

# Survey on Doctoral Education in Europe

## Instructions

Welcome to the **European University Association (EUA) survey on doctoral education in Europe**, the aim of which is to give an insight into the status of doctoral education in Europe and inform the future work of EUA and its Council for Doctoral Education (EUA-CDE), which brings together a community of academic leaders and doctoral education professionals from more than 230 universities in over 30 countries.

This survey is open to all European higher education institutions that offer doctoral education. Please note that your answer should reflect your institution's perspective on doctoral education. For this reason, **only one response per institution will be used**. Should you feel that you are not the right person to fill out the survey, please forward that you forward this invitation to a colleague who you consider able to answer the survey on behalf of your institution.

To preview the survey before filling it out online, please find here a PDF version to help you collecting the answers.

We are aware that practices and processes regarding doctoral education may vary considerably within an institution. However, we would like to ask you to share the perspective of your institution as a whole.

EUA ensures the confidential treatment of the data. All data received from the questionnaire will be published in aggregate form only. Individual answers will remain anonymous and cannot be traced back to your institution. However, we will mention your institution as a contributor to this study.

When working from the same computer and browser, **it is possible to leave the survey and return before submitting your final answers**. Responses are saved automatically, once you turn to the next questionnaire page. You can exit the survey at any time, and re-enter it through the same link. Should you wish to revise an answer on a previous page, click on the 'previous' button to return.

**The deadline to submit the survey is 31 January 2018**. Should you have any further questions or comments, please do not hesitate to contact the EUA-CDE Secretariat on [info@eua-cde.org](mailto:info@eua-cde.org).

## Glossary

Some terms throughout the questionnaire may need further explanation. The online version provides definitions or explanations where required. Such terms are highlighted in bold and blue. You can view the definition by hovering your cursor/mouse over the term. You can also find the main terms below.

- **Doctoral education:** overarching institutional structures and processes geared towards the completion of a doctoral degree (primarily the PhD, but also including professional doctorates, industrial doctorates, etc.).
- **Doctoral programme:** set of related doctoral activities that lead to a doctoral degree upon completion.
- **Doctoral school:** An organisational structure that groups and coordinates research teams, coordinates training activities for doctoral candidates and prepares them for their professional career.
- **Doctoral training:** instruction and guidance (knowledge, skills, attitudes) for doctoral candidates.
- **Doctoral candidate/student:** person enrolled on a doctoral programme.
- **Doctoral graduate:** person having finalised a doctoral programme (with a degree certificate).
- **Examination committee:** committee that decides on the quality of the dissertation work and/or decides on the awarding of the doctoral degree.

## Institutional background information

---

Name and surname of the respondent:

Dr Fiona Knight

---

Email contact of the respondent:

fknight@bournemouth.ac.uk

---

Name of the institution (in English, if possible):

Bournemouth University

---

Country:

- Albania
- Andorra
- Armenia
- Austria
- Azerbaijan
- Belarus
- Belgian Flemish Community
- Belgian French Community
- Bosnia and Hercegovina
- Bulgaria
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- FYR Macedonia
- Georgia

- Germany
- Greece
- Holy See
- Hungary
- Iceland
- Ireland
- Italy
- Kazakhstan
- Latvia
- Liechtenstein
- Lithuania
- Luxembourg
- Malta
- Moldova
- Montenegro
- Netherlands
- Norway
- Portugal
- Poland
- Russian Federation

Slovak Republic

Romania

Slovenia

Sweden

Spain

Switzerland

Serbia

Turkey

Ukraine

United Kingdom

Kosovo (UN1244)

Other

---

Institution website:

\_\_\_\_\_ <https://www1.bournemouth.ac.uk/> \_\_\_\_\_

---

To what extent are doctoral candidates at your institution financially supported (stipend, grant, salary, scholarship, fellowship, etc.) by the following sources?

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	5 always
Ministry, research council, etc. (national public sources)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University grant, scholarship, etc.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University employment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-domestic (international) source	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer (private, public, NGO)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mix of several sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
No financial support	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

What percentage of doctoral candidates at your institution have a qualifying degree from...?  
(In case you do not have exact numbers at hand, please give an estimate)

	%
this institution	15%
another higher education institution in this country	45%
another country	40%

---



In your institution, how long do your graduates on average take to complete their full-time doctoral studies?

- We do not collect this data
  - 1.0 year
  - 1.5 year
  - 2.0 years
  - 2.5 years
  - 3.0 years
  - 3.5 years
  - 4.0 years
  - 4.5 years
  - 5.0 years
  - 5+ years
- 

Compared to ten years ago, in your institution the average time to complete a doctoral programme has...?

- 1 Decreased**
  - 2 Remained stable**
  - 3 Increased**
  - I don't know**
-

What are the key reasons for the change or lack thereof?

1. Improvement to the Codes of Practice including clarity around milestones, deadlines, progression monitoring.
2. Enhanced supervisory training
3. Enhanced postgraduate research student induction & training
4. Drive to meet postgraduate research student related institutional key performance indicators

---

---

What percentage of doctoral students that enrolled in 2009 graduated within six years? If you do not have data for 2009, you can refer to 2008 or 2010.

% 65

Or:

We do not collect this information

Compared to 10 years ago, has this number...?

- 1 Decreased**
- 2 Remained stable**
- 3 Increased**
- I don't know**

What are the key reasons for the change or lack thereof?

As above

## Purposes of Doctoral Education

---

To what extent is doctoral education in your institution conceived as ...?

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	5 always	I don't know
preparing the future generation of academics/scholars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
preparing the future generation of researchers outside of academia	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
preparing the future generation of leaders/managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
preparing highly skilled knowledge workers for a variety of employment opportunities/positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other(s). Please specify: .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

## Organisation of Doctoral Education

---

To what extent is doctoral education in your institution organised as ...?

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	5 always	I don't know
Doctoral education is led by individual supervisors with no institutional oversight	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doctoral education is organised in programmes with specific elements such as taught courses, milestones, mobility options etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Doctoral education is managed through an organisational unit doctoral school, which oversees the development of programmes, ensures quality, develops regulations and guidelines etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Doctoral education is managed through an inter-organisational unit (e.g. university consortium, cross-institutional doctoral school).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

---



---

In which year did you implement a doctoral school structure?

Before 2000

2001

2002

2003

2004

2005

2006

2007

2008

2009

2010

2011

2012

2013

2014

2015

2016

2017

2018

What do you call the institutional structure that organises doctoral education at your institution (e.g. doctoral school, graduate school, etc.)?

Original language name: \_\_\_\_\_

English language name: \_\_\_\_\_ Doctoral College \_\_\_\_\_

To what extent is doctoral education in your institution organised at or around ...?

	<b>1 not at all</b>	<b>2 to a small extent</b>	<b>3 to some extent</b>	<b>4 to a great extent</b>	<b>5 always</b>
The disciplinary level (e.g. physics, psychology, history)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty level (e.g. natural sciences, social sciences, engineering)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Themes or societal challenges (e.g. water management, energy, migration)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Application and admission

---

In your institution, which of the following steps are used for the admission procedure for doctoral candidates?

	1 never	2 In some doctoral programmes	3 In about half of doctoral programmes	4 In most doctoral programmes	5 In all doctoral programmes
Submission of letter(s) of recommendation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Participation in entrance exams/tests	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation of applicants' research idea(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Submission of a research proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Interview with applicant(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

## Supervision

---

In your institution, are there rules or guidelines regarding the following aspects of doctoral supervision?

	1 never	2 In some doctoral programmes	3 In about half of doctoral programmes	4 In most doctoral programmes	5 In all doctoral programmes
Appointment of supervisor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Written agreement between doctoral candidate, supervisor and/or institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Minimum number of meetings with the supervisor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Formal reporting by doctoral candidate on her/his activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Formal feedback by supervisor(s) to the doctoral candidate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Supervisor - doctoral candidate conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Maximum number of doctoral candidates per supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Obligatory training for supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Voluntary training for supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

---



To what extent are doctoral candidates in your institution supervised by ...?

	1 never	2 In some doctoral programmes	3 In about half of doctoral programmes	4 In most doctoral programmes	5 In all doctoral programmes
A single supervisor	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a supervisory team with members internal to this institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
a supervisory team including member(s) from other universities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Training and Activities

---

In your institution, are there rules and guidelines regarding the following aspects of doctoral training?

	1 never	2 In some doctoral programmes/schools	3 In about half of doctoral programmes/ schools	4 In most doctoral programmes/schools	5 In all doctoral programmes/ schools
Definition of the required courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Course contents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Credits	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of the candidates training activities (e.g. examination)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

In your institution, how important are the following elements of doctoral training?

	1 unimportant	2 somewhat unimportant	3 somewhat important	4 important	5 extremely important	I don't know
Specific research competencies (e.g. advanced methods, up-to-date knowledge, new techniques)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Generic academic competencies (e.g. grant writing, publishing, ethics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teaching competencies (e.g. pedagogy, didactics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management and leadership competencies (e.g. teamwork, conflict management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge valorisation (e.g. intellectual property rights, entrepreneurship, product development)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent does an average doctoral candidate in your institution spend her/his time on the following activities?

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	5 always	I don't know
Scientific/academic research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Research related administration (proposal writing, report writing etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching related administration (exam supervising, etc.)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science communication (blogs, activities oriented toward a lay audience)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internships, workplace training or experience (private/public sector, NGOs)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

## Quality assurance

---

In your institution, how is the quality of doctoral education ensured?

	1 Never	2 In some doctoral programmes	3 In about half of doctoral programmes	4 In most doctoral programmes	5 In all doctoral programmes
By an internal quality assurance system of the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
By an organisation external to the institution (funding agency, external quality assurance agency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

---

In your institution, to what extent are the following aspects/criteria used to assess/evaluate doctoral education?

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	5 always	I don't know
Completion rates of doctoral candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Academic publications by doctoral candidates	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Careers of doctoral graduates	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance for society	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance for the economy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of internationalisation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of competitive funding received	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfaction of doctoral candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Qualitative indicators (e.g. peer review, evaluation committees)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:.....please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other:.....please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

## Career development

---

Can doctoral graduates continue their academic career in your institution? Please select the most applicable answer.

- Yes
- No, it is forbidden by national law
- No, because of institution rules
- No, because of institution traditions
- 

Does your institution track the careers of its doctorate holders?

- Yes
- Yes, in most doctoral programmes
- Yes, in some doctoral programmes
- No
-

Three years after completing their degree, what percentage of doctoral graduates:  
*(In case you do not have exact numbers at hand, please give an estimate)*

found a position in your institution

\_\_\_\_\_

found a position in another institution

\_\_\_\_\_

found a job outside academia

\_\_\_\_\_

are unemployed \_\_\_\_\_

I don't know (mark with 'X') \_\_\_\_\_



## Decision-making powers

---

Who participates in the decision-making process regarding the following issues? You can choose multiple answers per issue.

	<b>National level (e.g. government, ministry, agencies)</b>	<b>Institutional level (e.g. rector, senate, board)</b>	<b>Institutional sub-units (e.g. school, department, faculty)</b>	<b>Supervisor</b>
Elements of the selection procedure (e.g. submission of research proposal, interviews required)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The selection of the candidate(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Contract conditions between doctoral candidate and supervisor/organisational unit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supervision rules and guidelines (e.g. regarding meetings, reporting, feedback)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Required topics of doctoral training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Required tasks of doctoral candidates (e.g. teaching, administration, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Examination rules and guidelines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

---

At your institution, doctoral candidates ....

	Yes	No	I don't know/Not applicable
Are formally represented (with voting rights) in decision-making bodies	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are formally consulted (but no representation or voting rights)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Are directly participating in developing policies and procedures	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can resort to formal complaint procedures relating to supervision	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have the right to appeal (e.g. regarding a decision by the examination committee)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Developments in doctoral education

To what extent are the following issues currently considered a strategic priority in doctoral education within your institution?

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	I don't know
Attracting doctoral candidates from abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Research ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Funding of doctoral education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Gender equality	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the number of doctoral candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Open Access / Open Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Career development of doctoral candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Societal engagement of doctoral candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
University-business cooperation within doctoral education	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health/wellbeing of doctoral candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

In your institution, how do you address open access as part of doctoral education?

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	5 always	I don't know
Our doctoral candidates have to publish their dissertation open access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
There is background information on open access on our website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
There are compulsory courses for doctoral candidates	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are voluntary courses for doctoral candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

In your institution, are research ethics and research integrity addressed as part of doctoral education?

	Yes	No	I don't know
There are specific policies or guidelines for doctoral candidates on research ethics / research integrity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a specific contact point on research ethics/ research integrity where doctoral candidates are informed about these issues	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are voluntary courses on research integrity/research ethics as part of doctoral programmes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are mandatory courses on research integrity/research ethics within the doctoral programmes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are initiatives for awareness-raising and developing a common research ethos (incl. identification of best practices, clarity about what is unacceptable, awareness of international and intercultural differences)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does your institution make use of the following measures to promote internationalisation?

	1 Never	2 In some doctoral programmes	3 In about half of doctoral programmes	4 In most doctoral programmes	5 In all doctoral programmes
Formal cooperation with international universities focusing on doctoral education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruitment strategy for international doctoral candidates	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial and/or organisational support for doctoral candidates to spend time in a university abroad	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial and/or organisational support for international doctoral candidates to spend time in your university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Information on doctoral education available in foreign language(s) on the website of your institution	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use of foreign language(s) in the application process of your institution	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation of doctoral programs in foreign language(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Which changes (if any) to doctoral education is your institution likely to implement in the near future?

1. Increase postgraduate research student numbers
2. Introduce new processes to streamline postgraduate research student progression
3. Develop new doctoral level programmes
4. Identify new postgraduate research student key performance indicators

---



---



---

Do you have any other comments regarding doctoral education that you want to bring to our attention?

---



---



---