EHECADI

Guidelines for Supervisors

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If you have topics to suggest for guidelines you would like us to produce, contact us to share your ideas: 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.

This Guidelines aims to provide comprehensive and specific guidance to the supervisor 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 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.

HEI have a crucial role in transforming society by shaping future leaders and tackling global challenges, supported by qualified human resources, such as Supervisors/Researchers, defined in this Guideline as Supervisors. Supervisors play a relevant role by shaping future undergraduates with competences for future professionals. They are not only responsible for imparting technical knowledge but also for fostering critical thinking, ethical reasoning, and emotional intelligence. They act as mentors, 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 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 FUGD 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.

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.

Guidelines for Supervisors is structured in 6 main point: start presenting the advanced value to international research for supervisors; new way for a collaborative teaching embedding EHECADI Course, procedures; supervision (communication in virtual community of practice); and international final dissertation requirements and finally communication scientific dissemination.

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 HEI, students, and Supervisors.
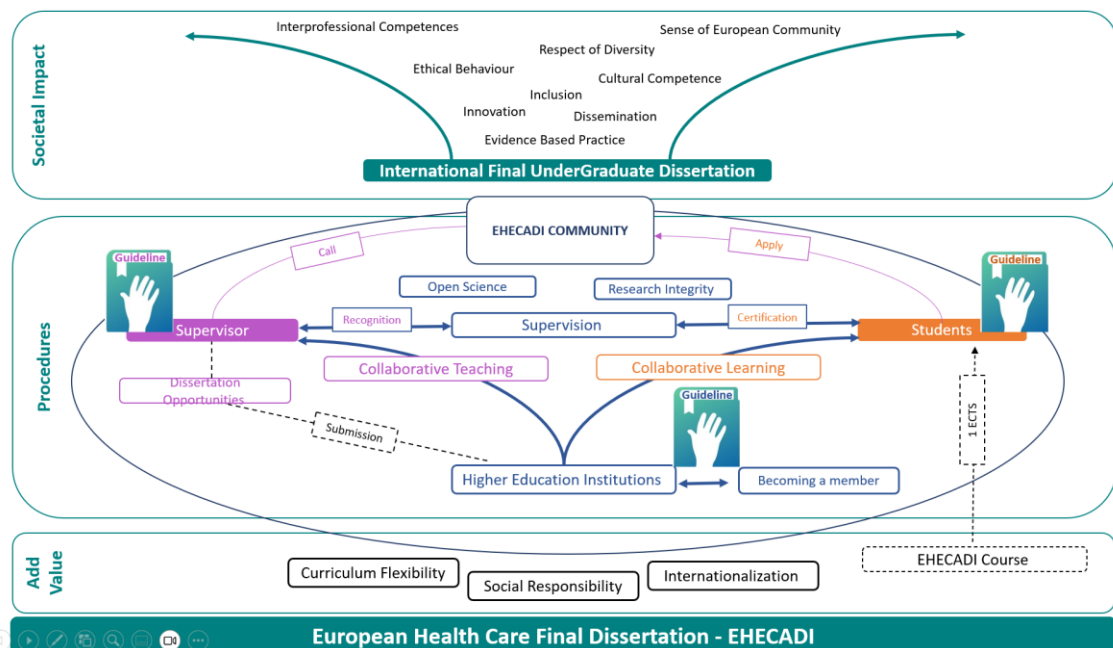
Picture 1: Representative Scheme for European Health Care Final Dissertation

1. Advanced Value to International Research

Supervisors by engaging students in EHECADI can provide them with a **collaborative knowledge Hub – EHECADI Community** to apply theoretical knowledge gained throughout their academic journey to solving societal needs in the healthcare sector. With this practical application of knowledge, Supervisors could use **EHECADI Community** to provide dissertation opportunities where students can apply to, to codevelop international research projects (FUGD), align with the societal needs and HEI research and internationalization policy. This hands-on experience bridges the gap between academic and Societal needs, enhancing the students' understanding of complex healthcare issues and their ability to develop knowledge and/or practical solutions.

1.1. Internationalization of Curriculum

Internationalizing curriculum and research are essential for HEI 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 to provide a cross-cultural, communicative teaching approach.

In **EHECADI COMMUNITY**, both **Supervisors** and **Students** will promote an appropriate multilingual, social attitudes, and intercultural competences, not only to understand and but also to adapt to an interactive multicultural environment based in European Values.

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This intercultural competence is comprehensive and involves cognitive, affective, and behavioral dimensions of the individual. In this process of preparing students for the acquisition and development of intercultural competence because of 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 allows 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 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: HEI 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 develops 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 HEI from around the world, s 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.

1.2. 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:

Tailored Learning Experiences: By offering a flexible curriculum, HEI 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, HEI 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: HEI 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.

2. 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 **EHECADI Community**, in which Supervisors, from different disciplines, explore multidisciplinary research opportunities, is essential to reach the key principles for 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

EHECADI Course, is an open online learning experience in wish all students from HEI member of EHECADI Community can join. This course aims to support your preparation for the **Final UnderGraduate Dissertation** and help you develop essential transversal skills that will ease your transition into the workplace.

Course Structure: The course consists of <u>three modules</u>, each focusing on a different aspect of your 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. Enjoy this learning journey...
Module 2: Ethical Reasoning, Responsible Research, and Science Communication	Besides being a 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 in 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 initiated in United Kingdom at 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. Enjoy this learning journey...

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 you for ethical challenges in research and equips you 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 supervisor 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 supervisors 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 your own exposure to innovative research methodologies.
2. Cross-Cultural Communication and Collaboration	By working with students from diverse backgrounds, supervisors improve your intercultural communication skills and adaptability. Establishing clear, consistent communication methods — through virtual meetings, emails, or shared platforms — not only supports the student but enhances your ability to lead international collaborations in future projects.
3. Advancing Ethical and Responsible Research	Guiding students in ethical research practices is central to Supervisor role. Supervising international students allows supervisors to be engage with global ethical standards and responsible research methods, deepening your 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 own research credibility and the academic community at large.
4. Fostering Student Independence and Leadership	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.
5. Expanding Interdisciplinary Knowledge	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.
6. Flexibility as a Skill Builder	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 supervisors 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.
7. Supporting Dissertation Writing and Presentation Skills	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 supervisor's editorial and coaching skills. By guiding students through the process of writing and defending their dissertation, supervisors also gain insight into the latest academic standards and expectations, which can be applied to supervisor's own work and future teaching.
8. Building Global Networks and Future Collaborations	Supervising international students allows supervisors to expand 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 supervisor's career. Encouraging students to engage with international conferences and research networks not only supports their growth but also extends supervisors 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 your own reputation as a leader in international academia.

3. 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 for 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 maximizing the overall success of the 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 EHECADI Community

To join EHECADI Community, as supervisor, your HEI must be a registered member of **EHECADI community** (link). You can confirm if your HEI is already in "**Our Community Members**". In case your HEI is not yet a EHECADI Member, all the procedures are described in **Guidelines for Institutions** (link).


Picture 2 - EHECADI website

In EHECADI platform You can drive though all process, by enter in **For Academics** (Supervisor), read the **Guidelines** and submit an **Dissertation Proposal** in **Add New Dissertation** (link).
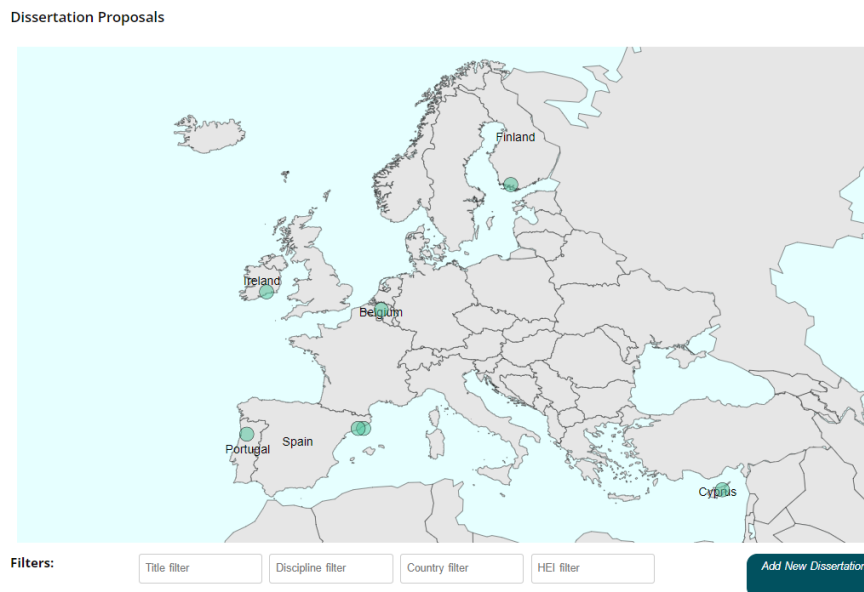
Picture 3 – Add a new proposal to Dissertation proposals map

To submit a new proposal, you will be invited to **sign in** EHECADI Platform. In case you already sign up, you must **Log in** with **your EHECADI account**.
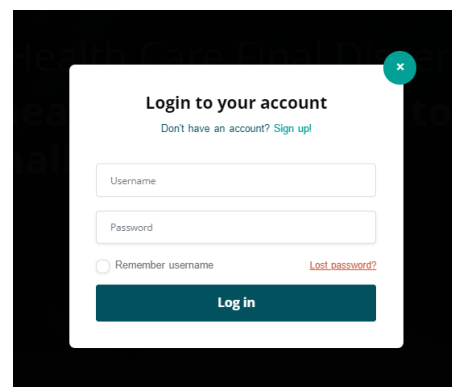
Picture 4 – Login to your account

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

Project Opportunities

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

All **Supervisors** are able to <u>submit</u> their **Project Opportunity** by fullfil the information required in the tag – Disseration (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 Save the information required, the project opportunity will be integrated in Disseration Proposal tag (picture 6).
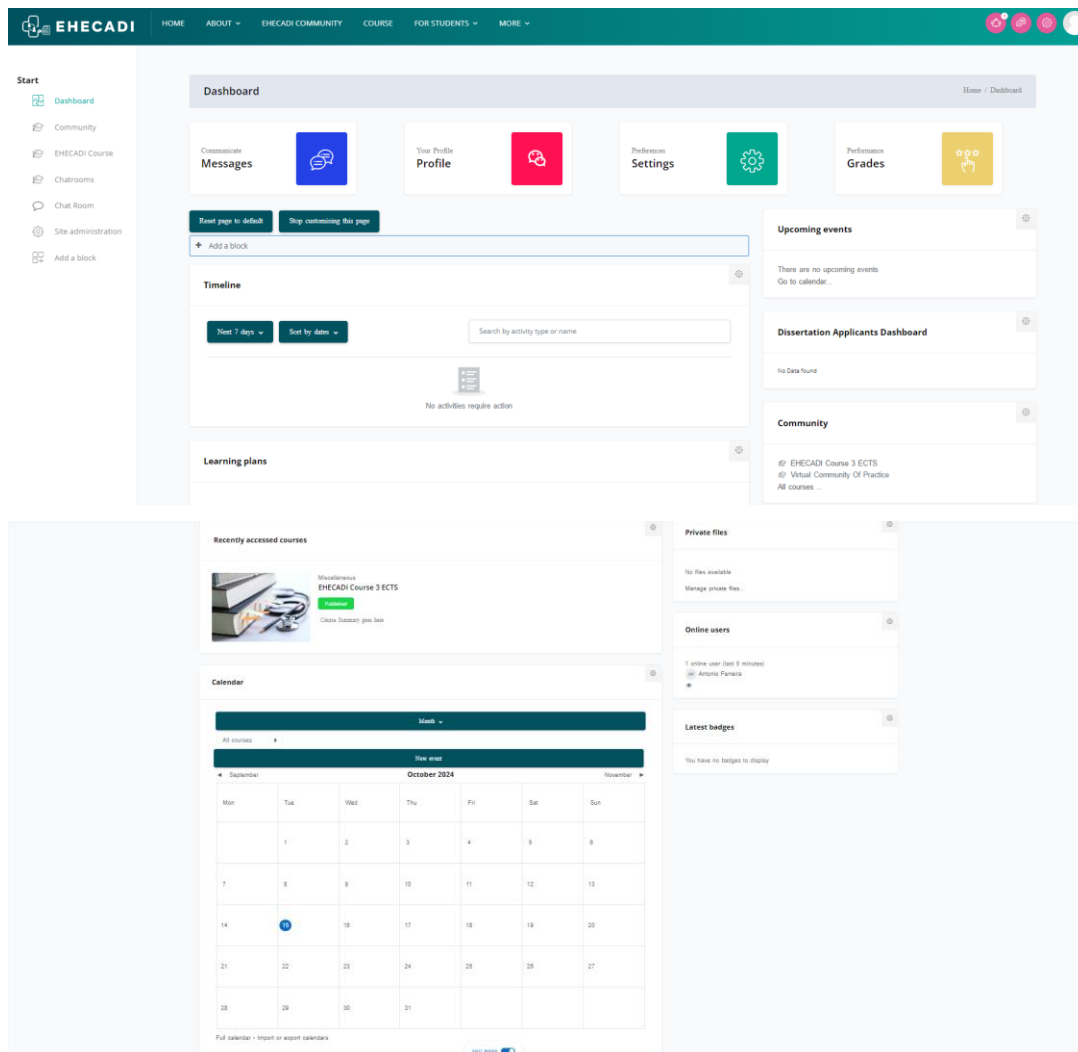

Picture 6 – Project opportunity for students Application (**APPLY**)

Supervisors can follow their **Project Opportunity** in their personal Dashboard, where a Tag will be presented. For each Student that apply for the **project opportunity**, Supervisors receive an automatic email with that application. Supervisors will be able to manage all students' applications, by **accepting** or **not accepting** the student's application, based in the each project requirement (ex: number of vacancies).
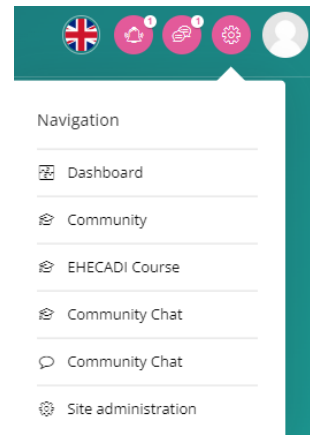
Picture 7 – Supervisor Dashboard access

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

Picture 8 – Supervisor Dashboard

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

Every Supervisor will be able to use all potential Moodle tolls to interact and define all the pathways for develop the **FUGD**.

During the time of each **Project Opportunity/Dissertation**, supervisors develop a relevant role to achieve the add value of joining international research, such:

Project Design and Planning
Resource Allocation (students' vacancies and application timeline – <u>link to EHECADI Platform</u>)
Ethical Approval by Ethic Committee (integrity of the research process)
Coordination of Communication and Dissemination
Supervision of Research Team

Stablish the Research Team (<u>link Guidelines for Student</u>)
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 of Supervisor from its own HEI, based in **Guidelines for Institutions**.

3.4 Recognition of Supervisors

The **recognition for Supervisors will** be provided by their HEI, based in their identification in each submitted project, **following the HEI internal regulations and quality assurance process. Supervisor** profile will be maintained during the existing of EHECADI Community, in case of 5 consecutive years of no **project opportunity**, 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 recognized within the EHECADI framework:

A. Student HEI Internal Regulation:

The FUGD must follow all specific internal regulations from the student's home institution. **Guidelines for Institutions** are also required to be followed.

B. 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 Final Dissertation Discussion

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

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, 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).
- This approval must be submitted and/or obtained by the Supervisors.

In addition, Supervisors' needs 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 projects needs to optimize its economic and societal influence.
b. In accordance with this commitment, the Supervisors support students' endeavors 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 the access to technical solutions and technical support for research are the responsibility of HEIs.
c. The 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; 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 recognize 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 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.