

## D4.3. Guidelines for Supervisors

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<b>Abstract:</b>	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.
<b>Key Topics:</b>	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](mailto:guidelines@ehecadi.com)

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## 0. 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 **Final Undergraduate Dissertations (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.

These **Guidelines** aim to provide comprehensive and specific guidance to the supervisor to be able to implement a FUGD, through good practices and inputs that promote efficient collaboration between students, supervisors, and institutions. These guidelines are aligned with EHECADI's **Guidelines for Institutions** and **Guidelines for Students**, 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 (HEIs) have a crucial role in transforming society by shaping future leaders and tackling global challenges. Supervisors and researchers, hereafter defined in these Guidelines as Supervisors play an essential role by equipping future undergraduates with the competencies, they need for their future professions. Supervisors are not only responsible for imparting technical knowledge, but also for fostering critical thinking, ethical reasoning, and emotional intelligence. They act as mentors, and supervisors, guiding students in self-reflection and personal development, encouraging them to take initiative and engage in collaborative problem-solving. By creating an inclusive and dynamic learning environment, such as the EHECADI Community, supervisors help students build confidence and adaptability, intellectual and ethic integrity, empathy, and resilience, inspiring students to lead with vision and responsibility in their future careers.

By understanding the world beyond the classroom, facilitators can bridge the gap between theoretical knowledge and practical application, for today's societal challenges in Europe, making learning more relevant and meaningful for students. Furthermore, to effectively integrate FUGD into bachelor's degree programs to the 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. As the world continues to evolve, the commitment of Supervisors to their own growth will ultimately define the success of education in nurturing the leaders of tomorrow.

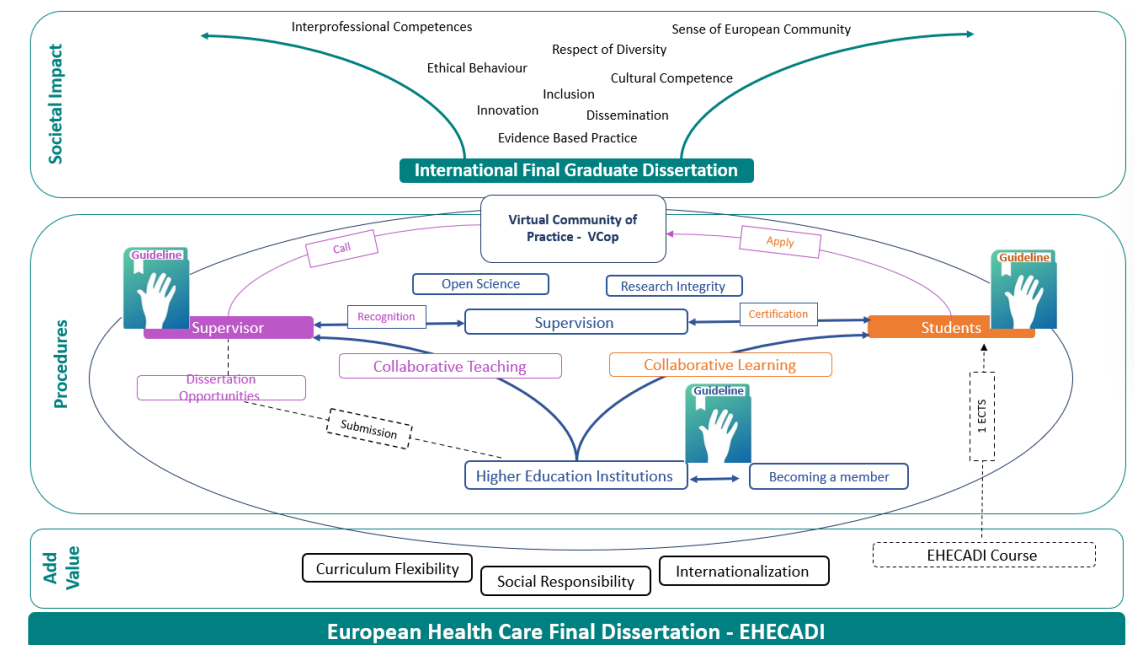
Such collaborations ensure that FUGDs are aligned with societal needs and priorities, maximizing their impact and relevance. Supervisors committed to EHECADI, and following these guidelines will be able to empower their students to become global citizens equipped to address real-world challenges through interdisciplinary research and evidence-based practices. This holistic approach not only enhances the quality of education but also strengthens societal development.

**The EHECADI Guidelines for HEI, for Students and for Supervisors** were developed under a co-designed process methodology based on the experience that suits the context and cultural awareness and shared needs in European Higher Education Area.

**These Guidelines for Supervisors** are structured into 6 main sections:

- The advanced value to international research for supervisors;
- A new way for a collaborative teaching embedding EHECADI Course,
- Procedures;
- Supervision;
- International final undergraduate dissertation requirements
- Communication scientific dissemination.

For a better understanding of the Guidelines, picture 1 provides a representative scheme for the European Health Care Final Dissertation, that represents the flow of interaction between the Guidelines for HEI, students, and supervisors.



Picture 1: Representative Scheme for European Health Care Final Dissertation

## 0. Advanced Value to International Research

*"In the information age, the most valuable resource is the capability to innovate, which increasingly depends on international networks of research and development."*

*(The Rise of the Network Society)*

By engaging students in EHECADI supervisors can provide their students with a **collaborative knowledge hub – EHECADI Community** to apply theoretical knowledge gained throughout their academic journey and solve societal needs in the healthcare sector. With this practical application of knowledge, Supervisors can use the **EHECADI Community** to provide dissertation opportunities to their students. Students can then apply to codevelop international research projects (FUGD) that address the topics of these dissertation opportunities which align with the societal needs and HEI research and internationalization policy. This hands-on experience bridges the gap between academic and societal needs, enhancing students' understanding of complex healthcare issues and their ability to develop knowledge and/or practical solutions.

### 1.1. Internationalisation of Curriculum

**Internationalizing curriculum and research** are essential for HEIs and Supervisors. Internationalization of curriculum is, naturally, highly influenced by Supervisors' perspectives and values. It is also an exercise in transforming Supervisors' perspectives and increasing their competence as Supervisors and researchers. Internationalizing teacher education means offering new Supervisors the means to learn and understand the students in their classrooms and to provide a cross-cultural, communicative teaching approach.

Through the **EHECADI COMMUNITY**, both **Supervisors** and **students** can acquire an appropriate multilingual, social attitudes, and intercultural competences. Community members will not only understand, will also learn to adapt to an interactive multicultural environment based on European Values.

This intercultural competence is comprehensive and involves cognitive, affective, and behavioural dimensions of the individual. In this process of preparing students for the acquisition and development of intercultural competence through internationalization of the curriculum, Supervisors play a major role.

Supervisors must first prepare themselves to create an environment where both (they and their students) can recognize, understand, accept, and respect the diverse nature of education in that common space. Through exposure to another culture in the context of education, educators gain a broader perspective and understanding of different methods

of teaching, attitudes towards academic success, perceptions of teacher-student roles and relationships, and approaches to teaching the prescribed curriculum.

Being part of the **EHECADI Community**, will allow Supervisors to:

**Cultural Awareness and Diversity:** By incorporating international perspectives, case studies, and examples into the curriculum, HEIs 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 and Supervisors 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:** HEIs play 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 developed by EHECADI course:** co-designed with and for students to help them prepare for their FUGD and develop key transversal skills 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 HEIs from around the world, HEIs 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's impact and influence on the global stage.

## 1.2. Curriculum Flexibility

Curriculum flexibility is essential for HEIs to adapt to the diverse needs and preferences of students, foster innovation, 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:

**Tailored Learning Experiences:** By offering a flexible curriculum, HEIs empower students to tailor their educational experiences to align 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, HEIs enable 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:** HEIs serve 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.

## 1. Collaborative Learning & Research: from open course to a dissertation

*"Collaborative learning promotes the exchange of knowledge and ideas, fostering a deeper understanding and the development of critical thinking skills necessary for academic success, from introductory courses to the completion of complex dissertations."*

*(David W. Johnson e Roger T. Johnso in Cooperation and Competition: Theory and Research)*

Collaborative learning and research on the **EHECADI Community**, in which Supervisors from different disciplines explore multidisciplinary research opportunities, is essential to reach the key principles of higher education in the European Area. Supervisors act as facilitators, mentors, and coordinators in this context, guiding students from different disciplines toward productive collaboration, fostering a culture of collaboration and multidisciplinary research within the EHECADI community, ensuring that the key principles of the European Higher Education Area, such as academic excellence, inclusivity, and innovation.

### 2.1 Online open course for international students

**The EHECADI Course**, is an open online learning experience in which all students of HEI that are members of EHECADI Community can join. This course aims to support students' preparation for the **Final Undergraduate Dissertation** and help them to develop essential transversal skills that will ease their transition into the workplace.

**Course Structure:** The course consists of three modules, each focusing on a different aspect of academic and professional development:

#### Module 1: Advanced Working Life Skills

Advanced Working Life Skills are crucial in the modern workplace. They extend beyond technical skills and are essential for professional success across various fields. These skills encompass self-knowledge, effective communication, complex problem-solving, critical thinking, creativity, entrepreneurship, collaboration, adaptability, and leadership. Developing and honing these competencies not only enhances individual productivity but also fosters a more collaborative, innovative, and resilient work environment. In a rapidly evolving world where the demands of the job market are constantly shifting, Advanced Working Life Skills are increasingly vital for navigating the complexities of professional life successfully.

#### Module 2: Ethical Reasoning, Responsible Research, and Science Communication

Besides being an important part of practical health profession work, ethics forms the foundation of responsible scientific inquiry, influencing the entire research process from conceptualization to dissemination. Throughout this module, we will explore ethical dilemmas, principles of research integrity, and the ethical considerations associated with some health professions through views from professionals.

Responsible research goes beyond the laboratory, encompassing aspects such as data management, collaboration, and the societal impact of research outcomes. We will examine strategies for fostering a research culture that prioritizes transparency, accountability, and the well-being of all stakeholders involved.

Science communication is a crucial skill for researchers to bridge the gap between scientific knowledge and public understanding

### Module 3: Future Insights

The evolution of the world is evident since the Industrial Revolution was initiated in United Kingdom during the second half of the 18th century. Our environment is continuously and rapidly changing. So, what should we expect to experience in the future? In the Future Insights module, you will find, probably, the three most important challenges/ opportunities right now: the environmental challenges that have led to the Green Deal, the humanitarian challenges covered in Superdiversity, Majorities and Minorities, and the Digitalization in Health Care, that has expanded, especially since the COVID-19 pandemic.

### Study Requirements:

Each module requires approximately **25 hours** of study, which corresponds to **1 ECTS**. To complete the International Final Graduate Dissertation, students must successfully complete at least one module, earning a minimum of **1 ECTS**.

### Key Benefits of the Course:

- Co-designed by supervisors and students for students, ensuring relevant content and practical insights.
- Develops critical skills for both academic success and professional advancement.
- Prepares students for ethical challenges in research and equips them with science communication skills.
- Offers a flexible, student-centered learning experience that fits into student's schedule.

## 2.2 International research supervision of a Final Undergraduate Dissertation (FUGD)

Supervising an International Final Undergraduate Dissertation (FUGD) offers a unique opportunity to not only guide students in their academic journey but also enrich supervisors' own professional development. Supervisors play a pivotal role in shaping the next generation of researchers, while benefiting from cross-cultural and interdisciplinary exchanges. This guide outlines key aspects of international research supervision, helping supervisors maximize both the student experience and their own professional impact:

#### 1. Enhancing Global Research Perspectives

Supervising international students allows you to engage with diverse academic approaches and perspectives, enriching ' own understanding of global research practices.

As a supervisor, your guidance helps students navigate these complex landscapes, ensuring their research is relevant both locally and internationally. Encouraging students to integrate global case studies and literature adds depth to their work while broadening their own exposure to innovative research methodologies.

#### 2. Cross-Cultural Communication and Collaboration

By working with students from diverse backgrounds, supervisors improve their intercultural communication skills and adaptability. Establishing clear, consistent communication methods — through virtual meetings, emails, or shared platforms — not only supports the student but enhances supervisors' ability to lead international collaborations in future projects.

#### 3. Advancing Ethical and Responsible Research

Guiding students in ethical research practices is central to the Supervisor role. Supervising international students allows supervisors to be with global ethical standards and responsible research methods, deepening their understanding of how these issues are managed across borders.

	By promoting ethical integrity, supervisors contribute to the creation of a research culture that values transparency and responsibility, benefiting your supervisors' research credibility and the academic community at large.
<b>4. Fostering Student Independence and Leadership</b>	Supervising an FUGD is an opportunity to nurture future leaders in research and academia. Encouraging students to take ownership of their research fosters their independence, while also sharpening your mentoring skills. By balancing support with autonomy, you help students develop critical thinking and problem-solving abilities—skills they will carry forward into the workforce. This mentorship process is equally rewarding for supervisors, offering fresh perspectives and innovative ideas through student-driven research.
<b>5. Expanding Interdisciplinary Knowledge</b>	International supervision often involves exploring multidisciplinary approaches, which provides valuable learning opportunities for both supervisors and students. Supporting students in applying cross-disciplinary methods not only broadens their research scope but also exposes Supervisors to new knowledge and collaborations. This integration of diverse academic fields enhances supervisors own research portfolio and opens potential for future interdisciplinary projects.
<b>6. Flexibility as a Skill Builder</b>	International supervision requires adaptability, whether it's managing time zones, different academic calendars, or varying levels of student preparedness. Developing flexibility in supervision style strengthens ' own teaching and leadership capabilities. This adaptability is not only crucial for supporting students effectively but also equips supervisors with valuable skills for navigating international collaborations and evolving academic environments.
<b>7. Supporting Dissertation Writing and Presentation Skills</b>	Supervisors play a key role in helping students refine their academic writing and presentation abilities, especially in an international context. Offering feedback on structure, style, and content enhances the supervisor's editorial and coaching skills. By guiding students through the process of writing and defending their s, supervisors also gain insight into the latest academic standards and expectations, which can be applied to the supervisor's own work and future teaching.
<b>8. Building Global Networks and Future Collaborations</b>	Supervising international students allows supervisors to expand their professional network, opening doors to future collaborations and research opportunities. As students complete their dissertations, they often move into academia or industry, creating connections that can benefit the supervisor's career. Encouraging students to engage with international conferences and research networks not only supports their growth but also extends ' reach within the global academic community.

Supervising an international FUGD offers significant experience and enriches supervisors' own professional journey. Supervisors contribute significantly to the development of globally minded researchers and professionals while enhancing their own reputation as a leader in international academia.

## 2. Procedures for Supervisors

Effective supervision is fundamental to the success of any **Final Undergraduate Dissertation (FUGD)**, particularly in an international research context. Clear **procedures** help establish expectations, facilitate productive student-supervisor relationships, and ensure that research projects are conducted in line with academic and ethical standards. This section outlines the key steps and responsibilities of supervisors, providing a structured approach to guide students through their research journey.

By following these procedures, supervisors not only help students achieve their academic goals but also contribute to maintaining high standards of academic integrity and fostering a positive, collaborative research environment. Understanding and adhering to these guidelines ensures a consistent and transparent supervision process, allowing both students and supervisors to engage meaningfully in the dissertation process and maximising the overall success of the **FUGD** research project.

**Procedures for Supervisors** serve as a roadmap for navigating each stage of the dissertation, from initial planning to final submission, ensuring that supervisors can provide effective, supportive, and structured guidance throughout the research process.

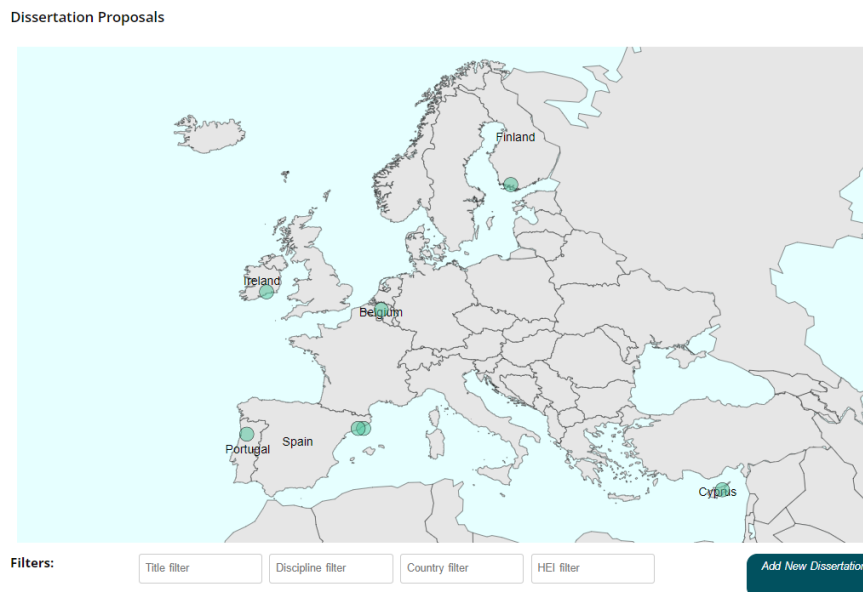
### 3.1 Join the EHECADI Community

To join the EHECADI Community, as supervisor, your HEI must be a registered member of the **EHECADI community** (link). You can confirm if your HEI is already in “**Our Community Members**” link. In case your HEI is not yet an EHECADI Member, all the procedures are described in **Guidelines for Institutions** (link). Explain that they register when uploading a Dissertation proposal.



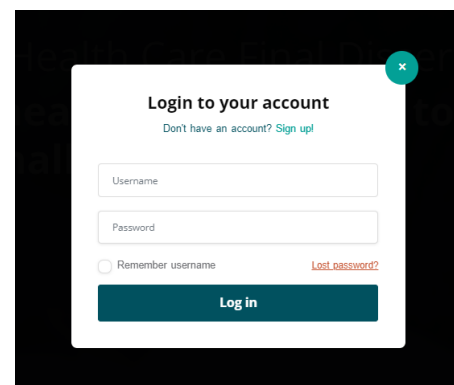
Picture 2 - EHECADI website

In EHECADI platform you can go through all processes, by entering in *For Supervisors*, read the **Guidelines** and submit a **Dissertation Proposal** in **Add New Dissertation** (link).



Picture 3 – Add a new proposal to Dissertation proposals map

To submit a new proposal, you will be invited to **sign in** EHECADI Platform. In case you already signed up, you must **Log in** with **your EHECADI account**.



Picture 4 – Login to your account

After logging in, you will be ready to submit a dissertation proposal to which international students from EHECADI Members can apply, to develop their FUGD under your research project opportunity, based on **Guidelines for Students**.

Once your HEI becomes an EHECADI member, students will be able to develop a free online course (minimum 1 ECTS). They will also be able to apply for an interdisciplinary and international research project: FUGD, supported by the EHECADI Community.

### Project Opportunities

All **Supervisors** are able to submit their **Dissertation Proposal** by completing the information required – Dissertation proposal (Picture 5).

The information required is:

Title:

Student Discipline:

Higher Education Institution (HEI):

Objectives or Research Questions:

Keywords:

Total Number of Students:

Project Info:

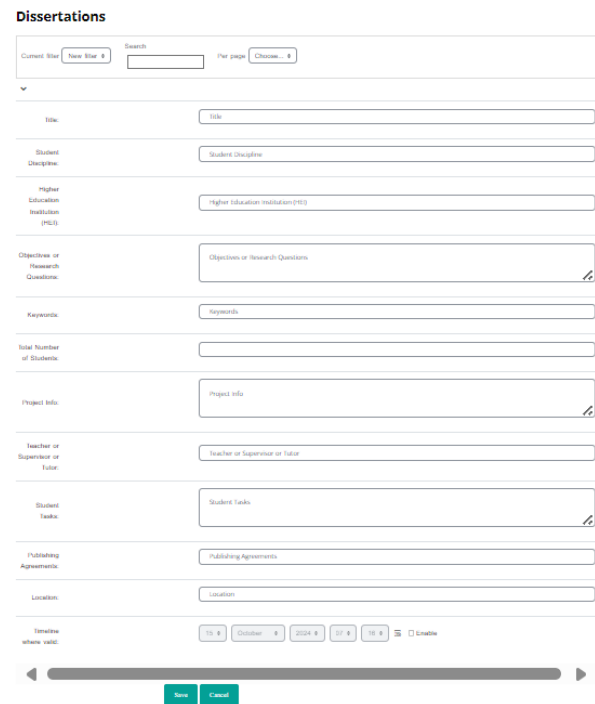
Teacher or Supervisor or Tutor:

Student Tasks:

Publishing Agreements:

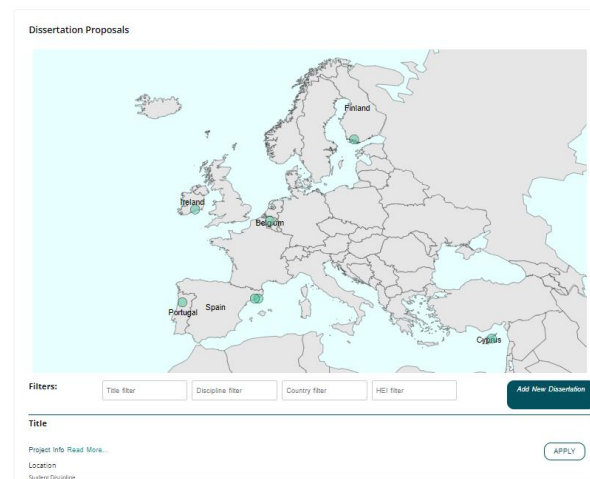
Location:

Timeline where valid:



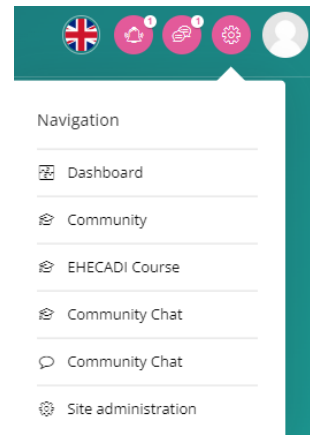
Picture 5 – Information required for the new dissertation – project opportunity

After clicking **Save** the information required, the project opportunity will be integrated into Dissertation Proposal tag or map???? (picture 6).



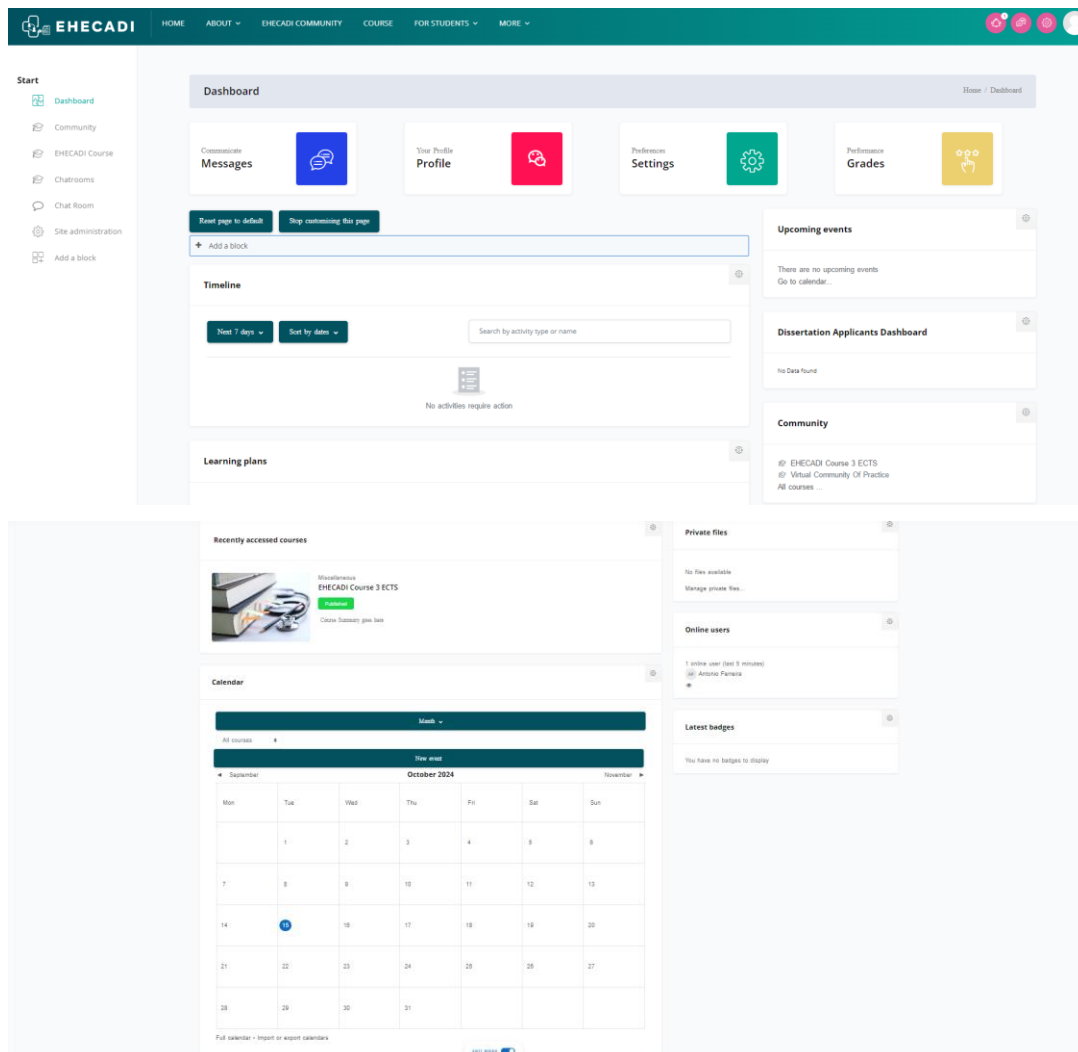
Picture 6 – Project opportunity for students Application (APPLY)

Supervisors can follow their **Dissertation proposal** in their personal dashboard, where a Tag will be presented. For each student who applies for the **dissertation proposal**, Supervisors will receive an automatic email with their application. Supervisors will be able to manage all students' applications, by **accepting** or **rejecting** the student's application, based in the each project requirement (ex: number of vacancies).



Picture 7 – Supervisor Dashboard access

Via their dashboard profile, Supervisors will be able to follow all the relevant information about the EHECADI Community, and particularly, be able to manage the FUGD, and its requisites.



Picture 8 – Supervisor Dashboard



The supervisor, **based Dissertation** proposal , must create in the domain of the Dissertation a **Moodle®** project, where the Supervisor and students (accepted in each Dissertation call) for that Dissertation will be engaged.

Every Supervisor will be able to use all potential of Moodle tools to interact and define the pathway to develop the **FUGD**.

During the promotional time of each **Project Opportunity/Dissertation**, supervisors develop a relevant role to achieve the added value of the joint international research, such as:

#### **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

#### **Establish the Research Team** ([link Guidelines for Student](#))

- Monitoring 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 of Supervisor from its own HEI**, based on **Guidelines for Institutions**.

### 3.2 Recognition of Supervisors

The **recognition for Supervisors will** be provided by their HEI, based on their identification in each Dissertation proposal, **following the HEI internal regulations and quality assurance process**. The **supervisor** profile will be maintained during the existence of EHECADI Community, in case of 5 consecutive years with no **Dissertation proposal presentation**, the profile will be deleted.

## 5. International Final Undergraduate Dissertation Requirements

As a supervisor, it is essential to ensure that students meet the following requirements to have their FUGD recognised within the EHECADI framework:

### A. Student HEI Internal Regulation:

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

### B. Abstract in English:

If the student wishes to submit their entire FUGD 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, summarising 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. Students must upload their certificate (see students guidelines –link).

### E. Final Undergraduate Dissertation Discussion

Students must participate in the Final Dissertation Discussion

**Note:** To have access to evidence of **B.**, **C.**, **D.** and **E.** the supervisors must open a document delivery task??? in Moodle®, for each group/dissertation that has been developed by a student.

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

## 7. Communication and scientific dissemination

Before communicating and disseminating the project or research results, Supervisors must ensure the ethical integrity of the research. 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. All EHECADI research projects 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).
- This approval must be submitted and/or obtained by the Supervisors.

In addition, Supervisors need to be aware of 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. Supervisors must respect and protect intellectual property in line with project's needs to optimize its economic and societal influence.
- b. In accordance with this commitment, the Supervisors support students' endeavours to enhance the broad dissemination of research findings, acknowledging their significance to the public.
- c. Supervisors should adhere to intellectual property regulations in the country or countries where the project will be implemented.
- d. Supervisors should discuss issues pertaining to data ownership and intellectual property before the project begins with institutions and students.
- e. Supervisors must be properly acknowledged in research publications related to the project.
- f. 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. Supervisors must ensure that students in the course of the research process comply with the relevant laws, regulations and standards, safeguarding human rights.
- b. Supervisors must inform students that access to technical solutions and technical support for research are the responsibility of HEIs.
- c. Supervisors should know the institutional procedures for identifying and managing risks.

### 4. Dignity and respect

- a. Supervisors must demonstrate exemplary conduct in research and ensure that students the same conduct; they must be aware of measures to prevent bullying and harassment (including sexual harassment); and they must be committed to gender equality, diversity and inclusion.

- b. For all participants involved in research: ensuring care for vulnerable participants; recognizing appropriate consideration of moral and cultural values; upholding the principles of informed consent, confidentiality, anonymity and data protection; demonstrating due consideration for the well-being of participants.

### 5. Gender equality and inclusiveness

- a. The teacher should promote gender equality and cultivate inclusion in research efforts: respecting gender equality; integrating the gender dimension into research and innovation content; and adopting an inclusive approach that goes beyond gender and encompasses various aspects of equality.

### 6. Research and sustainability

- a. Supervisors should facilitate students' awareness of their contribution to the achievement of the Sustainable Development Goals (SDGs) and recognise their fundamental role in promoting a sustainable future.
- b. Through their research efforts, Supervisors work collaboratively with students to promote positive change and offer solutions to pressing global health challenges, taking into account the ability of future generations to meet their needs.
- c. Supervisors support students in the research process in understanding the links between their research and the SDGs, promoting awareness and alignment with the sustainable development goals.

The essence of science and research communication lies in transmitting scientific knowledge, from its origins to a wide range of audiences. This process involves disseminating research results extensively and consistently, ensuring that both the scientific community and society in general can benefit from them.

Communication and dissemination are not just limited to sharing the final research results; they can occur at various stages of the research process. Supervisors should encourage students to formally present literature reviews or research proposals, not only to receive feedback on the development of concepts but also to develop communication skills. The interconnection between thorough understanding and effective communication becomes evident when students articulate their research to others, as this activity forces them to solidify their understanding by externalizing their knowledge.

Supervisors have to validate the quality of the summary of the results of the work and the video that the students who have developed their EHECADI project submitted in English on the platform. Supervisors must inform students that only those who obtain an excellent rating according to their HEI's classification will be made public for dissemination on the platform.

When communicating and disseminating any stage of research, the Supervisors must follow the Committee on Publication Ethics (COPE) Guidelines (COPE Council, 2022) and the Core Practices (COPE, 2017), and in this sense:

- Ensure written approval, regardless of the form of dissemination (abstract, article, poster, oral communication).

- Any publication must acknowledge authorship and clearly indicate the contribution of each author, namely the teacher and other associated researchers, where applicable (The COPE Report, 2003).
- The teacher must ensure that the student respects the rules of publication and bibliographic referencing.
- Articles should preferably be published in open-access scientific journals.