



Guidelines for Students



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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.

Guidelines for Students aim to provide comprehensive and specific guidance to the students 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 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.

Students are the future leaders in our society and tackling global challenges. Student engagement in European research projects is vital, tackling innovative and challenging topics, providing exposure to the latest advancements in their field of studies. These opportunities drive students to enhance learning experience, skill development, international experience, publication opportunities, access to resources, career advancement, active role, European awareness and autonomy.

In today's academic context, students supported by HEI (Link Guidelines for Institutions) may effectively integrate FUGD into bachelor's degree programs, providing international curriculum and flexibility. Curriculum internationalization and flexibility can allow students to tailor their educational experiences to their interests and career goals, fostering autonomy and adaptability.

In the context of FUGD integration, student engagement and commitment must be aligned with societal needs and priorities, maximizing their impact and relevance. Students' engagement in EHECADI, and follow this guideline, will be able to be empowered 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.

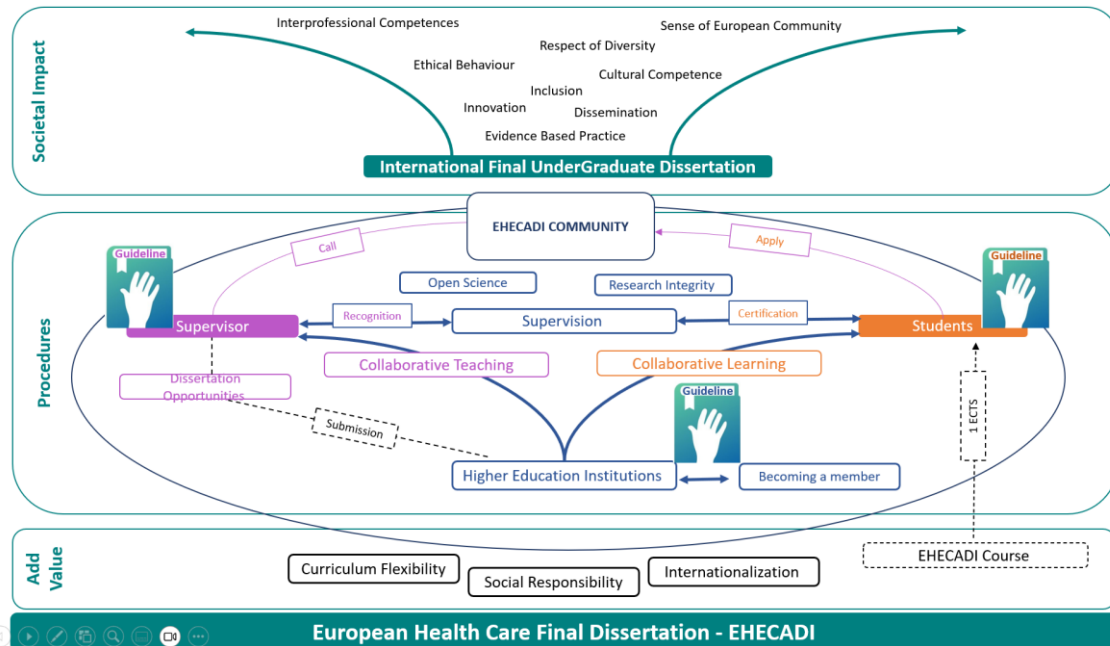
Guidelines (Institutions, Students and supervisors) were developed under a co-designed process methodology based on the experience that suits the context and cultural awareness and **shared needs**.



EHECADI

This document is structured in 6 main points: advanced value of enroll in a EHECADI PD; EHECADI course (New way for a collaborative learning); procedures; international final dissertation requirements; communication and 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 of EHECADI Final Dissertation

As future leaders in our society, students have a unique opportunity to be engaged in European projects and will be able to research challenging topics, supported by experts from EHECADI Network. This opportunities' drive students to:

Enhanced Learning Experience: Students can connect with leading researchers, professionals, and other students from diverse backgrounds, fostering valuable professional relationships that can benefit their academic and career pursuits. Involvement in research projects allows students to apply theoretical knowledge gained in the classroom to real-world scenarios, deepening their understanding of the subject matter.

Skill Development: Participation in research projects hones various skills such as critical thinking, problem-solving, project management, communication, and collaboration, which are highly valued in academia and the workforce.

International Experience: European research projects often involve collaboration across countries and cultures, providing students with the opportunity to gain international experience and develop a global perspective.

Access to Resources: Students may gain access to specialized equipment, facilities, datasets, and funding opportunities through participation in European research projects, enriching their academic experience and expanding their research capabilities.

Career Advancement: Involvement in prestigious European research projects can enhance students' resumes and academic profiles, making them more competitive candidates for graduate programs, scholarships, internships, and employment opportunities in academia, industry, and the public sector.

Publication Opportunities: Students may have the chance to contribute to publications, reports, or presentations resulting from the research project, which can enhance their academic credentials and visibility in their field.

2. Collaborative learning

Collaborative learning is crucial for building more inclusive and democratic learning communities in higher education. This approach encourages co-creation of knowledge between teachers and students, with proven benefits for student success.

Adrianna Kezar (2021)

Advancements in education and technology have enabled new forms of learning, especially in higher health education. Self-directed learning is relevant for students in higher education and being able to actively participate in an international online **EHECADI Course** offers a unique opportunity to develop essential skills for academic and professional careers. This Guideline supports students to be part of EHECADI Community and promote innovative collaborative learning context.

This innovative collaborative learning promotes the development of research competencies and provide several possibilities, such:

Access to Global Resources

- Updated Literature: International courses usually provide access to a wide range of academic resources, including articles, books, and databases that may not be available locally.
- Research Tools: Familiarity with the latest tools and software used globally in scientific research.

Advanced Research Methodologies

- Learning New Techniques: Exposure to innovative and advanced research methodologies practiced in renowned institutions worldwide.
- Practical Application: Opportunity to apply theories and techniques learned in real research projects, often collaborating with international researchers.

Diversity of Perspectives

- Cultural and Academic Exchange: Students can interact with peers from different countries, broadening their perspectives and understanding of global health issues.
- Professional Networks: Formation of international contact networks, essential for future collaborations and career opportunities.

Communication Skills

- Scientific Communication: Development of communication skills in an international scientific context, including writing and presenting research in English or other languages.
- Teamwork: Experience in collaborative work with multicultural teams, enhancing leadership and cooperation skills.

Flexibility and Accessibility: Learning at Your Own Pace

- Flexible Schedules: Ability to adapt studies to your own schedule, allowing you to balance with other academic and personal responsibilities.
- Remote Access: Study from anywhere in the world, without the need for travel, saving time and resources.

Inclusion of Educational Technologies



EHECADI

- Interactive Platforms: Use of online teaching platforms that offer live classes, discussion forums, and interactive support materials.
- Immediate Feedback: Receiving immediate feedback from instructors and peers, facilitating more dynamic and effective learning.

Taking an international online course in research represents a new form of collaborative learning that not only enhances students' skills but also enriches their academic and professional experiences. By leveraging global resources, advanced methodologies, and diverse perspectives, students can become innovative leaders in the health field, prepared to face global challenges with knowledge and collaboration.

3. Procedures

Joining **EHECADI Community** enables students to connect with peers and experts in some interest field, fostering an exchange of knowledge, insights, and best practices. This shared learning environment supports both academic and professional growth, as students can benefit from diverse perspectives and collective problem-solving. By participating in an **EHECADI Community**, students develop a deeper understanding of their research topic, refine their methodologies, and enhance their ability to think critically and innovatively. Furthermore, it promotes a sense of belonging and accountability, which are essential for sustained engagement throughout the **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.

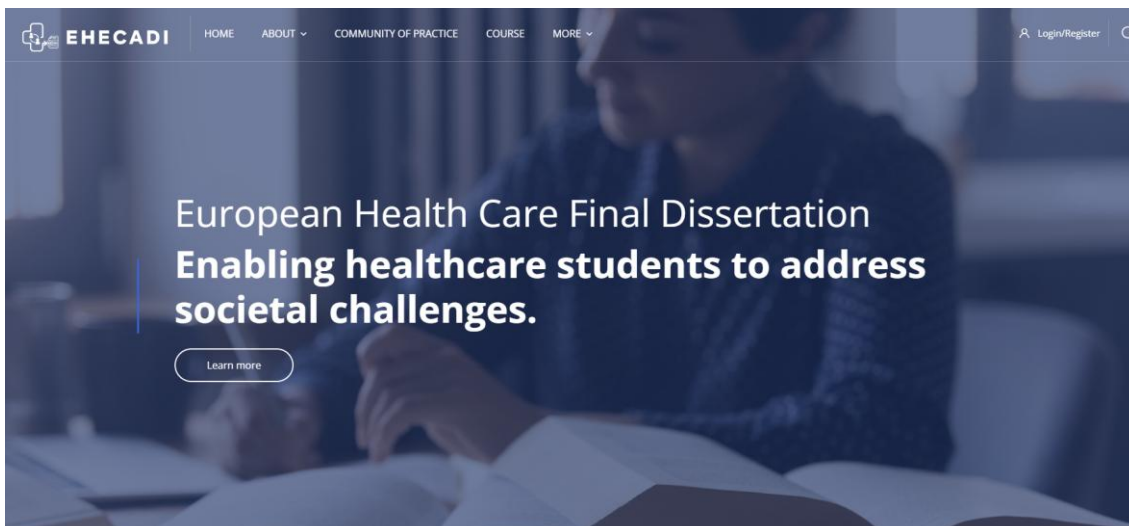
By following these procedures, students will be able to achieve their academic goals and actively contribute to maintaining high standards of academic integrity and fostering a positive, collaborative research environment. Understanding and adhering to these guidelines ensures a consistent and transparent 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 Students serve as a roadmap for navigating each stage of the FUGD, from initial planning to final dissemination.

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.

3.1 Steps to join/How to apply to a project opportunity

To join **EHECADI Community**, as student, 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 an 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 Students**, read the **Guidelines**, **register** yourself and **Apply** for a **Dissertation Proposal** (link).

To **register** you must provide the following information (picture 3):

New account Have an account?

Username

The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 special character(s) such as as *, -, or #

Password

Email address

Email (again)

First name

Last name

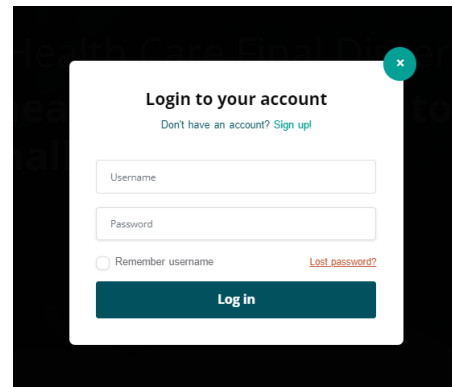
City/town

Select a Country

Select "Create my new account"

Picture 3 – Students registration (new Account/Login)

To **Apply** for a **Project Opportunity** proposal, students must to **sign in** EHECADI Platform (Picture 4)



Picture 4 – Login to your account

In EHECADI platform students can go to **Dissertation Proposal** and see all **OPEN proposal**. Each Project Opportunity contains relevant information, in Read More (Picture 5).



Picture 5 –Students application to a Dissertation proposals

Based in student interest and project opportunity information's (*read more*: Picture 6), each student can **Apply**.

Dissertation More Info

Title of the Project Opportunity - Dissertation

Discipline	Higher Education Institution (HEI)
EX: Nursing	ex: ESSNorteCVP
Objectives	Teacher/Supervisor/Tutor
EX: Identify Objectives or Research Questions	EX: Supervisor name
Project Information	If published anything in addition to final report. Publishing agreements roles agreed
Project Info	Publishing Agreements
Student Tasks	
Student Tasks	
Dissertation Place Availability	
Location	
Keywords	
A: B: C	

Picture 6 –Dissertation More Info

To APPLY, student need to provide their name and email, and upload a Motivational Letter (Picture 7):

Apply Form

Information for the following form to go here for students so they understand what they need to do to complete the following form

Student Name: Email:

Upload Requested Documentation

Upload a compressed archive containing all files

Não foi escolhido nenhum ficheiro

Format Allowed: .zip, .rar, .tar, .gz

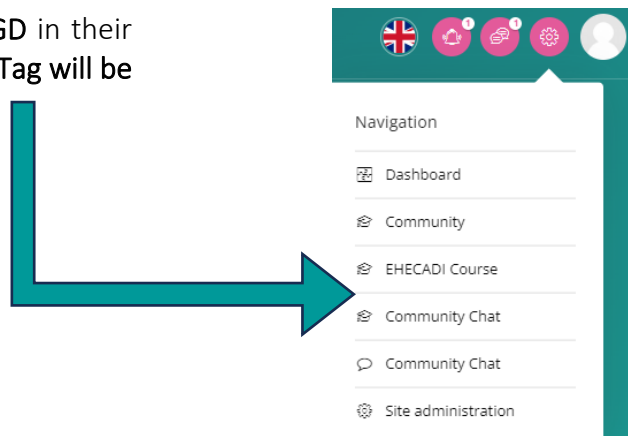
Picture 6 –Students apply form

Each **Project Opportunity** is managed by supervisors from EHECADI Members, based on **Guidelines for Supervisors** (link). The supervisors develop a relevant role to achieve the add value of join international research and as the responsibility to submit a Dissertation Opportunity, select students and follow the project design and planning, supervision of research team, project (re)design and planning, ethical integrity, process of communication and dissemination, and Validation of Student Certification.

After students’ application for a **Dissertation proposal**, Supervisors develop the process of selection of students. Students will receive an email with the results of their application.

In case of acceptance, students will integrate an international group, that will be identified in student personal dashboard (**identified Your Dissertation Opportunity**).

Students can follow their FUGD in their personal Dashboard, where a **Tag will be presented**.



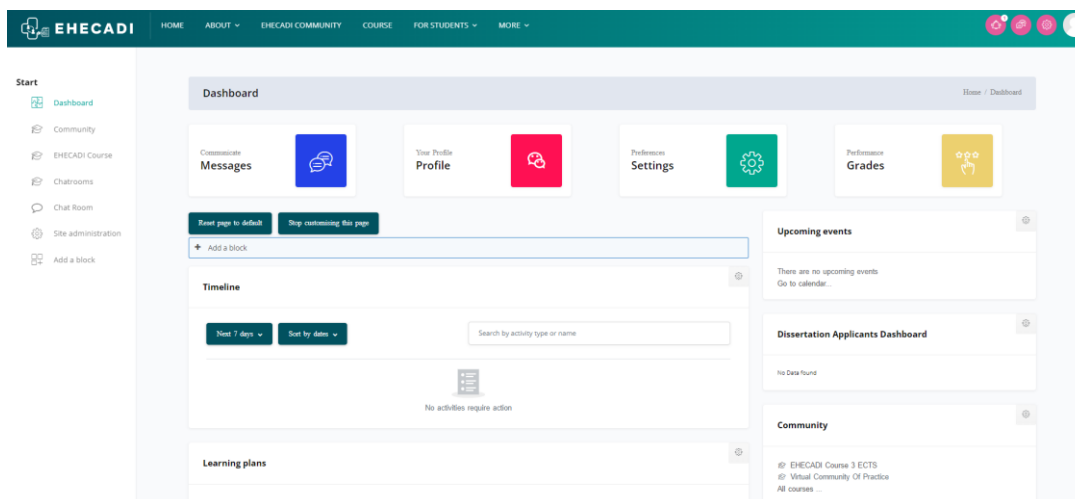
Picture 7 – Student navigation access

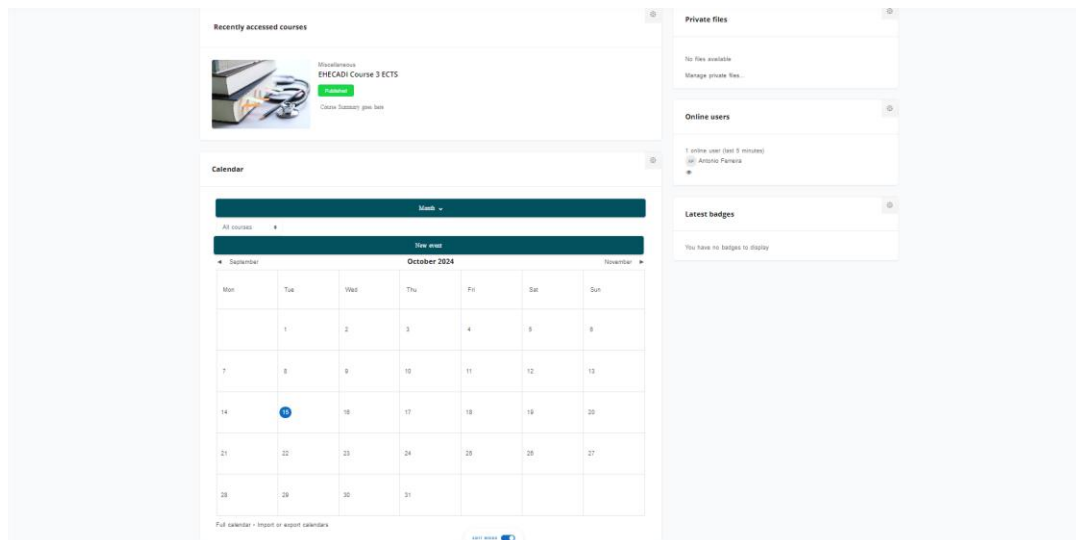
3.2. Supervision

Students are able, in their one profile, to follow all the relevant information about **EHECADI Community**, and particularly, be able to manage the **FUGD**, its requisites and be supported by an international supervisor.

Students can follow:

- EHECADI Community
- EHECADI Course (Moodle)
 - o Grades/Badges
- FUGD
 - o Chat room
 - o Timeline/Calendar
 - o Events
- Etc...





Picture 8 – Students Dashboard

The students, after being accepted in **Dissertation** proposal (project opportunity), will be included in a Dissertation **moodle®** project, where Supervisor and students will be engaged.

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

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

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 ([link Guidelines for Student](#))

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.

3.3. Assessment

The **student's assessment** will be provided by their HEI, based in their identification in each submitted project, **following the HEI internal regulations and quality assurance process.**

4. International Final Dissertation Requirements

Conducting a final thesis in a consortium between several universities is a valuable opportunity that offers students a broad range of resources, academic perspectives, and diverse expertise. However, to ensure the success and academic validity of the work, 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. Harmonizing 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 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:



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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: All students must upload, in the Dissertation moodle® domain, the evidence of **B.**, **C.**, **D.** and **E.**, to be validated by 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.

5. Communication and scientific dissemination

Before communicating and disseminating the project or research results, students 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 by the teacher.

In addition, students' 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 communicating science and research lies in conveying scientific knowledge from its origins to a wide array of audiences. This process entails disseminating research findings extensively and consistently, ensuring both the scientific community and society at large can benefit from them.

Communication and dissemination aren't confined to just sharing the final results of research; it can happen at various stages throughout the research process. For instance, it is important to present the literature reviews or research proposals formally, not only to receive feedback on developing concepts but also to develop communication abilities. The interconnectedness of thorough comprehension and effective communication becomes evident when students articulate their research to others, as this activity compels them to solidify their understanding by externalizing their knowledge.

Students wishing to develop their EHECADI project must submit a summary of the results of their work and a video in English on the platform. However, only students who obtain a rating of excellent according to the classification of their HEI will be made public for the purposes of dissemination on the platform.

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

- Obtain the written approval of the professor 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 professor and other associated researchers, where applicable (The COPE Report, 2003).
- The student must comply with the rules of publication and bibliographic referencing.
- Articles should preferably be published in open-access scientific journals.