FISEVI

Fundación para la Gestión de la Investigación en Salud de Sevilla

Professional Career Options 2026



CONTENT

About this document 3
The European and Spanish frameworks for the research career 4
The Spanish framework: *Researcher Career path in Spain at a glance! (9th edition - 2026)* 9
Opportunities for researchers in Spain 9
EUROPEAN OPPORTUNITIES 9
NATIONAL OPPORTUNITIES – AEI 9
NATIONAL OPPORTUNITIES – ISCIII (AES) 9
NATIONAL OPPORTUNITIES – General Secretariat for Universities 9
MAIN OPPORTUNITIES IN PRIVATE SECTOR 10
Tools for a professional research career development 11
The Euraxess portal 11
Other tools and reports 12
The professional research career at FISEVI 13
A career in biosciences 14
Industry overview 14
Working in biosciences 14
Career options in the sector 16
Specific aspects of Biomedicine 18

About this document

The Foundation for the Management of Health Research in Seville (FISEVI) is a non-profit organisation whose main objective is the management of health research in hospitals and research centres in the province of Seville, as well as the professionals who carry out their healthcare and/or research activities in them.

FISEVI endorsed the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers on 15 April 2021, and received the HR Excellence in Research award on 8 April 2022. Since then, it has been working to implement Action Plans that contribute to deepening its commitment to the Charter and the Code, improving researchers' working conditions. In 2023, the principles of the Charter and the Code were updated in the European Charter for Researchers, published as Annex II to the Council Recommendation of 18 December 2023, on a European framework to attract and retain research, innovation and entrepreneurial talents in Europe[1].

This document is part of the initiatives set out in the initial Action Plan. It aims to equip FISEVI researchers, regardless of their current position, with the information and tools to help them direct their careers and explore alternative pathways. These include opportunities both within FISEVI and the formal research structures in Spain and Europe, as well as in other professional environments where the knowledge and skills developed by PhDs are highly valued

Euraxess has been compiling data for years showing that a very high percentage of PhDs who begin their careers in academia (between 80 and 90%, depending on the country) end up developing successful careers outside that conventional path. Therefore, it encourages organisations to develop guides or support documents (like the one presented here) that, in addition to outlining the usual approaches to a research career, provide ideas and tools for exploring other career options.

The use of this type of document is advisable from the very beginning of the research career (pre-doc) but it is also useful over time, since it will provide useful visions and strategies to refocus and re-evaluate the achievements obtained and set new objectives in the short, medium and long term.

[1] Here the European Charter for Researchers.

The European and Spanish frameworks for the research career

The European framework: from R1 to R4

The European Commission maintains a classification used within the framework of the HR Excellence in Research accreditation that includes 4 levels[2] to refer, in a generic way, to the different stages of a scientific career in academia.

This definition can be summarised, in general terms, in the following table.

<table>
<tr><th colspan="2">STUDENTS</th><th colspan="4">RESEARCHERS</th></tr>
<tr><td>DEGREE</td><td>MASTER</td><td>R1
or early-stage (pre-doctoral) researcher</td><td>R2
or recognized researcher (post-doctoral)</td><td>R3
or established researcher</td><td>R4
or leading researcher</td></tr>
<tr><td rowspan="2"></td><td rowspan="2"></td><td>University degree with Master's degree, undertaking a doctoral training</td><td>PhD research staff without competitive national or international public funding</td><td>Holding a competitive contract, or clinicians managing at least one public project of national or international competitive competition.</td><td>With international recognition and competitive projects. Leader of research lines and/or research groups.</td></tr>
<tr><td>4 years</td><td>2 years</td><td>4 years</td><td>5 years</td><td>8 years</td><td>CONSOLIDATION</td></tr>
<tr><td colspan="3"></td><td colspan="3">Academia</td></tr>
<tr><td colspan="3"></td><td colspan="3">Research in private centres</td></tr>
<tr><td colspan="3"></td><td colspan="3">Management</td></tr>
<tr><td colspan="3"></td><td colspan="3">Entrepreneurship</td></tr>
</table>

Similarly, Euraxess includes descriptions of four broad profiles applicable to all researchers, regardless of whether they work in the private or public sector: companies, NGOs, research institutes, research universities, or universities of applied sciences. These descriptions outline broad profiles with the diverse characteristics that researchers may possess.

[2] Here the examples of occupations for researchers across various sectors, corresponding to profiles R1 to R4, in Annex I of the Council Recommendation of 18 December 2023 on a European framework to attract and retain research, innovation, and entrepreneurial talent in Europe.

First-Stage Researcher (R1). [Up to PhD degree].	
Description: Individuals conducting supervised research in industry, research institutes, or universities. Includes doctoral students.	
Required skills	Desirable skills
• Conducting investigations under supervision; • Having ambition to develop knowledge of research methodologies and disciplines; • Demonstrating a good understanding of a field of study; • Demonstrating the ability to produce data under supervision; • Critically analysing, evaluating and synthesising new and complex ideas; • Being able to explain their research results (and its value) to fellow researchers.	• Developing integrated linguistic, communicative and environmental skills, especially in an international context.

Recognised Researcher (R2). [PhDs or equivalent who are not yet fully independent].	
Description: Doctors (PhD) who have not yet established a significant level of independence and researchers with an equivalent level of experience and competence.	
Required skills	Desirable skills
All the competencies of 'First Stage Researcher' and the following ones: • Demonstrating a systematic understanding of a field of study and domain of research associated with that field;	• Understanding the agenda of the industry and other related labour sectors. • Understand the value of your research work in the context of industry products and services and other related work sectors.

• Conceiving, designing, implementing, and adapting a substantial research program; • Contributing through original research that expands the frontiers of knowledge. This could merit a national or international publication or granted patent; • Critically analysing, evaluating, and synthesising of new and complex ideas; • Communicating effectively with peers: being able to explain the results of their research (and its value) to the research community. • Taking responsibility and managing one's own career progression, setting realistic and achievable career goals, identifying and developing ways to improve employability; • Co-authoring articles in workshops and conferences.	• Communicating with the community at large, and with society in general, about their areas of expertise. • Promoting technological, social or cultural advancement in a knowledge-based society within professional contexts. • Mentoring early-stage researchers, helping them to be more effective and successful in their research and development journey.

Established Researcher (R3)	
Description: Researchers who have developed a level of independence.	
Required skills	Desirable skills
All the necessary and desirable skills of a "Recognised Researcher" and the following ones: • Maintaining an established reputation based on excellence in research in its field; • Contributing positively to the development of knowledge, research	• Establishing collaborative relationships with relevant research or development groups in the industry. • Communicating your research effectively to the research community and society at large. • Demonstrating an innovative in its approach to research.

and development through cooperation and collaboration; • Identifying research problems and opportunities within their area of specialisation; • Identifying appropriate research methodologies and approaches; • Conducting independent research that promotes a research agenda; • Taking the initiative in carrying out collaborative research projects in cooperation with colleagues and project partners; • Publishing articles as lead author, organise workshops or conference sessions.	• Forming research consortia and obtain research funding/budgets/resources from research councils or industry • Committing to professional development of his own career and acts as a mentor to others.

Lead Researcher (R4) [Researchers who lead their area or field of research]	
Description: This refers to a researcher who leads their area or field of research. This includes the team leader of a research group or the head of an industry research and development laboratory. In certain disciplines, as an exception, leading researchers may include individuals working as independent researchers.	
Required skills	Desirable skills
All the necessary and desirable skills of an "established researcher" and the following ones: • Maintaining international reputation based on excellence in its field of research; • Demonstrating critical judgment in identifying and carrying out research activities;	• Demonstrating expert ability in the management and direction of research projects. • Skilled at managing and developing others. • Demonstrating a proven track record of securing significant funding/budgets/resources for research. • Beyond team building and collaboration, focusing on long-term

• Making a substantial contribution (advances) to their field of research or covers multiple areas; • Developing a strategic vision for the future of the field of research • Recognising the broader implications and applications of your research; • Publishing and presenting influential articles and books, serves on organising committees for workshops and conferences, and delivers invited talks.	team planning (e.g., researchers' career paths and securing funding for team positions). • Communicating and networking effectively within and outside the research community [building networks]. • Creating an innovative and creative environment for research. • Acting as a role model for professional development for others.

The Spanish framework: *Researcher Career path in Spain at a glance! (9th edition - 2026)*

The Spanish Foundation for Science and Technology (FECYT) works directly with Euraxess on aspects related to the development of the research career and maintains an active and updated section on the web, dedicated exclusively to Spain, which can be consulted at this link .

FECYT has also been developing for years a comprehensive diagram that it periodically updates, showing the different stages of the research career in Spain.

To this end, it organises the information by linking contracts and positions for the different stages of the research career within the Spanish Science and Technology System, based on its relation with the European Research Career Framework (R1-R4). It also identifies the various grants and calls for proposals that can be applied for at any given time, including web links for further information on each call.

Opportunities for researchers in Spain

EUROPEAN OPPORTUNITIES

- ERASMUS+ : https://erasmus-plus.ec.europa.eu/
- Marie Skłodowska-Curie Actions (MSCA): https://marie-sklodowska-curie-actions.ec.europa.eu/
- European Research Council (ERC) http://erc.europa.eu/

NATIONAL OPPORTUNITIES – AEI

- Grants for predoctoral contracts for doctoral training
- Industrial Doctorates, Grants for contracts for training researchers in companies
- Grants for Juan de la Cierva-training contracts
- Torres Quevedo, Torres Quevedo grants for contracts (PTQ)
- Ramón y Cajal, Grants for Ramón y Cajal contracts (RYC)
- AEI (Spanish State Research Agency) research consolidation
- ATRAE Programme
- R3 Certificate

NATIONAL OPPORTUNITIES – ISCIII (AES)

- PFIS, Predoctoral Training Contracts in Health Research
- i-PFIS, Health Research Institute-Business Doctorates in Health Sciences and Technologies
- Río Hortega, Río Hortega Contracts
- Sara Borrell, Sara Borrell Contracts
- Juan Rodés, Juan Rodés Contracts
- Miguel Servet, Miguel Servet Contracts

NATIONAL OPPORTUNITIES – General Secretariat for Universities

- FPU, university professors training grants
- Beatriz Galindo Grants, Junior Programme
- Beatriz Galindo Grants, Senior Programme

REGIONAL OPPORTUNITIES – ANDALUSIA

- Predoctoral recruitment of training-period researchers by agents of the Andalusian Knowledge System
- Recruitment of clinical researchers - Andalusian Health System
- Postdoctoral recruitment by agents of the Andalusian Knowledge System
- María Castellano Arroyo Programme
- Nicolás Monardes Consolidation contracts for researchers linked to Clinical Management Units
- Emergia Research Talent Attraction

MAIN OPPORTUNITIES IN PRIVATE SECTOR

- "La Caixa" Foundation INPhiNIT predoctoral grants
- "La Caixa" Foundation Junior Leader postdoctoral grants
- AECC (Spanish Association Against Cancer): Predoctoral, Postdoctoral, Clinical Researcher (Junior/Senior)
- Ramón Areces Foundation post-doctoral grants
- Ramón Areces Foundation Return of talent programme
- AXA Research Fund: AXA Chairs – Global Category

Tools for a professional research career development

The Euraxess portal

The Euraxess portal offers a range of tools to help researchers to plan and develop their careers. This portal also includes a dedicated section for each member State, which is updated accordingly. The Spanish section can be accessed here.

A research career is not always a traditional trajectory. Researchers interests, needs, and life expectations evolve throughout their career. Therefore, it is important to recognise these changes and be able to align them appropriately with each individual's personal goals. Similarly, professional landscapes are constantly changing, and numerous factors influence this transformation, sometimes leading to feelings of failure in achieving established goals.

To support researchers through these stages, which occur throughout their careers, Euraxess has created "No limits: exploring careers for researchers". This kit includes resources to help researchers explore career paths, including advice, questionnaires, and information to facilitate identifying interests and matching career options to specific profiles. This kit will help researchers to:

- Identify what is important for each career.
- Plan to develop each person's skills and knowledge.
- Consider a wide range of career options.
- Make a plan to achieve your professional development goals.

The toolkit includes forms and advice on issues such as individual values and motivations, skills that one has and those that would be desirable according to the career option one wants to explore, or even information about those possible career options that helps in understanding what to expect in each one.

Euraxess also offers researchers a mentoring programme which is open to participation and is focused on early-stage researchers interested in international mobility and acquiring knowledge to advance their research career.

The section includes an area dedicated to researchers who want to explore job opportunities in other sectors. Other are dedicated to entrepreneurship in the scientific field, where basic concepts and issues to consider when planning an entrepreneurial venture are explained.

The first of these is developed under the heading of "Careers beyond academia" and is based on the certainty that around 80-90% of PhDs will have successful careers beyond academia, since academia itself does not have the capacity to absorb the large number of people who obtain a PhD.

The report also notes that, although 78% of current researchers surveyed wanted a long-term career, opportunities for advancement in academia are limited and vary by sector and country. Consequently, 57% have considered working outside academia, and of those, 84%

are very satisfied with their new career, while only 6% would return to academia if given the chance.

Complete the initial information by indicating the skills that are important to employers and that researchers possess because they are part of their regular work:

1. Problem-solving skills.
2. Technical/thematic expertise.
3. Research skills.
4. Communication skills.
5. Creativity.
6. Self-organisation.
7. Ability to collaborate.
8. Capacity for innovation.
9. Project management skills.
10. Emotional intelligence.

This section contains information on desired jobs and skills, based on the experience of other researchers and the skills demanded by the sector, and also a section with tools to create a career plan and establish the milestones and skills that would be desirable for each professional profile.

The Manual for scientific entrepreneurship addresses another possible career path throughout entrepreneurship in the scientific sector. It outlines five key steps to consider in valuing research results, from discovery and state-of-the-art research and protection options to the necessary steps for commercialisation.

Other tools and reports

There are several other tools developed by organisations within the scientific sector that may be of interest. Below are some notable examples:

Research Comp skills self-assessment test: This tool enables you to assess your level of transversal skills across the areas outlined in the European Research Comp framework[3]. Developed by the European Commission, this official framework identifies the skills researchers need to explore further career opportunities and facilitate cross-sector mobility

Research Managers Comp or RM Comp[4]: Research management competency framework, designed to identify effective research management practices and supports professional growth.

Vitae Researcher Development Framework (RDF): This tool helps researchers identify the skills they have acquired throughout their academic careers, which is particularly valuable when considering a career transition. Structured into four domains, the framework outlines the knowledge, intellectual abilities, technical skills, and professional standards expected

[3] Click here to learn about the full Research Comp framework.
[4] Click here to learn about the complete RM Comp framework.

of a researcher, alongside transferable skills and personal qualities that foster effective teamwork.

Nature Careers: This platform compiles information on the job market and research trends, offering examples of various career pathways. It also serves as a comprehensive job board for highly qualified scientists.

Science Careers: It includes a section on science careers with reports and information on career experiences. It has also developed a specific tool for the individual development plan.

Research.com: the research portal has published the report Guide to Career Paths, Options & Salary. The report provides valuable data on the expanding biotechnology sector and offers insights for career exploration across various industries with potential employers.

The OECD: In September 2023, it published a report titled "Promoting diverse career pathways for doctoral and postdoctoral researchers" . It provides a broad analysis of career options for early-career researchers, identifying policies and practices that foster flexible career paths. Furthermore, it offers recommendations on equipping researchers with the necessary experience and skills, valuing diverse career choices, supporting professional guidance, promoting cross-sector mobility, and reshaping academic careers.

The professional research career at FISEVI

FISEVI manages the research contracts of the bodies and entities of the Public Health System of Andalusia in the province of Seville within its area of operation:

- Institute of Biomedicine of Seville (IBiS), a multidisciplinary centre that has 42 consolidated groups, 2 emerging groups and 45 affiliated groups led by researchers from the University of Seville, the Higher Council for Scientific Research (CSIC).
- The University Hospitals Virgen del Rocío, Virgen Macarena and Virgen de Valme.
- Aljarafe Public Health Consortium.
- Primary Care (Seville District and Aljarafe-Seville North District).
- Management areas (AGS Osuna and AGS South of Seville).
- Blood transfusion centre (CRTS of Seville).

Therefore, it works on the management of contracts that are fundamentally linked to specific projects or calls for proposals.

A research career is, therefore, structured by the published calls for applications, which determine the category and post of the successful candidate. This restricts career progression to securing a different role through one of the administered calls.

A career in biosciences

Industry overview

The biosciences sector is expanding rapidly, driven by significant scientific advancements over recent decades and the promising future applications of this knowledge. However, the research and professional opportunities generated within this field extend far beyond the healthcare sector.

Consequently, a career in the biosciences encompasses a broad spectrum of options across various industries. The sector most closely aligned with FISEVI is undoubtedly healthcare, where biosciences and biotechnology deliver innovative solutions and products to combat disease and deepen our understanding of human physiology.

Nevertheless, the sector offers numerous other avenues. These include research into biofuels and sustainable energy sources, advancements in the agricultural and food industries, data collection and analysis via bioinformatics, genetic engineering, and the application of biological and chemical process simulators, among others.

Another prominent career path lies within the pharmaceutical industry, which focuses on investigating the origins of diseases and developing novel therapies, such as medications and vaccines.

Working in biosciences

Working within the biosciences sector involves adapting to dynamics that differ from those found in academic environments. Typically, the working landscape is characterised by highly competitive roles:

- Demanding work environments with tight deadlines.
- Multidisciplinary teams offering diverse perspectives on problem-solving
- Competitive salaries and clear career progression.
- High levels of professional responsibility.

The industry encompasses a wide variety of companies, each with diverse workplace cultures that significantly influence the day-to-day reality of the job. However, the Biotech and Pharma Career Guide from the University of Texas notes that, in general, certain common characteristics can be drawn when compared to academic research:

- Industry is more goal-oriented, collaborative, and multifaceted than academia.
- In academic research, many projects/theses are exploratory in nature, and a researcher may dedicate several years to a single major publication. In industry, every project has a specific purpose and a strict deadline, driven by how it will benefit the company and when it must be completed.

- In both environments, the work may involve managing multiple projects simultaneously. In academia, however, these projects are typically handled by smaller groups comprising a principal investigator, a postdoctoral researcher, and a postgraduate student, perhaps alongside a university assistant. In industry, these projects often require cross-departmental collaboration, bringing together chemists, engineers, scientists, and management.

There are various resources that provide guidance on what the sector requires of its employees. Below are some examples that are particularly comprehensive in their description of bioscience profiles:

Core Skill Standards for Bioscience Technicians (Forsyth Technical Community College in North Carolina): This identifies a set of core competencies and technical skills shared across the bioscience laboratory, bio manufacturing, and medical device domains within the biosciences industry.

Bioscience Competency Model: Developed in collaboration with educational, business, and industry leaders, this provides a comprehensive competency framework for the biosciences. The model is designed to evolve alongside changing skill requirements. Members of the community of practice have committed to working with industry partners to ensure the model remains up to date. The skills listed below are derived directly from this model:

Essential skills for biotechnologists

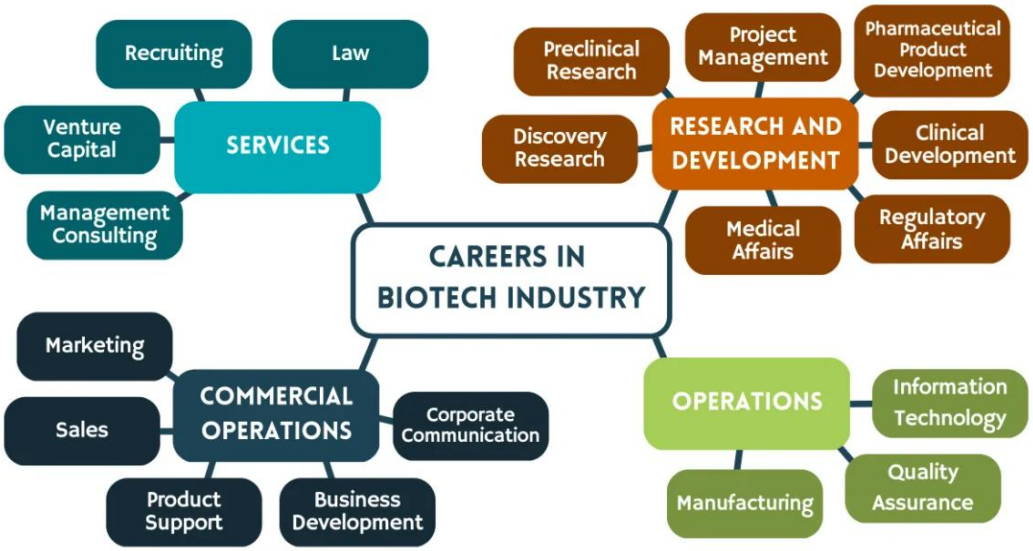
- A comprehensive understanding of biology, chemistry, mathematics, physics, and engineering.
- The ability to conduct both basic and applied research, alongside competence in operating laboratory equipment and medical instruments.
- The capacity to balance corporate interests with public welfare, underpinned by a solid understanding of manufacturing and production processes.
- Meticulous handling of materials and a strong aptitude for quality control, including the detection of product defects.
- Strong interpersonal skills. As biotechnologists rarely work in isolation, they collaborate effectively with technicians, scientists, and other experts when conducting experiments. They also report to senior management and supervisors. Excellent verbal and active listening skills are therefore essential.
- The ability to apply critical reasoning even in demanding environments, particularly when faced with challenging situations.
- High efficiency and organisational skills to consistently complete tasks within the deadlines agreed with superiors and team members.
- The capacity to address challenges creatively, offering a unique perspective on the situations they face in the workplace.

- A strong ethical foundation to navigate the complex moral debates that are occasionally required in this field.

Career options in the sector

Euraxess has developed a comprehensive mind map outlining the most frequently pursued occupations by doctoral graduates outside academia, detailing the desirable competencies for professional development within each specific profile. The section entitled "Economic sectors and occupations" allows users to navigate and explore the specifics of each option. This information can be integrated into a career development plan or any other career guidance tool, making it particularly valuable within the European context.

Similarly, in other regions—such as the United States—comparable resources have been developed to provide career guidance. A notable example is the University of Texas, which recently published a Biotech & Pharma Careers Guide. This document compiles a list of potential roles within the sector, summarising them in the following chart:



Below are some examples of what working in several of the most common professional career paths within the biosciences may entail:

The Healthcare Sector: Healthcare is a sector that employs a substantial number of specialists across Europe and is experiencing a growth trend driven, in part, by an ageing population. Furthermore, European medical care ranks among the most advanced globally, which translates to a relatively high availability of employment opportunities within the sector. Additionally, it offers numerous roles for researchers, as they operate at the forefront of product development. This generates employment for specialists in biochemistry, biology, biotechnology, biomedical sciences, chemistry, food science, genetics,

microbiology, pharmacology, nanotechnology, biomedical engineering, and medicine, among others. Desirable skills typically include teamwork, interpersonal communication, research, problem-solving, creativity, enthusiasm, time management, and organisational abilities.

The Pharmaceutical Sector: There are various types of pharmaceutical companies, categorised by the specific stage of drug development they focus on. Some organisations concentrate primarily on the discovery of novel drugs, whereas others manage their industrial development and commercialisation. Companies may also encompass both areas, making this a highly diverse sector. Within these companies, doctoral graduates do not solely occupy research positions; they are frequently found in commercialisation or technology transfer departments, as the majority of roles in this sector demand a high degree of specialisation.

The Consulting Sector: This sector requires highly qualified personnel with exceptional research and analytical capabilities. Consequently, it tends to offer lucrative salaries, though this is accompanied by a highly demanding and extremely competitive environment. Within the healthcare domain, these profiles are particularly sought after, given the extensive specialisation the sector requires. Roles in this field necessitate problem-solving skills, analytical thinking, fluency in written and oral communication, teamwork capabilities, organisational skills, strong motivation, and commercial awareness.

The Public Sector (Government): Governments are responsible for formulating and implementing policies that affect the entire population; in the case of healthcare, these policies are particularly sensitive. Therefore, highly trained professionals in the health sector are in high demand in these areas. Various government departments and public bodies can act as employers, although the most common route of entry is through public competitive examinations. The skills required and highly valued for these positions include analytical capabilities, the ability to effectively communicate research findings, the aptitude to apply research to real-world situations, and an in-depth understanding of specific subject matters.

Specific aspects of Biomedicine

What does a biomedical researcher do?

The British NGO 80,000 Hours provides a guide to finding the ideal career, describing biomedical researchers as scientists who investigate how the human body functions with the aim of discovering new ways to improve health. This is a discipline that has delivered substantial benefits to society in the past and is anticipated to continue doing so in the future. However, it is also a field that demands exceptional aptitude and many years of study. Therefore, when choosing this path, it is advisable to thoroughly understand these nuances, as they can determine whether a professional career succeeds or ultimately stalls.

FOR	AGAINST
• Biomedical research is a highly promising field. • The discipline attracts high-calibre researchers. • The work is intellectually stimulating.	• It requires an extensive training period. • It is a highly competitive environment. • Career pathways can be limited.

Meanwhile, the specialised UK careers portal Prospects, with 40 years of expertise in the sector, highlights several key factors to consider when seeking employment in such a highly competitive field.

Who are the typical employers?

- Public health services
- Public or private research centres
- Government departments with healthcare responsibilities
- Hospitals
- Pathology laboratories
- Universities
- The pharmaceutical and healthcare industry

What are the most in-demand skills?

- Analytical and problem-solving skills
- IT and statistical skills
- Data analysis, evaluation, and interpretation
- Project management
- Numeracy
- Organisation and time management
- Written and verbal communication
- Teamwork

Euraxess also outlines the core skills that a biomedical scientist should possess:

- Communication
- Teamwork
- IT / Computing skills
- Time management
- Technical proficiency
- Analytical thinking
- Personal initiative and confidence
- Organisational skills
- Flexibility

Examples of professional profiles

Research Profiles

Senior Biomedical Scientist or Principal Investigator

Responsibilities: The role of a senior biomedical scientist is a laboratory-based position that entails supervising doctoral degree holders and leading research initiatives within a laboratory setting.

Key tasks:

- Conducting practical research and reporting findings to senior management within the organisation.
- Establishing parameters for experiments.
- Defining testing protocols and procedures.
- Supervising a team of scientists responsible for executing the experiments.

Senior Lecturer in Biomedical Sciences

Responsibilities: A senior lecturer in biomedical sciences instructs undergraduate and postgraduate students across a variety of biomedical practices. Many academics at this level also continue their practical work in university research laboratories; therefore, exceptional communication skills are fundamental to this role.

Key tasks:

- Mentoring students.
- Supervising research projects.
- Initiating and managing university-funded projects and trials.

Other Profiles

Medical Sales Manager

Responsibilities: Medical sales representatives and managers combine an extensive knowledge of biomedical practices with the advanced communication and negotiation skills of a salesperson. Their primary responsibility is the sale of medical devices to private healthcare companies and clinics.

Key tasks:

- Sourcing and tracking prospective clients.
- Crafting and delivering product sales pitches.
- Mentoring and advising entry-level sales representatives within their teams.

Pharmaceutical Marketing Manager

Responsibilities: Pharmaceutical and biomedical marketing managers oversee the market strategies and messaging for medications and medical devices.

Key tasks:

- Developing brand identity and market positioning.
- Managing advertising campaigns.
- Acting as a liaison between the marketing director and other marketing staff members.

Grant and Project Manager

Responsibilities: Funded project managers within the health research sector are specialists responsible for coordinating the administrative, financial, and regulatory aspects of research grants.

We highly recommend consulting the European Competence Framework for Research Managers:
https://research-and-innovation.ec.europa.eu/jobs-research/rm-comp-european-competence-framework-research-managers_en

Explore management professions through simulation with REBECA PRACTICE

REBECA PRACTICE is an initiative by EURAXESS Spain, launched through FECYT. It is a tool designed to explore professional roles outside of traditional academic research.

The purpose of this experience is not to upskill or assess readiness for a specific profession, but rather to experience a role within a simulated environment. This helps guide career decisions based on day-to-day activities, providing clarity when determining the next steps in a professional trajectory, particularly for early-career researchers. The simulated roles include:

- Data Scientist
- Scientific Journalist
- Field Application Specialist
- Medical Scientific Liaison
- Clinical Research Associate
- Innovation Manager
- Research Evidence Officer