

# SELCUK UNIVERSITY GRADUATE SCHOOL OF HEALTH SCIENCES STRATEGIC PLAN FOR PHD SUPERVISION TRAINING

## 1. Objectives

- Improve the quality of PhD supervision.
- Improve graduate outcomes and satisfaction  
Create a supportive research environment for PhD candidates.
- Develop supervisory competencies and skills among faculty members.
- Maintain the communication with PhD candidate and supervision to provide an environment that can meet the demands and expectations of doctoral candidates in along with constantly evolving technology.
- Monitor and update the input, process and output of PhD education.

## 2. Stakeholder Engagement

**Stakeholders:** Faculty members involved in all the PhD programmes of the Institute, current PhD candidates, alumni, administrative staff, and academic partner universities, and university quality commission unit.

**Ensure the continuity of regular annual stakeholder meetings:** The objective of this issue is to manage the quality PhD education process in coordination with the PhD candidate, graduates, the institute directive and administrative board and stakeholders.

**Conduct Surveys and Majority Groups:** The collection of feedback on current audit practices, the challenges faced by supervisors and candidates, and the expected outcomes of training is imperative. The collection of feedback through the surveys is to be encouraged, as is the development of improvement initiatives.

**Advisory Board:** The development of supervisor training programme will be overseen by a board comprising representatives from all stakeholder groups.

## 3. Development of the Supervisor Training Programme

**Training Modules:** Develop content around key competencies in supervisory skills, including:

- Supervision and coaching techniques.
- Composing an effective research project proposal
- Academic writing
- Resolution of conflict and feedback mechanisms.
- Diversity, equality, and inclusivity in supervision.
- Effective communication skills
- Research Ethics
- Innovation and intellectual property rights.

**Form and techniques of education :** Offer a mix of workshops, online modules, peer learning, the narrative method, case studies, brainstorming, problem-based learning method, programmed teaching, simulation-supported training techniques.

#### **4. Training Implementation**

**Pilot Programme:** The initiation of a pilot supervisor training programme with a select group of teaching staff. Will be implemented. Prior to the commencement of the supervisor training programme, it is imperative to solicit feedback from the supervisory personnel of Selcuk University Institute of Health Sciences through the utilisation of survey questions. This methodical approach will facilitate the discernment of their expectations concerning the training programme, thereby ensuring its alignment with their professional imperatives. Moreover, this process will serve to identify any additional subjects that ought to be incorporated into the training curriculum. (Appendix 1)

**Feedback Process:** The effectiveness of our training programmes should be measured through the administration of surveys and the conduction of follow-up interviews.

**Full Implementation:** Based on feedback, implement training for all supervisors within a specific time frame

#### **5. Evaluation and Continuous Improvement**

**Develop Evaluation Criteria:** The effectiveness of the programme is to be assessed on the basis of graduate outcomes, programme competency improvement, and stakeholder satisfaction. It is imperative to facilitate international collaboration through the medium of postgraduate education and organisations. The implementation of updates in doctoral education will be systematically facilitated by Orpheus collaboration.

**Ongoing Feedback Process:** It is imperative to engage in a continuous cycle of gathering feedback from participants. This feedback can then be used to make adjustments to training materials, ensuring that the content remains relevant and engaging.

**Long-Term Assessment :** A comprehensive review is to be conducted in 3-5 years to assess the impact of the programme on supervisor quality and graduate success. In this context, the supervisor should pose the question, "For what purpose is the curriculum supervisor training programme to be updated?" This will facilitate the clarification of the candidate's overarching objectives and the manner in which these can be accomplished. The initiation and subsequent monitoring of studies and collaborative endeavours is imperative for the purpose of effecting updates to the training programme's design, structure, presentation format, and doctoral education process. It is imperative to ensure that stakeholders are apprised of all pertinent updates, and that these updates are subsequently disseminated on the website.

#### **6. Resources and Support**

**Financial support:** It is imperative that adequate financial provisions are allocated for the procurement of resources, facilitators, and potential guest lecturers.

**Technical support:** Use online platforms for resource sharing, workshops, and discussions.

**Management support :** The establishment of a designated point of contact for the coordination and oversight of the programme is paramount.

## **7. Outreach and Promotion**

**Awareness Campaign:** In order to facilitate the initiation and subsequent participation of faculty members in the programme, the implementation of appropriate internal communication channels is imperative.

**Showcase Achievements:** It is imperative to emphasise the educational success stories and improvements in audit quality through newsletters, seminars, and workshops. Efforts will be made to create course inputs that align the programmes with entrepreneurship and innovation criteria.

## **8. Integration with Institutional Goals**

It is imperative to ensure that the training programme is aligned with the broader institutional goals, such as the enhancement of research quality, the augmentation of graduation rates, and the optimisation of the candidates' experience. It is a necessity that constant communication is maintained with other Universities' Health Science Institutes as part of the doctoral education process, with the sharing of experiences being ensured.

**Conclusion:** The Institute of Health Sciences is able to develop a robust PhD Supervision Training programme by following this strategic plan. The programme will equip faculty members with the necessary skills to effectively guide and support their PhD candidates. This will ultimately lead to better academic and professional outcomes for PhD candidates. The institute will be an ideal institute that produces knowledge that contributes to science at an international level, trains candidates as brave, independent, and creative thinkers, is always a pioneer and innovator in the field of education and research for future generations, and has the power to continue this feature in the coming years.