Université du Luxembourg

Doctoral Education Framework

Version 7

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PART 2   APPLICATION FORM………………………………………………………………Not included in this document

1. Introduction

Over the last decade, a large number of initiatives at European and national levels have emphasised the importance of doctoral education to strengthen Europe's research capacity and improve the quality and attractiveness of European Higher Education.

However, studies[1] have shown that doctoral candidates complain that they have little chance to develop interdisciplinary competences, that they have few possibilities for constructive interactions with their peers, and that the competences needed for real-life research – including project management and abilities to work with other people and to communicate with non-experts – are not gained during doctoral studies. The latter is confirmed by employers.

Agreement exists that universities have the responsibility for high quality doctoral education by providing **training in and through research** to prepare young researchers for careers in and outside academia. This requires the development of institutional strategies for doctoral education addressing embedment in the university organisation, admission, supervision, assessment of doctoral research, transferable skill development, career development, and internationalisation.

According to the European University Association (EUA, see Appendix B), the lonely researcher is history. A doctoral community should be build based on the institutional priorities in research – building on strength – because critical mass has the potential for research quality. First studies of the EAU also indicate that structured doctoral education increases motivation of the doctoral candidates, leads to higher productivity, increases accountability, inceases possibilities for funding, and increases the depth of the individual research.

This document is a proposal for **a Doctoral Education Framework** to support and encourage structured doctoral education at the University of Luxembourg (UL) in order to contribute to both the European and Luxembourgish research capacity, as well as to the quality and attractiveness of the UL.

Chapter 2 summarises the main European developments on which the framework is based. Chapter 3 discusses the aims of structured doctoral education at the UL and its main elements. UL Doctoral Schools are described in Chapter 4. Chapter 5 introduces additional measures to support doctoral education. Closing remarks can be found in chapter 6.

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[1] Isaacs, Tuning Educational Structures in Europe, presentation on ECT and learning outcomes in 3rd cycle programmes. EU project.

2. European developments[2]

In the *Berlin Communiqué* of 2003, Ministers responsible for higher education included doctoral and postdoctoral levels as third cycle of the Bologna process to "emphasise the importance of research and research training and the promotion of interdisciplinarity in maintaining and improving the quality of higher education and in enhancing the competitiveness of European higher education".

The recommendations in the Berlin Communiqué resulted in 2005 in *The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers* (see Section 5.1), as well as a Seminar on Doctoral Programmes in Salzburg. The seminar reported on joint work from European universities under the auspices of the European University Association (EUA) and several European ministers.

The outcomes were a set of 10 basic principles for Doctoral Programmes, the so called "*Salzburg principles*" (see Section 2.1), and the request for a report on the further development of the principles to be presented by the EUA to the ministers in 2007.

The initiatives at European level had led to a strong increase in the creation of doctoral/graduate/research schools or programmes at many universities, often supported by national funding agencies. The 2007 report of the EUA concludes[3]: "Common characteristics of these new structures are that they are often inter-faculty or inter-university structures facilitating training in transferable skills and interdisciplinary training through structured programmes of studies. In some cases the aim is to build critical mass in some disciplines or new areas of research. They are associated specifically with centres of excellence in some cases. Also, there is a clear move towards international co-operation in doctoral education and enhancing mobility. There is a distinct trend towards a networked organisation of doctoral education. So the new programmes and schools respond to the requirements of the Bologna process, in which training in transferable skills, inter-disciplinary research and mobility experiences should be assured. Whether they can also assure solid disciplinary training at the same time needs to be carefully assessed."

This led to a more intensive effort of universities and European Institutions to ensure that the development and advancement of doctoral structures would support the achievement of the formulated aims and that doctoral education would be more visible at international level.

To join efforts, a Europe-wide platform, the *EUA Council for Doctoral Education* (EUA-CDE) was established in 2008. This council has encouraged and monitored the implementation of the Salzburg principles through workshops, conferences and intensive consultations. This resulted in the Salzburg

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[2] See for more details e.g.: http://www.eua.be/eua-work-and-policy-area/research-and-innovation/doctoral-education.aspx

[3] Report on the EUA survey on doctoral education funding. Y.Fakasaku. Chapter 9.3 of Doctoral Programmes in Europe's universities: achievements and challenges, 2007, EUA.

II initiative presented as EUA Declaration in October 2010[4]. The *Salzburg II recommendations* confirm the validity of the Salzburg Principles and add a series of clues to success and obstacles to clear.

2.1 Salzburg principles

The Salzburg principles are[5]:

1. **"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.

2. **Embedding in institutional strategies and policies**: universities as institutions need to assume responsibility for ensuring that the doctoral programmes and research training they offer are designed to meet new challenges and include appropriate professional career development opportunities.

3. **The importance of diversity**: the rich diversity of doctoral programmes in Europe - including joint doctorates - is a strength which has to be underpinned by quality and sound practice.

4. **Doctoral candidates as early stage researchers** (see Section 5.1)**:** should be recognized as professionals – with commensurate rights - who make a key contribution to the creation of new knowledge.

5. **The crucial role of supervision and assessment:** in respect of individual doctoral candidates, arrangements for supervision and assessment should be based on a transparent contractual framework of shared responsibilities between doctoral candidates, supervisors and the institution (and where appropriate including other partners).

6. **Achieving critical mass:** Doctoral programmes should seek to achieve critical mass and should draw on different types of innovative practice being introduced in universities across Europe, bearing in mind that different solutions may be appropriate to different contexts and in particular across larger and smaller European countries. These range from graduate schools in major universities to international, national and regional collaboration between universities.

7. **Duration:** doctoral programmes should operate within appropriate time duration (three to four years full-time as a rule).

8. **The promotion of innovative structures:** to meet the challenge of interdisciplinary training and the development of transferable skills

9. **Increasing mobility**: Doctoral programmes should seek to offer geographical as well as interdisciplinary and inter-sectoral mobility and international collaboration within an integrated framework of cooperation between universities and other partners.

10. **Ensuring appropriate funding**: the development of quality doctoral programmes and the successful completion by doctoral candidates requires appropriate and sustainable funding."

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[4] http://www.eua.be/Libraries/Publications/Salzburg_II_Recommendations.sflb.ashx
[5] http://www.eua.be/eua/jsp/en/upload/Salzburg_Conclusions.1108990538850.pdf

2.2 Doctoral education and Bologna

Doctoral education is the third cycle of the Bologna process and at the same time the first phase of a researcher's career. **The core-component of the third cycle is the advancement of knowledge through original research.** This makes the third cycle **unique** and **different** from the first and second cycles[6]. As a consequence, the format and assessment tools developed for cohorts of students at the two first cycles (taught elements, credit systems) are not appropriate for the individual journey of doctoral education. A **research-based assessment method** is necessary, rather than quality assessment of the teaching component as in the first and second cycles[7].

The **qualifications that signify completion of the third cycle,** defined in the European Qualification Framework (see Appendix A), emphasise the difference with the other cycles**.** The third cycle is awarded to candidates who[8]:

- have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society.

3. Structured doctoral education at the UL

3.1 Doctoral Education

The term **Doctoral Education**, as used in this document, is the **combination** of **doctoral research** and **doctoral research training** (or doctoral training for short) undertaken by **doctoral candidates** in order to obtain their **doctoral degree.**

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[6] Doctoral Programmes in Europe's Universities: achievements and challenges, European University Association. Report prepared for European Universities and ministers of higher education. 2007.

[7] Changes in doctoral education: Jean Chambaz, Chair EUA Council of Doctoral Education. Presentation "Salzburg II, Sevilla March 2010

[8] A framework for qualifications of the European Higher Education Area, Bologna Working Group on Qualification Frameworks, 2005:
http://www.qrossroads.eu/admin/files/assets/cms/Qualifications_Framework_for_the_European_Higher_Education_Area.pdf

In line with the recommendations of the European University Association (EUA):

- **The core component of doctoral education is research**
  - doctoral research significantly prevails over doctoral training;
  - the doctoral research project builds the capacity of autonomous research, i.e. the project allows training through research;
  - original research corresponds to and is communicated according to the criteria of the discipline.
- **The training component supports effective and efficient doctoral research through**
  - deepened knowledge, advanced methodologies and exposure to research discussion;
  - development of research competence as well as transferable skills;
  - a focus on the individual research and career projects;
  - opportunities for career developments in and outside academia.
- **Doctoral candidates[9] have a clear status and position**, that is,
  - clear contractual and balanced arrangements through Doctoral Education Agreements, irrespective of whether a work contract with the UL exists;
  - their activities are part of professional development – not only for financing, or dependent on other research agendas;
  - part of high-level academic education.

A Doctoral School provides an ideal **environment** for doctoral research and training by means of structured doctoral education.

Structured doctoral education aims at creating transparency and at ensuring that doctorates are connected to strong research environments, where doctoral candidates can develop through research.

- *Transparency* concerns admissions, supervision, goals, criteria and rules and procedures governing the doctoral process;
- *Support structures* are those necessary to facilitate mobility and professional development;
- *Research environment*s require critical mass of research, research infrastructures and resources, as the basis for doctoral education.
- *Critical mass* relates to content not just to numbers. Building networks and clusters, using inter- and intra-disciplinary cooperation, including national and international partners can help achieve critical mass.

It has to be emphasised that structured doctoral education does neither imply a large taught component of the format used in the first two cycles of the Bologna process (see Section 2.2), nor the use of ECTS for the research workload. Different, more effective training formats are required, and ECTS is only used to calculate the training workload.

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[9]   More than two-third of our doctoral candidates have a work contract as "chercheur en formation doctoral" (AFR) or "assistant-chercheur" (UL). From January 2010, all our doctoral candidates have the same status "checheur en formation doctoral" and are expected to spend at least 80% on research.

Structured doctoral education for all doctoral candidates should help the UL to enhance the quality, effectiveness and efficiency of doctoral research, and in doing so increase the UL's attractiveness and international visibility and hence its competitiveness. To support structured doctoral education, the UL Research Office and the SEVE will offer their services (see Section 3.2). To strengthen its implementation, the establishment of a Doctoral Education Committee (see Section 3.3) and Doctoral Schools (see Section 3.4 and Chapter 4) is proposed. Further possible measures are introduced in Chapter 5.

3.2   UL support

The UL Research Office and the SEVE support doctoral education.

The **Research Office,** in particular the planned **Research Training Unit**

- finances, organises or supports the organisation of joint and transferable skills training modules for Doctoral Schools[10] in collaboration with and upon request of the Doctoral Schools or the Doctoral Education Committee.
- helps to ensure a high quality offer of a sufficient number of joint and transferable skills training modules through collaboration with partner universities, FNR and other agencies;
- organises training for supervisors (see Section 5.2);
- supports the acquisition of funding for doctoral candidates;
- provides Codes of Practice regarding recruitment, supervision, monitoring, assessment and research-related issues such as ethics.

The **SEVE,** in particular the **Doctoral Education office** (BED)

- continues to provide the central administration of all UL Doctoral candidates and to ensure the compliance of doctoral candidates' inscription, progress reporting, submission, and defence processes to UL procedures and requirements;
- continues to inform applicants, doctoral candidates and supervisors about the general UL procedures and regulations, and to prepare the doctoral degrees;
- organises the central recording of Doctoral Training Module ECTS obtained by the doctoral candidates;
- informs – depending on the situation – the supervisor, Advisory Committee, Head of the Doctoral School, or the Doctoral Education Committee about envisaged or encountered problems regarding compliance.

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[10]   This is an extension to the current offer in research training organised by the Research Office. This includes training on proposals for EU projects, ethics, etc.

3.3   UL Doctoral Education Committee

The Doctoral Education Committee is a UL committee, chaired by the Vice-president for Research, of the main stakeholders in the UL's doctoral education. These include the Heads of the Doctoral Schools, the Vice-president for Academic Affairs, the deans, the directors of the ICs, and a representative elected by the doctoral candidates.

The Committee is concerned with the Doctoral Schools as well as with development of the doctoral education for *all* doctoral candidates at the UL. The main aim is to **exchange experiences** in order to share good practices, to identify problems, and to propose solutions to improve doctoral education at the UL.

Based on the experiences at the UL and on international developments, the Committee advises the UL president on the further development and improvement of

- the UL's Doctoral Education Strategy,
- the Doctoral Education Framework, and
- the UL's doctoral education implementation, such as the procedures laid down in the Règlement Grand-ducal and ROI.

Its particular emphasis will be on the role and functioning of the Doctoral Schools in contributing to the UL's aims and to new, global developments in the area of doctoral education (such as the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers). The Committee also facilitates the identification of collaboration possibilities in research and training, such as joint research programmes and training modules.

Further details about the role of the Committee can be found in Appendix H.

3.4   UL Doctoral Schools

A UL Doctoral School is defined as a **research and training environment**, which – by **providing structured doctoral education** – supports the attainment of the necessary competences for personal and career development of doctoral candidates, and structures, organises and improves doctoral experience.

The establishment of Doctoral Schools at the UL should ensure that:

- **doctoral research, training and supervision** at the UL is of high quality and relevance, encouraging doctoral candidates to contribute to the advancement of knowledge and technology through independent creative research;
- doctoral candidates develop **qualities** of rigorous critical evaluation and the ability to search for original approaches and solutions;
- doctoral training meets the needs and expectations of the **individual** doctoral candidates and equips them with the means for effective and efficient doctoral research;

- doctoral candidates are offered the **best research and training environment** for personal and academic development, providing frequent intellectual interaction with fellow doctoral candidates, supervisors and other senior researchers, and supporting the development of transferable skills;
- doctoral candidates are encouraged to look **beyond the boundaries** of their chosen discipline and share and broaden their knowledge across and mindset about other disciplines and countries.

3.5 Doctoral Candidates not involved in a Doctoral School

Although encouraged, not all doctoral candidates of the UL will – for a variety of reasons – be linked to a Doctoral School. To improve doctoral education UL wide, those doctoral candidates who are not linked to a School

- receive a **Doctoral Education Agreement**, laying down the intended research and training programme, their rights and duties and the minimum frequency of supervision (see Appendix E);
- can attend doctoral research training modules. In case places are limited, Doctoral School candidates have priority (see Section 4.7);
- can request a **Diploma Supplement** specifying these modules (see Appendix F).

4. UL Doctoral Schools

UL Doctoral Schools are organised in a similar fashion and have common features, which are outlined in this chapter. They provide minimum requirements regarding organisation, management, recruitment, training, supervision, monitoring and assessment, etc.

This chapter relates to Doctoral Schools established at the UL. That is, Doctoral Schools in which, notwithstanding involvement of external institutions and mobility of doctoral candidates, the UL is the main training and research environment.

The features are *an addition* to what is regulated about doctoral education in the Loi, Règlement Grand-ducal and ROI of the UL with respect to acceptance of doctoral candidates, advisory committee (comité d'encadrement de these, CET), progress control, duration, extensions, submission, defence, and delivery of degrees.

4.1   Main features

A UL Doctoral School is an **environment**, not a parallel organisational structure, providing a research and training environment for doctoral candidates.

A UL Doctoral School is organised, managed, and operated by staff of the involved Research Units (RU's) and/or Interdisciplinary Centres (IC's). The involvement of several organisational units (RU's, IC's and faculties) supports interdisciplinarity in addressing the School's research theme.

A UL Doctoral School can include researchers from other universities or research institutions to ensure the availability of a high quality research and training environment, and to encourage interdisciplinarity and internationalisation.

A UL Doctoral School monitors and ensures the quality of the recruitment, supervision, monitoring and assessment processes of doctoral candidates in compliance with the UL Doctoral Education Framework and with the UL rules and procedures for doctoral education.

Doctoral candidates will continue to receive their doctoral degrees from the University, signed by the UL president and the Dean of the Faculty to which their supervisor belongs. The BED will continue to register and track the progress of the doctoral candidates.

A UL Doctoral School focuses on a **Research Theme** in which the doctoral candidates will do research and will be trained. The Research Theme of a Doctoral School is defined by the RU's, IC's and Faculties involved, contributes to their research, to the UL's four-year plan, and to the achievement of the criteria in the Contrat d'Etablissement. A Research Theme covers an area of research of sufficient width, depth and long-term perspective to provide projects for several generations of doctoral candidates.

A Research Theme can be subdivided into **Doctoral Research Programmes.** Doctoral Research Programmes are likely to change over time, as research areas develop, new themes emerge, new colleagues join, and the research focus in the RU's, IC's and Faculties develops. A Doctoral Research Programme can cross Schools to encourage interdisciplinarity.

A UL Doctoral School offers **individualized doctoral research training programmes** to improve the doctoral research and prepare the professional career of individual doctoral candidates.

The establishment of a UL Doctoral School is approved by the CG (by specifying the features proposed in Appendix C) upon advice of the Faculties, RU's and IC's involved, following procedures similar to those for the establishment of a Master or Bachelor.

4.2   Organisation

- A Doctoral School is a **collegiate structure** with a management, decision taking, advisory, strategic and quality control role as regards the activities of the School (see Appendix I for further details on roles and tasks of those involved).
- The **members** of a Doctoral School are staff who have the right to supervise doctoral candidates and whose research is in line with the mission of the Doctoral School, its Research Theme and Programmes. Membership of more than one school is possible.
- UL Doctoral Schools have a **critical mass** and involve at least ten members, who have the right to supervise doctoral candidates at the UL.
- As the university grows, research evolves, and external contacts are established, other colleagues can request to become a member or an Associated Member.
- The Dean(s)[11] nominates the **Head of the Doctoral School,** based on a proposal of the Members Council. The UL president appoints the Head of the Doctoral School for 5 years. In exceptional cases, e.g. in the case of joint Doctoral Schools involving multiple organisational units, a different solution can be proposed, such as alternating Heads.
- The School's **Members Council** consists of at least three of its members chosen for 5 years.
- The Members Council appoints the **Coordinators of the Doctoral Research Programmes,** based on a proposal of the Head of the Doctoral School.
- The doctoral candidates in a Doctoral School have a representative in the Members Council and can be organised in a **Doctoral Candidate Council**.
- The recommended minimum number of new doctoral candidates is 10 per year per School, once established.
- Doctoral Schools fall within the remit of the Vice-president for Research, with a strong involvement of the Vice-president for Academic Affairs
- A Doctoral School has a budget and a part-time position (50%) for administration, website maintenance and research training coordination.

4.3   Programme

- In their **Statute** a Doctoral School outlines its mission, Research Theme and Programmes, the implementation of the Doctoral Education Framework elements (see Appendix C), as well as additional features and requirements upon which the members of the School agree, such as the way in which decisions are taken.
- The **Research Theme** and **Programmes** of a Doctoral School are defined by the organisational units (RU's, IC's or Faculties) involved.
- The content of the statute of a particular Doctoral School can extend upon the requirements and criteria defined in the UL Doctoral Education Framework.
- A Doctoral School has an internal **quality management** system and is subject to regular external and internal evaluations. A Doctoral School can define performance criteria for

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[11] If the School involves members from multiple faculties, the involved Deans will together nominate the head of a School.

assessment, in addition to those specified by the UL (see Appendix G for guidelines provided by the QAA Code of Practice).

- A Doctoral School is expected to have links to **external** institutions or enterprises (see Section 5.3).
- Where possible, the Doctoral School follows the procedure for the **European Doctorate Certificate** (see Appendix D).

4.4   Recruitement of Doctoral Candidates

- The Doctoral School decides on the details of recruiting, marketing concepts, and measures to ensure equality.
- Applicants are required to be qualified for and dedicated to scientific work. For this purpose, applicants have to provide a CV, a motivation letter, reference letters and – if possible - a preliminary research project idea to a potential supervisor or directly to the Head of the Doctoral School, who distributes this to the School's members to gauge their interest.
- The admission to a doctoral school is the joint decision of the intended supervisor and the Members Council of the School upon the request of the supervisor, who will present the candidate, including all documentation, to the Members Council of the Doctoral School.
- Doctoral candidates continue to be part of the Faculty to whom the (main) supervisor belongs.

4.5   Doctoral Candidates

- The supervisor and, if already established, the doctoral advisory committee (CET) assist candidates in the formulation of their doctoral research and training plan.
- UL supervisors should offer their doctoral candidates a place in a Doctoral School, if a school with the relevant research programme exists[12].
- Doctoral candidates receive a **Doctoral Education Agreement**, laying down the intended research and training programme, their rights and duties, and the minimum frequency of supervision (see Appendix E).
- The **yearly reports** of the CET will comment on progress with respect to the Doctoral Education Agreement and document any modifications required to this Agreement.
- Doctoral candidates receive with their degree a **Diploma Supplement** (see Appendix F) specifying their Doctoral School and their Doctoral Research Training Programme.
- The Doctoral Candidates Council represents the doctoral candidates in a Doctoral School. This Council advises the Members Council of the Doctoral School.

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[12] Currently, no obligation is possible, due to the limited number of Doctoral Schools. It is assumed that once Doctoral Schools are well-established, the majority of UL doctoral candidates are linked to a Doctoral School, either at the UL or at another University in which the UL is partner.

4.6   Doctoral Research

- A doctoral candidate in a Doctoral School works on a doctoral research project within the School's Research Theme and one of its Programmes, contributing to the mission of the School.
- The doctoral research project, the supervision and expertise of the members and partners of the School, and the research infrastructure, supported by the chosen Research Training Programme, should provide a doctoral candidate with an environment that allows high-quality training **through** research.
- Inter- and cross-disciplinarity, as well as internationalisation is encouraged.
- The doctoral research part of the doctoral education, including the dissertation, is not awarded with ECTS.
- Doctoral candidates are encouraged to spend some of their work with or within a partner institution.

4.7   Doctoral ResearchTraining

- The doctoral candidate and his/her advisory team (CET) agree on an **individual** doctoral research training programme of at least 20 ECTS[13] (see Appendix A) consisting of modules relevant to the specific needs of the doctoral candidate and his/her research topic. This programme is specified in the Doctoral Education Agreement (see Appendix E).
- The training programme combines specialised training related to the research topic of the doctoral candidate, as well as broader disciplinary, interdisciplinary and transferable skills training. At least 10 ECTS of modules are non-specific to the research topic.
- The training programme has to be absolved within the period maximally allowed for doctoral education at the UL, and does not entail a prolongation beyond this legal limit.
- A Doctoral School offers a set of already approved training modules. Doctoral Candidates can follow other modules, at the UL or externally, which are approved by the Doctoral School as and when needed. Details of the approval procedure are determined by the School.
- All modules should have a content and format suitable for doctoral training. That is, they should increase the quality, effectiveness and efficiency of the research of the individual doctoral candidates, and support community building and career development. Rather than using formats from the 1st and 2nd cycle, the focus should be on intensive, hands-on training, summer schools, research visits, seminars, block courses, etc. (see discussion in Section 0).
- A guideline for the allocation of ECTS needs to be developed, taking into account discipline-specific characteristics. To start with, the Doctoral Schools determine the ECTS for each training module, in line with international guidelines or disciplinary habits. The Doctoral

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[13] This requires the allocation of ECTS to doctoral level training modules, which is currently not yet the case. ECTS allow easier accreditation of modules offered by other institutions, as they represent the workload for the candidate to achieve the objectives of the module.

Education Committee can then develop a common set of guidelines, based on the joint experiences of the doctoral schools and their international counterparts.

- The teaching of doctoral training modules counts towards the teaching duty of academic staff, provided that the module is accredited by the Doctoral School and a minimum number of doctoral candidates is attending. UL academic staff should not only teach at doctoral level.

4.8   Associated Students

Linking second year Master Students to a Doctoral School may be necessary, e.g. to ensure stipends, or advantageous, e.g. to have a close link with a research focused Master Programme.

Such second year Master Students:

- can become associated to a Doctoral School, after approval by the Members Council, if the focus of their second year is on research, if they have been selected based on their potential to be future doctoral candidates, and;
- keep their status as Master Student, when they are Associated Students and cannot claim any rights based on their association with the Doctoral School with respect to supervision, training or status.
- cannot claim the right to enter doctoral education after obtaining the Master Degree;
- need to follow the usual application process to become a doctoral candidate;
- will lose their status as Associated Student with the termination of registration of the student at the UL or following a motivated decision by the Members Council.

4.9   Doctoral Candidates already at the UL

Once a Doctoral School is established, doctoral candidates who are already working towards a doctoral degree at the UL, can be taken up in the School, following the same procedure as new doctoral candidates. The School's Members Council will decide on the required training, taking into account the remaining time available for the doctorate and any training already undertaken.

5. Additional measures to support doctoral education

5.1   European Charter for Researchers

The UL is a signatory of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers[14] and thereby committing itself to work on implementing the Charter

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[14]   Charter and Code: http://ec.europa.eu/euraxess/index.cfm/rights/index, List of signatories: http://ec.europa.eu/euraxess/index.cfm/rights/charterAndCode

and Code within the UL. The implementation would help increasing the attractiveness of the institution to researchers as it should identify the institution as a stimulating and favourable working environment. Furthermore, European Funding Agencies intend to verify the implementation status before approving funding.

- **The European Charter for Researchers** addresses the roles, responsibilities and entitlements of researchers and their employers or funding organisations. It aims at ensuring that the relationship between these parties contributes to successful performance in the generation, transfer and sharing of knowledge, and to the career development of researchers.
- **The Code of Conduct for the Recruitment of Researchers** aims to improve recruitment, to make selection procedures fairer and more transparent and proposes different means of judging merit: Merit should not just be measured on the number of publications but on a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management and public awareness activities.
- **The Human Resource Strategy for Researchers** (**HRS4R**) is a mechanism to support the implementation of the Charter and Code by research institutions.

Work has commenced to put the necessary measures in place, in order for the UL to become an HRS4R acknowledged institution. Thus far, in Luxembourg, the CRP Santé is the only institution with this status.

The Charter refers to "early stage researchers" and "experienced researchers". Early stage researchers are "researchers in the first four years (full-time equivalent) of their research activity, including the period of research training". This includes young researchers, who are not working towards a doctoral degree, such as our "collaborateur scientifique". "Experienced Researchers" are defined as researchers having at least four years of research experience (full-time equivalent) since gaining a university diploma giving them access to doctoral studies (...), or researchers already in possession of a doctoral degree (...). Although in many countries, doctoral candidates could be Experienced Researchers, this is seldomly the case in Luxembourg, due to the maximum duration of four years for obtaining a doctoral degree.

5.2   Supervision training

The UL should encourage and support the development and dissemination of good practice in the management and supervision of doctoral research.

Several studies have shown a close link between the quality of the supervision and the outcome of the doctoral education. Recent debates and national evaluation reports show that there is a great need to develop new supervision practices in doctoral education6. Increasingly courses are offered and in several UK Universities, supervisors now require training or evidence of successful Doctoral Supervision, before being allowed to supervise.

Training in supervision should be made available to all UL supervisors as part of the continuous profession skills development of academic staff, and could be made obligatory to supervisors

without experience. Supervision should also play a role in the performance reviews of supervisors, as well as recognised in the calculation of the workload and in task descriptions.

5.3   Internationalisation

The above description of the doctoral schools focuses on Schools established at the UL. Internationalisation in research and for doctoral candidates remains, however, an import aspect that should be encouraged. Possible forms are:

- joined training modules. The advantages – in particular for a small university – are the possibility of offering training regularly and of more focused training because of a larger audience, the possibility of offering established modules, the possibility of doctoral candidates from different universities to meet.
- Joined doctoral research programmes, based on existing, new or newly combined research areas, encouraging focused collaboration across research groups, establishing wider research communities for doctoral candidates, and providing the necessary critical mass for smaller research groups.
- Joint doctoral schools, combining the advantages of the afore mentioned points, making the region more attractive.

Examples of each form do exist at the UL. How far joint Doctoral Schools can be organised as described in Chapter 4 has to be decided case by case. The different forms are currently being investigated within the InterReg project *Université du Grand-région* to encourage collaboration within the Grand-région, where distances are less a problem.

5.4   Partnering

It is important for the UL to develop a strategy for partnering in research and training with the public and private sector. A useful document is the Responsible Partnering Handbook aimed at improving the organisation, management and overall effectiveness of joint research and strategic knowledge transfer activities involving public research organisations and companies (see Appendix B).

Partnering aspects to be covered are:

- code of conduct reflecting good practices for industry-science collaboration:
- collaborative research as part of UL excellence;
- developing professionalism in collaborative research;
- strong IP policy;
- commercially aware UL administration;
- clusters and integrated UL-industry systems (science parks, etc.);
- entrepreneurial culture;
- technology transfer resources;
- aiming for durable frameworks and strategic collaborations, long lasting relationships;
- aligning interests;

5.5 Mentoring

A Doctoral School can employ a mentor, who is neither the supervisor nor a member of the advisory committee (CET). A mentor helps doctoral candidates with questions that are not specific to their research topic. The issues a mentor is confronted with can relate to well-being and career development, as well as topics the candidate does not wish to discuss (yet) with the supervisor. Examples are questions about whether to stop, disagreement with the supervisor, feelings of being bullied by the research group, etc. The mentor can act as a mediator, forwarding the person to more specialist help, or providing general advice. A mentor has a degree in the respective or related area, but does not belong to the UL scientific staff. Mentors are linked to doctoral schools or faculties, with the aim to support doctoral education and to reduce drop-out rates[15].

6. Closing remarks

This document intends to encourage and support the development of doctoral education at the UL. The proposed framework should allow flexibility and further development, support new initiatives, the establishment of research communities, and learning from experiences. At the same time the framework should provide a structure to deal with the many issues involved in setting up and running Doctoral Schools in an efficient and effective manner.

Only when Doctoral Schools are embedded in the research landscape of the UL and only when they take into account the individual needs of doctoral candidates, the specifics of disciplines, as well as worldwide developments, will they able to provide the research and training environment that makes doctoral education successful. I hope this document will be able to contribute to this success and hence to the attractiveness and competitiveness of the UL as a centre of research and research training.

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[15] At the University of Utrecht the introduction of a mentor has considerably reduced the drop-out rate of doctoral candidates (each mentor deals with 60-80 doctoral candidates within one or more research areas).

APPENDIX A: ECTS and European Qualification Framework

European Credit Transfer System (ECTS) [16] – a student-centred system based on the student workload required to achieve the objectives of a programme, objectives preferably specified in terms of the learning outcomes and competences to be acquired. Course descriptions contain '**learning outcomes**' (what students are expected to know, understand and be able to do) and **workload** (the time students typically need to achieve these outcomes). Each learning outcome is expressed in terms of credits, with a student workload ranging from 1 500 to 1 800 hours for an academic year, and one credit generally corresponds to 25-30 hours of work.

European Qualification Framework (EQF) [17] – a European Union initiative to create a translating facility for referencing academic degrees and other learning qualifications among EU member states. The EQF was formally adopted by the European Parliament and the Council on 23 April 2008[18]. It is designed to allow national qualifications frameworks to be cross referenced, promoting workers' and learners' mobility between countries and facilitating their lifelong learning.

The EQF has eight reference levels. Level 8 corresponds to the doctoral and postdoctoral level. The **learning outcomes** for level 8 are:

- Knowledge: knowledge at the most advanced frontier of a field of work or study and at the interface between fields
- Skills: the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research (see below) and/or innovation and to extend and redefine existing knowledge or professional practice.
- Competence: demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

Qualifications that signify completion of the third cycle have been described in Section 2.1.

The EQF uses the term '**research**' to represent a careful study or investigation based on a systematic understanding and critical awareness of knowledge. That is, the term is used in an inclusive way to accommodate the range of activities that support original and innovative work in the whole range of academic, professional and technological fields, including the humanities, and traditional, performing, and other creative arts. It is not used in any limited or restricted sense, or relating solely to a traditional 'scientific method'.

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[16] http://ec.europa.eu./education/programmes/socrates/ects/index_en.html
[17] http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm
[18] Official Journal of the European Union http://eur-lex.europa.eu/LexUriServ/ LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF

APPENDIX B: Relevant institutions

EUA: European University Association:

The European University Association (EUA) represents and supports more than 850 institutions of higher education in 46 countries, providing them with a forum for cooperation and exchange of information on higher education and research policies. Members of the Association are European universities involved in teaching and research, national associations of rectors and other organisations active in higher education and research. EUA is the result of a merger in 2001 between the Association of European Universities (CRE) and the Confederation of European Union Rectors' Conferences.
www.eua.be

EUA Council for Doctoral Education (EUA-CDE)

The EUA-CDE was established in 2008 and is an integral part of the EUA. It builds on the outcomes of EUA's policy and project work on doctoral education and research careers, and seeks to respond to growing demand from members for a more structured supporting framework and additional opportunities to promote cooperation and exchange of good practice on issues of common concern related to the organisation and quality of doctoral education in universities across Europe.
www.eua.be/cde

EURODOC

Eurodoc is the European-wide federation of national associations of doctoral candidates, and more generally of young researchers.
www.eurodoc.net

Quality Assurance Agency for Higher Education (QAA)

The QAA has developed a Code of practice for the assurance of academic quality and standards for Postgraduate Research Programmes (see Appendix G). The QAA is a full member of the **European Association for Quality Assurance in Higher Education (ENQA**) (before 2004: the European Network for Quality Assurance in Higher Education). Membership of the association is open to quality assurance agencies in the signatory states of the Bologna declaration.
http://www.qaa.ac.uk/academicinfrastructure/codeofpractice/

Vitae

Vitae is a UK organisation championing the personal, professional and career development of doctoral researchers and research staff in higher education institutions and research institutes. Their publications for researchers and research organisations are highly regarded. Examples are:

- The Researcher development framework (RDF) is a tool for planning, promoting and supporting the personal, professional and career development of researchers in higher education. It describes the knowledge, skills, behaviours and personal qualities of researchers and encourages them to aspire to excellence through achieving higher levels of development.
- The Researcher development statement (RDS) is a reference document that includes the domains, sub domains and descriptors of the full framework in a useful format for policy makers.

www.vitae.ac.uk

Rugby Team Impact Framework (RTIF)

The RTIF proposes a meaningful and workable way of evaluating the effectiveness of skills development in early career researchers (referring to both postgraduate researchers and research staff in the first ten years of their research career). The approach of the Impact Framework is to illustrate the many likely ways in which investment in researcher training and development activities benefits different groups of stakeholders.

http://www.vitae.ac.uk/policy-practice/1418/Rugby-Team-activities.html

Responsible Partnering

The Responsible Partnering organisation has produced a voluntary code of conduct for innovative companies and public research institutions to enable them to collaborate more effectively and at the same time contribute to the achievement of their respective missions in a sustainable way. Collaborative research is the most difficult form of knowledge transfer and also the one holding the largest potential for innovation. It is also consistent with the new paradigm of Open Innovation. The Responsible Partnering guidelines have been developed by experienced practitioners of collaborative research from four European associations representing the needs of Industry (EIRMA), Research & Technology Organisations (EARTO), Universities (EUA) and Knowledge Transfer Organisations (ProTon Europe). It is based on the analysis of the main problems preventing effective collaboration and also on the success stories where such collaboration was effectively achieved. A new updated edition of the Handbook has been published in 2009.

http://www.responsible-partnering.org/

APPENDIX C: Request for Establishment of an UL Doctoral School

The template *"Request for Establishment of an UL Doctoral School"* has not been included in this pdf.

APPENDIX D: European Doctorate

The Confederation of the EU Rectors' Conference (now EUA[19]) proposed four criteria[20] that underpin the European Doctorate:

- "The PhD thesis defence will be accorded[21] if at least two professors[22] from two higher education institutions of two European countries, other than the one where the thesis is defended, have given their review of the manuscript;
- At least one member of the jury should come from a higher education institution in another European country, other than the one, where the thesis is defended;
- A part of the defence must take place in one of the official languages, other than the one(s) of the country, where the thesis is defended;
- The thesis must partly have been prepared as a result of a research period of at least one trimester[23] spent in another European Country."

A special certificate, European Doctorate Certificate, or the mention of European Doctorate on the official degree confirms that the four criteria for a European Doctorate have been met by the candidate. In addition, it can be agreed to note in the thesis that the thesis was examined and defended in accordance with the criteria laid down by the "Confederation of European Union Rectors' Conferences" for the award of the "European Doctorate.

The administrative procedures to award the European Doctorate and the form in which it is awarded are the exclusive responsibility of the University, who awards the doctoral degree.

It is proposed that the Doctoral Education Committee will be in charge of the developing the necessary procedures and supporting material.

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[19] http://www.eua.be/index.php?id=280
[20] Doctoral Programmes for the European Knowledge Society Final Report, European University Association
[21] 'accorded' should be understood here to mean 'recognised'
[22] 'Professors' should be understood here as referring to all members of academic staff and not just to those who bear the title Professor
[23] 'Trimester' should be understood to mean either 'term' or an equivalent period of three months even if it involves time outside that of official university terms or semesters.

APPENDIX E: Doctoral Education Agreement

The Doctoral Education Agreement also called Charte de Thèse, contains:

- research theme, aims and objectives
- research, training and career plans
- supervisor and advisory committee
- frequency of supervision
- reporting, presentation and publication
- teaching tasks
- distribution of tasks
- involvement in Doctoral School
- progress and evaluation criteria
- rights and duties of the doctoral candidate

APPENDIX F: Diploma supplement

A Diploma Supplement[24] model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international transparency and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.).

The Supplement provides a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It has eight sections of information identifying the holder of the qualification; the qualification, its level and function; the contents and results gained; certification of the supplement; details of the national higher education system plus any additional information.

A description of the national higher education system within which the individual named on the original qualification graduated has to be attached to the Diploma Supplement. This description is provided by the National Academic Recognition Information Centres (NARICs).

The supplement is designed as an aid to help recognition – it is not a CV or a substitute for the original qualification, and it does not guarantee recognition. The 48 European countries taking part in the Bologna Process have agreed that each graduate in their respective country should receive the Diploma Supplement automatically, free of charge and in a major European language.

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[24] http://ec.europa.eu/education/lifelong-learning-policy/doc1239_en.htm

APPENDIX G: QAA Code of Practice for quality assurance

The QAA Code of Practice provides principles for the assurance of academic quality and standards. They were developed in response to a report of the UK's National Committee of Inquiry into Higher Education and aim at guiding UK higher education institutions. This appendix contains a summary of those principles that apply to postgraduate research programmes[25].

Institutional arrangements
1. Institutions will put in place effective arrangements to maintain appropriate academic standards and enhance the quality of postgraduate research programmes.
2. Institutional regulations for postgraduate research degree programmes will be clear and readily available to students and staff. Where appropriate, regulations will be supplemented by similarly accessible, subject-specific guidance at the level of the faculty, school or department.
3. Institutions will develop, implement and keep under review a code or codes of practice applicable across the institution, which include(s) the areas covered by this document. The code(s) should be readily available to all students and staff involved in postgraduate research programmes.
4. Institutions will monitor the success of their postgraduate research programmes against appropriate internal and/or external indicators and targets.

The research environment
5. Institutions will only accept research students into an environment that provides support for doing and learning about research1 and where high quality research is occurring.

Selection, admission and induction of students
6. Admissions procedures will be clear, consistently applied and will demonstrate equality of opportunity.
7. Only appropriately qualified and prepared students will be admitted to research programmes.
8. Admissions decisions will involve at least two members of the institution' staff who will have received instruction, advice and guidance in respect of selection and admissions procedures. The decision-making process will enable the institution to assure itself that balanced and independent admissions decisions have been made, that support its admissions policy.
9. The entitlements and responsibilities of a research student undertaking a postgraduate research programme will be defined and communicated clearly

Supervision
10. Institutions will provide research students with sufficient information to enable them to begin their studies with an understanding of the academic and social environment in which they will be working.
11. Institutions will appoint supervisors who have the appropriate skills and subject knowledge to support, encourage and monitor research students effectively.
12. Each research student will have a minimum of one main supervisor. He or she will normally be part of a supervisory team. There must always be one clearly identified point of contact for the student.
13. Institutions will ensure that the responsibilities of all research student supervisors are clearly communicated to supervisors and students through written guidance.
14. Institutions will ensure that the quality of supervision is not put at risk as a result of an excessive volume and range of responsibilities assigned to individual supervisors.

Progress and review arrangements
15. Institutions will put in place and bring to the attention of students and relevant staff clearly defined mechanisms for monitoring and supporting student progress.
16. Institutions will put in place and bring to the attention of students and relevant staff clearly defined mechanisms for formal reviews of student progress, including explicit review stages.

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[25] Second edition, Section 1: Sept.2004 http://www.qaa.ac.uk/academicinfrastructure/codeofpractice/

17. Institutions will provide guidance to students, supervisors and others involved in progress monitoring and review processes about the importance of keeping appropriate records of the outcomes of meetings and related activities.

Development of research and other skills

18. Institutions will provide research students with appropriate opportunities for personal and professional development.
19. Each student's development needs will be identified and agreed jointly by the student and appropriate academic staff, initially during the student's induction period; they will be regularly reviewed during the research programme and amended as appropriate.
20. Institutions will provide opportunities for research students to maintain a record of personal progress, which includes reference to the development of research and other skills.

Feedback mechanisms

21. Institutions will put in place mechanisms to collect, review and, where appropriate, respond to feedback from all concerned with postgraduate research programmes. They will make arrangements for feedback to be considered openly and constructively and for the results to be communicated appropriately.

Assessment

22. Institutions will use criteria for assessing research degrees that enable them to define the academic standards of different research programmes and the achievements of their graduates. The criteria used to assess research degrees must be clear and readily available to students, staff and external examiners.
23. Research degree assessment procedures must be clear; they must be operated rigorously, fairly, and consistently; include input from an external examiner; and carried out to a reasonable timescale.
24. Institutions will communicate their assessment procedures clearly to all the parties involved, i.e., the students, the supervisor(s) and the examiners.

Student representations

25. Institutions will put in place and publicise procedures for dealing with student representations that are fair, clear to all concerned, robust and applied consistently. Such procedures will allow all students access to relevant information and an opportunity to present their case.

Complaints

26. Independent and formal procedures will exist to resolve effectively complaints from research student.

Appeals

27. Institutions will put in place formal procedures to deal with any appeals made by research students. The acceptable grounds for appeals will be clearly defined.

APPENDIX H: UL Doctoral Education Committee

This appendix describes in more detail, the role of the Doctoral Education Committee introduced in Section 3.3.

The UL Doctoral Education Committee is a UL committee, organised by the Vice-president for Research, which meets once per semester.

Members

The Doctoral Education Committee consists of:

- Vice-president for Research
- The Heads of the Doctoral Schools
- The Deans
- Vice-president for Academic Affairs Education
- One representative of the doctoral candidates

Role of the Doctoral Education Committee:

The Doctoral Education Committee
- facilitates the exchange of experiences between Schools on the issues addressed below.
- facilitates the identification of collaboration possibilities in research and training.
- develops an overall Doctoral Education Strategy[26] for all UL doctoral candidates, whether within a Doctoral School or not, for approval by the UL president.
- Further develops and regularly reviews the Doctoral Education Framework and other regulations related to UL doctoral education, such as those laid down in the ROI, based on experiences at the UL and on international developments. The Committee advises the UL President on necessary updates.
- oversees the functioning and performance of Doctoral Schools in the light of the overall Doctoral Education Strategy of the UL and their contribution to the aims of the UL and of the Faculties, RU's and IC's involved, and decides on the required action, where necessary.
- discusses the assignment of ECTS to training modules and develops a set of UL guidelines, taking into account discipline-specificities.
- reports to the Rectorat.
- advises the UL president(at) on proposals for new Schools and adaptations to the Research Programmes.
- ensures regular evaluation of the Doctoral Schools and the doctoral education at the UL, e.g. following the" QAA Code of practice for the assurance of academic quality and standards in higher education: Postgraduate research programmes" (see Appendix G)

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[26] Note that this does not refer to the content of the doctoral research or teaching programmes, but to the organisation of Doctoral Schools, the Doctoral Education Framework, etc.

- develops general performance measures to evaluate the success of doctoral education at the UL, as part of a regular monitoring process: these may include[27]:
  - o submission and completion times and rates;
  - o pass, referral and fail rates;
  - o withdrawal rates;
  - o number of appeals and complaints, the reasons for them, and how many are upheld;
  - o analysis of comments from the advisory committee and jury members;
  - o recruitment profiles;
  - o feedback from research candidates, employers, sponsors and other external funders;
  - o information on employment destinations and career paths of former doctoral candidates.
- deals with complaints and appeals or refers these to the relevant UL committees.
- advises the relevant UL services and committees about improvements to UL procedures affecting doctoral education.
- proposes procedures and material necessary to award European Doctorates (see Appendix D)
- works toward adherence to the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers (see Section 5.1).

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[27] Quality Assurance Agency for Higher Education (see Appendix G):

APPENDIX I: Doctoral School Features

This appendix proposes detailed features of the Doctoral School introduced in Chapter 4.

Organisation

A Doctoral School a collegiate structure, consisting of:

- Head of Doctoral School
- Members Council
- Administrative, Website and Training coordination support, part-time or shared between Schools, employed by the Faculty of Faculties involved.
- Doctoral Candidate Council
- Research Theme Coordinators
- Members
    - Professors, Associate Professors and other researchers who have the right to supervise doctoral candidates at the UL.
    - Founding members are included in the application for the establishment of the Doctoral School.
    - New Members are elected by the Members Council

Head of Doctoral School

Nominated by the Dean (or Deans in case of a Doctoral School involving multiple faculties) based on a proposal of the Members Council. Appointed by the UL President for 5 years. In exceptional cases, e.g. in the case of joint Doctoral Schools involving multiple organisational units, a different solution can be proposed, such as alternating Heads.

Tasks:

- Day to day management of the Doctoral School.
- Development of strategy and mission of the school with the School's Members Council.
- Responsible for Doctoral School Budget[28].
- Preparation of collaboration agreements.
- Member of the Doctoral Education Committee.
- Reporting to the Doctoral Education Committee, as well as the Faculty, RU's or IC's involved.

Members Council

Consists of the Head of the Doctoral School and at least 3 elected Members, preferably from different Research Programmes.

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[28] With the exception of the AFR training allowance, which remains under the responsibility of the Head of RU or Director of IC, as the administrative procedures include all doctoral candidates in the RU/IC, irrespective of their membership in a Doctoral School.

Tasks:

- Develops a research and training strategy for the Doctoral School.
- Decides after consultation with the involved RU's, IC's and Faculties, on the Research Theme and Programms.
- Approves the admission of prospective doctoral candidates to the School subject to the approval of the doctoral candidate for Doctoral Studies at the UL (normal regulations).
- Decides on the withdrawal of doctoral candidates from the School.
- Approves the Doctoral Study Agreements and is informed about the results of the yearly reports of each doctoral candidate.
- Decides on the research training modules offered by the Doctoral School and the assignment of ECTS.
- Approves training modules proposed in the Doctoral Education Agreement of individual doctoral candidates that are not (yet) on offer, e.g. those offered at other institutions.
- Informs and advises the Doctoral Education Committee about extension requests, drop-outs and suspension requests.
- Deals with complaints and problems, where required together with the relevant UL committees, or refers these cases to the Doctoral Education Committee.
- Conducts regular evaluation of the Doctoral School and, together with the BED, of the progress of its doctoral candidates, and reports this to the Doctoral Education Committee and the RU's, IC's and Faculties involved.
- Develops measures for quality assurance together with the RU's, IC's and Faculties involved, as well as the Doctoral Education Committee.
- Ensures a sufficiently high scientific level of doctoral theses.
- Establishes strategic collaborations with partner institutions, whether for research or for training.
- Ensures streamlined and consistent administrative procedures with the BED.
- Advises the UL President and the Doctoral Education Committee on supervisors, supervisory committees, and thesis committees.
- Ensures compliance to the UL Doctoral Education Framework and the rules and regulations governing doctoral education at the UL.
- Ensures compliance to UL, national and international Codes of Practice and guidelines.
- Elaborates the yearly budget proposal and advises the Head of the Doctoral School, who is responsible for the school's budget, on the allocation of the funds.
- Allocates the bridging doctoral candidate positions available to the Doctoral School.

Administrative, Website and Training Coordination support

Tasks:

- Deals with all routine cases of admission, progress reports, etc. on behalf of the Head and generally assist the Head and Members Council in administrative matters of the Doctoral School.
- Maintains the website and other marketing material of the Doctoral School.

- Handles doctoral training requests.
- Supports the selection and organisation of doctoral training related to the research of the Doctoral School, together with the Members and with the Research Training Unit (see Section 3.2)
- Ensures link with ACME is maintained for new courses.
- Works in collaboration with the Research Office and the SEVE/BED

Doctoral Candidate Council

- Represents the doctoral candidates in a Doctoral School
- Advises the Members Council

Doctoral Research Programme Coordinator

Appointed for 5 years by the Members Council based on a proposal of the Head of the Doctoral School.

Tasks

- Advises and informs the Head and the Members Council, and supports their activities,at the level of the doctoral research programmes.
- Responsible for the description of a Doctoral Research Programme and its maintenance in close collaboration with the Head and Members Council of the Doctoral School, as well as with the RU's, IC's and Faculties involved.
- Responsible for the selection of an offer of modules, working closely with the Administrative Support of the School, the Research Office (concerning generic modules).

Members

- Members of a Doctoral School are people who have the right to supervise doctoral candidates at the UL and whose research is in line with the mission of the Doctoral School, its Research Theme or one or more of its Research Programmes.
- Membership of more than one School is possible.
- A Member contributes to the mission of the School, adheres to its Statute, contributes to the School's functioning, ensures quality of supervision, and – in principle – enrols all his/her doctoral candidates in the School.
- New Members are elected by the Members Council based, e.g., on:
  - the obtained right to supervise doctoral candidates;
  - research compatible with the School's mission and with one of the Programmes;
  - able to make sufficient time available for supervision and for contributing to the mission of the School ;
  - existing cooperation between the applicant and the relevant research group.
- In case of close collaboration with other institutions, the School can have Associated Members, who are Professors, Associate Professors and other researchers who have the right to supervise doctoral candidates at other institutions than the UL and whose research is in line with the mission of the Doctoral School, its Programme or Themes.