

SUPERVISION PLAN FOR THE DOCTORAL PROGRAMMES OF THE FACULTY OF COMMUNICATION SCIENCES

The purpose of this supervision plan is to clarify the supervisory scheme for the doctoral programmes of the Faculty of Communication Sciences. The plan is part of the faculty's quality assurance and it will be updated as necessary.

What is supervision and what is its aim?

In doctoral studies, supervision is seen to entail comprehensive, communal and interactive activities that support the doctoral researchers and doctoral programme in reaching their goals in a feasible and expedient manner.

The supervision comprises all functions that promote the following in a doctoral researcher:

- the development of scientific thinking and a scientific identity
- establishing oneself as part of the domestic and international community of researchers
- a long-term and goal-oriented working method
- maintaining motivation
- conducting high-quality doctoral research
- the completion of the doctoral degree

Elements of the supervision:

1. academic guidance
2. work process guidance
3. peer guidance
4. career guidance and
5. advice related to various administrative matters related to studies.

In addition to these, the **curricula** of doctoral programmes are regarded as guiding elements.

A well-functioning supervision process is an essential quality factor in doctoral education, which must be approached as something more expansive than the conversations between the supervisor and the doctoral student.

1. Academic guidance

The purpose of academic guidance is to develop the doctoral student's scientific knowledge and thinking. It is essential for the supervisor and student to reach a mutual understanding through conversation and listening. From the perspective of the supervisors, guidance is being part of the process, not making decisions for the student. **As a result, an essential goal in the guidance is to steer the student towards independent decision-making.** It is important for the supervisors to acknowledge the varying ways of learning and doing among doctoral students. A relationship of academic guidance is a professional relationship with the student and the research at its core. The professional relationship also involves providing advice and guidance with regard to possible sources of funding for the doctoral research.

In the Faculty of Communication Sciences, academic guidance is the responsibility of the persons appointed as thesis supervisors. The student prepares a written study and supervision plan with his/her supervisors (HOPS), wherein the primary supervisor and the student's and supervisors' duties and responsibilities are agreed upon. The study and guidance plan is a useful tool for planning and actual work for both the doctoral student and the supervisor. In addition to the schedule, the plan is used to agree

upon shared procedures and practices for the supervisory arrangements. The study and supervision plan is reviewed and updated with the supervisors once a year or as necessary.

In the personal study and supervision plan (HOPS), **the supervisors undertake to**

- keep to the agreed upon work pace and immediately notify the student of any matters that may significantly compromise the opportunities for providing guidance. If a supervisor cannot handle the duties involved, he/she must make every effort to find a new supervisor for the student in question.
- read all texts provided for commenting before each meeting.
- present questions and possible concerns regarding the research for the meeting agenda.
- observe good scientific practice in the supervisory relationship and discuss it with the student.
- discuss various research funding and career opportunities with the student.
- agree upon the principles of joint publications with the student beforehand.

The student, in turn, undertakes to

- keep to the agreed work pace and immediately notify the supervisor of any matters that may significantly affect work progress.
- send the agreed parts of the thesis to the supervisor for comments well before the guidance meeting.
- present questions and possible concerns related to the research for the agenda of the guidance meeting.
- give due consideration to the supervisor's comments on the doctoral thesis.
- observe good scientific practice in the guidance relationship and research efforts, and discuss them with the supervisor, as necessary.
- discuss various research funding and career opportunities with the supervisor.

For a justified reason, the supervisor can be replaced by written decision of the dean. The replacement can be initiated by either the student or supervisor. If a supervisor is replaced, the various parties involved must be heard and the supervisors and student must be informed of the matter. For the replacement to take place, it must be advocated by the person in charge of the doctoral programme. In contentious situations, the matter is processed by the postgraduate education committee. The replacement is confirmed by the dean. If necessary, the steering groups of the doctoral programmes serve as observation groups.

2. Work process guidance

Work process guidance entails guidance related to various metaskills, such as planning, information retrieval and academic writing, as well as maintaining a sense of involvement and motivation. It is important to integrate doctoral students into the faculty's operations and the domestic and international scientific community as effectively as possible.

Since the doctoral programmes of the Faculty of Communication Sciences are multidisciplinary in nature, the education it provides is often focused on guidance regarding various work processes and the development of metaskills. Training related to work processes is also available through education arranged by the Doctoral School at the University of Tampere, and at events held by research support services, for example, as well as other events organised by the university. It is important for doctoral students to, independently and actively,

keep an eye on bulletins released by the university, Doctoral School and Research Services, with regard to education and guidance.

3. Peer guidance

The peer guidance of doctoral students is another important form of guidance. The research seminars and research group meetings organised by the doctoral programmes of the Faculty of Communication Sciences are essential channels for providing this type of guidance. The research seminars provide a venue for peer support and guidance as well as broader scientific discussion. Participating in a research seminar is recommended throughout the postgraduate studies. Doctoral programme students are also encouraged to take part in other international research and conference activities from the beginning of their postgraduate studies.

4. Career guidance

In discussing the study and supervision plan (HOPS), the student and supervisor go through a variety of career opportunities and the competence they require. Guidance related to the international mobility of doctoral students is provided by the University of Tampere Centre for International Education in cooperation with the International HR Services.

5. Advice related to various administrative matters related to studies.

In the Faculty of Communication Sciences, guidance and advice on administrative matters related to studies are provided by the study coordinator and study secretary. In addition to this, advice and guidance is provided through the university's shared guidance services, such as career and recruitment instructors, other advice and guidance providers and, if necessary, a study counselling psychologist.