UNIVERSITÀ
DI PARMA

DIPARTIMENTO DI DISCIPLINE
UMANISTICHE, SOCIALI E DELLE
IMPRESE CULTURALI

DOCTORAL RESEARCH COURSE
in PSYCHOLOGY

PhD Charter

Academic Year 2025-26

1. EDUCATIONAL OBJECTIVES

The PhD program in Psychology has the following educational objectives:
-to train researchers capable of designing and conducting basic research and research applied to clinical, social, educational, health, and organizational contexts;
-to develop advanced methodological skills and complex analysis models relevant to various areas of psychological research;
-to train highly qualified researchers who are able to work in both academic and business settings, in both the public and private sectors. In particular, PhD graduates will be able to conduct basic research and transfer the knowledge acquired to business contexts and various local institutions/companies (also in line with the guidelines of the PNRR):
-promote the acquisition of soft skills aimed at the presentation and critical discussion within the Italian and international scientific community of their research on the problems addressed, the methodologies implemented, and the results obtained;
-promote the acquisition of knowledge regarding the deontology and ethics of scientific research, with a particular focus on the psychological field and best scientific practices and intellectual protection mechanisms;
-promote the acquisition of knowledge aimed at scientific publication: writing scientific articles, accessing databases, reproducibility of scientific research.
-developing an agency capacity that manifests itself in various directions: European project design, organization of scientific events, workshops, seminars for the dissemination of research results, co-construction of international partnerships, and implementation of third mission activities based on one's own research activities

The main themes guiding the research paths of doctoral students are as follows: psychological processes in complex societies, individual and group learning and development processes in typical and atypical contexts, and the interactive and relational processes involved in clinical intervention in social and organizational contexts.

2. TRAINING PROGRAM
The doctoral program offers different training methods based mainly on participatory learning and reflective practice. The doctoral training program includes both specific activities for each year and some activities that cut across the various active cycles and, in some cases, other doctoral courses offered by the relevant Doctoral School (Doctoral School in Humanities and Social Sciences) and the University.
In particular, the doctoral program's educational project is divided into various educational experiences and activities: Seminars, Courses, Other Activities.

1. Seminars on different epistemological and methodological models
2. Series of meetings on cross-cutting issues, such as: Ethics and Deontology in Research, Life Skills for Basic Research, Academic Writing in English, the Scientific Publication Process; Entrepreneurship Training; Intellectual Property Protection Mechanisms for Research Products; European and International Research Systems
3. Seminars on specific topics identified by doctoral students with their supervisors from the Teaching and Industry Board;
4. Meetings organized by the Teaching Board of the Doctoral Program to discuss the progress of doctoral students' research projects (at least one meeting per year for each active cycle)
5. Meetings organized by doctoral students with academic and company supervisors aimed at interested parties for the transfer of knowledge and methods in the contexts (at least one meeting per year for each active cycle).

The structure of the training program integrates compulsory activities defined by the Teaching Board with personalized courses defined by doctoral students in agreement with their tutors (and any co-tutors) (Individualized Training Plan). This structure guarantees a solid common foundation—focused on epistemological models, methodological paradigms, research ethics, and the process of scientific dissemination—while ensuring the flexibility necessary to tailor training to the specific needs of individual research projects..

PIANO FORMATIVO INDIVIDUALIZZATO	CFU		
	1° anno	2° anno	3° anno
Seminari di formazione scelti autonomamente dal dottorando in accordo con il tutor	7 (min)	7 (min)	11 (min)
Seminari di formazione metodologica proposti dal Collegio	13	11	4
Incontri di avanzamento della ricerca proposti dal Collegio	5	5	5
Altre attività formative: *Summer o winter schools* *Periodi di studio e ricerca all'estero* *Partecipazione a convegni nazionali e internazionali* *Attività formative in altre Istituzioni* *Organizzazione eventi scientifici* *Confronto con il tutor* *Attività didattica/tutoraggio*	35	47	40
TOTALE	60	60	60

The training program includes a series of specific objectives to be pursued over the course of three years.
YEAR I The first year of the doctoral program is dedicated to the in-depth study of a specific research topic, the identification of the most recent study methodologies, and the development of a literature review.
YEAR II The second year is focused in particular on methodological study, drafting the research project, and collecting and analyzing data.
YEAR III The third year is dedicated to systematizing, analyzing, and drafting the final thesis.

Each doctoral student is required to attend an ANNUAL RESEARCH PROGRESS MEETING at the university and ONE MEETING IN COLLABORATION WITH EXTERNAL ORGANIZATIONS.
Research progress meeting: doctoral students produce and present an annual paper at the university, which is discussed by an expert reviewer of the research topics identified internally by the Board. The focus is different for each of the three years (Year I: literature review, Year II: research project, Year III: empirical study). Meeting with external bodies: doctoral students, together with their tutor and co-tutor, organize a meeting with external parties interested in the research topics.

COMPARISON The program involves continuous comparison at various levels: between doctoral students, between doctoral students and their tutors, and ongoing meetings on the progress of research with the entire Doctoral College.
During the course, doctoral students have the opportunity to develop the ability to work in collaborative contexts and to critically discuss their research in Italian and/or English.

PARTICIPATION IN THE SCIENTIFIC COMMUNITY A distinctive feature of the doctoral training offered by the PhD program in Psychology is the promotion of the ability to integrate into the relevant national and international scientific community and to co-build virtuous scientific partnerships. The program encourages discussion among doctoral students to stimulate the development of organizational autonomy and the consolidation of group identity. Through the direct management of scientific events, researchers hone their initiative and coordination skills.

INTERNATIONAL MOBILITY The training program also promotes mobility and internationalization experiences (exchanges of professors and doctoral students with other Italian/foreign institutions; joint supervision; awarding of multiple/joint degrees), as well as participation in scientific conferences, workshops, and/or national/international training schools as speakers. To this end, doctoral students can take advantage of funds available for mobility and for research and training activities. Five credits are awarded for each month spent in international mobility.

TEACHING/TUTORING ACTIVITIES Within the limits agreed by the Board and in accordance with the Regulations for Doctoral Programs (40 hours per year), the doctoral program allows and encourages doctoral students to carry out teaching and tutoring activities, provided that they are related to their research topics. Teaching activities are optional and may only be assigned to doctoral students after consultation with their tutor and prior approval by the Coordinator.

CRITERI PER IL PASSAGGIO DI ANNO
For progression to the second and third years:
-submission of an article (review, research note, or empirical article) to a scientific journal indexed in sector databases (WOS/SCOPUS) or in band A (by September 30);
-attend a meeting to discuss the progress of the research project with the board;

-organize a meeting with scholars/professionals from outside the College, from universities or other institutions, on the topics covered by the doctoral project;
-acquire all the credits for the year in question;
-draft the Annual Activity Report.

For admission to the final exam:
-have a scientific publication in your name (including co-authored) in a journal indexed in sector databases (WOS/SCOPUS) or in band A, or a submission for the reference year to a journal indexed in sector databases (WOS/SCOPUS) or in band A;
-meeting to discuss the progress of the research project in a collegial setting;
-organization of a meeting with scholars/professionals from outside the Board, from universities or other institutions, on the topics covered by the doctoral project;
-acquisition of all the credits relating to the reference year;
-drafting of the Annual Activity Report and the Final Report;
-drafting of the final thesis according to the guidelines of the Board and the University.

3. DEFINITION OF ROLES

DOCTORAL STUDENT
Over the three years, doctoral students must: (a) identify, together with their tutor, a research topic and carry out an individual project that will lead to a doctoral thesis; (b) participate in seminar cycles proposed by the Doctoral Board and identified independently in relation to their own topic; (c) develop soft skills by presenting and discussing the state of the art of the literature, the research project, and the initial results with the Doctoral Board and/or experts in the field; (d) develop agency skills (organizing seminars, study days, working groups); (e) participate in other training opportunities: international mobility experiences, methodology schools, scientific conferences, and other training activities deemed useful for personal development; (f) meet the course requirements for passing the year.
The doctoral student undertakes to complete their research activity within the scheduled time frame, ensuring effective attendance at training activities and personal commitment, following the tutor's guidelines and complying with the ethical principles and integrity of research.
In the case of a doctoral thesis carried out at a company or external institution (Industrial Doctorate or High Apprenticeship or PNRR or regional scholarships), the doctoral student undertakes to comply with the guidelines defined by the Doctoral Program in Psychology and provided for in the regulations of the specific types of doctorate.

The doctoral student is required to prepare an annual report on the activities carried out (Annual Activity Report) and a final report at the end of the doctorate on the overall activity. For the purposes of participating in the quality assurance process of the Doctoral Program, doctoral students are also required to complete the evaluation questionnaire prepared by ANVUR and the AlmaLaurea questionnaire up to three years after obtaining their degree.
At the end of the doctoral period, doctoral students must upload their final thesis, previously approved by their tutor, in digital format to the appropriate platform, following the procedures established by the University. The PhD degree is awarded following the successful evaluation of a research thesis that contributes to the advancement of knowledge or methodologies in the chosen field of study. The doctoral thesis is written in Italian or English, or in another language with the prior authorization of the Doctoral Board. The thesis is evaluated by two external evaluators who express an analytical opinion on the thesis and propose its admission to public discussion or its postponement for a period not exceeding six months if they consider significant additions or corrections to be necessary.
Furthermore, upon request by the doctoral student and subject to approval by the Doctoral Board, the University issues the Doctor Europaeus and Double Degree certifications when the conditions set forth by the University and current regulations are met.

The TUTOR/CO-TUTOR
Each doctoral student is assigned a tutor by the Doctoral Board at the beginning of the course. The tutor is responsible for supervising the doctoral student's research work, guiding them in the preparation of their research project and doctoral thesis, and agreeing with the doctoral student on the program of training activities to be followed during the course; promoting mobility experiences at universities or other external national and international institutions.
The role of tutor may be performed by members of the Teaching Board, possibly assisted by external teachers (co-tutors) subject to the authorisation of the Teaching Board. In the case of doctorates in co-supervision with national or international universities or research institutions (e.g., in visiting professor projects or projects funded by bilateral calls for proposals), the doctoral student will be supervised by two tutors, one for each of the institutions involved. Finally, in the case of industrial doctorates, advanced apprenticeships, or PNRR (National Recovery and Resilience Plan), the doctoral student will also be supervised by a company tutor proposed by the company and appointed by the Doctoral Board.
The tutor must ensure that the research work is carried out regularly. They must guarantee that the doctoral student has access to all the materials, tools, and documents useful for their work, be available to discuss the results, and reschedule the research work when necessary. Working conditions must be such that the student learns not only the spirit and methodologies of research, but also how to work in a team on a scientific project. Over the course of the three years, the tutor promotes the doctoral student's progressive scientific autonomy.

The tutor reports to the board his or her assessment of the research and training activities carried out by the doctoral student. This assessment is taken into consideration by the board and the coordinator when deciding whether to admit the doctoral student to subsequent years of the program and to the final exam.
The doctoral student and tutor may submit a reasoned request to the board for a change of assignment. After evaluating the reasons given by both parties, the board may decide to assign a different tutor to the doctoral student, provided that the new tutor is available to guide and ensure research activities consistent with the doctoral student's research project.

THE DOCTORAL COORDINATOR
The Doctoral Coordinator is responsible for:
- overseeing the composition of the Teaching Board and convening its meetings;
- organizing training activities, including those aimed at developing communication skills and the presentation of scientific results;
- indicating the conditions to be included in the call for applications for the selection of doctoral students;
- ensuring that the assigned thesis project is innovative and consistent with the PhD program's research areas;
- authorizing the PhD student to submit their thesis;
- appointing, together with the Teaching Board, the thesis evaluators and the members of the Final Examination Committee;
- informing PhD students about the professional future of recent PhD graduates who have previously completed the program.

In the event of absence or temporary impediment, the functions of the Coordinator are carried out by the Deputy Coordinator.

THE TEACHERS' COUNCIL
The Teachers' Council is responsible, among other things, for:
- defining the activities proposed for scientific training;
- monitoring the progress of the training and research of doctoral students and the course as a whole
- examining the opinions of doctoral students on the progress of the course
- examining the results of consultations with the social partners
- proceeding with the annual review of the training proposal based on the results of the above consultations
- approve the annual reports of doctoral students and admit them to subsequent years;
- authorize periods of study abroad;
- approve the final report and admit doctoral students to the final exam;
- appoint thesis evaluators and the final exam committee.

THE QUALITY REVIEW GROUP
The Quality Review Group consists of the Course Coordinator, a Doctoral Board member, a representative of the doctoral students, and the Course Academic Manager. This body is responsible for analyzing the doctoral programs and the doctoral proposal as a whole on an annual basis, starting with an analysis of the doctoral students' annual reports, the results of consultations with doctoral students (ANVUR evaluation questionnaire, joint meetings), and with stakeholders. Based on these analyses, the Quality Review Group drafts the Annual Report to be approved by the Board, conducts the annual review of the training proposal (strengths and weaknesses), and puts forward proposals for improvement to be submitted to the Board.

THE STAKEHOLDER COMMITTEE
The Stakeholder Committee reflects the disciplinary areas that characterize the program, includes a national and international dimension, various types of stakeholders (public, private, research institutions), and a PhD graduate (former student). The members of the Stakeholders Committee are responsible for bringing to the attention of the course the needs of companies, institutions, public and private services, and research centers that have interests in common with the doctoral program. They act as consultants and/or active participants in the design and implementation of the training proposal and research project, ensuring a connection between research and the professional context in terms of technology and knowledge transfer.

The undersigned declare that they have read the Doctoral Charter in PSYCHOLOGY and undertake to comply with its contents.

The doctoral student_____ **Signature**_____

The tutor_____ **Signature**_____

The coordinator Prof. Ada Cigala **Signature**_____

Date_____