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FOR DOCTORAL
EDUCATION

EUA-CDE ANNUAL MEETING

Pre-meeting Workshop: New to doctoral education

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Pirjo Nikander, research director, Doctoral School, Tampere University, FINLAND (EUA-CDE)

Wednesday, 26 June 2024

Today's session themes & activities

Welcome

1. **EUA-CDE IN NUTSHELL (30 MINS.)**
2. **DIFFERENCES IN DOCTORAL EDUCATION ORGANISATION ACROSS EUROPE (15 MINS)**
3. **SUPERVISION AS THE CORNER STONE OF DOCTORAL EDUCATION (15 MINS.)**
4. **DISCUSSION ON THE TOP-DOWN & BOTTOM-UP BEST PRACTICES AT YOUR INSTITUTIONS (30 MINS)**
 - **WHAT DO YOU ALREADY DO WELL?**
 - **WHERE ARE THE AREAS FOR DEVELOPMENT?**

Doctoral education in Europe

- The doctorate plays a central role in the history of European Universities
- Salzburg Principles 2005 – Salzburg II 2010 – Salzburg III 2016
- Increased importance for the European Research Area
 - Innovation Union 2010
 - Principles for Innovative Doctoral Training 2011
- National legislation and best practices
- Much of this is connected to the discourse regarding the knowledge society as a driver for growth
- Doctoral education: From a “privatised relation” to the center of the university endeavour

A bottom-up process leading to the reform of doctoral education in Europe

BOLOGNA SEMINAR
DOCTORAL PROGRAMMES FOR THE EUROPEAN KNOWLEDGE SOCIETY
Salzburg, 3-5 February 2005

SALZBURG II RECOMMENDATIONS

EUROPEAN UNIVERSITIES' ACHIEVEMENTS
SINCE 2005 IN IMPLEMENTING
THE SALZBURG PRINCIPLES

DOCTORAL EDUCATION – TAKING SALZBURG FORWARD

IMPLEMENTATION
AND NEW CHALLENGES

Conclusions and Recommendations from the Bologna Seminar on “Doctoral Programmes for the European Knowledge Society” Salzburg, 3-5 Feb 2005

1. Advancement of knowledge through original research

2. Embedding in institutional strategies and policies

3. The importance of diversity

4. Doctoral candidates as early-stage researchers

5. The crucial role of supervision and assessment

6. Achieving a critical Mass

7. Duration: 3 to 4 years full-time

8. The promotion of innovative structures

9. Increasing mobility

10. Ensuring appropriate funding

The aim(s) of doctoral education

(Research & Researchers!)

“The core component of doctoral training is the **advancement of knowledge through original research.**”

At the same time, it is recognised that doctoral training must increasingly meet the **needs of an employment market** that is wider than academia.”

Salzburg Principles 2005.

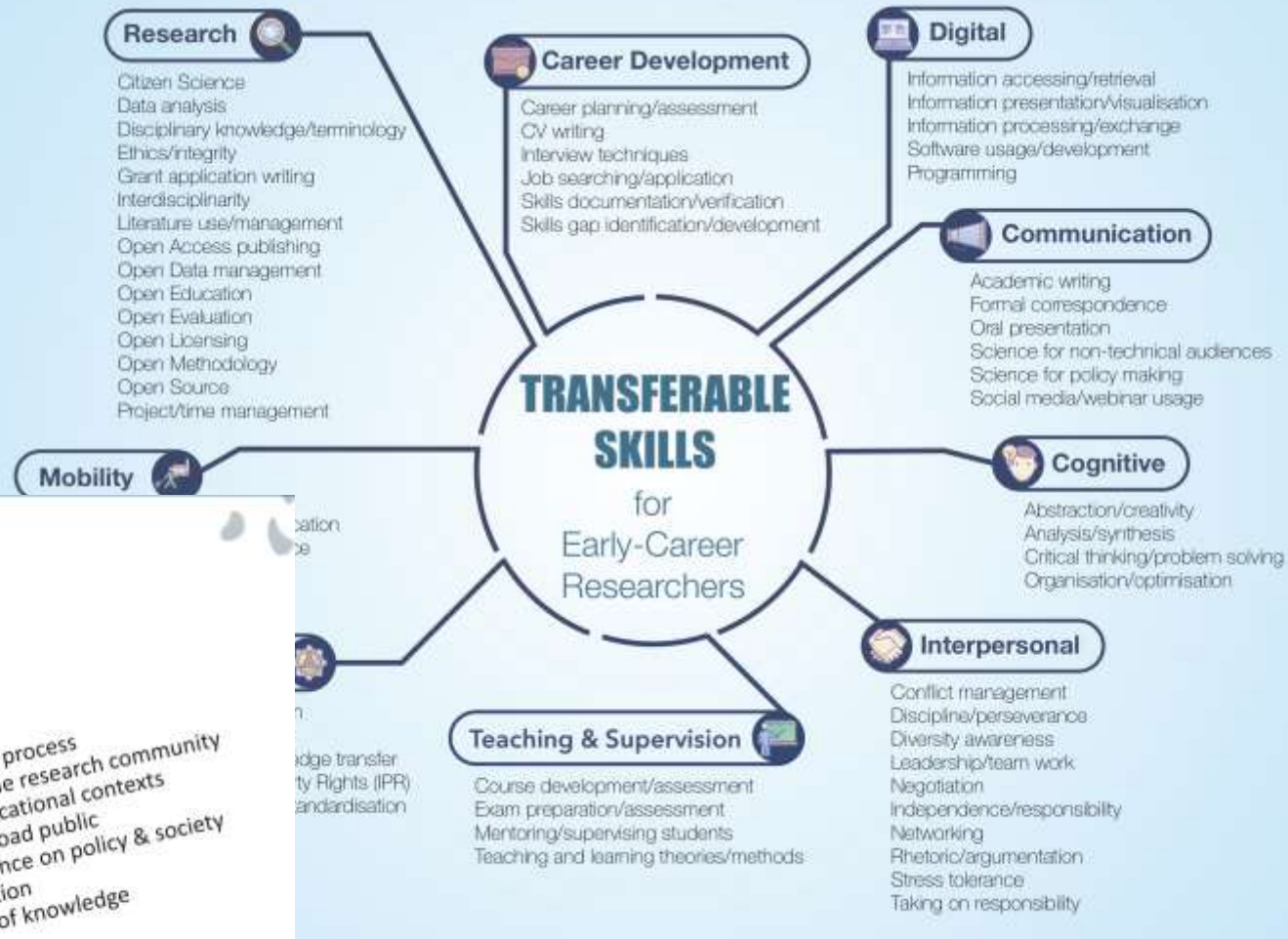
“The goal of doctoral education is to cultivate the **research mindset, to nurture flexibility of thought, creativity and intellectual autonomy** through an original, concrete research project. It is the practice of research that creates this mindset.”

Salzburg Recommendations 2010.

Diversity in conditions, practices and contexts

- **Diverse organisation:** $\frac{3}{4}$ of universities organised in programmes (taught courses, milestones etc.) and 40% with centralised doctoral schools. Only 5% without any institutional oversight.
Credits, Supervision, Admission criteria etc.
Increased inter-institutional collaboration. Increased role of professionals
- **Diverse practices of doctoral education:** Different kinds of doctorates: “traditional doctorates” (most cases), professional doctorates, doctorates in the arts; different outcomes (book, journal articles, artefacts). digital defences, but also increased relevance of postdoctoral researchers as target groups.
- **Diverse conditions:** Funding and status of doctoral candidates, duration of the doctorate, legal frameworks,...
- **Diverse activities of doctoral candidates:** Besides research proposal writing, teaching, data collection and management, scientific collaboration and publishing, science communication, ...
- A **multiplicity of (transversal) skills trainings** is offered to doctoral candidates

«Skillfication» of the doctorate



Shared understandings

- A shared understanding of the relevance of **research as the base of doctoral education** (see also forthcoming 2022 vision paper)
- A shared understanding of the doctorate as a transformation phase from a **student toward an independent researcher**. Doctoral candidates as early-stage researchers.
- A shared understanding of the **institutional responsibility of the university**
- A shared understanding about the **importance of supervision and supervision training**

Introducing EUA-CDE



- **Membership service** of the European University Association (EUA), founded in 2008
- **The largest** European Doctoral Education Network bringing together 289 European universities and rectors conferences from 39 European countries and representing doctoral education in Europe

Steered by a Steering Committee comprising of 10 doctoral education leaders from 10 European countries (chair Prof. Aleksandra Kanjuc-Mrcela, University of Ljubljana)

Promotes cooperation and exchange of good practices on issues of common interest and **drives** doctoral education policies

Identifies and monitors the trends in doctoral education

Organises regularly events, addressing fundamental and emerging topics of doctoral education and publishes surveys and policy papers

Serves as **the voice of doctoral education in Europe**

Year	Thematic Workshop (January) ~ 100 participants	Place	Annual Meeting (June) ~ 230 participants	Place
2008	Enhancing of Supervision	London	Launch Conference	Lausanne
2009	Structuring Doctoral Education	Zagreb	Second Annual Meeting	Lausanne
2010	Researchers' Careers Support and Development	Ghent	Third Annual Meeting	Berlin
2011	Mobility – international and inter-sectoral	Budapest	Promoting Creativity	Madrid
2012	Supporting Individual Paths of Doctoral Candidates	Dublin	Funding Doctoral Education	Stockholm
2013	Interdisciplinary Doctoral Programmes	Turin	From Student to Researcher: are we on the right track?	Warsaw
2014	Education – Mindset, Research, Innovation	Izmir	Doctoral Education: Thinking globally, acting locally	Liverpool
2015	Regional Engagement and Doctoral Education	Marseille	Education –where do we go from here?	Munich
2016	Doctoral Supervision	Delft	Doctoral Education: a dilemma of quality and quantity?	Tarragona
2017	Ethics and Integrity in Doctoral Education and Research Training	Lisbon	Digitalisation: A game changer for doctoral education?	Tallin
2018	The Impact and Outcomes of Doctoral Education Reform in Europe	Malta	Excellence through diversity: doctoral education in a globalised world	Ljubljana
2019	Inter-institutional collaboration in doctoral education	Amsterdam	The societal dimension of doctoral education	Brescia
2020	Academic Career Development	Tbilisi	The role of doctoral Education for Europe's Universities	ONLINE
2021	Artificial intelligence, data management and the digital world of doctoral education	ONLINE	Doctoral Education in a post-Pandemic world	ONLINE
2022	Focus group	ONLINE	Time and Timing in doctoral education	Manchester
2023	Sustainability in doctoral education: developing a strategic approach	Cluj-Napoca	Engaged research - the role of communication in doctoral education	Lahti

The Salzburg documents

BOLOGNA SEMINAR
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DOCTORAL PROGRAMMES FOR THE EUROPEAN KNOWLEDGE SOCIETY

Salzburg, 3-5 February 2005

Selected EUA-CDE reports and documents

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Building the Foundations of Research
A Vision for the Future of Doctoral
Education in Europe

June 2002

CODOC – COOPERATION
ON DOCTORAL EDUCATION BETWEEN
AFRICA, ASIA, LATIN AMERICA AND EUROPE

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Postdoctoral researchers
at European universities:
profiles, roles and institutional
support structures

EUA-CDE Thematic Peer Group report

Chair: Prof. Tieghe, University of Antwerp, Belgium
Co-Chair: Prof. Alexander Haggell, U. Ave Maria, Pennsylvania

March 2016

IN UNIVERSITY ASSOCIATION

PRINCIPLES AND PRACTICES
FOR INTERNATIONAL
DOCTORAL EDUCATION

Co-tutelles in European
universities: concept, aims
and

EU
Re

March
2016

May 2016

SURVEY
Doctoral education
in Europe: current
developments and trends

By Alexander Haggell and Ana-Maria Patrinoiu

April 2012

**SALZBURG II
RECOMMENDATIONS**

EUROPEAN UNIVERSITIES' ACHIEVEMENTS
SINCE 2005 IN IMPLEMENTING
THE SALZBURG PRINCIPLES

Quality Assurance
in Doctoral Education –
results of the ARDE project

By Joanne Byrne, Thomas Jørgensen, Tia Loukholu

COLLABORATIVE DOCTORAL EDUCATION
IN EUROPE: RESEARCH PARTNERSHIPS
AND EMPLOYABILITY FOR RESEARCHERS
REPORT ON DOC-CAREERS II PROJECT

BY LIDIA BORRELL-DAMIAN, RITA MORAIS AND JOHN H. SMITH

**DOCTORAL EDUCATION –
TAKING SALZBURG FORWARD**

**IMPLEMENTATION
AND NEW CHALLENGES**





euacde COUNCIL
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EUA Council for Doctoral Education

The European voice for doctoral education, bringing together a
community of academic leaders and professionals

About us

Events

26-28 Jun
2024

Annual meetings

The role of data in shaping doctoral education

Hosted by Polytechnic University of Catalonia, Barcelona

All events

News

20 Mar
2024

EUA-CDE news

Call for contributions: 2024 EUA-CDE Annual Meeting

14 Mar
2024

EUA-CDE news

New EUA-CDE report - Postdoctoral researchers at European universities: profiles, roles and...

30 Jan
2024

EUA-CDE news

Reforming Academic Career Assessment (ACA): a survey from the CoARA Working Group on ACA

All news

News

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MAR. 20

EUA-CDE news

Call for contributions: 2024 EUA-CDE Annual Meeting

A call for contributions for the EUA Council for Doctoral Education's 2024 Annual Meeting is now open. This year's Annual Meeting, entitled "The role of data in shaping doctoral education", will take place in Barcelona, Spain, from 26-28 June, hosted by the Polytechnic University of Catalonia. During the next Annual Meeting, the EUA-CDE community and other stakeholders will come together to

[Read more](#)

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COUNCIL
FOR DOCTORAL
EDUCATION

28 March 2024

EUA-CDE
NEWSLETTER

The Doctoral Debate

“The Doctoral Debate” is an online platform featuring original articles with commentary and analysis on doctoral education in Europe. Articles focus on trending topics in doctoral education and state-of-the-art policies

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Part of [@EUAtweets](#), the Council for Doctoral Education (EUA-CDE) is the European voice for doctoral education with more than 250 members in 36 countries

[Biografie übersetzen](#)

Bildung Geneva, Switzerland eua-cde.org

Seit Oktober 2016 bei Twitter

231 Folge ich 1.276 Follower



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Ana-Maria Peneoasu

Owner

Group created: Nov 2016

Pending posts 0

Requests to join 90

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2024 EUA-CDE Annual Meeting
The role of data in shaping doctoral education

Barcelona, Spain | 26 - 28 June 2024

#cdeAM2024



EUA Council for Doctoral Education

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Ana-Maria Peneoasu • You

Policy & Project Officer presso EUA Council for Doctoral Education

★ Admin • Admin • 1mo

Registrations are now open for the 2024 EUA-CDE Annual Meeting #cdeAM2024. This year's conference, entitled "The role of data in shaping #doctoral education", will take place in Barcelona from 26-28 June, hosted by Universitat Polit ...see more

Thank you for your attention

Pirjo Nikander
pirjo.nikander@tuni.fi

www.eua-cde.org





Differences in Doctoral Education Organization Across Europe

Dr. Irma Grdzeldze
Caucasus University, Georgia
EUA CDE Annual Meeting, Barcelona, 2024



Overview of Doctoral Education

- Definition and significance
- Importance of understanding different organizational models

Purpose of the Presentation

- Explore diverse approaches across Europe based on the EUA reports
- Highlight key differences and similarities





European Higher Education Area (EHEA)

What is EHEA?

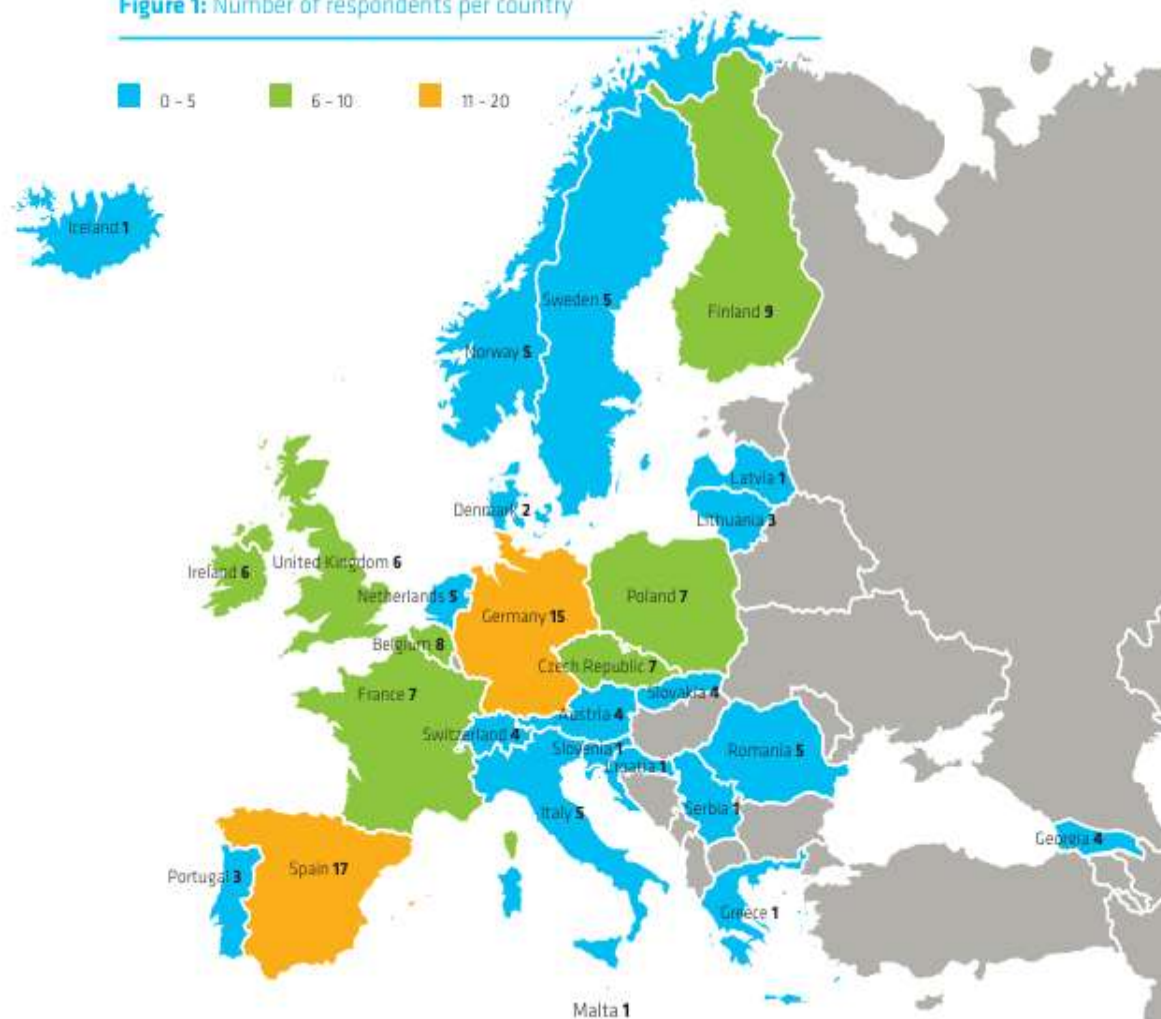
- Aim: Harmonize higher education systems in Europe
- Bologna Process and its impact on doctoral education

Standardization vs. Diversity

- Common framework but diverse implementations



Figure 1: Number of respondents per country



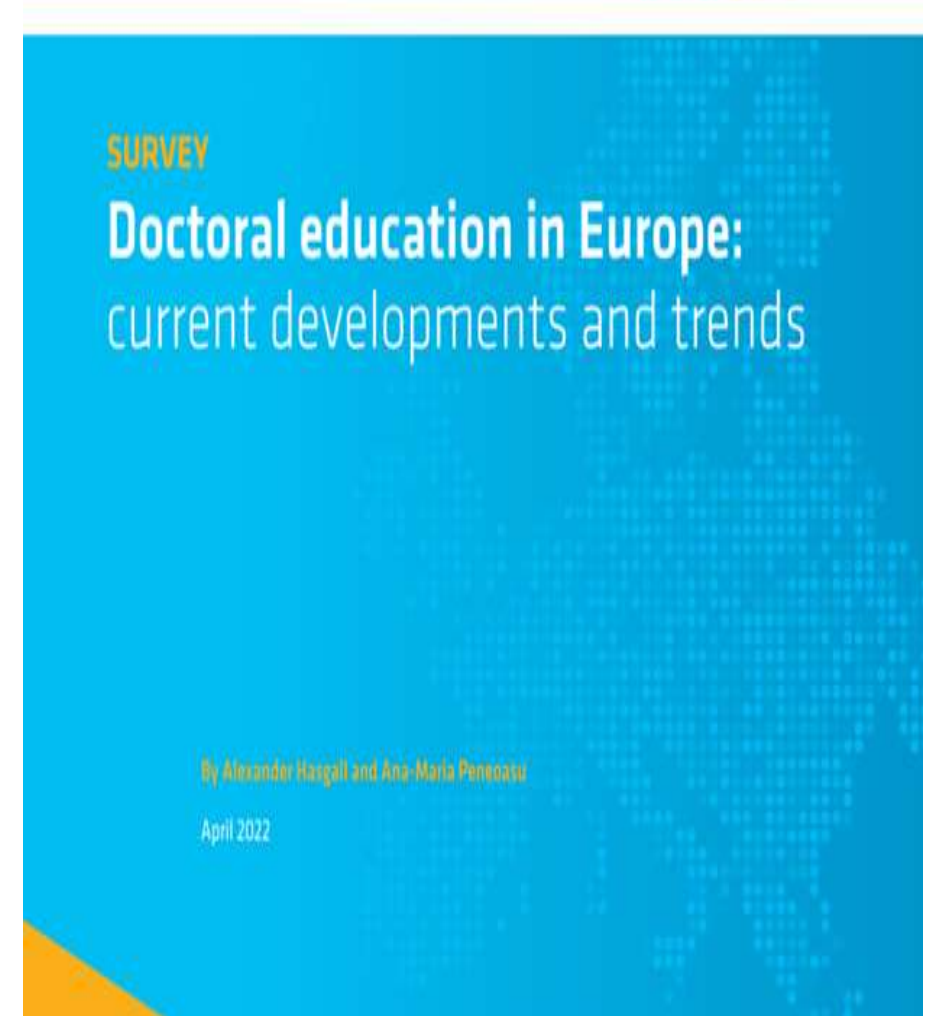
SURVEY

Doctoral education in Europe: current developments and trends

By Alexander Hasgall and Ana-Maria Peneasu

April 2022

In 2021, the EUA Council for Doctoral Education launched a Europe-wide survey with the aim of discussing the current state of doctoral education. Based on the survey results, this report serves as a follow-up publication to the large-scale EUA-CDE study “[Doctoral education in Europe today: approaches and institutional structures](#)” conducted in 2017-2018, and addresses several topics, including the situation of postdoctoral researchers in Europe, current priorities of European universities and the effect of the pandemic on doctoral education. (138 institutions in 28 countries)



SURVEY

Doctoral education in Europe: current developments and trends

By Alexander Maggall and Ana-Maria Penezoasa

April 2022

- Number of doctoral candidates registered at their universities- About 52% of the respondents indicated having up to 1000 doctoral candidates, 29% reported between 1001 and 3000 candidates, and 11% had between 3001 and 5000 candidates.
- Regarding postdoctoral researchers, 43% of the institutions had 0-100 postdocs, 23% had 101-500, and 24% had 501-2000 postdocs, with 9% lacking precise data.
- The survey also highlighted the staffing in doctoral education, where 46% of institutions had 1-10 full-time staff members, 33% had 11-25, and 13% had up to 50.
- Universities offer significant skills training for doctoral candidates, focusing on research ethics, methodology, and thesis writing, with varying levels of mandatory and optional components.
- Institutions also plan to expand training in areas like research data management and open science.
- The increasing support structures and dedicated staff reflect the growing emphasis on enhancing doctoral education and ensuring comprehensive training for future researchers.

SURVEY

Doctoral education in Europe today: approaches and institutional structures

By Alexander Hasgall, Bregt Saenen and Lidia Borrell-Damian

Co-authors:
Freek Van Deynze,
Marco Seeber,
and Jeroen Huisman

Developed by: EUA-CDE in collaboration with CHEGG of Ghent University

Duration: Survey open from November 2017 to February 2018

Participants: 311 valid responses from European higher education institutions

Key Aspects Surveyed:

- Doctoral candidates' qualifications, funding, and completion rates
- Organization, application, and admission processes
- Supervision, training, and activities
- Quality assurance and career development
- Decision-making powers and strategic priorities

Representativeness:

- Included a variety of institutions (comprehensive, specialized, research)
- 21% of doctorate-awarding institutions in 32 countries
- Represents 40% of doctoral candidates in these countries

Key Challenges and Strategic Goals

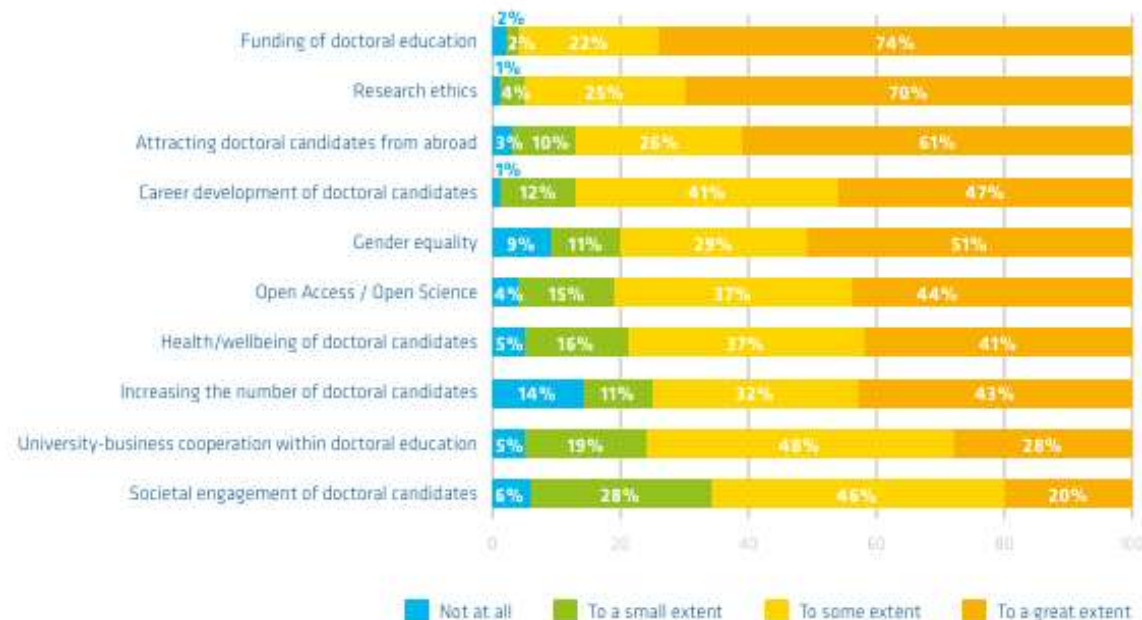
Doctoral education faces unique challenges in higher education and research.

Priorities require action to meet strategic goals for:

- Doctoral candidates
- University research activities
- Institutional growth

Figure 20: Strategic priorities

To what extent are the following issues currently considered a strategic priority in doctoral education within your institution?



SURVEY

Doctoral education in Europe today: approaches and institutional structures

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and Jeroen Huisman

Structures and Strategy in Doctoral Education in the UK and Ireland

The important findings, outlined in the report, cover issues related to:

- *graduate school identity,*
- *leadership,*
- *access to resource,*
- *space*
- *new ways of working,*
- *responses to the pandemic*
- *and the evolving policy agenda related to diversity and inclusion and health and well-being.*

<https://ukcge.ac.uk/assets/resources/Structures-and-Strategy-in-Doctoral-Education-Smith-McGloin-Wynne-UKCGE-2022.pdf>

Structures and Strategy in Doctoral Education in the UK and Ireland

Dr Rebekah Smith McGloin and
Carolyn Wynne

New to doctoral education: Supervision as the corner stone for doctoral education

Pirjo Nikander - Research director,
Tampere University Doctoral School, FINLAND

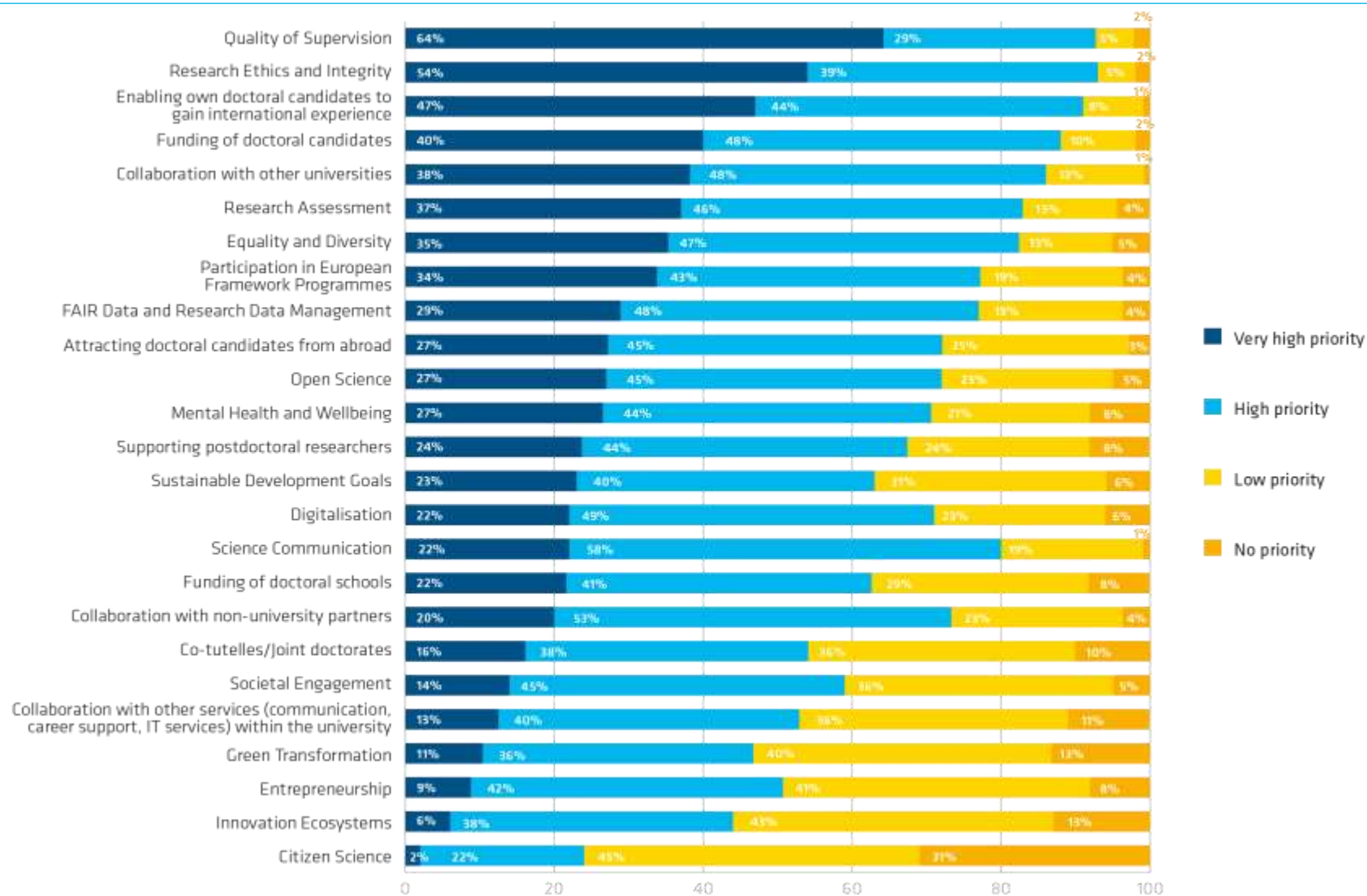
Pirjo.Nikander@tuni.fi

Joint European EUA - CDE understanding revisited:

- “Supervision must be a **collective effort** with clearly defined and written responsibilities of the **main supervisor**, supervisory **team**, doctoral candidate, **doctoral school**, research group and the institution, **leaving room** for the individual development of the doctoral candidate.
- “Providing professional development to supervisors is an institutional responsibility, whether organised through formal training or informal sharing of experiences among staff. **Developing a common supervision culture** shared by supervisors, doctoral school leaders and doctoral candidates must be a priority for doctoral schools. Supervisors must be **active researchers.**”
(Salzburg II, 2010, emphasis added)
- Supervision is crucial. Its form adapts to the needs and resources of an institution. **Universities should invest in the training of supervisors**, enabling them to embrace fully their roles and ensure that the doctoral school or environment plays its appropriate supportive role. (Vision for DE 2022)

Institutional priorities

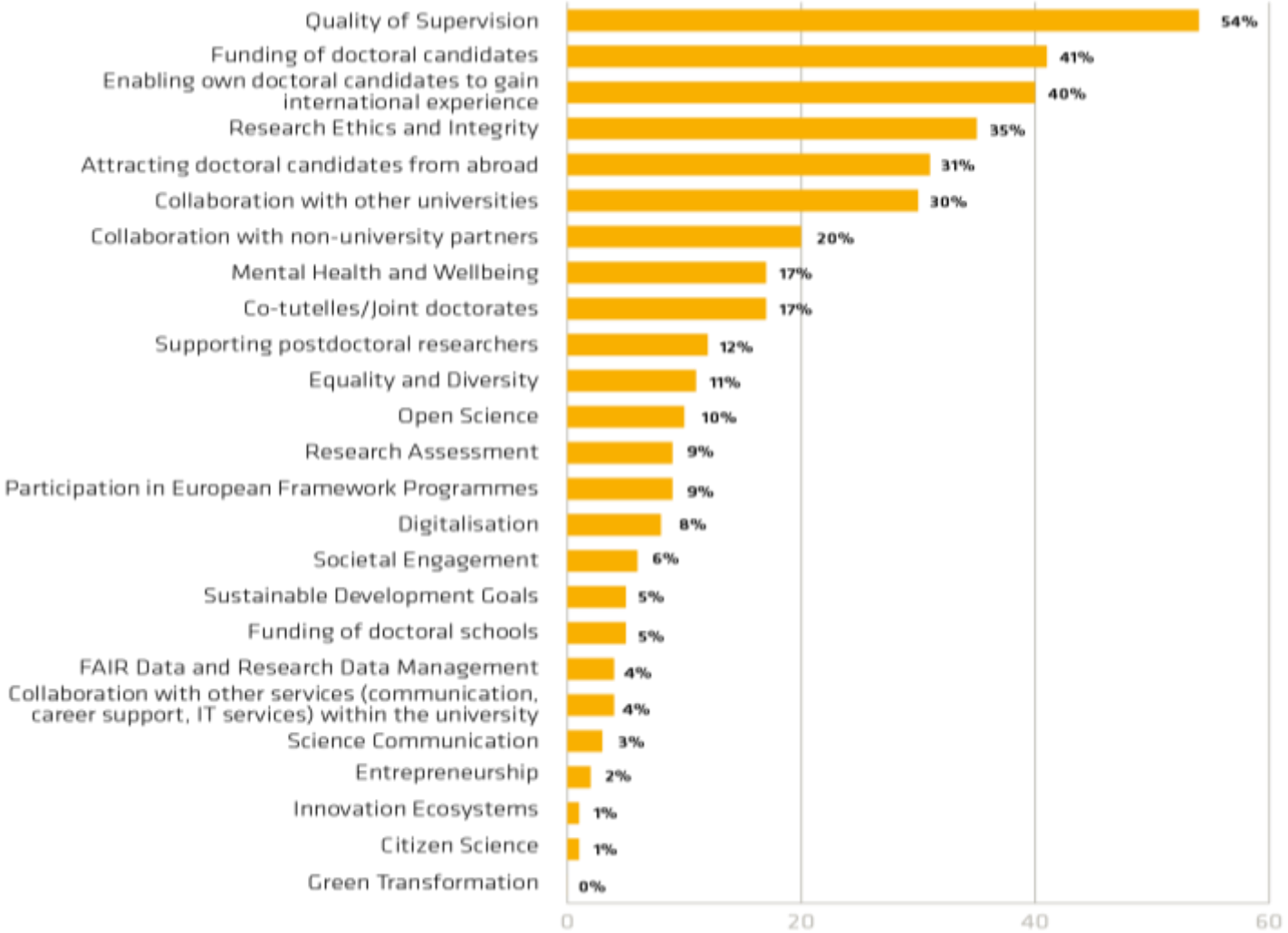
Which of the following topics are a priority in the area of doctoral education at your institution?



Doctoral education in Europe: current developments and trends

Top priorities

Please identify which of the following topics you consider most important for doctoral education at your institution. Please indicate max. 3-4.



Key challenges in supervision:

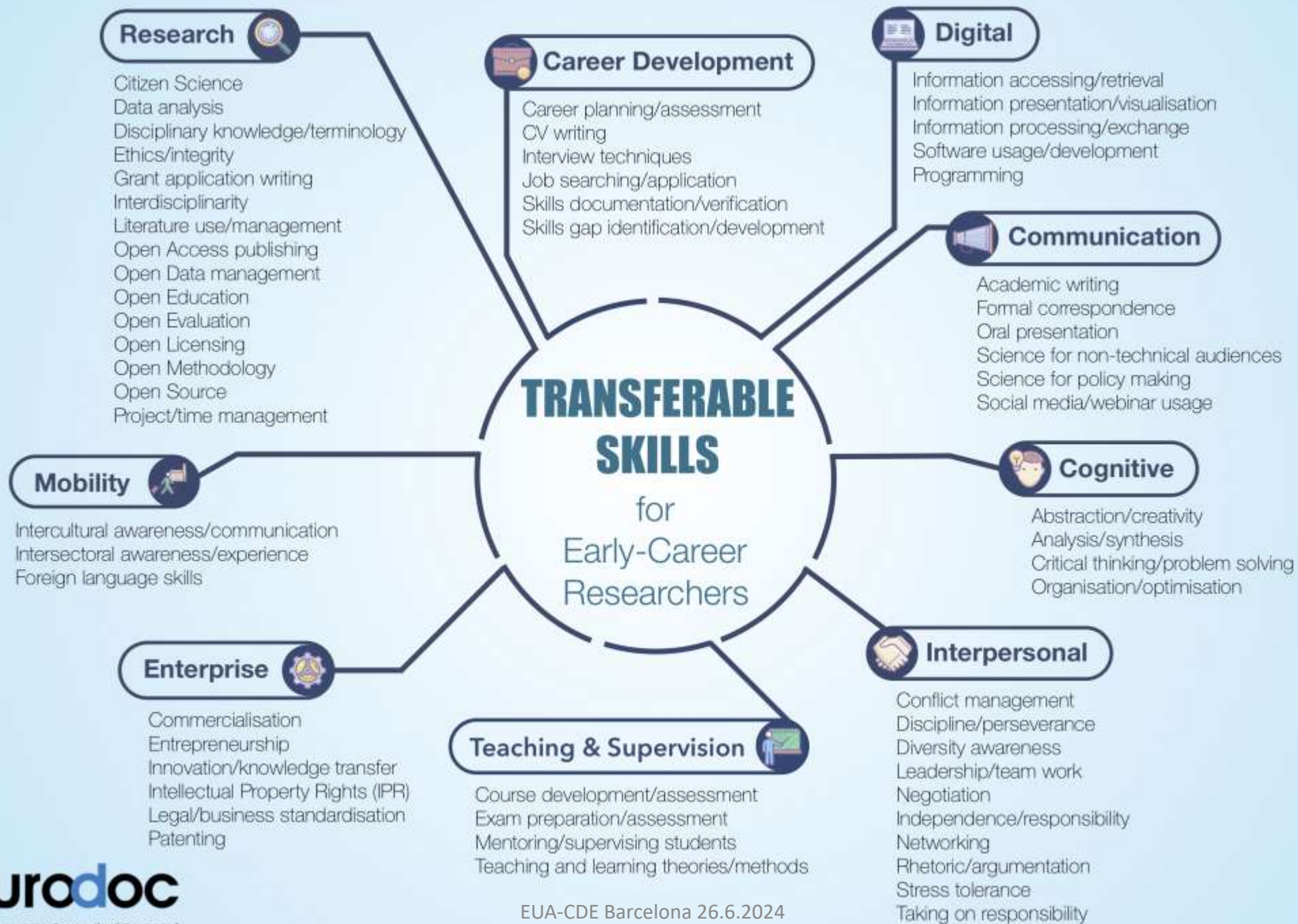
1. Doctoral education in a transition point between older master-apprentice –model and a mixed model that also include formal course work and shared supervisory responsibilities.
2. Keeping up with the widening demands on researcher or transferable skills, e.g. AI
3. Supervision needs to prepare for work also outside the academia: career supervision, intersectional supervision?
4. Cohort differences in the group of supervisors
5. Targeting the right groups for training?
5. Wellbeing and online or hybrid supervision firmly on the agenda
6. Conflict management & power relations
7. Sufficient transparency: the rights and responsibilities, supervisory contracts, ethics, roles etc.
8. Induction of new supervisors



From master-apprentice to "it takes a village"

- Elements of collective & cooperative supervision and mentoring are increasingly becoming the norm
- Benefit: the expertise base of supervision is strengthened.
- Broad supervisory engagement with stakeholders, joint research projects & programs with industry, national and international networks.
- Simultaneously the **scope** of researcher/ transferable skills is broadening (open science, AI, data management, intellectual property rights, research ethics, communication and media skills, policy skills, entrepreneurship etc.)





Questions & aspects to address:

- Format & contents of the training + resources?
- Training for whom: the young/ beginning vs. more mature, discipline specific or generic? Compulsory or voluntary?
 - Healing the heathy – opening the eyes of the “ignorant”
 - Time allotment: short events – longer training
- The contents and width of training: university pedagogical vs. practical induction profile
- Clear division of labour between individual supervisors, the doctoral programmes & the Doctoral School
- Top-down and bottom-up formats combined.
 - E.g. doctoral supervisors’ coffees
 - Faculty lunches around a topic
 - Young supervisors’ club/peer group for postdocs etc.





DocEnhance

Existing resources

- The DocEnhance doctoral supervision course offers videos, teaching and reading resources, and formats for peer group-work.
- You can use this resource online, face-to-face, or as self-training material, and tailor it for the beginning and more mature supervisors.
- The resource is flexible to allow adding further elements to better cater for local needs.
- DocEnhance courses available <http://docenhance.eu>



Open Course

PhD Supervision

Up-to-date, systematic, and high-quality PhD supervision is the crucial tool that supports impactful doctoral education and prepares doctoral candidates to contribute to research and society. This PhD supervision resource consists of videos, essential reading materials, peer-group working materials and exercises. The resource can be used as part of organized, taught doctoral supervision courses both face-to-face, or online, and tailored to the needs of different supervisory target groups (beginning, young supervisors, more mature, or mixed groups, and industry supervisors).



Access



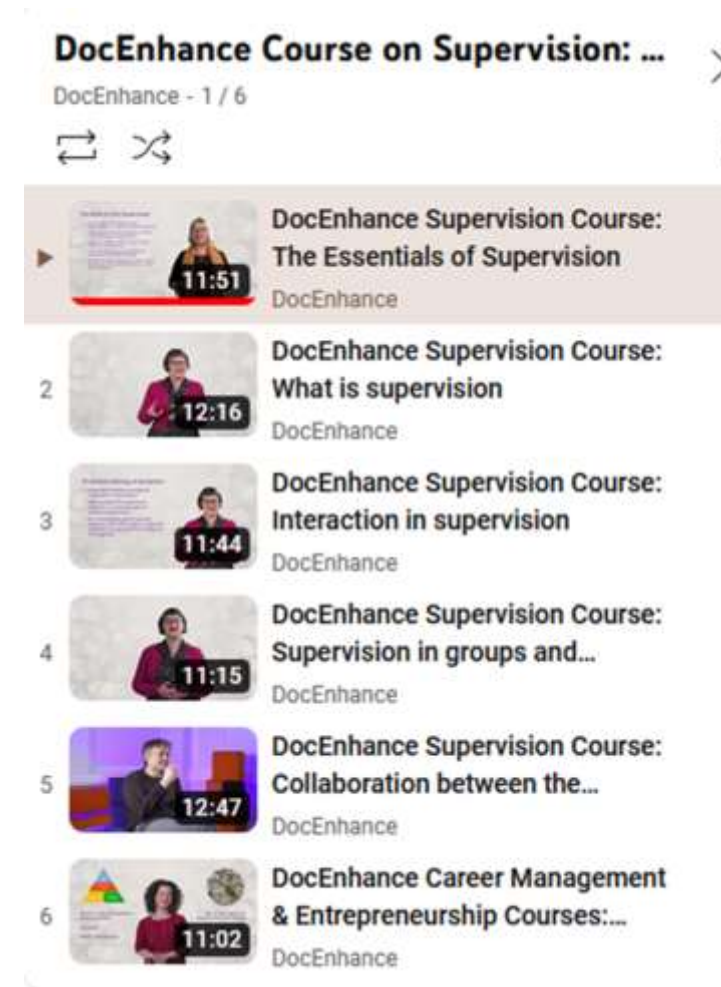
This project has received funding from the European Union's Horizon 2020 Science with and for Society programme under grant agreement no. 872483



DocEnhance

Course structure

- PhD supervision training practice remains heterogeneous across European universities.
- Course on PhD supervision was designed as a malleable resource bank that can be tailored towards various local and national needs. Not “one size fits all”
- Built around 6 short videos, assignments, peer group discussions, key readings, and exercises



The screenshot shows a video player interface for a course titled "DocEnhance Course on Supervision: ...". Below the title, it indicates "DocEnhance - 1 / 6". There are icons for full screen, share, and a menu. The playlist contains six items:

1. DocEnhance Supervision Course: The Essentials of Supervision (11:51)
2. DocEnhance Supervision Course: What is supervision (12:16)
3. DocEnhance Supervision Course: Interaction in supervision (11:44)
4. DocEnhance Supervision Course: Supervision in groups and... (11:15)
5. DocEnhance Supervision Course: Collaboration between the... (12:47)
6. DocEnhance Career Management & Entrepreneurship Courses:... (11:02)





DocEnhance

The DocEnhance Platform

<https://courses.docenhance.eu/>



“ Welcome to the DocEnhance platform! You'll find a set of courses on transferable skills, developed and piloted within the DocEnhance project. These courses are freely available for you to use as they are, or to implement within existing PhD curricula. Based on an innovative concept, each course is developed with three modules, including online lectures, local group-work, and regional assignments, fostering open education, interdisciplinary, and mobility. ”

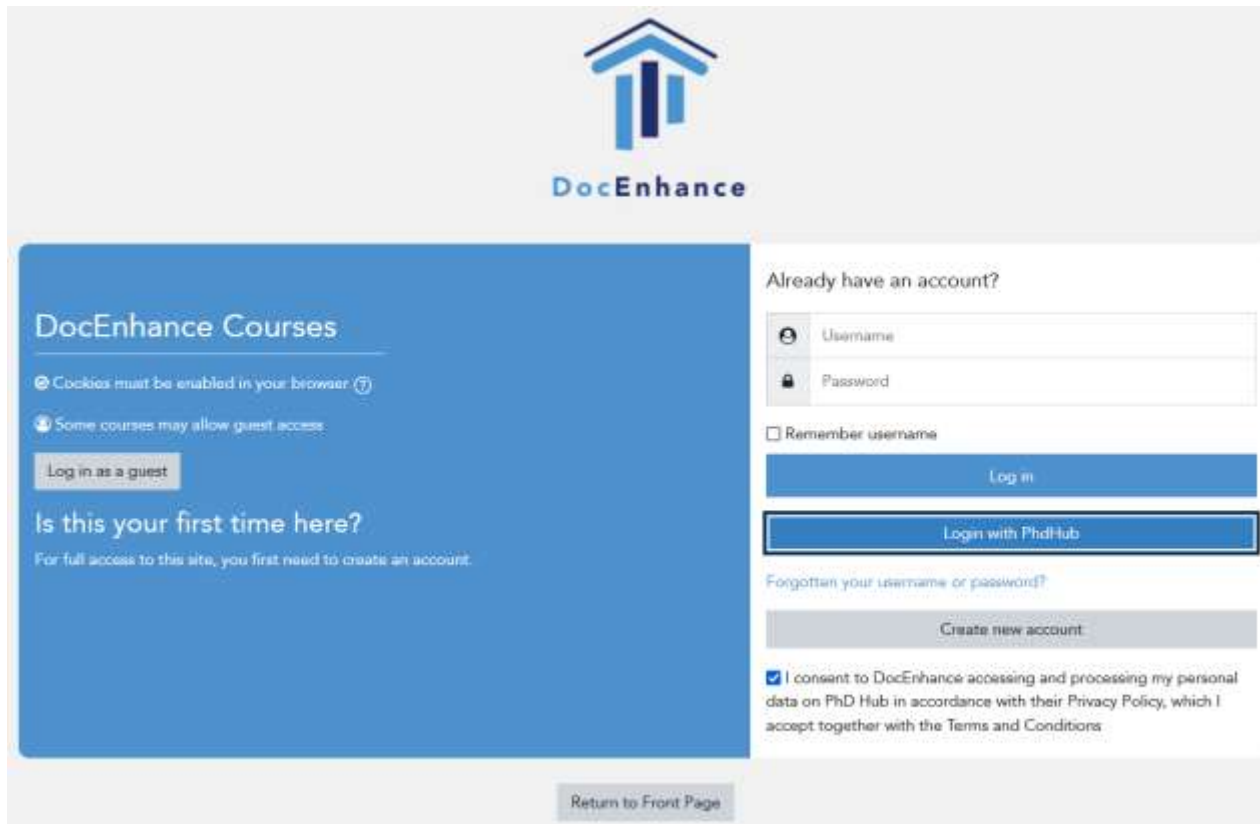
Available courses

 <p>Open Course Data Stewardship – Module 1: MCOIC</p> <p>The DocEnhance Data Stewardship course gives an introduction to research data management. Managing research data in accordance with best practice is an easily transferable and sought-after skill as it links within and outside of academia. The course consists of three modules. Module 1 is a MCOIC that goes through theory and best practice of data management. The module consists of video lectures and tests, organised by topical domains from the various stages of the Research Data Management Lifecycle. Passing the Module 1 multiple choice exam is a...</p>	 <p>Open Course Data Stewardship – Module 2: Seminar assignments</p> <p>In Module 2 of the Data Stewardship course, the participants open-up for personal self-assignments to be done as group-work. Content material is available for six full-day seminars on topics from Module 1, including pre-assignments to be carried out in preparation, and an exam assignment.</p>	 <p>Open Course Data Stewardship – Module 3: Knowledge into practice</p> <p>Passing PhD candidates for a career outside academia was a core objective of the DocEnhance project. In Module 3 of the Data Stewardship course, the candidates' acquired data management knowledge from Modules 1 and 2 will be put to practice in cooperation with a business or public service office. The module consists of video lectures, assignments that candidates can work on, and an exam assignment.</p>
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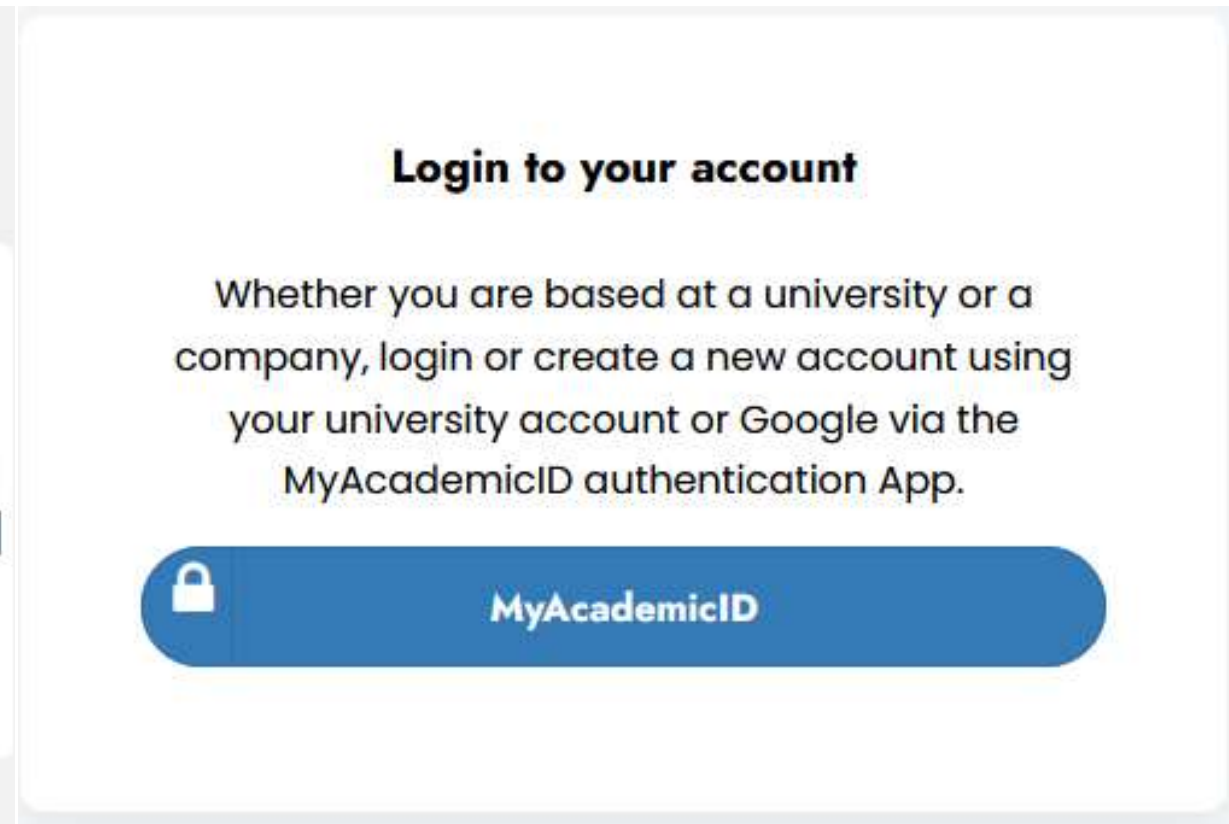


This project has received funding from the European Union's Horizon 2020 Science with and for Society programme under grant agreement no. 872483

Log into PhDHub + click MyAcademicID



The screenshot shows the DocEnhance login interface. At the top center is the DocEnhance logo, which consists of a stylized blue house icon above the text "DocEnhance". Below the logo, on the left, is a blue sidebar with the heading "DocEnhance Courses" and several informational messages. On the right, there is a white login form titled "Already have an account?". It contains input fields for "Username" and "Password", a "Remember username" checkbox, and a blue "Log in" button. Below the form is a blue button labeled "Login with PhdHub" and a link for "Forgotten your username or password?". At the bottom of the form is a grey button for "Create new account" and a checkbox for consent to DocEnhance's privacy policy. A "Return to Front Page" button is located at the bottom center of the page.



This card provides instructions for logging into the account. It features a white background with a light blue border. The heading "Login to your account" is centered at the top. Below it, a paragraph explains that users can log in or create a new account using their university account or Google via the MyAcademicID authentication App. At the bottom, there is a large blue button with a white padlock icon on the left and the text "MyAcademicID" in white on the right.

0. Welcome: a short overview of the course

Doctoral education and doctoral candidates across European HEIs, and globally, have a key role in new knowledge, and social, theoretical, and technical innovations production. Up-to-date, professional, and high-quality PhD supervision is repeatedly identified as the crucial tool that supports impactful doctoral education and prepares doctoral candidates to contribute to research and society, and to find employment also outside the university.

This DocEnhance PhD supervision course was designed as a malleable resource bank that can be tailored towards various local and national needs. **The core of the course consists of 6 short (10-14 mins) videos** that can be used as introduction into the three parts of the course, or, alternatively, dropped off the course structure depending on the intended focus, target group and key goals of the local executions of the course.

The objectives of the supervision course are:

- to provide crucial information on institutional frameworks, resources, and guidelines for supervisory practices in your local university, and internationally,
- to discuss essential pedagogical, as well as the widening research/transferable skills that are part and parcel of supervision,
- to break the solitude of supervision perceived as master-apprentice practice behind closed doors, and encourages a more collegial, shared supervision & peer support culture,
- to help participants identify key tensions and dynamics, reflect on local practices, and
- to provide tools and practical resources for participants to further develop their own skills and well-being as supervisors.

The course resources can be used:

- as a base for taught courses both online and face-to-face,
- as 24/7 online self-study materials used individually independent of time and place,
- to spark joint or facilitated conversation between PhD supervisors on various aspects concerning supervision on the university, faculty or doctoral programme level.

As the local teacher, you can select from existing materials and videos, add your own locally relevant materials, and decide on the best format for the course execution.

In the following sections, you get an overview of the resources, get ideas on how to use them individually, or to target different supervisor groups, and much more to spark your thinking when designing a course at your institution.

-  0.1 About the DocEnhance project
-  0.2 About the PhD supervision course
-  0.3 Guidelines for teachers: ways to use this online course
-  0.4 Reuse conditions
-  0.5 DocEnhance team involved in the course design
-  0.6 Announcements

DISCUSSION ON THE TOP-DOWN & BOTTOM-UP BEST PRACTICES AT YOUR INSTITUTIONS

Introduce yourselves

Discuss what kinds of top-down resources you have in place: charter/guidelines for best practices, supervisory resources, rights and responsibilities in supervision...?

Discuss how you could make use of bottom –up practices, like peer groups, informal coffees, article clubs etc.

What do you do well – is there room for improvement?

