EARMA
EUROPEAN ASSOCIATION OF
RESEARCH MANAGERS AND ADMINISTRATORS

# EARMA Academy Call for Trainers Guidelines

**EARMA Professional Development Team**

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# 1. Introduction

EARMA is looking for experienced individuals with expertise in the thematic domains of the EARMA Academy learning programme to serve as trainers for in-person workshops, which will complement its online training modules.

The EARMA Academy currently comprises an online learning hub and a certification platform for research managers and administrators to acquire new skills and competence recognition aligned with the European Competence Framework for Research Managers (RM Comp). The in-person workshops will expand the programme by enabling acquisition of competencies that cannot be adequately taught through the online modules alone.

Applications are sought for delivering a 1.5-day workshop on one of the following topics and RM Comp levels:

- Funding Landscape & Proposal Development (RM1[1] or RM2)
- Research Ethics & Research Integrity (RM1 or RM2)
- Open Science & Research Data Management (RM1 or RM2)
- Communication & Stakeholder Engagement (RM1 or RM2)
- AI in Research Management & Administration (RM1 or RM2)

The submission deadline is **October 4, 2026, 23:59 CET**.

The number of selected applicants will depend on available budget as well as the quality and thematic diversity of the applications.

# 2. Strategic Context

The EARMA Academy is a central pillar of EARMA's professional development strategy, supporting the transition toward structured, competency-based training pathways for research managers across Europe.

Building on the work of EARMA's Professional Development and Recognition Committee (PDRC) and the Professional Development Expert Group (PDEG), the programme reflects EARMA's broader institutional shift toward:

- strengthening the quality and coherence of professional development offerings
- embedding systematic quality assurance and review processes
- aligning training with the RM Comp framework (RM1-Foundational – RM4-Expert levels)
- supporting scalable, accessible, and practice-oriented learning opportunities

In-person workshops are a key component of this model. They complement online modules by enabling experiential learning, peer exchange, and applied competence development, addressing areas that require interactive and context-sensitive approaches.

[1] RM1-Foundational, RM2-Intermediate, RM3-Advanced, RM4-Expert

## Role of trainers within the EARMA Academy ecosystem

Within this framework, trainers play a central role in ensuring that EARMA's professional development offer meets its strategic objectives. Their contribution directly supports:

- **Training quality and impact**, in line with EARMA's emphasis on interactive and practice-based course design
- **Consistency across the EARMA Academy programme**, ensuring alignment between online and in-person components
- **Competency-based learning**, targeting RM Comp competencies not fully covered online
- **Assessment and recognition**, through integrated and meaningful evaluation of participants
- **Community building**, fostering peer exchange and shared learning across diverse European contexts

## Guiding principles

The trainer call and the selection process are designed to reflect the following professional development priorities:

- Ensuring **high-quality, engaging, and learner-centred delivery**
- Promoting **transparency, credibility, and evidence-based approaches**
- Supporting **inclusiveness, diversity, and accessibility** in all training activities
- Reinforcing **alignment with governance, ethical standards, and professional conduct expectations**

# 3. Scope

Trainers are sought to guide participants through **practice-oriented activities, peer exchange, and real-life scenarios within 1.5-day workshops** that are to take place **in Brussels**. Trainers will be responsible for **conceptualising, delivering, and facilitating** the learning activities and **implementing integrated participant assessment** activities during the workshop, in line with the programme's learning objectives and quality standards. They will work closely with the EARMA Professional Development Team and follow provided guidance.

The EARMA Academy's overall curriculum design and online module development are **not** part of the trainer's role.

Prospective trainers are encouraged to familiarise themselves with the RM Comp framework and develop their workshop proposals around it, focusing on the RM Comp competencies and learning objectives relevant for the selected workshop topic and RM level. They are also encouraged to acquaint themselves with the respective EARMA Academy online training module to ensure complementarity of the proposed workshop activities.

An overview of relevant RM Comp learning objectives organised by module topic and level is provided to applicants as an aid **here**. Applicants are not expected to address every individual learning outcome listed for their topic/level but should select a meaningful combination of key objectives. For some of the topics and levels targeted in this call, online modules are still under development. The document lists them separately, providing preliminary indication of the outcomes to be covered.

**Participant evaluation** should take form of integrated assessment activities – all participants should be assessed during or immediately after the course through a format that allows for testing learners' progress towards the targeted RM Comp learning outcomes. Traditional multiple-choice or open-ended written assessments of theoretical nature should be avoided, as these are already part of the EARMA Academy's online offer.

# 4. Remuneration

The trainers will be engaged and remunerated on the basis of a contract. The remuneration amount is **2.000 €** and travel, accommodation, and related costs are to be covered through this **all-inclusive flat rate** applicable to all trainers collectively, not per person.[2] The contract and remuneration apply to a single event only; no subsequent workshop editions are included.

# 5. Eligibility

Applications will be accepted from **individual trainers** or **small trainer teams**.

The applicants must:

- Be able to **issue an invoice** for their services.
- Be **available for workshop preparation and delivery** in line with the high-level timeline described in the last section of these Guidelines.
- Be able to deliver a workshop in **English**.
- **Commit to** the highest standards of **professional and ethical conduct and** to **coordination** with the programme team.

Furthermore, the trainers must not be in a **conflict of interest** that would compromise their independence, impartiality, or professional judgement in the delivery of in-person workshops and assessment of the workshops' participants.

The conflict of interest (CoI) will not be checked at the application stage, but the **CoI Self-Assessment and Declaration form** is available for applicants' reference online. Following the selection process, and once the final list of workshop participants is confirmed, the trainers will be required to fill in and sign this document.

[2] In case an application is submitted by a team instead of a single trainer.

# 6. How to apply

The applicants must fill in the **online Trainer Application Form,** and attach to it:

- **a brief CV** of the lead trainer (max. 2 pages); and
- **a concept note** outlining the in-person workshop proposal (max 2 pages), including both learning and assessment activities. The concept note should demonstrate how the proposed workshop links to the targeted RM Comp learning objectives, is practice - oriented, and stimulates peer exchange among participants.

One applicant or an applicant team may submit maximum one (1) application per topic-RM level combination.

# 7. Selection criteria

All trainers are selected based on their professional expertise, facilitation skills, and commitment to high standards of quality, inclusiveness, and professional conduct. Trainers must demonstrate strong professional expertise in the thematic area(s) of the workshop and a proven ability to facilitate interactive, face-to-face learning.

These criteria apply to trainers delivering face-to-face workshops of short duration (planned for 1.5 days):

## Professional expertise

Trainers must demonstrate **relevant professional expertise in the thematic area(s) of the workshop**. This may be evidenced through:

- Current or previous professional experience in research management, research support, higher education, or related policy/practice environments;
- Direct experience with procedures, tools, or processes relevant to the workshop topic;
- Applied knowledge derived from practice, project involvement, advisory roles, or institutional responsibilities.

Trainers shall demonstrate **an international or European perspective** relevant to the workshop's thematic area. This includes awareness of diverse research management practices, funding systems, and institutional contexts beyond their own organisation or country, ensuring participants benefit from a broad and comparative viewpoint.

For specialised topics delivered by experts from related fields, the lead trainer should still be able to **provide a research management context**.

## Experience in delivering in-person workshops

Trainers should have demonstrable experience delivering face-to-face professional workshops, including:

- Facilitation of **short, intensive training formats**;
- Engagement of participants through **interactive and participatory methods**;
- Adapting delivery to **mixed audiences and varying experience levels**.

## Facilitation and pedagogical skills

Trainers are expected to:

- Apply **learner-centred and practice-based approaches** suitable for in-person settings (e.g. case study discussions, group exercises, scenario work);
- Facilitate **peer exchange and collective problem-solving**;
- **Manage time effectively** within a short workshop format;
- Create and maintain an **inclusive, respectful learning environment**, ensuring that participants of all backgrounds feel welcome and able to contribute;
- **Respect diversity and avoid discrimination** on the basis of gender, ethnicity, disability, institution type, or other characteristics.

## Assessment of participants

Trainers must be able to implement **integrated assessment activities** during the workshop, including:

- Use of formative and/or summative assessment methods appropriate to short, in-person training (e.g. group tasks, practical exercises, reflective activities);
- Clear communication of assessment criteria to participants;
- Contribution to documenting participant engagement and learning outcomes, in line with the programme requirements;
- Encourage open participant feedback and reflection and integrate feedback into the assessment and wrap-up of the workshop.

## Communication and language skills

- **Clear oral communication and facilitation** skills are essential;
- Trainers must deliver workshops **fluently in the language of instruction** of the programme (English).
- Trainers shall demonstrate **sensitivity to multilingual audiences**.

### Concept quality

Workshop concepts are expected to demonstrate:

- **Relevance** of proposed activities to the targeted RM Comp learning outcomes and level(s) in complementarity with the EARMA Academy online modules;
- **Practice-orientedness**;
- Potential to stimulate **peer-exchange**.

## 8. Evaluation process

Applications will be evaluated in three steps:

### Step 1: Formal check

The Professional Development Team will check applicants' compliance with basic formal requirements, namely the ability to issue invoices, availability, language of instruction, and commitment to professional conduct and coordination with the programme team.

Note: Some limitations to the trainer's availability may be accepted, if not detrimental to the successful workshop delivery. This will be assessed on case-by-case basis.

### Step 2: Pre-selection by the Professional Development Team

To facilitate the pre-selection process, an assessment matrix based on the above-mentioned evaluation criteria will be used to rank the applications. These will be divided into three categories: suitable, suitable with conditions, and unsuitable.

### Step 3: Final selection by the Professional Development Expert Group

Following the pre-selection results EARMA's Professional Development Expert Group may be asked to make the final selection based on the same selection criteria.

Following the evaluation, selected applicant(s) will be invited to a conversation with the Professional Development Team, where needed, to clarify aspects of their application or discuss the proposed workshop in more detail.

If at any point of the selection process the information provided in the application documents is found substantially inaccurate or misleading, EARMA reserves the right to stop the contracting process. In such a case, EARMA may consider the next candidate on the ranking list who fulfils the selection criteria.

# 9. Indicative call timeline

Application deadline: October 4, 2026


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