D4.3. Guidelines for Institutions

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Abstract:	EHECADI project aims to create a digital, international, and collaborative codesigned Knowledge Hub (KH), among European HEIs to reinforce the healthcare students' curricula to address societal health challenges through the final graduate dissertations.
Key Topics:	Cooperation between educational institutions and stakeholders Digital skills and competences European identity, citizenship and values

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To request a change to this document, contact the EHECADI project manager. Changes to this document are summarized in the following table.

Revision	Date	Created by	Short Description of Changes
0		Guidelines Management Team	Not applicable in revision 0

The Guideline Management Team must ask for approval of this Guideline for Institutions from the Coordinator Institution. The latest version of this controlled document is stored in EHECADI TEAMS®, according to dissemination level. If you have topics to suggest for guidelines you would like us to produce, contact us to share your ideas: guidelines@ehecadi.com

SUMMARY

1. Introduction

The **EUROPEAN HEALTH CARE FINAL DISSERTATION** (EHECADI) project supports healthcare students from different disciplines (nursing, physiotherapy, occupational therapy, and nutrition and dietetics) to address broad societal health issues such as healthcare equity, epidemic preparedness, underinvestment in healthcare workers, health needs of **migrant populations, etc. through international and interprofessional Final Undergraduate Dissertation (FUGD)**. This new generation of students will be sensitized to these challenges and provided with the necessary skills to work in an interdisciplinary and evidence-based way to take up the challenges of their future practice.

Guidelines for Institutions aim to provide comprehensive and specific guidance to the HEI in implementing an FUGD, through good practices and inputs for an efficient collaboration between students, supervisors, and institutions. This guideline is aligned with Guidelines for Students and Guidelines for Supervisors, providing relevant information to facilitate the FUGD, through innovative solutions to include curricular changes throughout the bachelor's degree to guarantee the necessary competencies to the engagement and commitment of all actors, to address health care societal challenges, by FUGD.

Higher education institutions play a crucial role in transforming society by shaping future leaders and tackling global challenges. Institutional commitment to societal engagement is vital, extending beyond campus community. This commitment recognizes HEI as catalysts for positive change and innovation, with an important role to promote social responsibility, equity, diversity, and inclusion in advancing society. Furthermore, to effectively integrate FUGD into bachelor's degree programs, HEI must prioritize curriculum internationalization and flexibility. Curriculum internationalization ensures that academic programs are globally relevant, reflecting diverse perspectives and addressing cross-cultural issues. Meanwhile, curriculum flexibility allows students to tailor their educational experiences to their interests and career goals, fostering autonomy and adaptability.

In the context of FUGD integration, institutional commitment also entails fostering partnerships and collaborations with external stakeholders, including government agencies, non-profit organizations, and industry partners. Such collaborations ensure that FUGD are aligned with societal needs and priorities, maximizing their impact and relevance. Those HEI committed with EHECADI and following this guideline, will be able to empower their students to become global citizens equipped to address real-world challenges through interdisciplinary research and evidence-based practices. This holistic approach not only enhances the quality of education but also strengthens the HEI contribution to societal development.

Guidelines (Institutions, Students and Supervisors) were developed under a co-designed process methodology based on experience that suits the context and cultural awareness and shared needs.

This document is structured in 6 main points: start presenting the social responsibility of HEI; the added Value of EHECADI, such as internationalization of curriculum, curriculum flexibility and societal needs; procedures, related with becoming an EHECADI member, as

a HEI, the process of students certification and process of supervisors recognition; international final graduate dissertation requirements; human resources management; and institutional conflict of interest policy, including ethics and research integrity.

For a better understanding of Guidelines, in picture 1 is provided a representative scheme for European Health Care Final Dissertation, that represents the flow of interaction between the Guidelines for Institutions, Students, and Supervisors.
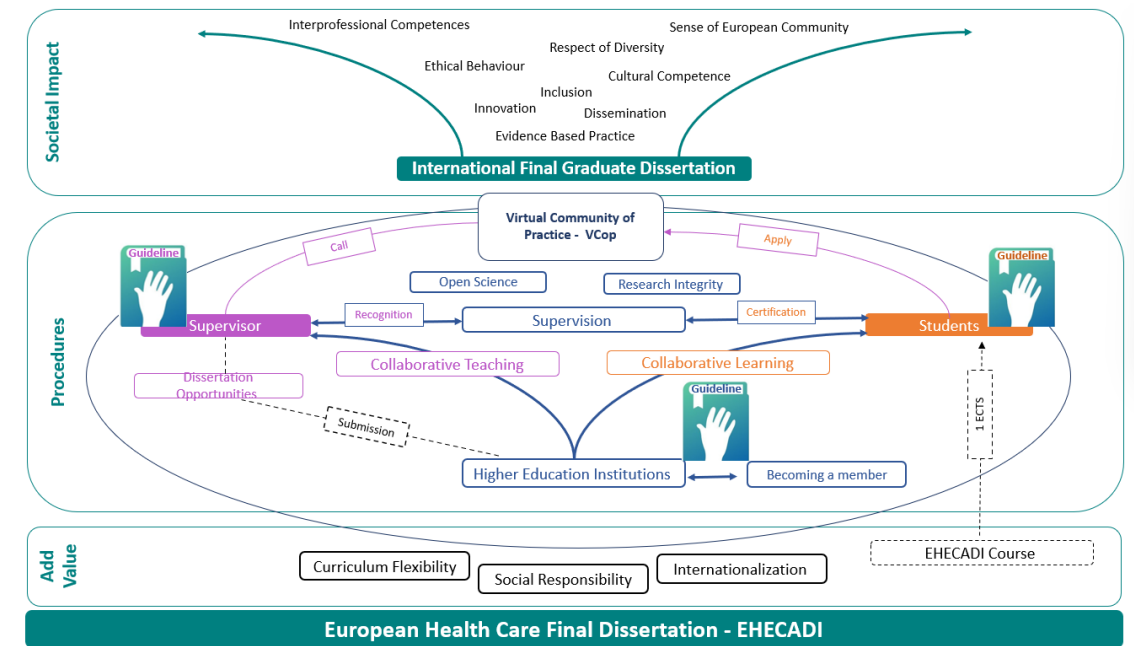
Picture 1: Representative Scheme for European Health Care Final Dissertation

1. Social Responsibility of Higher Education Institutions

Universities acknowledge that they have a responsibility to engage with and respond to the aspirations and challenges of the world and to the communities they serve, to benefit humanity and contribute to sustainability.

Magna Charta Observatory, 2020

The dynamics of organizational social responsibility have been assuming increasing importance in the institutional context, regardless of the sector/domain of action. Today, it is a mandatory requirement for 21st century organizations to care for the social impacts caused by them, maximizing the positive and minimizing the negative effects, as much as possible. Thus, each organization is called upon to fulfill its effective commitment to the community it serves.

Throughout history, HEI have offered invaluable contributions to society, fulfilling their social responsibility in various dimensions. Making this reality more evident, illuminating its different expressions, so that all citizens are fully aware of it, and providing guidance for new challenges in this domain are the main objectives of this Guideline.

In the realm of Social Responsibility and Higher Education, and in the quest for scientific knowledge and its transfer to society, and in the European tradition of "Green papers", there is a mission to engage HEI in integrating knowledge communities, debating, consulting, and collaboratively creating stakeholders around a given theme, so that "solutions" to the current challenges of European Society can emerge through an FUGD.

Similarly, it is noteworthy the remarkable work carried out by the EHECADI consortium over months to develop this Guideline. This is clear evidence of how guiding HEI towards collaborative research processes, particularly in health-related foundational courses, can produce results that would otherwise be unattainable. Given the integration of these structured guidelines, which are also based on an integrated, innovative, and bold vision of what social responsibility in higher education should be, constitutes an extraordinary asset that we should recognize and appreciate.

Evidence shows that community engagement initiatives led by HEI can result in significant social benefits, including improved health outcomes, increased educational attainment, and enhanced community cohesion.

Encouraging HEI to establish and maintain supervisors and students' engagement with international community is an added value that can address from local to worldwide societal needs and challenges.

By actively involving students, supervisors in these FUGD, HEI demonstrate their commitment to serving society beyond the campus walls, supporting their social responsibility in domains such:

Research with Social Impact:	HEI can benefit by provide the conditions to encouraging students and supervisors to conduct research that addresses pressing social issues, which can lead to innovative solutions and positive societal change, in which HEI will be recognize by its research with social impact. By focusing on areas such as sustainability, social justice, and public health, HEI can contribute valuable insights and expertise to address global challenges. Additionally, promoting interdisciplinary collaboration and community partnerships can enhance the relevance and effectiveness of research efforts.
Service-Learning Opportunities:	Incorporate service-learning opportunities into academic curricula. Service-learning combines community service with academic instruction, allowing students to apply their knowledge and skills to real-world issues while addressing community needs. Numerous studies have demonstrated the positive impact of service-learning on students' personal development, civic engagement, and academic achievement. By integrating service-learning into their programs, HEIs contribute to the development of socially responsible graduates who are equipped to address societal challenges.
Diversity, Equity, and Inclusion Initiatives:	Promote diversity, equity, and inclusion initiatives within HEI. Research suggests that diverse and inclusive environments not only foster creativity and innovation but also contribute to a more equitable society. HEI can demonstrate their commitment to social responsibility by implementing policies and programs that promote diversity and inclusivity across campus. This includes recruiting and retaining a diverse student body and faculty, providing support services for underrepresented populations, and fostering a culture of respect and inclusion.
Sustainability Practices:	Emphasize the importance of sustainability practices within HEI. Sustainable campus initiatives, such as energy conservation, waste reduction, and green building design, can minimize environmental impact and promote responsible stewardship of resources. By implementing sustainable practices, HEI demonstrate their commitment to environmental responsibility and contribute to global efforts to address climate change and promote sustainability.
Partnerships and Community Engagement:	Encourage HEI to establish partnerships and community engagement, including Non-Governmental Organizations and government agencies, to address social challenges collaboratively. By leveraging their resources, expertise, and networks, HEI can amplify their impact and contribute to meaningful social change. Collaborative initiatives may include community development projects, advocacy campaigns, and policy research efforts aimed at addressing systemic issues and promoting social justice.

2. Added Value of EHECADI

Higher education institutions are important drivers for social and economic development and advancing societal changes in general. Partnership and cooperation between Higher Education, research institutes, civil society and the public sector in research, education and innovation contribute to social and economic development.

*European University Association, 2017*

HEI by engaging students in EHECADI can provide them with a collaborative knowledge Hub: **EHECDI Community,** to care and apply theoretical knowledge gained throughout their academic journey to solving societal needs in the healthcare sector.

EHECADI Community

HEI can offer a **Virtual Community of Practice**, that will share knowledge between students and supervisors and other stakeholders, detect societal needs and steer the FUGD.

This hands-on experience bridges the gap between academia and the real world, enhancing the students' understanding of complex healthcare issues and their ability to develop practical solutions.

EHECADI promotes the possibility to **all HEI** to highlight these **added values** for their future development.
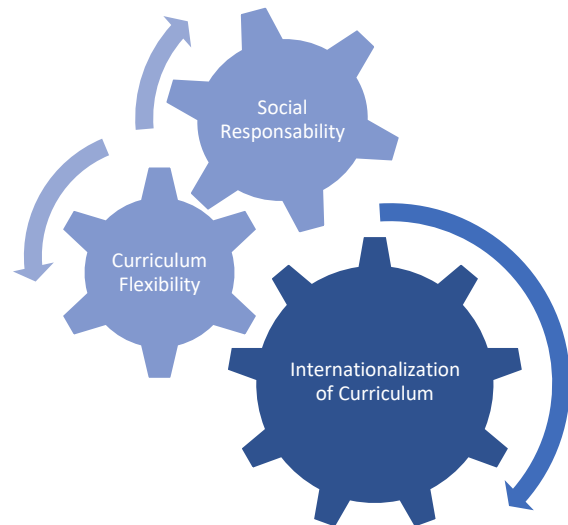
2.1. Internationalization of Curriculum

Internationalizing the curriculum is essential for HEI to prepare students for success in an increasingly interconnected and interdependent world. By integrating global perspectives, experiences, and collaborations into the academic experience, universities contribute to the development of culturally competent, globally minded, and socially responsible graduates who are equipped to thrive in diverse professional and cultural contexts. Being part of the **EHECADI COMMUNITY** , will allow to:

Cultural Awareness and Diversity: By incorporating international perspectives, case studies, and examples into the curriculum, HEI foster cultural awareness and appreciation

among students. Exposure to diverse cultures, languages, and traditions promotes inclusivity and prepares students to thrive in an interconnected world.

Global Competence: Internationalizing the curriculum equips students with the knowledge, skills, and attitudes necessary to navigate global challenges and opportunities. This includes intercultural communication skills, adaptability, cross-cultural collaboration, and a nuanced understanding of global issues such as sustainability, human rights, and socio-economic development.

Enhanced Academic Rigor: Integrating international perspectives into courses enriches the academic experience by exposing students to a broader range of ideas, theories, and methodologies. This enhances critical thinking, encourages interdisciplinary learning, and stimulates intellectual curiosity, ultimately enriching the quality and depth of education provided by the HEI.

Preparation for Global Citizenship: HEI plays a pivotal role in preparing students to become responsible global citizens who are actively engaged in addressing pressing global challenges. Through internationalized curricula, students develop a sense of global citizenship, ethical responsibility, and a commitment to social justice, environmental stewardship, and sustainable development.

Increased Opportunities for Experiential Learning: Internationalizing the curriculum opens doors to experiential learning opportunities such as study abroad programs, international internships, research collaborations, and service-learning projects. These immersive experiences allow students to apply classroom knowledge in real-world contexts, gain cross-cultural competence, and expand their global networks.

Extra-curriculum development by EHECADI course: co-designed with and for students to help them prepare for their FUGD and develop key soft kills that will support them with their transition into the workplace. The course is composed of three modules: Ethical Reasoning; Advanced working life skills; Future insights. Each module represents 25 hours of studying and 1 ECTS. Students must complete at least 1 ECTS of the course to be able to complete the FUGD.

Promotion of Research Excellence: International collaboration and exchange of ideas are essential drivers of research innovation and excellence. By fostering collaboration with HEI from around the world, they can enrich their research agendas, access diverse perspectives and resources, and tackle complex global challenges through interdisciplinary research initiatives.

Strategic Partnerships and Networks: Internationalizing the curriculum strengthens the HEI global reputation and fosters strategic partnerships and networks with academia, industry partners, government agencies, and non-governmental organizations worldwide. These collaborations create opportunities for joint research, student exchange, faculty mobility, and knowledge sharing, enhancing the HEI impact and influence on the global stage.

2.2. Curriculum Flexibility

Curriculum flexibility is essential for HEI to adapt to the diverse needs and preferences of students, foster innovation, and interdisciplinary collaboration, and promote lifelong learning and student success. By offering a range of flexible learning pathways and opportunities, HEI can empower individuals to achieve their academic, personal, and professional aspirations in an ever-changing world. In this sense main contributions can be achieved by HEI to bring EHECADI to its curriculum, promotion curriculum internationalization and flexibility:

Tailored Learning Experiences: By offering a flexible curriculum, HEI empowers students to tailor their educational experiences to align them with their academic interests, career goals, and learning styles. This allows students to pursue interdisciplinary studies, specialize in niche areas, or customize their degree programs to suit their individual needs and aspirations.

Promotion of Lifelong Learning: A flexible curriculum encourages a culture of lifelong learning by providing opportunities for continuous skill development, personal growth, and professional advancement. Whether through short-term certificates, online courses, or part-time study options, HEI enables individuals to engage in lifelong learning pathways that meet their evolving needs and interests throughout their lives.

Acceleration and Deceleration: Curriculum flexibility allows students to progress through their studies at their own pace, whether that means accelerating their learning to complete their degrees more quickly or decelerating to accommodate personal or professional commitments. This flexibility promotes student success by accommodating diverse learning styles, abilities, and circumstances.

Experiential and Applied Learning: Flexible curricula can integrate experiential learning opportunities such as internships, co-op programs, service-learning projects, and research experiences. These hands-on learning experiences complement classroom instruction, providing students with practical skills, industry insights, and real-world problem-solving abilities that enhance their employability and readiness for the workforce.

Meeting Diverse Student Needs: HEI serves a diverse student body with varying backgrounds, interests, and learning preferences. A flexible curriculum accommodates this diversity by offering a wide range of course formats (e.g., lectures, seminars, labs), delivery modes (e.g., in-person, online, hybrid), and scheduling options (e.g., full-time, part-time, evening classes), ensuring that students have access to educational opportunities that meet their needs and preferences.

Supporting Interdisciplinary and Innovative Approaches: Flexibility in curriculum design encourages interdisciplinary collaboration and innovative teaching and learning approaches. It enables the integration of emerging fields of study, cross-disciplinary research initiatives, and experiential learning opportunities that prepare students to address complex, interdisciplinary challenges in society and the workforce.

Enhancing Student Engagement and Retention: A flexible curriculum promotes student engagement and retention by allowing students to pursue their passions, explore new

interests, and take ownership of their learning journey. When students have the flexibility to shape their educational experiences according to their interests and goals, they are more likely to be motivated, committed, and successful in their studies.

2.3. Social Responsibility based in societal needs

Addressing societal needs into the curriculum through an international, collaborative and interdisciplinary research project, students, supported by supervisors, can gain valuable skills, insights, and experiences that prepare them to be effective global citizens and agents of positive change to a better society. The alignment between EHECADI and strategic institutional research policy will contribute to:

Knowledge Hub Integration: HEI can serve as knowledge hubs by fostering collaboration and exchange of ideas among students, supervisors, and external stakeholders from various countries and backgrounds. By encouraging FUGD, HEI can facilitate the sharing of diverse perspectives, methodologies, and findings, enriching the research landscape and promoting a global understanding of societal challenges. Access to a diverse range of resources, expertise, and networks through international collaborations can enhance the quality and relevance of students' research, thus maximizing the impact on addressing societal needs.

Soft Skills Development: International final dissertations provide students with opportunities to develop essential soft skills such as cross-cultural communication, teamwork, adaptability, and intercultural competence. Collaborating with peers and mentors from different cultural and linguistic backgrounds fosters a more holistic learning experience, preparing students for the globalized workforce and enabling them to navigate complex societal issues effectively. Through FUGD, students can enhance their problem-solving abilities, critical thinking skills, and resilience, equipping them to tackle real-world challenges with creativity and confidence.

Transdisciplinary Approach: Addressing societal needs often requires a transdisciplinary approach that transcends traditional disciplinary boundaries. FUGD enables students to explore complex issues from multiple perspectives, integrating insights from diverse science fields such as nursing, physiotherapy, occupational therapy, and human nutrition and dietetics. By fostering collaboration across disciplines and engaging stakeholders from different sectors, universities can promote innovative solutions that address the multifaceted nature of societal challenges more comprehensively.

Alignment with Strategic Institutional Research Policy: FUGD into the institutional research policy aligns with the HEI strategic goals of promoting global engagement, fostering innovation, and advancing knowledge for societal benefit. HEI can establish clear guidelines and support mechanisms to facilitate international collaborations, ensuring that students receive adequate mentorship, resources, and ethical oversight throughout the research process. By embedding international research experiences within the academic curriculum, HEI demonstrate their commitment to train graduates who are "equipped" to make meaningful contributions to global society and address pressing challenges through evidence-based inquiry and action.

3. Procedures for HEI

To benefit from the added value of EHECADI, HEIs must become EHECADI members

Clear procedures are described to facilitate communication and coordination among EHECADI HEI members by establishing mechanisms for regular interaction, information sharing, and decision-making. This ensures that information flows smoothly across borders and that collaborative efforts remain on track.
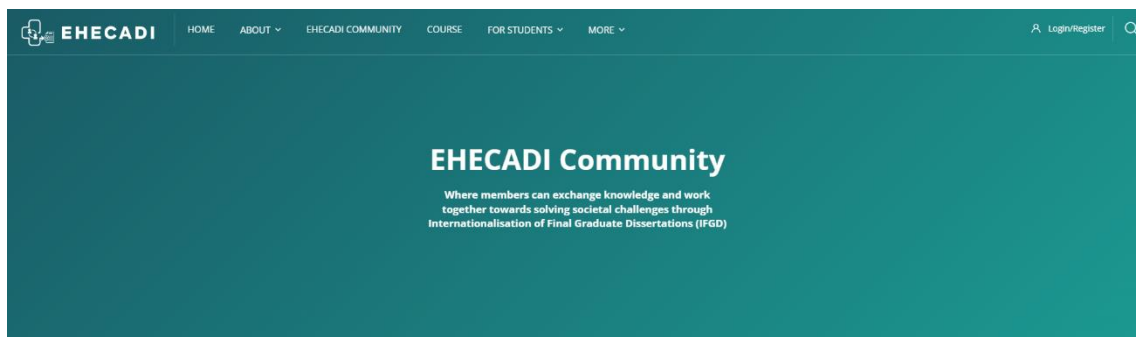
To become an EHECADI member, HEI must follow the below described steps in EHECADI Platform (link) (Picture 2) and go to **EHECADI COMMUNITY** (link) (Picture 3).

Picture 2 - EHECADI website

All the HEI, as EHECADI members, will be able to exchange knowledge and work together towards solving societal challenges through Internationalization of **FUGD**.
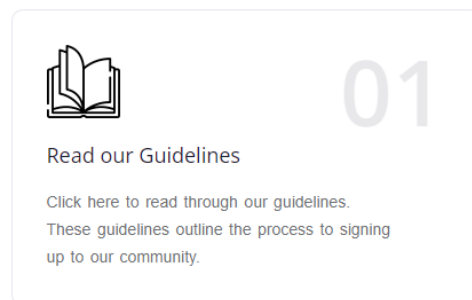
Follow the 3 steps:
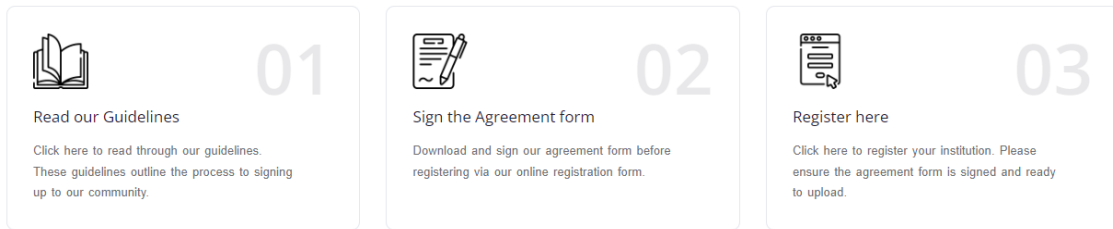
Picture 3 – Become an EHECADI Member

01: READ OUR GUIDELINES

Guidelines for Institutions will guide YOU to a quick understanding of EHECADI aim, added value, and procedures to join, enabling a faster and more efficient integration in *EHECADI Community*.
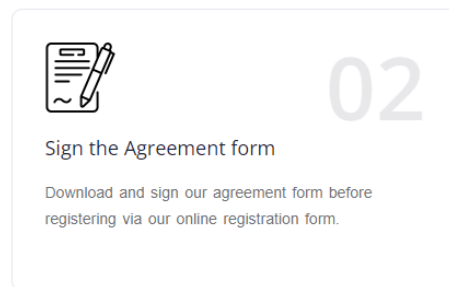

In EHECADI platform You can drive though all process, by entering in **EHECADI Community**.

02: SIGN THE AGREEMENT FORM

Download the template and fill out the form before applying (Picture 4).

Follow the registration process and welcome to *EHECADI Community*.

Download and sign our *EHECADI Agreement Form* (Picture 3).

In this form, a HEI representative accepts terms and conditions of being a member of the EHECADI community.

Picture 4 – EHECADI Agreement Form

03: REGISTER HERE

In this step a supervisor from the new HEI member is requested to fill the "Partner Apply Form" by providing relevant information about **FUGD** (Picture 5) and upload *EHECADI Agreement Form.*

Register here

Click here to register your institution. Please ensure the agreement form is signed and ready to upload.

Partner Application Form

Name:

Country:

Link:

Longitude:

Domains:

Latitude:

Responsible for Final UnderGraduate Dissertation (FUGD)/Supervisor Name:

Official address:

Responsible for Final UnderGraduate Dissertation (FUGD)/Supervisor Email:

Upload Requested Documentation

Upload Agreement Form (EHECADI Higher Education Institution (HEI) Registration Template)

Escolher Ficheiro | Não foi escolhido nenhum ficheiro
Format Allowed: .pdf

Upload Logo

Escolher Ficheiro | Não foi escolhido nenhum ficheiro
Format Allowed: .jpg, .jpeg, .png, .gif

Apply
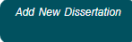
Picture 5 – Partner Application Form

The information provided in **Partner Application Form** will allow to identify in EHECADI platform the new HEI member, including official information such logo, webpage, longitude and latitude.

In this sector, HEI can upload the *EHECADI Agreement Form* and *Logo* of HEI.

In this process, the identified *Responsible for Final Undergraduate Dissertation (FUGD)* will receive an email, requesting a *Dissertation Proposal.* For this process follow Guidelines for Supervisors (LINK).

> **Dissertation Proposal**
>
> Students will be able to develop a **free online course** (minimum 1 ECTS) and apply for an **interdisciplinary and international Dissertation Proposal** *FUGD*, supported by EHECADI Community, since their HEI is an **EHECADI members.**

For each new *Dissertation Proposal,* *supervisor goes to icon* [Add New Dissertation] and fill the requested forms, based in the process defined in Guidelines for Supervisors (Link).

Picture 2 – "Add new Dissertation" as a research projects opportunity

Students can **apply** for the **"new dissertation"**, following the Guidelines for Students (link).

3.2. Process of certification for students

The **certification for students** will **follow the HEI internal regulations and quality assurance process**. A certification process may ensure that students engaging in FUGD reach the standards of competency and expertise defined by their own HEI. In this process, the certification for students can provide, if defined by HEI, a formal mention to the development of the FUGD under the scope of EHECADI.

This is an opportunity to enhance their credibility as researchers and opens opportunities for international collaboration to address health care societal challenges.

This process may include, according to each EHECADI HEI member, a certificatefor an **EHECADI Course** Module (1 ECTS, in Diploma Supplement), and a **EHECADI FUGD** under

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the umbrella topics defined as societal challenges in Europe. For this process, *Student Guideline* (Link) provide all relevant information's.

3.3 Process of recognition for supervisors

The **recognition for supervisors will** be provided by their HEI, based in their identification in each **Dissertation Proposal**, **following the HEI internal regulations and quality assurance process**.

Concerning the sustainability of EHECADI, it is <u>RECOMMENDED</u> that:

- Supervisors are supported by their HEI under their internationalization and research policy.

4. International Final Undergraduate Dissertation Requirements

I

Conducting a **FUGD** in a consortium between several universities is a valuable opportunity that offers students and supervisors a broad range of resources, academic perspectives, and diverse expertise. However, to ensure success, academic validity and job satisfaction, it is essential to follow the regulations and requirements of each participating university. Below are the main reasons and orientation under the EHECADI Consortium:

Compliance with Academic Standards

Each university has its own standards and academic requirements, established to ensure the quality and integrity of the research conducted under its jurisdiction. By following the specific regulations of each institution, students ensure that their theses meet the standards of academic excellence demanded by all parties involved. This includes:

• Formats and Structure: Different universities may have specific regulations on the formatting and structuring of the thesis, including citation styles, mandatory sections, and data presentation.

• Research Methodologies: Institutions may have preferences or requirements regarding the research methodologies adopted, ensuring that the methods are scientifically valid and appropriate for the study's objectives.

Recognition and Validation of the Degree

Following each university's regulations is crucial for the mutual recognition of the degree awarded. In a consortium, the thesis must be validated by all participating universities for the joint degree to be legitimately issued. This involves:

• Institutional Credibility: Each university needs to ensure that the thesis meets its own criteria for awarding a degree, thereby protecting its academic reputation.

• Evaluation Processes: Universities may have distinct processes for thesis evaluation, including specific examining committees or oral **defense requirements. Adhering to these processes is fundamental for final approval.**

Harmonization of Expectations

The regulations of each university reflect specific academic and cultural expectations. Harmonising these expectations is essential for the thesis to be well-received and understood in varied academic contexts. This may include:

• Multidisciplinary and Interculturality: Working within the guidelines of multiple institutions encourages the integration of multidisciplinary approaches and intercultural perspectives, enriching the quality and relevance of research work.

• Communication and Coordination: Following the regulations promotes better communication and coordination among universities, facilitating conflict resolution and consensual decision-making regarding the thesis's progress and completion.

It is essential that HEI can follow their own internal requirements to have students **FUGD** recognized within the EHECADI framework, however, HEI may follow the recommendations, such:

A. HEI Internal Regulation:

The **FUGD** must follow all specific internal regulations from the student's home institution.

B. FUGD Abstract in English:

If the student wishes to submit their entire thesis in their national language, an abstract in English is mandatory.

C. Video Abstract in English:

The student must also prepare a video abstract in English, summarizing the main points of their research.

D. ECTS from EHECADI Course:

Ensure that the student has successfully completed and earned 1 ECTS (minimum) from the EHECADI course.

E. Final Dissertation Discussion

Students must participate in the **FUGD** Discussion.

By following these guidelines, supervisors and students meet the necessary international standards for their **FUGD**, fostering academic excellence and cross-cultural competence.

5. Human Resources Management

Each HEI can engage supervisors, with a specific focus on optimizing roles and facilitating the student activities.

> **Human Resources management** lies in its ability to strategically recruit, develop, and retain talent, while fostering a positive work culture that enhances persons performance and aligns with organizational goal.

Some key components such as identification, research group allocation, hours of supervision, recognition, and job satisfaction, are provided to foster a supportive environment conducive to FUGD development and knowledge development.

The Supervisor is:

- Identified/support by HEI
- Plays a relevant role in a research project path - *Supervisor Guideline*
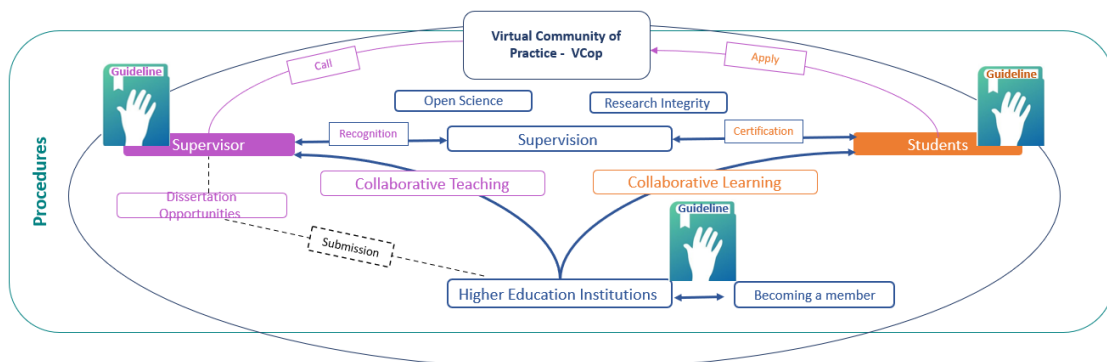
- Supervisor key roles and responsibilities:

  #### Project Design and Planning
  Resource Allocation (students' vacancies and application timeline – link to EHECADI Platform)
  Ethical Approval by Ethic Committee (integrity of the research process)
  Coordination of Communication and Dissemination

  #### Supervision of Research Team

  #### Stablish the Research Team (students and Supervisor – link Guideline for Supervisorss & Student Guidelines)

  #### Monitorization of student's research team on:
  Project (re)Design and Planning
  Ethical Considerations (integrity of the research process)
  Data Collection and Analysis
  Interpretation of Results
  Communication and Dissemination

  #### Validation of Student Certification (for Communication and Dissemination in EHECADI Platform)

  #### Recognition as Supervisor from its own HEI (Link Guideline for Supervisorss)

The workload of each **Supervisor** must balance the needs of students with the hours provided, in home HEI, for each **FUGD.**

HEI must implement their internal strategies for enhancing **job satisfaction** among supervisors, recognizing the pivotal role it plays in student engagement and academic and organizational success.

By addressing these key topics, this guideline seeks to promote effective Human Resources Management practices that empower both supervisors and students, ultimately contributing to the overall success and fulfillment of all actors within institutions.

6. Institutional Conflict of Interest Policy

HEI needs to demonstrate that they discharged their duties impartially, objectively and in collective interests of public they served. HEI needs to have procedures to prevent conflicts of interest to demonstrate the impartiality of the people working for them. These procedures might include collecting information intended to manage potential conflicts of interest.

All possible conflicts of interest should be disclosed and declared before the start of the project.

6.1. Ethics and research integrity

In terms of ethics and research integrity HEI needs to respect ethical principles and research integrity, advancing academic discoveries for the benefit of society and the community. It is recommended that HEI adopt the principles, good research practices and understanding of situations that constitute breaches of research integrity contained in the European Code of Conduct for Research Integrity of All European Academies: reliability, honesty, respect, and responsibility.

The ethics and research integrity principles are dynamic, and regularly reviewed with adjustments and new additions to reflect policy developments and international advances in research best practice, in which all EHECADI research project must present:

- Research that involves human subjects and/or personally identifiable information should undergo Ethical Committee Approval from HEI Ethical Committee and/or Institutional Context (context of data collection).

In addition, HEI needs to provide ethical conditions to:

1. **Open research**
   a. Academic publications and research data are made accessible to the widest audience feasible, ensuring transparency while safeguarding privacy and disciplinary requirements.
   b. Research data generated adheres to the FAIR principles, ensuring it is findable, accessible, interoperable, and reusable.
   c. Effective management, storage, and retention protocols are in place for all generated data.
   d. Researchers receive support to engage with the evolving Open Research initiative and access relevant training opportunities.

2. **Intellectual property and knowledge transfer**
   a. HEI should ensure the respect and protection of intellectual property in line with projects needs to optimize its economic and societal influence.
   b. In accordance with this commitment, the institution endeavors to enhance the broad dissemination of its research findings, acknowledging

their significance to the public. In instances of external collaboration, such as partnerships with businesses or international entities, the institution collaborates closely to ensure the proper execution of collaborative research endeavors in various forms, including projects, programs, and placements.

c. Additionally, HEI ensures timely negotiation and implementation of licensing agreements with industry partners and the establishment of new spin-out companies, as deemed appropriate.

d. Supervisors and students should adhere to intellectual property regulations in the country or countries where the project will be implemented.

e. HEI, supervisors, and students should discuss issues pertaining to data ownership and intellectual property before the project begins.

f. It should be ensured that supervisors and students are properly acknowledged in research publications related to the project.

g. It is recommended that research related to the project be published as open-access and in legitimate research outlets.

3. **Research project and program management**

a. The institution maintains transparent accountability structures for organizing and overseeing research conducted under its auspices. This encompasses, among other responsibilities, ensuring compliance with relevant laws, regulations, and standards, safeguarding human rights.

b. Quality assurance procedures for Research and for Degree Programs.

c. Access for technical solutions and technic support for research are HEI responsibility.

d. Institutional procedures for identifying and managing risks.

4. **Dignity and respect**

a. For students and supervisors: acknowledgment of exemplary conduct in research and research support; prevention of bullying, harassment (including sexual harassment), with clear measures in place to address such behaviors; commitment to gender equality, diversity, and inclusion.

b. For all participants involved in research under its purview: ensuring care for vulnerable participants; recognition of appropriate consideration for moral and cultural values; upholding principles of informed consent, confidentiality, anonymity, and data protection; demonstrating due regard for the welfare of participants.

c. For citizens: ensuring a return on public investment in research through various impactful avenues, including human capital development, economic growth, societal advancement, cultural enrichment, and intellectual progress; ensuring accountability and value for money, including fostering effective collaboration with industry and other stakeholders to improve research outcomes and maximize economic

benefits; promoting the dissemination of publicly funded research findings and engaging the public in discussions surrounding research.

5. Gender equality and inclusiveness
   a. The HEI actively advocates for gender equality and cultivates inclusivity within research endeavors: promoting gender equality across research career paths; striving for gender balance in decision-making processes; integrating the gender dimension into research and innovation content; embracing an inclusive approach that extends beyond gender to encompass various aspects of equality.

6. Research and sustainability
   a. The HEI acknowledges its duty to contribute to the attainment of the Sustainable Development Goals (SDG) and recognizes its pivotal role in fostering a sustainable future.
   b. Through its research endeavors, the HEI commits to promote positive transformations and offering solutions to pressing global health challenges and considers the ability of future generations to meet their needs.
   c. Researchers are supported in understanding the links between their research and the SDG, fostering awareness and alignment with sustainable development objectives.

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