

## TRAINING OUTCOMES

The main objective of SONORUS is to provide a comprehensive and coherent training that will produce educate young researchers with a portfolio of cross-disciplinary and intersectorial technical, management and personal skills. This portfolio will equip such individuals with the prerequisites to undertake research and development, which will lead to a paradigm shift in the handling of traffic noise problems in urban areas. In this way they will take key positions in academia, but also – and even more important – in consultancies and public administration.

In order to support such a career for young reseraschers, SONORUS has created a training programme where young researchers after following the programme

- Will be able to contribute with relevant research to the fields of noise control, prediction methods and soundscaping approaches in urban areas.
- Will be able to transfer research level knowledge to real-life applications.
- Will master to select, apply and critically evaluate available tools of noise control measures, prediction methods and soundscaping approaches in the context of urban planning.
- Can combine different approaches such as acoustic planning, urban planning, and traffic planning etc., to gain the best efficiency in a development process.
- Will manage to establish a holistic planning concept for whole cities or parts of cities including the prediction of a long -term development including social and economic aspects.
- Will be able to communicate with all people related to the urban planning process such as architects and inhabitants.
- Will be able to initiate and carry through political processes, which ensure that the urban acoustic environment develops positively and that restorative and quiet areas are created and/or preserved.

The group of young researchers in the field of acoustics is a rather heterogeneous group with respect to its educational background (typically people with a background in civil engineering, architecture and engineering, architecture, applied physics, mechanical engineering or electrical engineering). This is a major strength for an interdisciplinary field such as acoustics. However, as a consequence of this heterogeneous background, a successful training programme has to be adapted to the prerequisites of each individual. Careful design of the educational programme is essential at the beginning of the training period and the content of the individual programme might even exceed the contents of the programme proposed in the subsequent text.

### **Career Development Plan**

For each young researcher an academic supervisor will be appointed. The academic supervisor will together with the researcher and the supervisor at which the ESR is employed (if this is at different organisations), design an individual Training and Career Development Plan (TCDP). The TCDP has to be approved by the Training Coordination Group (TCG). The TCDP contains an adequate composition of different activities adapted to the individual needs of the ESR and is related to the ESR's individual research project.

The local training will be carried out inside the themes 3-5 including at least two themes. To avoid fragmented research, the project will be directly related to a test site defined by a city partner. This will also in a natural way establish a close cooperation between all researchers working with the same test site/problem. The TCDP will be regularly updated by the researcher in cooperation with their advisor and is considered as a “living document”. The

progress of each researcher is monitored against the TCDP by the local supervisor and the Training Coordination Group (TCG). Progress will be recorded in a personalised Training and Development Log. This log will be used to update the TCDP on a regular base.

## **The Urban Sound Planner Certificat**

Each young researcher will work towards obtaining a credit-based Urban Sound Planner Competence certificate worth the equivalent of 60 European Credits (EC) issued by the TCG and achievable over a 3 years period.

The breakdown for these 60 ECTS are as follows:

1. Each ESR will be trained in the specific area of excellence of the recruiting institution (25 EC).
2. The mobility of the ESRs is secured by requiring that the researcher spends a total of at least 1/12 of the appointment period in at least two other Network partners.
3. Each ESR will attend the four Summer Schools organized by the Network (10 EC).
4. Each ESR will attend at least two training activities selected from themes 1 and 2 offered by the Network or by their host recruiting institution (5 EC)
5. Each ESR will in cooperation with other ESRs develop an acoustic planning for a test site. The cooperation concerns ESRs working with projects that complement themes 3-5. This activity will also include training in e.g. public outreach and engagement (15 EC).
6. Each ESR will be author (main author or co-author) of at least one scientific publication during the course of their employment by the network (5 EC).

For some institutions the demands described above might be part of the standard demands during a PhD education.