"Supporting FAIR competence education: good practices from universities around Europe"

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#FAIRsFAIR

Good practices in FAIR Competence Education

■ Collection of **7 case studies** highlighting institutional practices and training activities focused on teaching RDM and FAIR data skills at the institutional level.

■ DOI: https://doi.org/10.5281/zenodo.5785252

Background and objectives

■ Substantial gap between the strategic importance attributed to RDM and FAIR data (55%-70%) and their implementation (15%-25%) at the institutional level.

  ■ Lack of awareness, skills and training at all levels (BA, MA and PhD).

  ■ Universities need practical guidance on the application of FAIR and related skills and competences.

■ The report will:

  ■ **Represent a practical tool** for universities to start embedding FAIR data education in university programmes and doctoral training.

  ■ **Provide inspiration** on how to start new training programmes, address implementation challenges and ensure sustainability.

Sources:

D7.1 FAIR in European Higher Education. https://zenodo.org/record/3629683#.YMMCx_kzY2x
EUA Open Science survey 2020. From principles to practices: Open Science in European Universities. https://doi.org/10.5281/zenodo.5062982

Methodology

- Follow-up interviews on good practices presented during the university workshop series organised by the FAIRsFAIR project's WP7.

- Four macro areas addressed:

  - **Scope/objectives** *(Drivers behind the good practice; relations with national and European policy initiatives).*

  - **Capacity** *(Staff involved at the institutional level; sources of funding; collaboration with other academic and private actors).*

  - **Implementation** *(Steps for the implementation of the good practice; potential challenges and barriers).*

  - **Impact** *(Evaluation process; next steps; lessons learned).*

Overview of good practices

Organiser	Name of initiative(s)	Type of initiative(s)	Target group(s)
U Bremen Research Alliance *Germany*	Data Train programme	Training programme	Doctoral candidates
NOVA University Lisbon *Portugal*	Research Data Management course	Teaching course	Doctoral candidates
TU Wien *Austria*	Center for Research Data Management and Data Stewardship course	Institutional unit dedicated to RDM and teaching course	Whole university community and Master students (course)
Tampere University *Finland*	Managing Research Information course and RDM: survey and interview data course	Teaching courses	Master students
swissuniversities *Switzerland*	Open Science programme	National funding scheme	Swiss higher education institutions
University of Minho *Portugal*	Essentials on Research Data Management MOOC	MOOC	Doctoral candidates, other researchers
University of Cape Town *South Africa*	Variety of training courses on RDM and FAIR data-related topics	Training courses	Whole university community

Main findings

Scope/objectives

- Internal VS external drivers

Implementation

- Important to combine top-down and bottom-up approaches to ensure the effectiveness and long-term sustainability of new activities for FAIR data education.

Capacity

- Importance of dedicated funding and staff.
- Investment of a limited amount of seed funding can be scaled up and provide benefits in the long term.

Impact

- Connect FAIR data skills and practices with other priorities in national and institutional agendas (e.g. research ethics and integrity and digitalisation).
- Finding these synergies can be instrumental in order to find additional resources and possible funding streams for the definition of new training and teaching activities.

Recommendations

- **Foster the engagement** of research and support staff and build capacity across all institutional levels

- Develop and connect **policies, infrastructure and skills training** to mutually reinforce each other

- **Be aware of opportunities at the European and national levels** and integrate them in institutional strategies

Thank you for your attention!

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