



- **Chapter 3 - FAIR Skills and Competences** --> Before actually implementing topics related to FAIR in curricula and teaching, the first need is to define which knowledge and competencies students at different educational levels should acquire. Here, we are suggesting a core set of Knowledge Units and associated learning outcomes for each of the bachelor, master and PhD levels. The sets are discipline-agnostic, so they require to be adapted slightly depending on the discipline in question. Using them allows having a basis for the development of a curriculum focused on the FAIR principles or identifying which topics are already covered and which are not in already existing curricula.
- **Chapter 4 - Teaching and training designs for FAIR** --> In higher education and research, the topic of FAIR has now considerable and is increasing interest. So far, courses on data handling (i.e. data analysis and/or scientific programming) rarely cover core FAIR topics like metadata standards, persistent identifiers and provenance. This chapter introduces a structured approach to course design as help for teachers and trainers in designing courses on the topic of FAIR. Explaining benefits, encouraging active learning using hands-on activities and helping students to use open resources in the context of FAIR principles.
- **Chapter 5 - FAIR lesson plans** --> Examples of lesson plans, for a number of topics related to RDM and the FAIR principles, are included in this chapter, where 16 points are not building an exhaustive list, but ready to be updated.
- **Chapter 6 - Implementing FAIR** --> Researchers can not do the heavy lifting in data management according to FAIR principles alone, they need to rely on support services provided by their institutions. This chapter therefore shifts the perspective from the individual researcher or research projects to the institution. This chapter focuses on the requirements and measures to be taken within an institution.

## Report “Good Practices in FAIR Competence Education”

This Report is a second practical tool that complements the work of the **FAIR adoption handbook** by providing concrete examples of how High Education Institutes and other organisations in HE have developed FAIR teaching and training at different level.

It collects **7 case studies** - from 5 European countries and one international example from South Africa - highlighting institutional practices focused on teaching and training RDM & FAIR data skills.



The conclusion of the report encourages universities to:

- Foster the **engagement of research** and support staff and build capacity across **all institutional levels**
- Develop and connect **policies, infrastructures and skills training** to **mutually reinforce each other**
- Be aware of **opportunities at the European and national levels** and integrate them into **institutional strategies**



## Download the Report

You can also download the single Use Case factsheets below:

Use Case #1	Use Case #2	Use Case #3	Use Case #4	Use Case #5	Use Case #6	Use Case #7
<a href="#">Data Train - Training in Research Data Management and Data Science: Good Practice</a>	<a href="#">Research Data Management Course: Good Practice</a>	<a href="#">Center for Research Data Management and Data Stewardship Course: Good Practice</a>	<a href="#">Research Data Management at Tampere University: Good Practice</a>	<a href="#">Open Science Programme: Good Practice</a>	<a href="#">Essentials on Research Data Management MOOC: Good Practice</a>	<a href="#">Research Data Management at University of Cape Town: Good Practice</a>

The guides have been revised following public consultation, and an evaluation by University of Helsinki colleagues. Future

