Project acronym:
DocEnhance

Project title:
"Enhancing skills intelligence and integration into existing PhD programmes by providing transferable skills training through an open online platform"

Grant agreement No: 872483
Project funded by the European Commission
within the Horizon 2020 Programme

Start date of project: 1 January 2020
Duration: 36 months

Deliverable No. 2.5
Pilot course in PhD supervision

Due date of deliverable	30/09/2022
Submission date	04/10/2022
File Name	D2.5 DocEnhance Pilot course in PhD Supervision
Organisation Responsible of Deliverable	Tampere University
Author name(s)	Pirjo Nikander ; Ulrike Grote
Revision number	02
Status	Final[1]
Dissemination Level	PU [2]

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[1] Document will be a draft until it is approved by the coordinator
[2] PU: Public, PP: Restricted to other programme participants (including the Commission Services), RE: Restricted to a group specified by the consortium (including the Commission Services), CO: Confidential, only for members of the consortium (including the Commission Services)

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Revision History			
Version	Date	Modified by	Comments
01	04.10.2022	Pirjo Nikander	First draft
02	04.10.2022	Ulrike Grote	Final version

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Deliverable D2.5

Pilot course in Supervision

4/10/2022

SUMMARY

Tampere University Doctoral School, FINLAND, in cooperation with the task 2.5. working group, has developed a course in PhD Supervision, in accordance with the specifications in the project proposal. The course consists of videos, materials, groupwork, exercises, and essential reading, all openly available with CC BY 4.0 license in the DocEnhance Moodle LMS.

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INTRODUCTION

One of the major outputs of the DocEnhance project is the development of three transferable skills pilot courses that address the future needs and competences of researchers. The project focusses on transferable skills, as these skills facilitate the transition into employment and are widely applicable, regardless of scientific field and chosen career path.

The topics of the three courses are:

1. Data stewardship
2. Career management & entrepreneurship
3. Supervision

All three courses are currently available on the DocEnhance courses website: https://courses.docenhance.eu/. Once they are available for the public the courses will be accessible through the DocEnhance platform, which is to be finalized by the end of 2022.
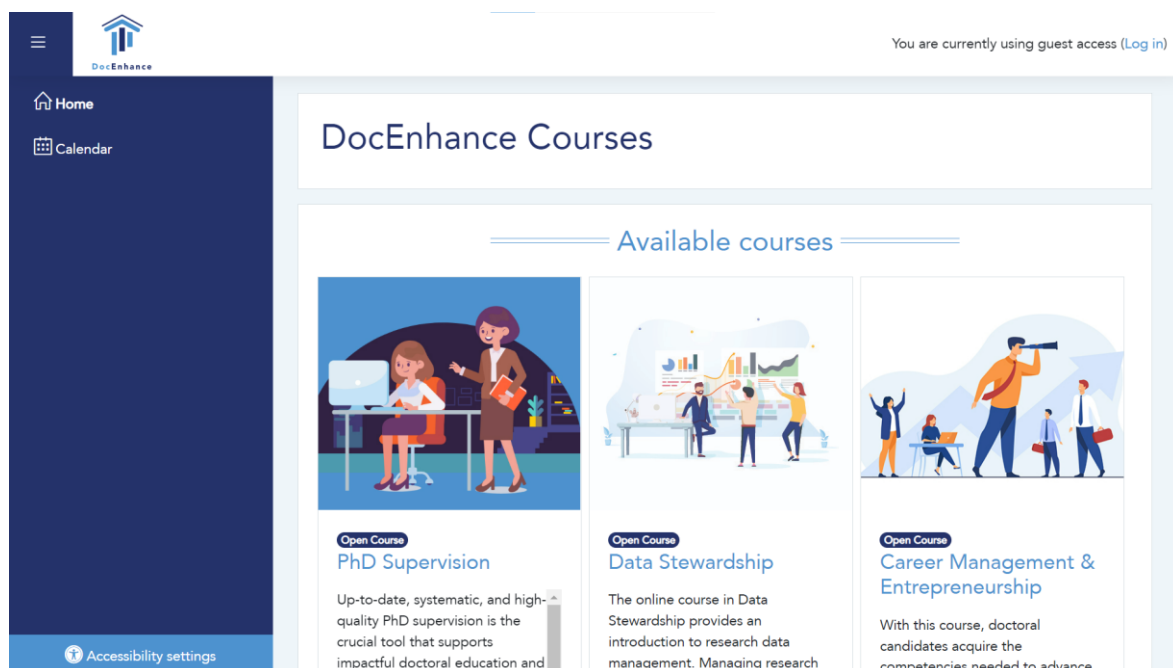

Figure 1. DocEnhance courses website frontpage

PILOT COURSE IN PHD SUPERVISION

Up-to-date, systematic, and high-quality PhD supervision is the crucial tool that prepares doctoral candidates to contribute to research, innovation, and society, and helps them find employment both within and outside the academia. Tampere University Doctoral School, Finland, collaborated with Matej Bel University in Slovakia, and University of Alcalá in Spain (the task 2.5. working group), to develop a course in Supervision, in accordance with the specifications in the project proposal. The course aims to create a forum for discussion and sharing knowledge, and experience between junior and senior supervisors and to improve the quality of the supervision practices. The course consists of videos, materials, groupwork, exercises, and essential reading, all openly available with CC BY 4.0 license in the DocEnhance Moodle LMS.

The resource can be used as part of self-studies, as well as part of organized, taught doctoral supervision courses both face-to-face, or online, and tailored to the needs of different supervisory target groups, and local settings (beginning, young supervisors, more mature, or mixed groups, and industry supervisors).

The core of the course consists of 6 short (10-14 mins) videos. These can be used as introduction into the three parts/themes of the course, or, alternatively, dropped off depending on the structure and target group.

1. The essentials of supervision
2. What is supervision
4. Academic supervision as a developing activity
5. Supervision in groups, teams, and communities
6. Introduction to career management for doctoral researchers
7. Organisational collaboration in doctoral education between the university and non-academic sector

The three-part structure of the course is designed to be flexible to allow any expert teacher on supervision to add elements, key issues, and materials that cater to the very different, locally determined supervisory skills needs across Europe.

Phase one: Introduces participants to the key local and international regulations, principles, and practices of doctoral education and supervision.

Resources include:

- key documents on the roles and responsibilities of the supervisors,
- the key actors in doctoral education,
- key international guidelines and trends for doctoral education and supervision and their history

Phase two: Personal development as a supervisor, support participants to identify key phase, milestones, skills, and practices of doctoral supervision to develop as a PhD supervisor.

Key themes, resources and working methods include:

- starting the PhD and taking the driver's seat. The importance of induction
- identification of your own supervision expertise and possible needs to develop further
- key good practices to be implemented in your own supervision activities
- practices and examples of how to deal with conflict and difficult supervision situations and cases
- peer group work method

Phase three: Collaborative doctoral education and the variation of career paths encourages discussion on elements of intersectoral collaboration, contacts with industry, and career management as part of doctoral supervision. It invites collegial discussion on

the practices and forms of intersectional and inter-institutional collaboration, the guidelines, roles, and the shared understanding such practice requires, and on the added value produced.

Credits

Local organizers of the course may apply to the applicable authority to have the course yield 1-3 ECTS credits depending on the length, contents chosen, and course work required in the implementation and target group in each implementation.

REFERENCES

DocEnhance courses website: https://courses.docenhance.eu/