

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Cultural Technology and Communication		
LEVEL OF STUDIES	Postgraduate Studies		
COURSE CODE	UA-RC2	SEMESTER	2
COURSE TITLE	EU Research Funding & Proposal Development		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, state the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	12	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).</i>			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	specialised general knowledge, skills development (research)		
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	English		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	The course is delivered exclusively through synchronous distance learning. Each weekly lecture lasts 180 minutes.		
AVAILABILITY TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	TBA		

(2) LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Brief Guide for drafting Learning Outcomes</i> <p>This course equips research master students with the knowledge and practical skills needed to successfully participate in European research funding schemes. Students will learn how to identify suitable EU calls, understand eligibility and evaluation criteria, design competitive project ideas, build and manage consortia, and prepare all key parts of a research proposal up to submission. Through lectures, case studies, and hands-on group work, participants will draft and refine a proposal based on real EU funding opportunities.</p> <p>After the successful completion of the course, the student will be able to: In terms of knowledge:</p>
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- Understand the EU research funding ecosystem (main programmes, instruments, and how policy priorities shape funding topics).
- Know how to read and interpret work programmes and call texts, including scope, expected outcomes, impacts, and type of action.
- Understand eligibility rules and rules of participation, including consortium requirements, partner roles, and common compliance constraints.
- Know the evaluation criteria and reviewer perspective (how proposals are scored and what “excellence, impact, implementation” mean in practice).
- Understand the standard structure and required components of an EU proposal (technical narrative, management, impact plan, ethics/open science, forms/annexes).
- Know the fundamentals of proposal implementation logic, including work packages, deliverables/milestones, risk management, budgeting principles, and key governance concepts.

In terms of skills:

- Identify and shortlist suitable EU calls using systematic search strategies and a structured fit/competitiveness matrix.
- Translate a call into a fundable project concept by defining a clear problem statement, objectives, expected outcomes, and impact pathway.
- Draft the core narrative sections of an EU proposal (Excellence, Impact, Implementation) in a persuasive, reviewer-oriented style.
- Design a coherent work plan with work packages, tasks, deliverables, milestones, dependencies, and a realistic timeline.
- Build and coordinate a consortium contribution by defining partner roles, collecting inputs, and integrating them into a consistent proposal.
- Develop a justified budget and compliance components (risk register, ethics/GDPR, open science/data management) aligned with the technical plan.

In terms of responsibility and autonomy:

- Take independent responsibility for planning and progressing a proposal workflow, meeting internal deadlines and producing submission-quality drafts.
- Exercise sound judgement in selecting calls and shaping project scope, balancing ambition with feasibility, resources, and competitiveness.
- Demonstrate professional accountability for research integrity by embedding ethics, GDPR-aware data governance, and open science commitments in the proposal.
- Work autonomously and reliably within a team/consortium setting, clarifying roles, coordinating inputs, and resolving inconsistencies across sections.
- Apply critical self-review and peer feedback to iteratively improve coherence, compliance, and persuasiveness against evaluation criteria.
- Communicate and defend proposal choices confidently and responsibly (objectives, methodology, impact, budget, risk) in review-style discussions and Q&A.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

<i>Search, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adaptability to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Other...</i>
	<i>.....</i>

The current course will enable students to acquire the following competences:

- Search, analysis & synthesis of data and information
- Adaptability to new situations

- Working independently
- Team work
- Criticism & self-criticism
- Production of new research ideas
- Ethical, professional and social responsibility

(3) COURSE SYLLABUS

EU Research Funding & Proposal Development equips Master-by-Research students with the knowledge and practical skills needed to design and prepare competitive proposals for European research and innovation funding. The module focuses on identifying and interpreting suitable EU calls, understanding eligibility rules and evaluation criteria, shaping strong project concepts, and translating them into coherent work plans, impact pathways, and realistic budgets. Students learn how to build and coordinate consortia, address implementation, risk, ethics, open science, and GDPR requirements, and present a persuasive case aligned with EU priorities.

Indicative lecture topics:

- 1. EU Research Funding Landscape and Logic**
 - Main EU funding families and what they're for (research, innovation, deployment, capacity building)
 - How EU policy priorities translate into funded projects (missions, partnerships, clusters, instruments)
 - What "a competitive EU proposal" looks like: success factors and common failure modes
- 2. Reading Work Programmes and Call Texts**
 - How to interpret a call/topic: scope, expected outcomes, impacts, and "type of action"
 - Mapping the call requirements to a project concept (must-haves vs nice-to-haves)
 - Practical call deconstruction exercise using a real EU topic
- 3. Call Scouting and Opportunity Selection**
 - Systematic search strategies (portals, work programme navigation, keywords, alerts)
 - Fit assessment: strategic alignment, feasibility, readiness level, consortium implications
 - Building a shortlisting matrix (impact potential, competitiveness, resources, timing)
- 4. Eligibility, Rules of Participation, and Proposal Evaluation**
 - Eligibility basics: consortium composition, country rules, role types, TRL expectations (where relevant)
 - Evaluation criteria logic (e.g., excellence/impact/implementation) and how reviewers read proposals
 - Turning criteria into a compliance checklist and writing plan
- 5. Consortium Design and Partner Engagement**
 - Roles and value: coordinator vs partners, SMEs/industry, cities, NGOs, research orgs
 - Partner selection for Digital Circular Economy projects (value chain + data/value governance)
 - Collaboration mechanics: commitments, partner letters, roles, and early alignment on scope
- 6. From Problem to Project Concept**
 - Framing the challenge and the project narrative (why now, why EU, why this team)
 - Objectives, outcomes, and a Theory of Change / impact pathway for circular + digital transitions
 - Defining "project results" vs "activities" vs "impacts" clearly
- 7. Writing the Excellence Section**
 - State-of-the-art positioning and gap articulation (without overclaiming)
 - Methodology logic: work plan overview, research/innovation approach, interdisciplinary integration
 - Quality of design: assumptions, limitations, and validation strategy
- 8. Work Packages, Tasks, Deliverables, and Milestones**
 - Building a coherent work breakdown structure (WPs → tasks → outputs)

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Distance Learning	
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Synchronous distance communication on a weekly basis, asynchronous on a daily basis through LMS platform	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	Weekly assignments, discussions through dedicated discussion forum, dedicated space per module on the learning platform, schedule video conference meetings through MS Teams, dedicated QA sessions per module	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	Use of ICT in Teaching, Communication with students Online Platforms will be used for teaching, tutorials, students' guidance, students' self-assessment and support on group projects	
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	PC /laptop for video conference meeting	
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	Gradescope, Turnitin	
ARTIFICIAL INTELLIGENCE POLICY <i>(1) The use of Artificial Intelligence is prohibited in all circumstances (2) The use of Artificial Intelligence is allowed only with the permission of the instructor (3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature (4) Students are free to use Artificial Intelligence</i>	The use of Artificial Intelligence is allowed only with an explicit reference to the literature. Additionally, students are free to use AI provided by the master programmes for contacting stimulations, practicing purposes, etc.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,</i>	Activity	Semester workload
	Lectures	39
	Participation in forum discussions	33

<i>tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.</i>	Study, analysis of bibliography and supplementary consolidation activities	186
	Self-Assessment Evaluations	42
	Course total	300
<p align="center">STUDENT ASSESSMENT</p> <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Students will be evaluated following multiple-choice, short-answer, and open-ended questions.</p> <p>The assessment formula is the following:</p> <p>Self-Assessment Evaluations: 50% Final Assessment: 50%</p>	

(5) RECOMMENDED BIBLIOGRAPHY

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[3] European Commission. (2025, September 15). EU Grants: HE Programme Guide (Version 5.1). https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/programme-guide_horizon_en.pdf

[4] European Commission. (2025, November 5). EU Grants: Application form (Horizon Europe RIA and IA) (Version 5.0). https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/temp-form/af/af_he-ria-ia_en.pdf

[5] European Commission. (2025, December 1). Horizon Europe proposal evaluation: Standard briefing slides for experts (Version 13.0). https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/horizon-europe-evaluation-briefing_en.pdf

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- [13] European Data Protection Supervisor. (2020, January 15). Opinion 3/2020 on the European strategy for data. https://edps.europa.eu/system/files/2020-01/20-01-15_opinion_data_strategy_en.pdf
- [14] Aldridge, J., & Derrington, A. M. (2012). The research funding toolkit: How to plan and write successful grant applications. SAGE Publications Ltd.
- [15] Jensen, S. F., Kristensen, J. H., Adamsen, S., Christensen, A., & Waehrens, B. V. (2023). Digital product passports for a circular economy: Data needs for product life cycle decision-making. *Sustainable Production and Consumption*, 37, 242–255. <https://doi.org/10.1016/j.spc.2023.02.021>
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