IRB Lleida
Institut de Recerca Biomèdica

Mentoring and Tutoring Plan for Research Staff

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INDEX

1. INTRODUCTION 3
2. MENTORING PROGRAM 4
   2.1 OBJECTIVES 4
   2.2 THE MENTOR 5
      2.2.1 Recommended requirements 5
      2.2.2 Main functions 5
      2.2.3 Commitment 5
      2.2.4 Ethical principles and good practices 5
      2.2.5 Benefits 6
   2.3 ACCESS TO THE MENTORING PROGRAMME FOR RESEARCH STAFF 6
      2.3.1 Application and mentoring allocation 6
      2.3.2 Supervision 7
      2.3.3 Program evaluation 7
3. TUTORING PROGRAMMES 7
   3.1. TUTORING AND FOLLOW-UP PROGRAMMES FOR RESEARCH STAFF GROUPS 8
      3.1.1 TUTORING AND FOLLOW-UP PROGRAMME FOR THE R1 GROUP 8
      3.1.2 TUTORING AND FOLLOW-UP PROGRAMME FOR THE R2 GROUP 8
      3.1.3 TUTORING AND FOLLOW-UP PROGRAMME FOR THE R3/R4 GROUP 9
   3.2. TUTORING AND FOLLOW-UP PROGRAMMES FOR EMERGING RESEARCH GROUPS AND ASSOCIATED CLINICAL GROUPS 11
      3.2.1 Tutoring programme for emerging groups 12
      3.2.2 Tutoring programme for associated clinical groups 12
4. PROGRAMME EVALUATION 13
   4.1 Satisfaction surveys for participants in the mentoring and tutoring programmes 13
   4.2 Evaluation report on the research staff scientific career support programme ... 13
5. DOCUMENTED INFORMATION ASSOCIATED WITH THE PROCESS 14

6. Annexes 15

6.0 Annex 1 – Application for participation in the mentoring programme 15

6.1 Annex 2 – Meeting record 16

6.2 Annex 3 – Satisfaction questionnaire for mentees 17

6.3 Annex 4 – SATISFACTION QUESTIONNAIRE FOR TUTORED PARTICIPANTS ... 18

1. INTRODUCTION

The Biomedical Research Institute of Lleida (IRBLleida) has the mission of promoting excellence in biomedical research that generates knowledge, fosters innovation and contributes to improving the health and well-being of society. To achieve this mission, the Institute recognises that the professional development of its research staff is an essential pillar. IRBLleida's vision is based on consolidating a strong, sustainable and attractive scientific environment, capable of attracting, training and retaining talent at all stages of the research career.

Within this institutional framework, IRBLleida strategically supports the implementation of structured policies aimed at fostering research career development. These policies seek to provide tools, guidance and support to researchers from the earliest stages of training through to more advanced stages of scientific leadership. The Institute understands professional development as a comprehensive process that combines training, skills acquisition, institutional support and spaces for reflection, enabling each researcher to progress with confidence and ambition.

The *Human Resources Strategy for Researchers* (HRS4R), launched by the European Commission, aims to support universities and research institutions in implementing the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, with the objective of contributing to the development of an attractive European labour market for researchers.

In December 2014, IRBLleida was awarded the HRS4R Seal by the European Commission. This emblem identifies institutions that create and support a stimulating and favourable environment for researchers' work. In this context, IRBLleida is committed, in line with its internal policies, to developing its human resources strategy by adhering to the recommendations and principles set out in the Charter and the Code, and to ensuring transparency, accessibility, equity and the pursuit of excellence in the recruitment of researchers.

In accordance with Article 28 of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, the role of the mentor is considered a key element within Human Resources policies:

> *"Employers and/or funders should develop, preferably within the framework of their human resources management, a career development strategy for researchers at all stages of their career, regardless of their contractual situation, including for contract researchers.*
>
> *The availability of mentors involved in providing support and guidance for the personal and professional development of researchers should be considered, with the aim of motivating them and contributing to reducing uncertainty regarding*

their professional future. All researchers should be aware of the existence of these resources."

This document outlines two main lines of action that give practical expression to this commitment:

Mentoring Programme, designed to establish an individual support relationship between an experienced researcher and another researcher in the process of professional development. This is a personal, one-to-one relationship based on ongoing support. It is generally non-prescriptive in nature, allowing flexibility and adaptation to the specific needs of each individual. Its main purpose is to enhance career development and foster researchers' autonomy.

Tutoring Programmes, designed to provide structured annual follow-up, with the aim of supporting both research staff at different stages of their scientific career (R1, R2, R3/R4) and leaders of associated and emerging clinical groups. This is a structured process that includes annual reports, an interview conducted by a panel of experts, and the issuance of a report containing recommendations for improvement.

Through these actions, IRBLleida reinforces its commitment to becoming a reference centre that promotes solid career paths, fosters scientific leadership and supports a culture of continuous growth and institutional support.

2. MENTORING PROGRAM

IRBLleida offers a Mentoring Programme aimed at research staff who wish to receive guidance and support in the development of their scientific career.

Mentoring consists of a voluntary, confidential and personalised relationship between an experienced researcher (mentor) and a researcher at an early or intermediate stage of their career (mentee). Its purpose is to provide strategic guidance, share experience and facilitate professional decision-making, while fostering autonomy and professional growth.

2.1 OBJECTIVES

The main objectives of the Mentoring Programme are to:

1. Promote the professional and personal development of early-career researchers.
2. Facilitate the transfer of knowledge and good practice between research generations.
3. Guide the research trajectories of mentees and help them identify professional objectives and opportunities.

4. Improve the integration of research staff within the IRBLleida scientific community.
5. Promote equal opportunities and diversity in research careers.
6. Establish a structured mentoring network with monitoring mechanisms.

The ultimate objective of mentoring is for the mentee to become an independent researcher, capable of leading projects and training other researchers.

2.2 THE MENTOR

The mentor is a researcher with consolidated research experience who provides guidance and support to the mentee in their professional development.

2.2.1 Recommended requirements

- Consolidated experience in biomedical research.
- Strong guidance, leadership and communication skills.
- Commitment to training new generations of researchers.
- Knowledge of the different stages of the research career.
- Availability to hold regular meetings with the mentee.

2.2.2 Main functions

- Support the mentee in defining and reviewing their professional objectives.
- Provide guidance on research careers, training, mobility and leadership.
- Identify professional development opportunities.
- Act as a reference figure within the scientific field.
- Foster the mentee's autonomy and professional development.

2.2.3 Commitment

The mentor commits to:

- Guiding, advising and supporting the mentee to promote their professional and personal development, while ensuring the confidentiality of the mentoring relationship at all times.
- Maintaining an active mentoring relationship with the mentee for a minimum of one year, with regular follow-up meetings.

2.2.4 Ethical principles and good practices

Equal treatment
Mentoring must take place in a respectful, inclusive environment free from any form of discrimination.

Professional practice

The mentor should promote research activity in accordance with the principles of good scientific practice, fostering ethical, responsible and integrity-driven conduct in research activities.

2.2.5 Benefits

- Professional and institutional recognition.
- Development of leadership and communication skills.
- Direct contribution to the development of new talent.
- Exchange of knowledge and perspectives with younger researchers.
- Participation in a collaborative scientific community.

2.3 ACCESS TO THE MENTORING PROGRAMME FOR RESEARCH STAFF

2.3.1 Application and mentoring allocation

Participation is voluntary and open to all research staff at IRBLleida.

Interested individuals may apply for a mentor through **Annex 1 – Application for participation in the mentoring programme**.

To facilitate appropriate matching between mentors and mentees, participants will be required to provide:

- a brief professional background;
- information on their interests, skills and development objectives.

This information will be used to ensure the best possible mentor–mentee match.

Depending on the profile and needs, the following may be assigned:

- a mentor from the same research group;
- a mentor from another IRBLleida research group;
- an external mentor.

To ensure the effective functioning of the mentoring relationship, it is recommended to agree at the outset on:

- time commitment;
- distribution of tasks;
- working procedures.

These aspects should be recorded in **Annex 2 – Meeting record**.

2.3.2 Supervision

The mentor is responsible for supervising and guiding the mentee's research activity. This follow-up may include regular meetings, review of work and scientific discussions.

It is recommended to establish a schedule of regular meetings and to record key agreements in **Annex 2 – Meeting record**.

The first meeting should define:

- mentoring expectations;
- the mentee's professional objectives;
- the frequency of meetings.

If the mentoring relationship does not function adequately, a change of mentor or mentee may be requested by submitting a new application through **Annex 1 – Application for participation in the mentoring programme**.

2.3.3 Program evaluation

In order to assess the functioning and impact of the mentoring relationship, at the end of the established period mentees will be required to complete **Annex 4 – Mentee satisfaction questionnaire**. This questionnaire will gather feedback on the mentoring experience and help identify potential areas for programme improvement.

3. TUTORING PROGRAMMES

Unlike individual mentoring, tutoring programmes address the assessment and guidance of groups of researchers according to their career stage and/or leaders of emerging research groups and associated clinical groups.

Each programme is developed through one or more annual follow-up sessions, during which research staff present their activities and receive recommendations from a tutoring panel made up of several expert profiles.

The programmes usually include:

- Prior submission of an annual report on scientific activities.
- A brief oral presentation before the panel.
- A session for questions, comments and guidance.
- Preparation of a final follow-up report with recommendations.

IRBLleida has implemented two types of programmes: those that support research staff according to their level of professional development, and those that promote the

growth of research groups at early stages, such as associated clinical groups and emerging groups.

3.1. TUTORING AND FOLLOW-UP PROGRAMMES FOR RESEARCH STAFF GROUPS

3.1.1 TUTORING AND FOLLOW-UP PROGRAMME FOR THE R1 GROUP

This programme is aimed at predoctoral research staff in training, with the purpose of ensuring appropriate progression, identifying training needs and fostering the successful completion of the doctoral thesis. All R1 researchers who carry out their doctoral thesis under the supervision of an IRBLleida researcher may participate in this programme, which is mandatory for those who have obtained a four-year predoctoral contract through the internal research promotion calls (IREP).

The programme is carried out annually throughout the doctoral stage and consists of three phases:

- **PHASE 1**: Participants will prepare an annual report covering all activities carried out during the year under review and submit it to the Talent Attraction Office (talent@irblleida.cat). This report must include achievements and scientific impact, as well as a detailed list of activities undertaken (conferences, presentations, training activities, etc.).

- **PHASE 2:** Each R1 researcher must deliver a summary presentation of their annual activity (15 minutes) before a follow-up panel composed of a minimum of two PhD researchers, at least one of whom must belong to IRBLleida. After the presentation, time will be allocated for questions, comments and guidance from the panel.

- **PHASE 3**: The follow-up panel will prepare a report assessing the degree of achievement of the planned objectives and will issue recommendations for improvement if deviations or risks to the completion of the doctoral thesis are identified.

3.1.2 TUTORING AND FOLLOW-UP PROGRAMME FOR THE R2 GROUP

This programme is aimed at junior research staff (R2) with intramural postdoctoral contracts, those funded through external competitive grants (Sara Borrell, Juan de la Cierva, Beatriu de Pinós, MSCA-PF or similar), or research staff with postdoctoral contracts funded by research group funds. The objective is to promote scientific autonomy, identify strategic needs and facilitate access to R3/tenure-track calls. The programme is mandatory for IREP postdoctoral contracts and voluntary for the rest.

The programme consists of three phases:

- **PHASE 1:** Participants will prepare an annual activity and strategic report to be submitted to the person responsible for the Talent Attraction Office (talent@irblleida.cat). This report must include the following sections:

    - Annual scientific output: total publications, contributions as first or corresponding author.
    - Funding acquisition: applications submitted, results and resubmission plans.
    - Scientific activities: conferences, workshops, networks, research stays, invited seminar presentations.
    - Participation in projects: role, responsibilities, task leadership.
    - Professional development and training: courses, transversal training, teaching, supervision of R1 researchers.
    - Annual objectives plan: definition of SMART objectives linked to progression towards R3 (e.g. leading an ISCIII/AEI proposal, increasing publication leadership, strengthening national/international collaborations, etc.).

- **PHASE 2:** Each R2 researcher must deliver a summary presentation of their annual report (20 minutes) before a follow-up panel composed of a minimum of two R3/R4 researchers, at least one of whom must belong to IRBLleida. After the presentation, a 20-minute session will be devoted to questions, comments and guidance from the panel.

- **PHASE 3**: The follow-up panel will prepare a report including the following content:
    - Assessment of progress in relation to the R2 objectives plan.
    - Evaluation of the level of scientific maturity and evolution towards autonomy (precursor to R3).
    - Analysis of the requirements to access R3/tenure-track calls.
    - Current strengths.
    - Areas requiring improvement (leadership, impact, internationalisation, projects, etc.).
    - Risks or deviations, particularly in profiles that are not generating merits compatible with R3.
    - Clear and realistic recommendations that may help improvement.

3.1.3 TUTORING AND FOLLOW-UP PROGRAMME FOR THE R3/R4 GROUP

This programme applies to two distinct groups:

- **R3/R4 Tenure Track group:** Includes researchers recruited through Miguel Servet, Ramón y Cajal, Joan Rodés or other similar external calls, or through IRBLleida's own Tenure Track calls. This group has an institutional commitment to stabilisation in the event of a positive external evaluation at the end of the Tenure Track period. Participation in this programme is mandatory for researchers in this group. The specific bases of the Tenure-Track Tutoring Program are found in FP005-DI006 Tenure-Track Tutoring Program.

- **R3/R4 Non-Tenure Track group:** Composed of researchers who have reached the R3 category through obtaining public competitive funding as Principal Investigator and who make a significant contribution to the Institute's research activity. They do not have access to stabilisation at the Institute but may opt for salary increases every three years in recognition of their career trajectory. Participation in this programme is optional. The specific bases of the Tutoring Program for Non-Tenure-Track R3 are found in FP005-DI007 No Tenure-Track Tutoring Program.

The main objective of this programme is to provide support, strategic guidance and recognition to R3/R4 research staff, while ensuring a rigorous, transparent evaluation framework aligned with institutional objectives of excellence and scientific projection. The specific objectives are:

- To provide a formal framework for follow-up and strategic guidance to enhance scientific leadership.
- To strengthen resource acquisition and international projection.
- To recognise and reward strong scientific performance through objective and periodic mechanisms.
- To accompany the Tenure Track group in the final evaluation and promotion process.
- To recognise the merit and institutional contribution of the R3 Non-Tenure Track group.

PHASE 1: ANNUAL ACTIVITY REPORT - R3/R4 researchers participating in the programme must submit an annual report including:

1. Scientific and innovation activity and merits achieved
- Scientific outputs (articles, book chapters, etc.)
- Quality (Q1, D1, leadership: first author, corresponding author)
- Scientific, social or clinical impact
- Patents and other innovation and knowledge transfer activities

2. Funding obtained as PI and co-PI
- National and international projects
- Competitive human resources (predoc, postdoc, technicians)
- Success rates, rejections and resubmission plans

3. Leadership and team management

- Supervision of R1 and R2 researchers
- Development or consolidation of own research lines
- Staff and resource management

4. Training / Teaching

- Supervision of PhD theses / Bachelor's / Master's theses
- Courses, subjects, seminars

5. Contribution to the Institute

- Participation in committees
- Institutional activities
- Support to transversal structures or programmes
- Outreach and RRI activities

6. Objectives and annual plan

- Definition of annual objectives
- Future plans

PHASE 2: INTERVIEW WITH THE EVALUATION PANEL - Each researcher must deliver a presentation of their annual report (15 minutes) before the follow-up panel composed of a minimum of three R4 researchers (one from IRBLleida and two external), as well as at least one member of the Institute's Management Team. After the presentation, a 20-minute session will be allocated to questions, comments and guidance from the panel.

FASE 3: PANEL REPORT - The panel will prepare a structured report including:

- Degree of achievement of objectives.
- Scientific trajectory and leadership.
- Specific strategic recommendations.
- Assessment of potential for progress.

To successfully achieve the programme's objectives, researchers must meet SMART research objectives (specific, measurable, achievable, relevant and time-bound) related, for example, to publications, funding acquisition, teaching (if applicable) and contribution to the institution.

3.2. TUTORING AND FOLLOW-UP PROGRAMMES FOR EMERGING RESEARCH GROUPS AND ASSOCIATED CLINICAL GROUPS

The criteria for establishing the categories of IRBLleida research groups are aligned with the guidelines proposed by the ISCIII for accredited biomedical research institutes. Research groups may be classified as "associated", "emerging" or "consolidated", in accordance with internal regulation FP009-DI114.

The tutoring programme offers leaders of non-consolidated groups the opportunity for an annual meeting with a panel of two senior researchers, agreed upon with the group, who provide advice on all aspects related to their scientific activity and guide strategic decision-making. One month prior to the interview, the group leader must prepare a report on the year's activity, including a summary of actions undertaken in response to the previous year's panel recommendations.

Both programmes share a similar structure with the following phases:

- **PHASE 1:** One month before the interview with the follow-up panel, the group leader will prepare an annual activity report. From the second year onwards, this report will also include a summary of actions implemented in response to the panel's suggestions. If this is the group's first participation, a summary of actions derived from the latest CCE evaluation report or from the report issued by that committee endorsing the creation of the group will be requested.

- **PHASE 2:** Each group leader must deliver a summary presentation of their annual activity (30 minutes) before the follow-up panel. After the presentation, 30 minutes will be devoted to questions, comments and guidance from the panel.

- **FASE 3**: The follow-up panel will prepare a report assessing the degree of achievement of the planned objectives and issuing recommendations for improvement to promote the group's progression towards emerging or consolidated status, depending on whether it is an associated clinical group or an emerging group, respectively.

3.2.1 Tutoring programme for emerging groups

With the aim of supporting consolidating groups in designing a solid scientific strategy and an efficient operational structure, the following lines of work are proposed:

- Clear definition of priority research lines.
- Guidance on attracting competitive international funding.
- Development of leadership and management capacities.
- Preparation for triennial evaluation.

3.2.2 Tutoring programme for associated clinical groups

With the aim of strengthening the integration between clinical practice and research, and promoting the participation of clinical professionals in competitive projects, the following lines of work are proposed:

- Development of a research plan adapted to clinical activity.
- Identification of opportunities for translational clinical research.

- Support for participation in clinical trials.
- Strategies to promote publication in leadership positions and scientific impact.
- Connection with methodological support units (biostatistics, data management, etc.).
- Support in drafting initial project applications.

4. PROGRAMME EVALUATION

With the aim of ensuring quality, continuous improvement and alignment with the real needs of research groups and the professionals involved, the mentoring and tutoring programmes for research staff will include an evaluation process structured around two complementary strands:

4.1 Satisfaction surveys for participants in the mentoring and tutoring programmes

At the end of the different mentoring and tutoring activities or cycles, both mentors and mentees will be invited to participate in a satisfaction survey (see Annex 4), which will collect information on:

- Overall assessment of the mentoring experience.
- Perceived usefulness of the activities carried out.
- Degree of achievement of personal and professional objectives.
- Quality of the relationship established.
- Suggestions for improvement and proposals for future editions.

Similarly, surveys will be conducted among participants in the tutoring programmes, including the content specified in Annex 5:

- Overall assessment of the Tutoring Programme.
- Perceived usefulness of the follow-up and activities.
- Support for scientific and professional development.
- Quality of interaction with members of the tutoring panel.
- Perceived impact and progress achieved during the year.
- Coordination and management of the programme by IRBLleida.
- Suggestions for improvement and proposals for future editions.

The analysis of these responses will make it possible to continuously adapt and improve the programme, fostering a more effective mentoring and tutoring offer tailored to the profiles of the groups and individuals who benefit from it.

4.2 Evaluation report on the research staff scientific career support programme

The staff responsible for supervising and coordinating the mentoring and tutoring programme for research staff will prepare an evaluation report compiling a range of

quantitative and qualitative indicators, with the main objective of monitoring the level of participation and engagement of groups and participants in each of the actions foreseen within the programme.

This report will allow assessment of whether the programme is functioning correctly and whether the objectives established for each action are being achieved, identifying good practices and limitations, and proposing strategic recommendations for future editions. The indicators collected will include data such as the number of mentoring relationships and tutoring actions carried out, as well as their impact on publications, projects and other relevant outcomes.

This report will be shared with the IRBLleida Management and will serve as a basis for strategic decision-making in the area of support for the development of research talent.

5. DOCUMENTED INFORMATION ASSOCIATED WITH THE PROCESS

FP005-DI006 Tenure-Track Tutoring Program
FP005-DI007 No Tenure-Track Tutoring Program

6. Annexes

6.0 Annex 1 – Application for participation in the mentoring programme

This document must be sent to the IRBLleida International Talent Attraction Office (talent@irblleida.cat)

Personal data

Name and surname (s):	
ID / Passport number:	
Research group:	
Category:	
Email address:	
Brief professional background:	
Information on interests, skills and development objectives:	

I request to participate in the IRBLleida mentoring programme and declare that I will comply with the terms established in the mentoring procedure, of which I have been provided with a copy.

☐ Yes ☐ No I accept the privacy policy

Privacy Policy Information

In accordance with Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, repealing Directive 95/46/EC (GDPR), and Law 34/2002 on Information Society Services and Electronic Commerce (LSSICE), you are hereby informed that your data will form part of IRBLleida's records.

The purpose of processing your data is the administrative management of the mentoring programme. The data requested are adequate, relevant and strictly necessary for the purpose for which they are collected and will never be used for a purpose other than that for which they have been provided, unless we have your express and written consent. Your data will be retained for the time necessary to carry out the requested services and may be shared with any company within the group, but never with third parties unless we have your express and written consent.

The data subject may exercise their rights of access, rectification, restriction of processing, erasure, data portability and objection and/or cancellation, in accordance with the terms established by the GDPR and current regulations, by contacting: **protecciodedades@irblleida.cat**, indicating the right they wish to exercise and enclosing a copy of their ID document.

Signed, date

6.1 Annex 2 – Meeting record

This document must be sent to the IRBLleida International Talent Attraction Office (talent@irblleida.cat)

Date:	Place:
Convened by:	
Attendees:	
Items discussed	
• Time commitment • Distribution of tasks • Working procedures • Schedule and frequency of meetings • Mentoring expectations • Professional objectives of the mentee	
Observations	

Signed, date

This document must be sent to the IRBLleida International Talent Attraction Office (talent@irblleida.cat)

6.2 Annex 3 – Satisfaction questionnaire for mentees

According to your level of agreement with the statements below, please rate your response by marking an X in the box you consider appropriate, based on the following scale:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

	1	2	3	4	5
The programme is well designed and organised					
The support received from my mentor has been satisfactory					
A peer's point of view is more useful to me than that of a mentor					
My objectives with regard to the programme have been fulfilled					
Overall assessment					
I positively value the mentoring programme					

OBSERVATIONS

Please indicate any issue you consider relevant and that, in your opinion, should be taken into account when organising future actions:

This document must be sent to the IRBLleida International Talent Attraction Office (talent@irblleida.cat)

6.3 Annex 4 – SATISFACTION QUESTIONNAIRE FOR TUTORED PARTICIPANTS

According to your level of agreement with the statements below, please rate your response by marking an X in the box you consider appropriate, based on the following scale:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

	1	2	3	4	5
Programme design and organisation					
The programme is well designed and structured					
The preliminary information and operation of the programme were clear					
The schedule, deadlines and requirements were reasonable					
The programme phases make sense and are well balanced					
Experience with the tutoring process					
I felt well treated throughout the tutoring process					
The panel's observations were constructive					
The dialogue during the interview was useful					
The process operated in a fair and transparent manner					
Usefulness of the programme for my development					
The programme helped me to reflect on my progress					
The recommendations helped me identify strengths and areas for improvement					
The programme contributed to better structuring my objectives					
Participating in the programme has been beneficial for my career					
Overall satisfaction					
I am satisfied with the programme					
I consider that the programme adds value to my group					
I would recommend participation to other researchers					
My overall assessment of the programme is positive					

OBSERVATIONS

Please indicate any issue you consider relevant and that, in your opinion, should be taken into account when organising future actions (which aspects of the programme were most useful, which aspects could be improved, and which changes could enhance the programme):

Version History

Revision number	Effective Date	Author	Reason for Version Change
1	24/01/2026	People Department / OCPI	Document creation
2	17/03/2026	People Department / OCPI	Update of Title Number 3 and Simplification of Annexes
3	17/06/2026	LCG	Update of section 3.1.3 and addition of section 5