	English
MU	Strengths and working with talents	PhD supervisors	English
USN	Literature Management and Scholarly Communication	PhD candidates	English
UNICA	Scientific research: sources, tools and evaluation	PhD candidates	Italian with slides in English
UJI	Ethics and Integrity in Research	PhD candidates / Postdoc	Spanish
UJI	Research and Gender Perspective	PhD candidates / Postdoc	English
UPN	Understand and define your choices for sharing your research results in an open science ecosystem	PhD candidates	English
UP	Workshop: Best of Resilience – Strong against stress	PhD candidates/ Postdocs	German
UP	Workshop: Open Mindset – From Rivalry to Collaboration	PhD candidates/ Postdocs	German
UP	Workshop: Open Science - New ways to Visibility and Collaboration	PhD candidates/ Postdocs	German
UP	Workshop: Grant Proposal Writing (German)	Tenure-track professors, junior professors and	German

		postdocs (incl. PhD supervisors)	
UP	Workshop: Grant Proposal Writing (English)	Tenure-track professors, junior professors and postdocs (incl. PhD supervisors)	English
UP	Webcast: First Audition? - Applying for professorship	Postdocs, potentially Junior professors	German or English (individual)
UP	Workshop: Basics of Science Communication	PhD candidates, PostDocs, Junior professors	German or English
UP	Workshop: Scientific & Academic Writing	PhD, PostDoc, other	English
UP	Workshop: Publishing Journal Articles: Strategies for Success	PhD candidates, PostDoc, other	English
UP	Workshop: Poster Power: Designing & Delivering with impact	PhD candidates, PostDocs, other	English
UP	Workshop: AI Tools – Responsible Use & Applications in Academia	PhD candidates, PostDocs, other	English
UP	Workshop: How to get into the (non-academic) German job market!	PhD candidates, PostDocs, other	English
UR	MOOC "Doctorat et Poursuite de carrière" / MOOC "Doctorate and Career Development"	PhD candidates	French and English
UR	Conférence introductive - Structure d'accompagnement / Introductory Lecture - Support structure	PhD candidates	French and English
UR	SM2E - Business and Entrepreneurship Awareness - Module 1 "Connaissance de l'entreprise" (Business knowledge)	PhD candidates, Engineers, Master 2, young researchers	French and English
UR	SM2E - Business and Entrepreneurship Awareness - Module 2 "Valorise ta recherche" (Valorise your research)	PhD candidates, Engineers, Master 2, young researchers	French
UR	SM2E - Business and Entrepreneurship Awareness - Module 3 "Le droit à l'erreur" (The right to make mistakes)	PhD candidates, Engineers, Master 2, young researchers	French and English
UR	SM2E - Business and Entrepreneurship Awareness -	PhD candidates, Engineers, Master 2, young researchers	French and English

	Module 4 “Design thinking” (soft skills for entrepreneurs)		
UR	Axis 3 - ETH: 3.1 Supervisory relations (Management)	PhD candidates	French
UR	Conférence à l'éthique / Conference on ethics	PhD candidates	French
UR	MOOC Ethique de la recherche / MOOC Ethics in Research	PhD candidates	French and English
UR	MOOC Intégrité scientifique dans les métiers de la recherche / MOOC Research integrity in scientific professions	PhD candidates	French and English
UR	Formation «Harcèlement au travail: identifier, prévenir, réagir» / Harassment in the workplace: identify, prevent, react	PhD candidates	French and English
UR	Genre et Carrières / Gender and Careers	PhD candidates	French
UR	Conférence sur les enjeux de l'encadrement doctoral + Ateliers de sensibilisation thématiques / Remote training and workshops for PhD thesis supervisors	PhD thesis supervisors	French
UR	An Introduction to Data management in Hard sciences	PhD candidates	English
UR	introduction à la science ouverte	PhD candidates	French
UR	MOOC "FORMENSUP - Se former pour enseigner dans le supérieur" / MOOC "FORMENSUP - Training to teach in higher education"	PhD candidates	French
UR	How to make your research more visible and accessible	PhD candidates	English
UR	How to avoid the publication trap: predatory open access publishers	PhD candidates	English

2. EDUC Moodle in screenshots

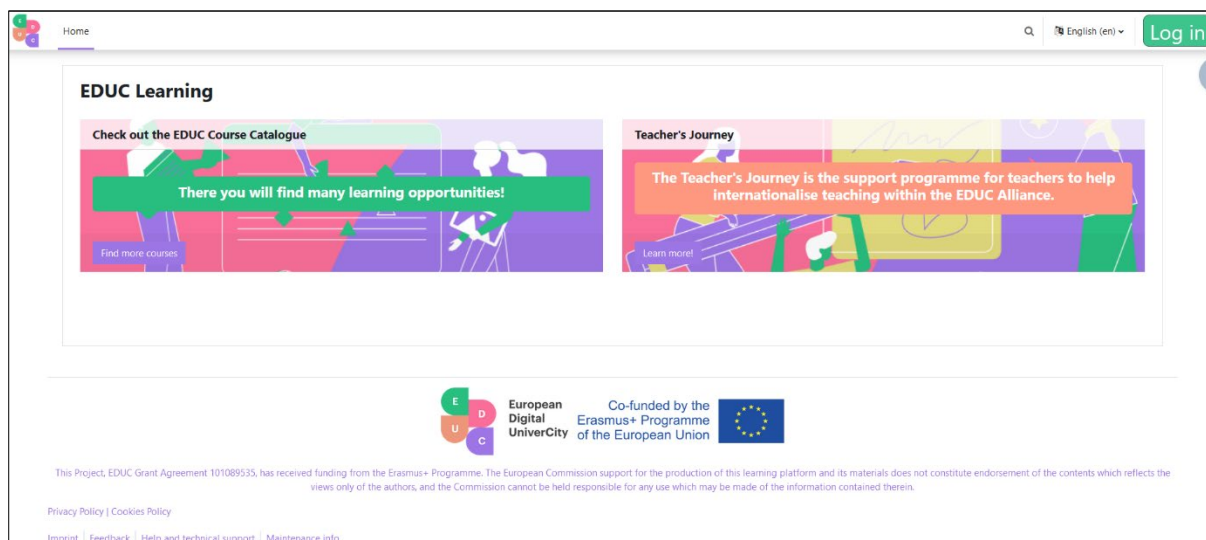


Figure A.1. EDUC Moodle – main page

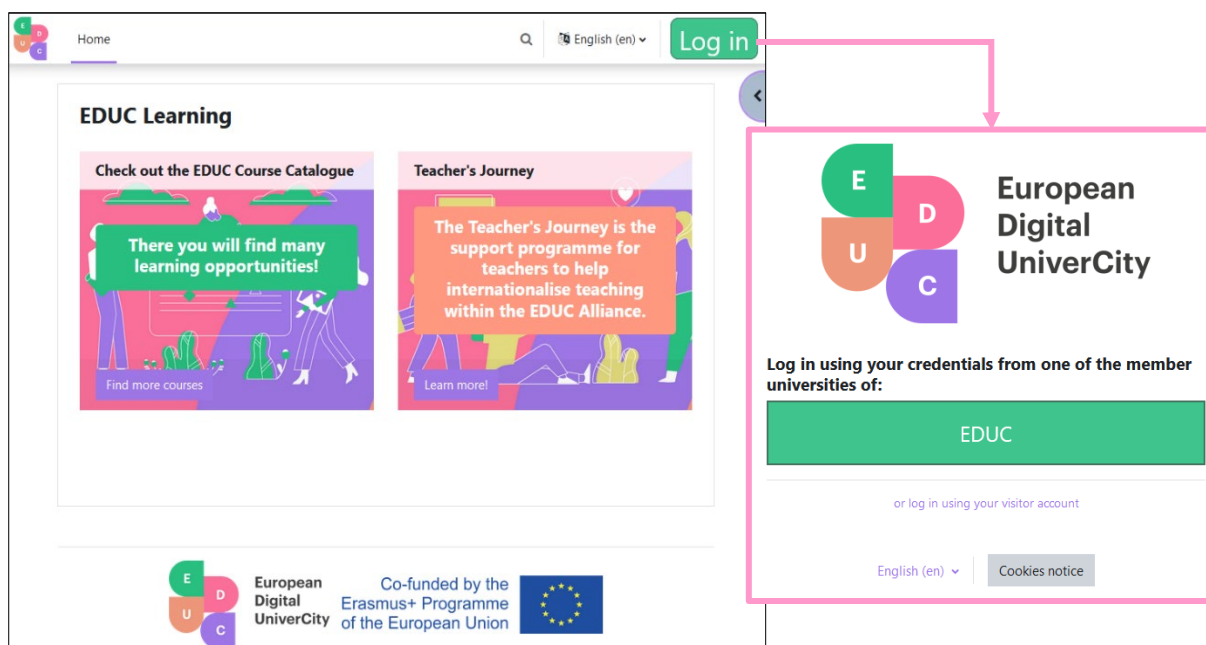


Figure A.2. EDUC Moodle – logging in

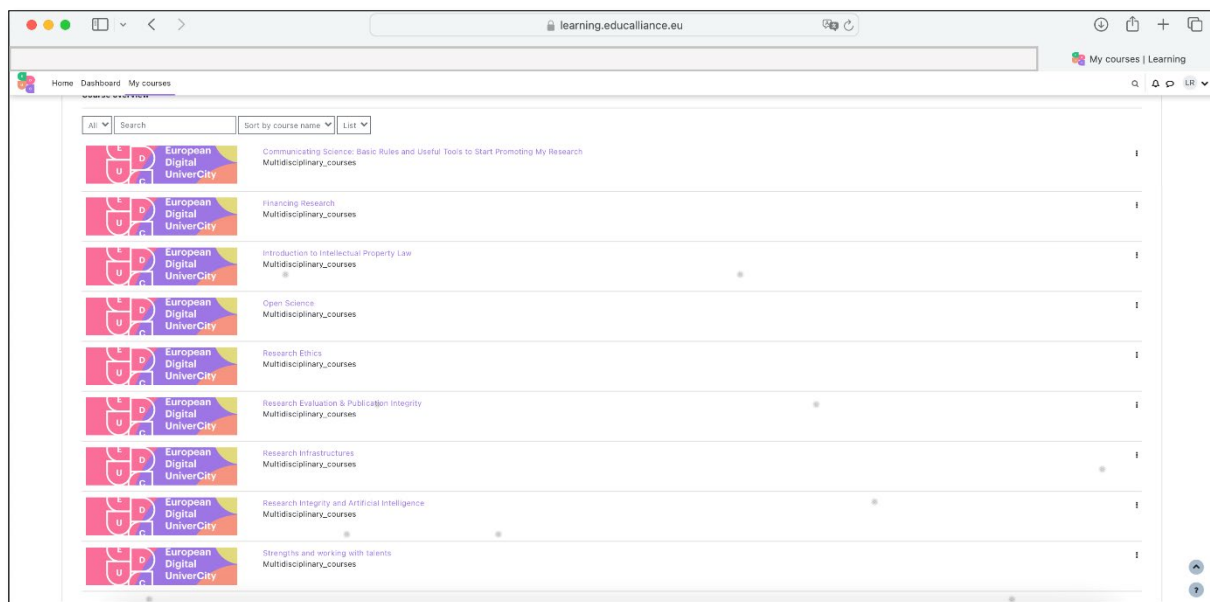


Figure A.3. EDUC Moodle – Training activities of the Masaryk University

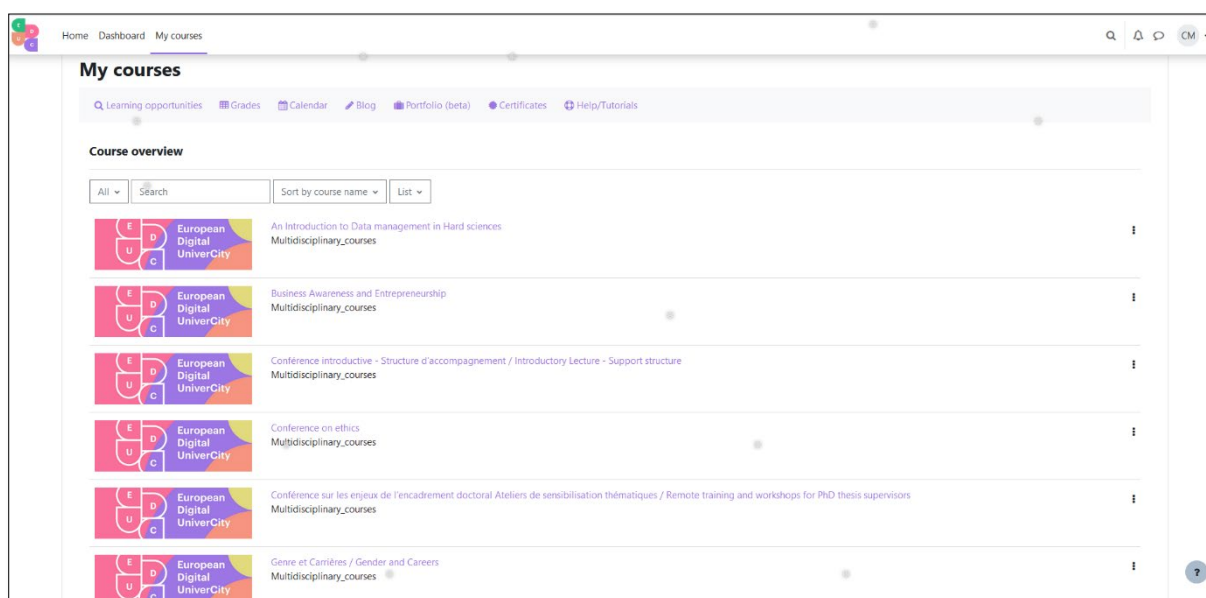


Figure A.4a. EDUC Moodle – Training activities of the University of Rennes I

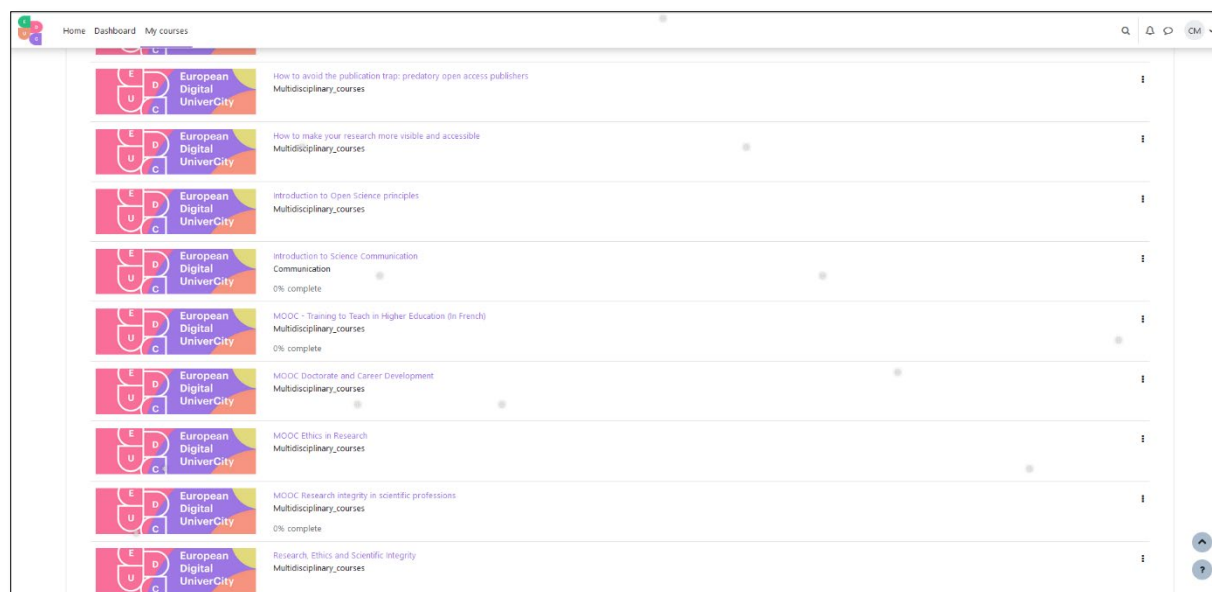


Figure A.4b. EDUC Moodle – Training activities of the University of Rennes II

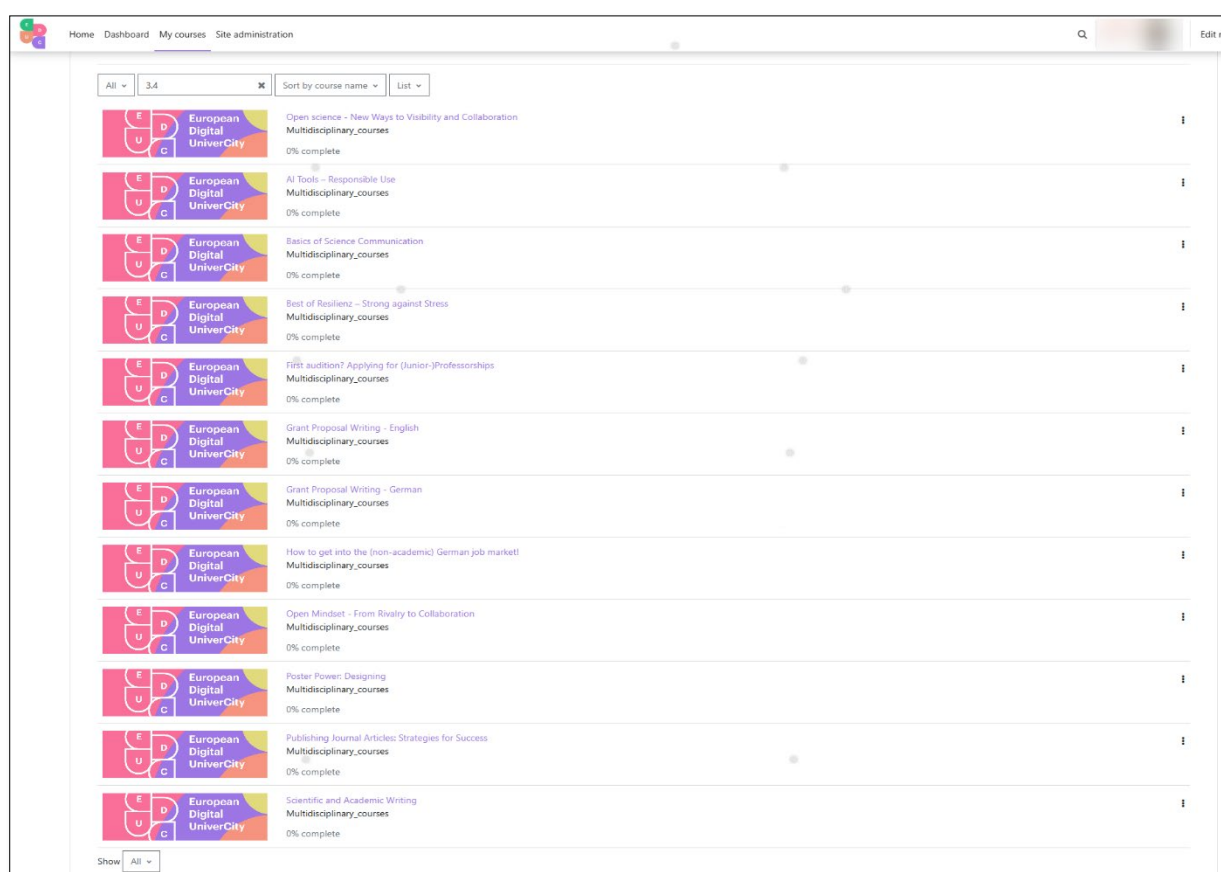


Figure A.5. EDUC Moodle – Training activities of the University of Potsdam

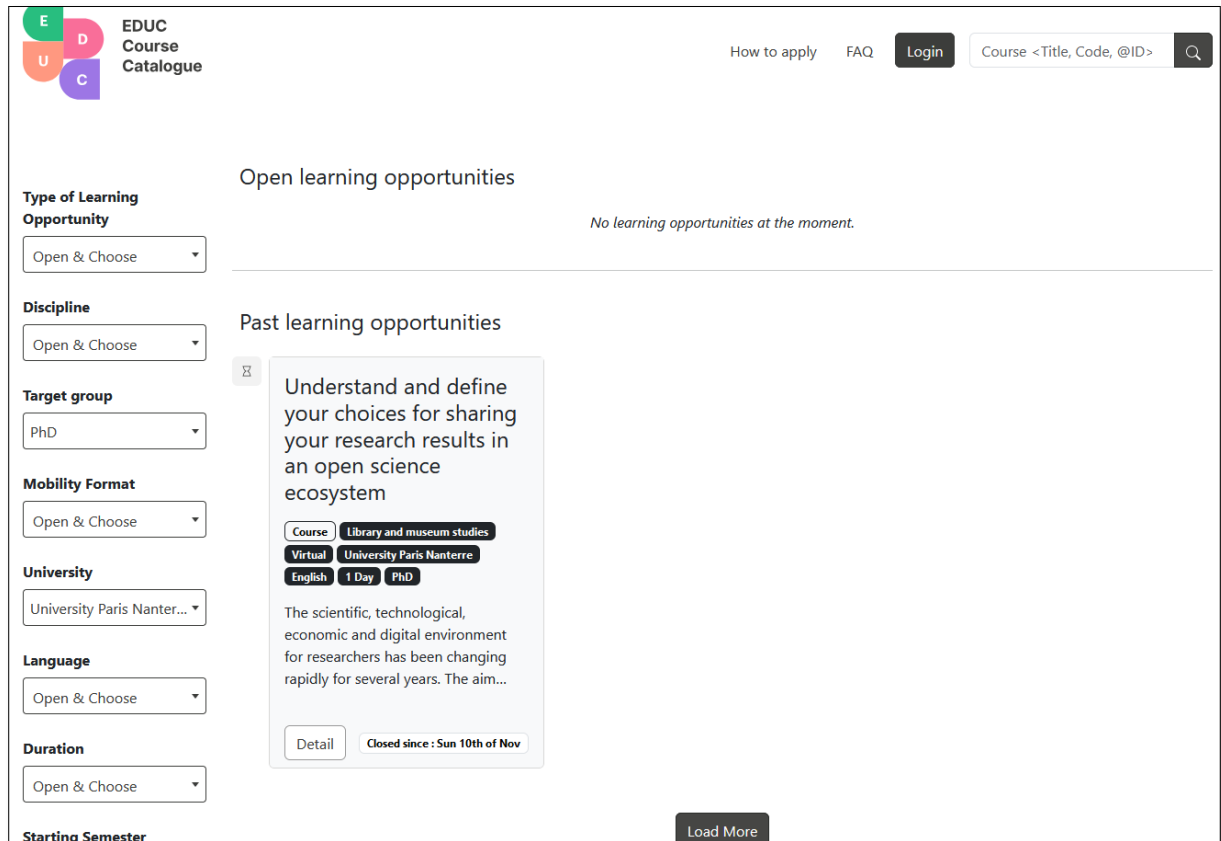


Figure A.6. EDUC Course Catalogue – Training activity of the University Paris Nanterre

Note: The training activity was offered outside the Moodle due to organizational reasons (see the page 17).

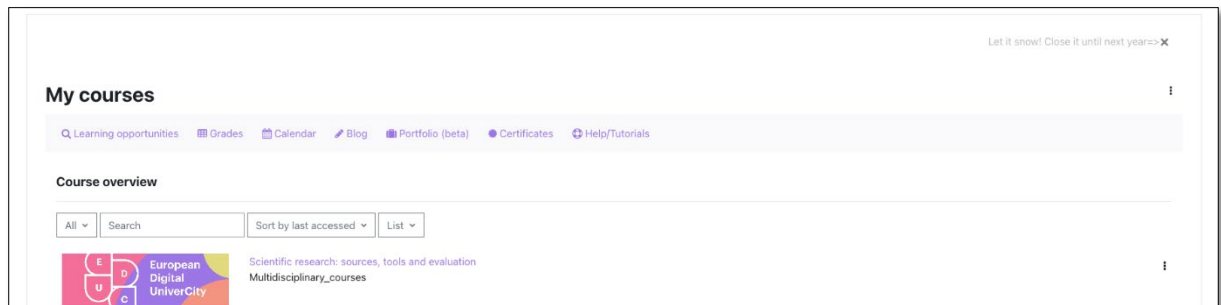


Figure A.7. EDUC Course Catalogue – Training activity of the University of Cagliari

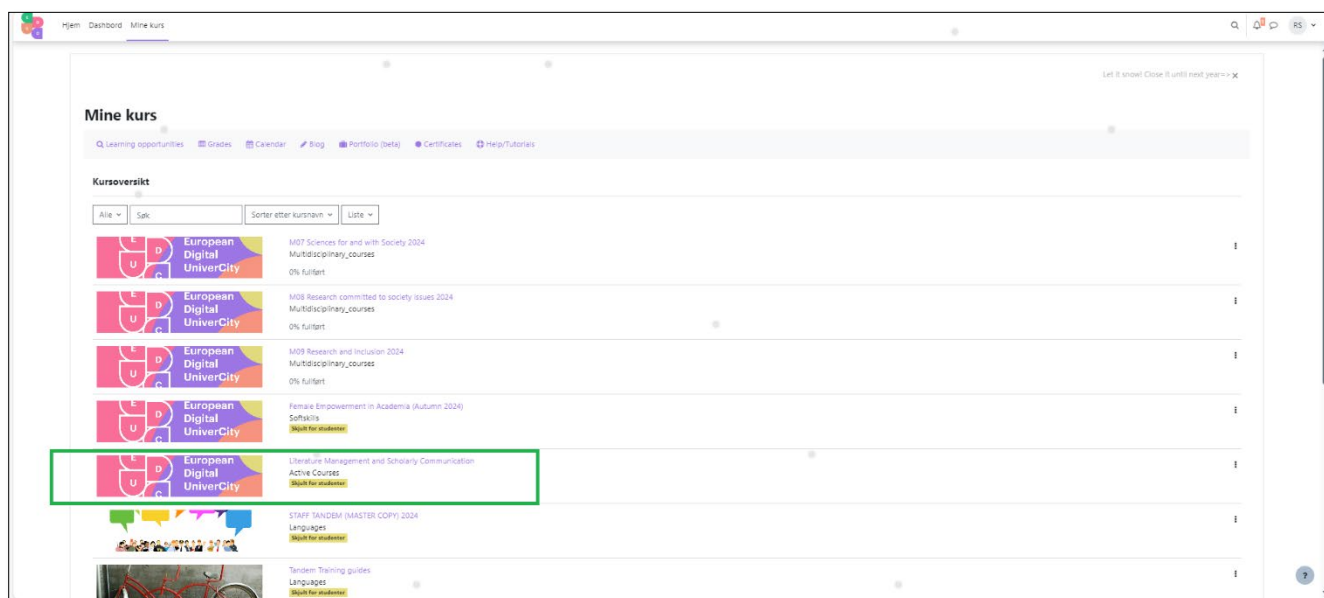


Figure A.8. EDUC Moodle – Training activity of the University of Southern Norway

Note: The training activity is listed among other courses offered by the USN within the EDUC Alliance.

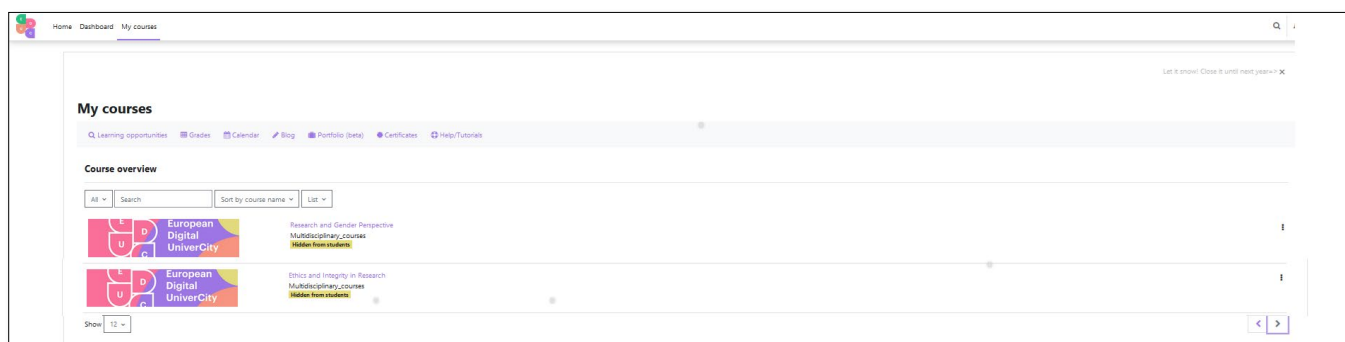


Figure A.9. EDUC Moodle – Training activities of the Jaume I University

Since the EDUC Moodle is not available openly, access can be given upon request sent to the email address hutova@czs.muni.cz if necessary.