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## **How do we prepare PhD supervisors for their complex roles in doctoral education**

In this work, we aimed to identify the formal training components of PhD supervision.

PhD supervisors serve multiple roles in Higher Education and are tasked with preparing the next generation of academic and non-academic researchers. PhD supervisors' crucial role at the epicentre of the PhD education demands an understanding of their professional training process be universities.

Syllabi from seventeen Swedish HEIs (n= 17) that have the right to award PhD degrees were collected. To determine the themes, we used a mixed-methods approach involving manifest content analysis. Themes from subsections for each syllabus were coded (qualitative analysis) and subsequently frequencies were calculated of each category (quantitative analysis). Three preeminent themes taught in PhD supervision courses were identified: i) laws and formal processes regarding doctoral education; ii) reflective practices; and iii) inclusive supervision (awareness of multicultural competencies).

Our data of syllabi from seventeen universities in Sweden makes our study an important contribution to the knowledge of professional PhD supervisors training within Scandinavia. Overall, the work presented here highlights important aspects of PhD supervision training. We envision that the identified themes can be exploited to inform policy change, reflect upon our collective practices in this field and suggest new avenues to build on the current PhD supervision training efforts worldwide.