



# Neuro-Innovation Quality manual

Research and innovation for brain  
health throughout life

MSCA Horizon 2020 Neuro-Innovation  
PhD programme 2022-26



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## 1 Neuro-Innovation Doctoral Programme

The Neuro-Innovation training is a novel effort at UEF to integrate the university's world-class neuroscience with top-level management; social, legal and computer science and applied physics. This integration will produce unique inter/multidisciplinary competence that contributes to brain health innovation in Europe and beyond by training future leaders in this area of research and practice. Contributing to UEF's strategic HEALTHLIFE profile, the programme responds to the European and global challenge of supporting brain health throughout life. As the population ages, brain diseases become increasingly common and create enormous health and societal challenges. Precision medicine- based research and innovation on early prediction, novel treatments and the transfer of technology, models and methods are urgently needed and will be achieved through multi/interdisciplinary neuro-innovation training.

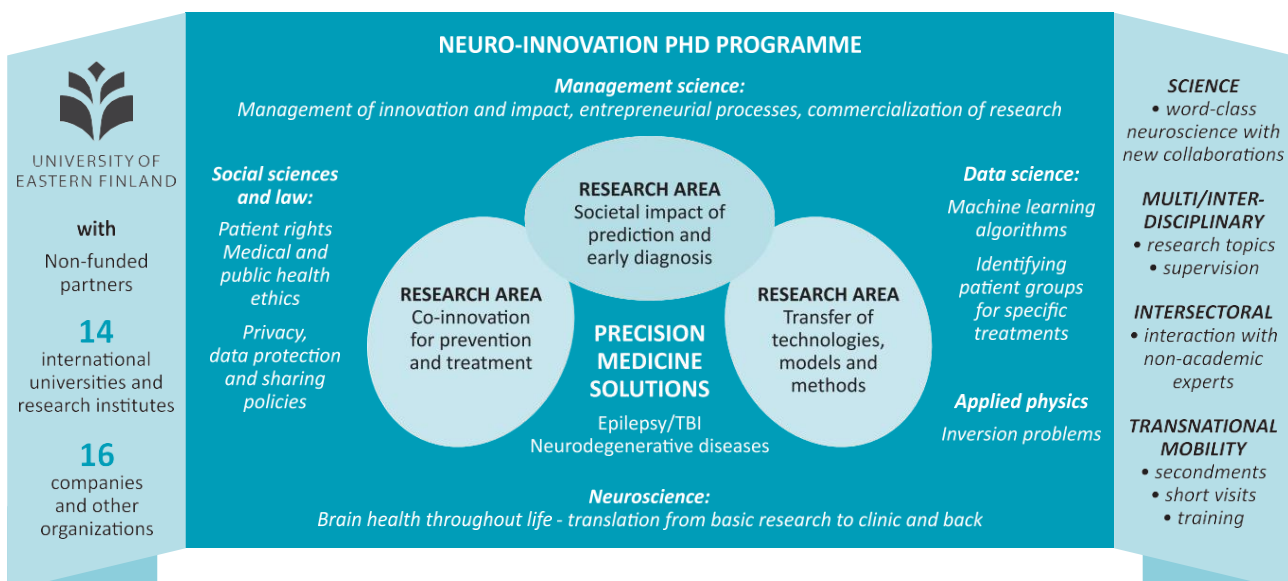
The Neuro-Innovation project creates a multi/interdisciplinary doctoral training in which we have supervisors from six regular, mostly single-discipline PhD programmes in three faculties: 1) *Molecular medicine*; 2) *Clinical research in the Faculty of Health Sciences*; 3) *Business*; 4) *Social Sciences*; 5) *Law in the Faculty of Social Sciences and Business Studies*; and 6) *Science, Technology and Computing in the Faculty of Science and Forestry*. The new training will benefit from and work in close collaboration with the regular PhD programmes at UEF. Precision medicine concerning epilepsy, traumatic brain injuries and neurodegenerative diseases have a long history as particularly strong, internationally ranked research areas of UEF neuroscience. Drawing from this expertise, the Neuro-Innovation training will address the translation of research results into clinical adaptation and commercial outcomes in three multidisciplinary research areas:

- **The societal impact of prediction and early diagnosis research area** aims to understand and improve interdisciplinary, societally impactful research collaborations on novel biomarkers and risk genes, key mechanisms of epilepsy/TBI and neurodegenerative diseases, and the effect of environmental factors on brain health. To accelerate prediction and early diagnosis, sophisticated machine learning prediction tools will be used and integrated with high- level legal and social science expertise on patient rights, public health ethics and inclusivity. Interdisciplinary impact and innovation management processes will be studied from a holistic perspective.
- **The co-innovation for prevention and treatment research area** deals with collaborative innovation across networks and ecosystems where novel therapies are developed, tested and launched for the purpose of preventing and treating neurodegenerative diseases and



epilepsy. Together with the key intersectoral partners, the research will focus on new drug candidates, multi-domain lifestyle-based interventions and personalised clinical treatments. For high-level outcomes, machine learning will be used to identify patient groups for specific treatments and predict therapy response. Intersectoral co-innovation processes will be studied, and research designs will be guided by legal expertise on law and medical ethics.

- **The transfer of technologies, methods and models research area** aims to understand and improve knowledge transfer processes across research teams and from university to industry. This research area deals with new technologies, such as experimental MRI techniques and multiscale imaging. Novel methods and models include cohorts and population-based trials, as well as the use of human brain tissue samples, genetically modified animal models and human-based disease models. Sophisticated algorithms and competence on inverse problems will be utilised, together with legal expertise on privacy, data protection and data-sharing policies. Entrepreneurial processes will be studied to achieve success in research commercialisation.



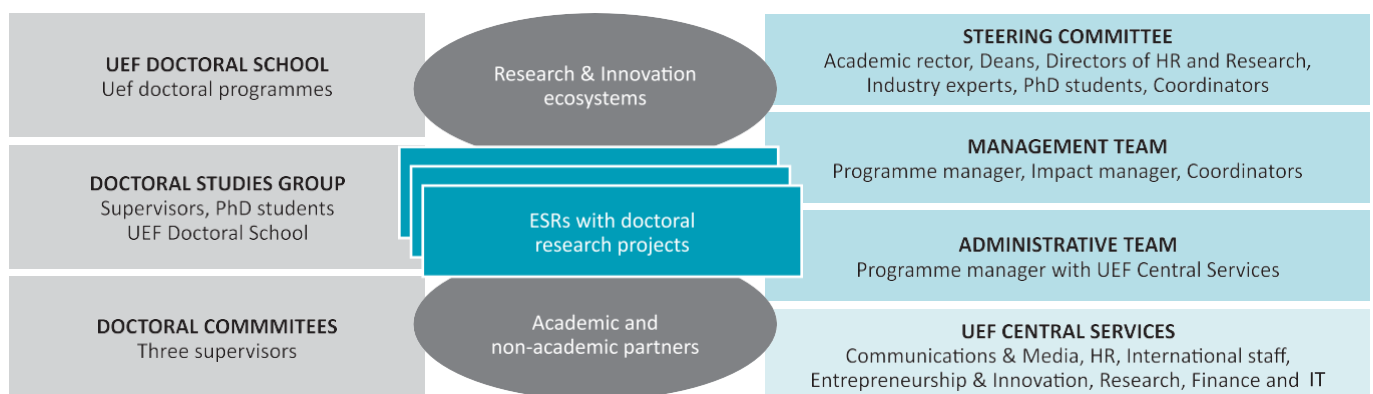
**Figure 1.** Inter/multidisciplinary research areas of the Neuro-Innovation training

The Neuro-Innovation training has been developed in conjunction with our partners and stakeholders' need for professionals who can produce impactful research and engage in entrepreneurial activities that lead to the commercialisation of science in the neuro-innovation-ethics specialisation area (see Figure 21). The secondments, research visits and training offered by our partner universities, companies and other organisations will enable ESRs to generate insights and plans into possibilities for diverse professional careers in academic and non-academic sectors, with the help of supervisors and mentors. The career plans of the ESRs will be guided by supervisors and mentors and regularly monitored by the Doctoral Studies Group and the Steering Committee.



## 2 Administration of the Programme

Management of the Neuro-Innovation programme is the responsibility of the Steering Committee and Project Coordinators. The two Programme coordinators focus on the strategic management of the training in relation to the set goal. The Programme manager leads the project management, and Impact manager leads the training, communication and dissemination, and research commercialization activities in the programme. The two coordinators, Programme manager and Impact manager form the Management team that will have regular weekly meetings. The Management team, together with UEF HR, Finance and Research, Entrepreneurship and Innovation services, form the Administrative team (Figure 2).



**Figure 2.** The management structure of the Neuro-Innovation Programme

**The Steering Committee** focuses on governance issues, and it monitors the achievements of the programme and the progress of the ESR cohort twice a year in a meeting. The committee is chaired by the academic rector of UEF and the deans, who are the highest responsible actors in UEF PhD training. The committee includes UEF directors of HR and research to secure fair and transparent processes that respect equal opportunities (see the names of these persons given in Section 1.1.2.1.). The committee also includes external experts and students. The committee makes the final decisions on the employment of ESRs and on major changes in the programme. It addresses major problems of management and supervision and other issues of high importance and impact. For these purposes, the Steering Committee will have meetings as often as needed.

**The Doctoral Studies Group** supports and evaluates the progress of ESRs, supervision and training. In addition to the Management team, the members include the coordinator of UEF

Doctoral School, primary and secondary supervisors, external experts and student representatives. It will have regular bi-annual meetings to monitor and evaluate progress, and more meetings will be held as needed, for instance, to discuss new ideas solve minor problems in supervision, and prepare any major problems to be handled by the Steering Committee. Monitoring includes gender equality and non-discrimination, PCDP and IPR issues, communication and dissemination, and risk management. **The Doctoral Committees** of ESRs are engaged in the provision of monthly support, discussions and self-evaluation of progress and possible problems concerning the studies, PhD projects, secondments and visits, and IPR prospects as part of the PCDP.

### 3 Employment of the Doctoral Students

**UEF has the HR excellence in research status**, and the guidelines of the European Charter for Researchers along with the Code of Conduct for the Recruitment of Researchers will be followed. EURAXESS and migration support will be offered for non-EU students, and a dedicated HR officer is available to assist international staff in any issues of employment throughout the process. Financial, HR, and study secretaries can be found in every department/school and provide help in everyday tasks. UEF administrative staff is fluent in English and accustomed to assisting international employees. The university offers a number of services to support ESRs' study and work at UEF.

UEF CENTRAL SERVICES TO SUPPORT ESRs' STUDY AND WORK AT UEF	
<b>International Mobility Services/International staff office</b>	coordinate, support and develop student/staff mobility, assists international students and staff, and offer orientations and international tutoring.
<b>Human Resources Services</b>	provide expert services on employment contracts, international mobility, human resources development and well-being at work.
<b>Research Services and Entrepreneurship and Innovation Services</b>	provide expert services relating to research, external funding, technology transfer and commercialization of research findings.
<b>Student and Learning Services</b>	coordinate, provide and develop general student services as well as to develop teaching, counseling and learning.
<b>Educational Services</b>	provide personnel training in university pedagogy and the use of ICT and offers courses on academic study skills and computing skills.
<b>Communications and Media Relations</b>	assist UEF staff to disseminate and communicate research and other achievements in print and social media.
<b>IT Services</b>	is responsible for the ICT and learning technology development and assistance through the eServices portal, Chat and Service Desks in the campus.
<b>Career and Counselling Services</b>	offer students guidance, advice, and training modules to supporting study and career planning and high- quality placement in working life after graduation.
<b>Educational Psychologist Services</b>	support the guidance tasks of teachers and other staff by providing advice, counseling and mental health work.

**Table 1.** UEF central services to support ESRs



A full-time employment contract is made with each ESR for four years (48 months), including an initial four-month mandatory trial period. In the salary system of the Finnish universities, the salary is comprised of the job requirement component and of the personal performance component. In addition, the employer may pay a job requirement bonus and/or a performance bonus. The salary will be evaluated in six months of the beginning of the employment relationship at the latest. The evaluation system and the components of the salary are defined in the General Collective Agreement for Employees. Contracts follow the national guidelines in the graduate school system established by the Ministry of Culture and Education in 1995. UEF participates in the national PhD training coordination and follows the nationally benchmarked guidelines that are in line with the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers. Working conditions in the programme are similar to those of the national Finnish post-graduate training system. Information on the general rules, regulations and legislation in the Finnish work life that the ESRs need will be provided and can be found on the UEF webpages and the Suomi.fi online service (<https://www.suomi.fi/citizen/working-life-and-unemployment/rules-of-working-life>).

Contracts include free health care, social security insurance, pension contributions, unemployment insurance contributions, annual paid leave, meal benefits and parental benefits. When the ESRs have received UEF username and password for IT services, they can log on to the UEF Intranet called Heimo (<https://www3.uef.fi/en/web/heimo-ja-kamu/heimo>) and find detailed information on employment relationship matters. There they can search different topics and services by typing a key word in the search field. ESRs enjoy many government-funded benefits in Finland, including free health care for families, low-cost day care and other benefits for families with children (<https://www.kela.fi/web/en/family-benefits-from-other-countries-to-finland>). Working time is specified according to the collective agreements of researchers in Finland. Contracts include office space with required IT tools (computers, email accounts, access to e-publications, etc.) and admission to state-of-the-art research and learning infrastructure and appropriate laboratory facilities.

## 4 Rights and obligations of the ESRs

The Researcher shall fulfil the following obligations defined in the Grant Agreement and Annex 2. The Researcher has the following obligations, in particular:

- to work exclusively for the action and actively participate in the activities of the Neuro-Innovation programme including dissemination activities
- Personal Career Development Plan must be delivered within three (3) months after the start of the employment period. The Plan should be prepared in cooperation with the supervisor



- Personal Research Plan must be delivered within three (3) months after the start of the employment period. The Plan should be prepared in cooperation with the supervisor
- to inform the University as soon as possible of any events or circumstances likely to affect the Agreement
- to ensure the visibility of EU funding in communications or publications and in applications for the protection of results
- to complete and submit a report every semester to the Doctoral Studies Group about personal progress of the doctoral studies
- to complete and submit at the end of the training the evaluation questionnaire and two years later follow-up questionnaire provided by the Agency.

## 5 Ethics Aspects

Ethical principles are followed in all activities of the Neuro-Innovation doctoral programme starting with launching the call, evaluation, recruitment, training, supervision, conducting research, management, and graduation. The Charter of Fundamental Rights of the European Union (2000/C364/01, Dec 7, 2000) and the relevant ethics rules of H2020 will be made known for the participants and following them is a prerequisite for participation. We will follow the guidelines of the Finnish Advisory Board on Research Integrity to promote the responsible conduct of research and to prevent misconduct in research. In our international collaborations, we will follow ALLEA's (All European Academies) European Code of Conduct for Research Integrity that is fully in line with the Finnish Advisory Board's guidelines. These principles include the need to ensure the freedom of research and the need to protect the physical and moral integrity of individuals and the welfare of animals. Our activities especially in relation to the sharing and processing of health data, and the need for informed consent and ethical approval/opinion adhere to the recommendations on ethical review in human sciences, good scientific practice and valid legislation. Examples of legislation include the Helsinki Declaration in its latest version, Medical Research Act, Good Clinical Practice, EU Directive 2004/23/EC and the EU General Data Protection Regulation (EU 2016/679, GDPR). Steering group is responsible for ensuring that ethical demands are met in each project.

### **In short, Responsible conduct of research includes:**

- Research follows the principles of integrity, meticulousness, and accuracy in conducting, recording, presenting, and evaluating.
- Methods applied conform to scientific criteria and are ethically sustainable.
- Results are communicated in an open and responsible fashion.
- The researcher takes due account of the work and achievements of other researchers.
- The researcher complies with the standards set for scientific knowledge.
- The necessary research permits have been acquired and the preliminary ethical review





that is required has been conducted.

- All parties within the research project or team agree on the researchers' rights, responsibilities, and obligations, principles concerning authorship, and questions concerning archiving and accessing the data.
- Sources of financing, conflicts of interest or other commitments are announced to all members of the research project and reported when publishing.
- Researchers refrain from all research-related evaluation and decision-making situations, when there is reason to suspect a conflict of interest.
- The research organization adheres to good personnel and financial administration practices and follows the data protection legislation.

All research projects are run with Good Laboratory Practice principles ensuring safety of the researcher, co-workers, and community. Research projects will be conducted according to national safety and health regulations.

If at any point the use of harmful agents is required (not foreseen at the time of application), prior to starting the work appropriate risk assessments will be carried out and risk-mitigation plans will be formulated. Students will have appropriate training in storage and handling of any toxic chemicals prior to commencing work.

The research projects of the ESRs' may contain research involving human participants, human cells/ tissue, personal data and/or use of animals. In order to conduct the research, required permissions will be applied for in careful manner in good time before the start of the experiments or studies from the Regional ethics committees that will confirm that the planned experiments follow the national laws and related EU directives. No experiments or studies will be started before obtaining all the relevant authorisations. In addition, any research related ethical questions arising during the implementation of the ESR's research projects (e.g. noticed during monitoring and follow-up of projects) will be dealt with immediately, and the relevant ethics committee will be conducted (e.g., at UEF: <https://www.uef.fi/en/web/guest/research/committee-on-research-ethics>).

The internal policies of the UEF are aligned with the regulations defined in the EU's General Data Protection Regulation (2016/679, GDPR). At the UEF, ensuring compliance with the GDPR obligations involves, for example, auditing processes and information systems, and meticulously documenting the processes of personal data processing. In addition, sufficient measures to comply with the GDPR (e.g. information security, access control, log files, data encryption, instructions, regulations, training, nondisclosure agreements) will be carried out. The university has appointed a Chief Information Security Officer (Olavi Manninen) and a Data Protection Officer (Helena Eronen).

We may collect and store human cells or tissues also for genetic testing purposes. We will apply approval for this from the relevant ethics and data protection bodies. We will obtain the donor's informed consent for the genetic testing.



**Training of ethics in the Neuro-Innovation programme.** All ESRs are obliged to include research ethics course in their curricula. This ensures that ESRs will learn right from the start of their studies not to tolerate academic dishonesty, plagiarism, fabrication, or cheating.

**Publication of results.** Results will be published with no delay according to Open access and Open data principles, and ghost or guest authorships will not be allowed. All authors will be responsible for the content of publications, and sequence of authors is agreed on prior to submission. Possible conflicts of interest will be declared.

## 6 Training and Career Guidance

The UEF Doctoral School provides top-quality infrastructure for the Neuro-Innovation training. This training at UEF is built on the European Higher Education Area principles, thus facilitating harmonisation and leading to comparable degrees based on the European Credit Transfer and Accumulation System (ECTS). This will guarantee mutual recognition and support international mobility during and after doctoral studies at UEF. The personalized training paths of the ESRs will be designed in collaboration with the supervisors, and the Doctoral Studies Group and the Steering Group will monitor their progress (for details, see Section 3.1.1). The main aims and offerings of the Neuro-Innovation training are described in Table 8. These differ considerably from the regular PhD training and the two earlier MSCA programmes at UEF because of its multi/interdisciplinarity, the new target groups and the strong interaction of ESRs with the regional and national ecosystems of impact and innovation.

PHD TRAINING AIMS TO	PHD TRAINING OFFERS TO ESRS'
<ul style="list-style-type: none"> <li>• educate <b>innovation leaders</b> who have world-class competence to advance and create brain health innovation in the international, multidisciplinary and intersectoral health care environment</li> <li>• develop <b>hybrid scientists</b> with unique combinations of academic and practical skills needed in future jobs</li> <li>• provide a <b>new platform</b> for intensive interaction of experts in different disciplines and research areas</li> <li>• develop <b>multi-professional insight</b> needed in collaborative efforts with stakeholders</li> <li>• offer means to advance <b>impact and innovation</b> in science, business, and policy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>research skills</b> that offer extended possibilities for an academic career and employment to R&amp;D positions in companies</li> <li>• <b>transferable and multi/interdisciplinary skills</b> that can lead to employment in non-academic sectors and enhanced opportunities for academic entrepreneurship</li> <li>• <b>knowledge of commercialization</b> processes that lead to the creation of new health products and services, novel treatments, and more effective health care</li> <li>• <b>strong ethical insight</b> with an excellent ability to engage with various stakeholders and make sustainable scientific, social, and economic contributions to society</li> </ul>

Table 2. the main objectives and offerings of the Neuro-Innovation doctoral training

**Knowledge transfer** between ESRs, supervisors, companies and other organisations is a key building block of the training activities, which support the development of well-planned and complementary career competences. The training benefits from a series of complementarities from the non-funding partners of this programme. Visits and secondments to the partner organisations, based in EU Member States and Associated Countries, will ensure the exposure



of the ESRs to non-academic sectors and provide specialised training modules not previously available at UEF. Core and advanced courses in research skills offered by supervisors and partner universities deepen scientific competence and methodological skills. Transferable skills courses provide competence in working in academic and non-academic organisations.

**All supervisors will apply the same standardised supervision and monitoring guidance** for ESRs. The primary supervisor takes full responsibility for the management of each student's doctoral training and research project, as well as providing regular feedback on presentations in seminars and on the writing of scientific articles. The primary supervisor has regular meetings with the ESR in which the progress of the research and studies is discussed and evaluated to ensure the quality and efficacy of the supervision. As students gain independence, the frequency of these meetings will be reduced from once a week to twice a month. Each ESR is a member in the primary supervisor's research group, in which day-to-day support for PhD projects and training will take place, including regular presentations in seminars and annual written reports on research progress for the Doctoral Studies Group to evaluate. The Ethics Committee of the Neuro-Innovation programme is responsible for pursuing ethical review of the PhD projects during the implementation stage on the basis of the annual research progress reports submitted for the Doctoral Studies Group. In research group discussions and seminars, students will receive constructive feedback and advice on their research. A student tutor from the primary supervisor's group will be appointed for each ESR to offer guidance in practical matters concerning life and studies in Finland.

**Personalised Career Development Plans (PCDP)** will be crafted, and progress will be monitored regularly. Mentors with academic, public-sector or private-sector backgrounds will be nominated for each ESR to assist in the crafting and monitoring of personalised career development plans (PCDPs). The University of Eastern Finland's mentor pools, alumni lists, and networks of experts in companies, hospitals and patient organisations will be utilised in finding suitable mentors that have an interest in career planning. Students choose their mentors according to individual interests and goals for the purpose of gaining insight into professional life and various career options. The Impact manager will provide the ESRs, their supervisors and their mentors with regular career-planning workshops that focus on the multidisciplinary and intersectoral aspects of professional careers in brain health. Exploitation activities are closely linked to career planning to increase ESR awareness of the importance of exploitation. The PCDPs will detail the procedures for Intellectual Property Rights protection. The Doctoral Committee, assisted by the Impact manager, has an important role in identifying exploitation opportunities and potential IP issues in ESRs' research projects. As part of the bi-annual progress reports, they will outline potential exploitable results to ensure that no IP, scientific result or strategically important decision is compromised. The progress of the PCDPs will be evaluated twice a year by Doctoral Studies Group and once year by the Steering Committee. Toward the end of studies, the Doctoral Committee, Impact manager and mentors will help ESRs to envision, search for, contact, evaluate and access various employment possibilities of their preference. The Impact manager will organize a specific workshop on relocation, and the UEF international



staff office will assist ESRs in any matters related to their relocation.

**The degree structure** of the Neuro-Innovation PhD programme follows the other doctoral degrees at the UEF Doctoral School and consists of a doctoral dissertation and two types of courses, with supporting activities: 1) research skills in the discipline and field of study and 2) transferable and multidisciplinary skills studies. The scope of study for a four-year doctoral degree is 30 ECTS credits, of which studies on research skills account for between 15 and 20 ECTS and transferable skills courses account for between 10 and 15 ECTS. Course lists are available in UEF electronic curricula system. Additional resources will be offered at national universities (e.g., University of Helsinki, Aalto University, University of Turku and Tampere University) as part of the studies (<http://www.kataja.eu/courses>).

In their studies, the ESRs must complete at least 7,5 ECTS of studies annually. A detailed study plan will be prepared at the beginning of study to achieve an optimal fit between the chosen courses and an ESR's research project. The optimal balance of courses and supporting activities depends on a student's educational background and research plan. When preparing the study plan, students and supervisors will carefully ensure that the requirements of a post-graduate degree will be fulfilled. Personal study plans, together with the definition of the specific doctoral degree studied, will be submitted to the relevant faculty within 3 months of the admission date. The following degrees are available to the ESRs: Doctor of Philosophy, Doctor of Medicine, Doctor of Science (Healthcare), Doctor of Science (Pharmacy), Doctor of Science (Computing), Doctor of Science (Economics and Business Administration), Doctor of Science (Law), and Doctor of Social Sciences.

#### Research skills studies (compulsory 15–20 ECTS)

Studies in the chosen discipline will provide ESRs with high-level knowledge of their specific research field. The scope of studies and the emphasis of various elements depend on the topic, and the desired goals of the studies will be defined at the beginning of study jointly with the supervisors. The advanced study curricula of the participating disciplines, the courses of the regular doctoral programmes at UEF, the course offering of Kuopio University Hospital, and the courses offered by national and international universities and science networks allow ESRs to generate personalised study plans that will be maximally beneficial for their research projects. In addition to three new Summers Schools, a variety of annual seminars, symposiums, workshops, Internet-based instruments, and winter schools are offered to the ESRs as part of the regular PhD programmes at UEF, which we will utilise in this project.

**Three new Summer Schools** will be organised jointly by the Neuro-Innovation supervisors and partners. In these, multi/interdisciplinarity and intersectoral exchange will be implemented via hands-on interaction between the ESRs, supervisors and partners and other stakeholders of the project (e.g., patients and academic entrepreneurs).

- **Neuro-ethics and patient rights**, 3 ECTS credits. Research ethics, patient rights, data



security. Teams of ESRs evaluate research proposals from the neuro-ethics point of view and offer suggestions for improvements.

- **Neuro-data Hackathon**, 3 ECST credits. Open and big data. Researchers and partners offer data on innovation- related questions, which ESR teams answer by analysing that data.
- **Neuro-Innovation Living Lab**, 3 ECST credits. Entrepreneurial processes and commercialisation paths. Teams of ESRs simulate, analyse, and solve entrepreneurial and IPR challenges offered by intersectoral partners.

## 7 Dissemination

The ESRs will actively disseminate their research findings through the channels and means outlined in Table 3, and various indicators described in the table will be used. Information on the indicators will be collected from the SoleCris electronic system at the UEF and via self-reporting. Each ESR activity will be monitored as part of the bi-annual study progress report. Exploitation of research results follows the UEF entrepreneurship and innovation policy and will be conducted in collaboration with UEF technology transfer and law experts. Exploitation possibilities will be discussed in Doctoral Committee meetings monitored as part of the PCDP. Students will learn about exploitation strategies in summer schools, seminars and other events, and in daily work in research groups. The commercialisation paths include patenting, licensing and establishing science-based companies by ESRs and in collaboration with partners.

COMMUNICATION AND DISSEMINATION TO SCIENTIFIC AUDIENCES		
Category	Activities	Measure for impact
Programme kick-off event for health ecosystem actors	In August 2021 with supervisors, partners, students, and media. Part of the programme will be live streamed/recorded for use on website/social media.	No of live participants Video uploads/month
Seminars, annual symposiums	ESRs regularly present their research for UEF and visiting researchers and receive positive encouragement and feedback on their work.	No of presentations by ESR/year
Scientific conferences and symposia	ESRs present their research for national and international audiences and receive constructive feedback on their work.	No of presentations by ESR/year
Scientific publications	ESRs publish their research in scientific journals and book chapters that follow the Open Science policy of EU and UEF	No of publications/year No of citations/year
Social media for science	Each ESR creates a profile in ResearchGate for networking and sharing re- search publications. A joint account in SlideShare will also be used.	Indicators offered by RG and SH/semester
Programme ending event for health ecosystem actors	In April 2026 with supervisors, partners, and media. Part of the programme will be live streamed/recorded for use on website/social media.	No of live participants Video uploads/month



COMMUNICATION AND DISSEMINATION TO WIDER AUDIENCES		
Neuro-Innovation website	Profiles of and regular news about each ESRs progress in research: one blog post, podcast, or video story/ESR/semester	No of activities/semester
Social media: Twitter, LinkedIn, Youtube	Short news by each ESR, supervisors and partners on research progress, events participated, achievements, innovative ideas, networking events	No of posts/month No of followers/year
Press releases, media interviews	ESRs, assisted by the Impact manager, will write press releases on their publications, awards etc., and give media interviews on these	No press releases/year No of interviews/year
Events for citizens	ESRs present their research yearly in one of the following: UEF Researchers Night, Yearly UEF Scifest, and the monthly UEF Science Café	No of presentations/year No of participants/year
Intersectoral networking events	ESRs attend intersectoral Summer Schools, ImpactHub (monthly), Innovation Boot Camp (yearly)	No of participants/event New contacts/event
School activities	ESRs run activities of UEF Children's University: make school visits and invite pupil groups to visit and learn about science at UEF	No of participants/event

**Table 3.** Plans and procedures for the dissemination and exploitation of results

Research results will be openly published on the programme website, in newspapers, magazines and newsletters, and social media, thereby enabling all interested parties to follow the progress of the research projects. In addition to the activities listed in Table 3, journalists from international associations' publications will be invited to interview students and supervisors and publish articles on research outcomes. ESRs will hold presentations and distribute poster materials, brochures and flyers on their projects on UEF open-day events for potential students. The ESRs will present in study fairs, publish articles and organise open days for non-academic audiences, including hospitals, patient organisations and policy makers.

Students will gain experience in public engagement and policymaking that provides them next-generation policy making mind-set and skills. To make research findings most easily available to global audiences, a Neuro-Innovation forum easily accessible to anyone will be created in social media. A training module of 2 ECTS on media communication will be offered to the ESRs, which includes activities such as personal Twitter updates, writing the Neuro-Innovation blog and authoring online articles aimed at non-academic audiences for the programme website and Wikipedia. The programme's social media accounts will be advertised through the UEF's social media accounts and blogsite (<http://blogs.uef.fi>) to increase exposure to wider audiences. From the beginning, students will be provided knowledge to understand the relevance and ethics of social media in science communication.

### Dissemination of the results and publicity

Any dissemination of results, communication activity related to the project (1) and any infrastructure, equipment and major results (2) must:

- display the EU emblem



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The project has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No101034307.



- include the following statement:

(1)“This project has received funding from the European Union’s Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No [number]”.

(2)“This [infrastructure][equipment][insert type of result] is part of a project that has received funding from the European Union’s Horizon 2020 research and innovation programme under the Marie Skłodowska Curie grant agreement No. [number]”.