



## Doctoral Agreement Fact Sheet

This **Doctoral agreement** consists of a **cover page on which the framework conditions for the respective doctorate are stipulated** and a **funding plan, which provides information on the form of employment (if applicable) and on the prospects of employment (e.g. within a project)**. The agreement further contains templates for documenting and recording of status review meetings which take place at least once a year (**Status Review Meeting (including agreement on objectives)**), so that the supervision and qualification process is documented in a manner comprehensible for third parties. The candidate's **Individual Plan of Study** specifies the educational program pursued and also documents the awarding of credit points (ECTS).

### The Doctoral agreement

- is concluded in the first semester between the doctoral candidate and his/her first supervisor;
- stipulates the framework conditions, funding, process, (intermediate) objectives, form, and duration of the doctorate;
- serves to document, record, and provide signed confirmation of the status review meetings, which are to take place at least once a year, between supervisor and candidate;
- contains the Individual Plan of Study, which specifies the contents of the educational program and the number of credit points awarded for its successful completion;
- provides signed confirmation of the candidate's fulfillment of all necessary requirements and of his/her successful completion of the educational program to finally apply for his/her doctoral examination.

The Doctoral Board of the Faculty (fakultärer Promotionsausschuss) shall appoint a Doctoral Committee for each doctoral candidate. Whenever possible, the doctoral committee should be appointed at the outset of the doctorate, but no later than 12 months after its commencement (first and second supervisor).

### The candidate

- shall provide regular reports on his/her research initiative and research commitment,
- shall inform his/her supervisor(s) about any difficulties encountered and provide progress updates,
- shall divide his/her doctoral work into distinct stages and shall suitably present the intermediate research objectives,
- shall take part in research colloquia, symposia, conferences, workshops, etc.;
- shall join and participate in working groups,
- shall participate in courses to acquire competencies in transferable skills.

### The supervisor

- shall review the candidate's research work on a regular basis,
- shall support the candidate in undertaking and completing his/her research within the context of his/her subject or discipline,
- shall bring to the candidate's attention his/ her positive appraisal and/or reservations and criticism; shall support the candidate by providing framework conditions conducive to doctoral work.

### The Doctoral agreement governs

- the scope and frequency of reporting (oral/written; presentation/paper etc.),
  - the awarding of credit points on this educational program,
  - the fulfillment of all formal requirements.
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- the type, form, and frequency of appraisal (supervisory meetings),
  - provides signed confirmation of the successful completion of the educational program and the fulfillment of all requirements,
  - confirms the accreditation of previous coursework on a candidate's transfer to a doctorate,
  - provides signed confirmation of status review meetings.

## Educational Offering

Individual doctorate min. 12 ECTS; Doctoral Program min. 18 ECTS

*The table below shows the individual elements of the educational offering. Candidates should earn at least two thirds of the required total number of credit points in methodological and subject-specific areas, and no more than one third of ECTS for transferable skills.*

	<b>Subject-specific and Scientific Skills</b>	<b>Methodological Skills</b>	<b>Transferable Skills</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>– to attain the current state of research in the core area of study and in related areas,</li> <li>– to deepen theoretical skills,</li> <li>– to integrate into and establish partnerships in the scientific community,</li> <li>– etc.</li> </ul>	<ul style="list-style-type: none"> <li>– to gain an overview of relevant and current research methods,</li> <li>– to deepen content-related and technical methodological skills (e.g., IT-based research tools and techniques, etc.),</li> <li>– to develop a knowledge of research-ethical questions,</li> <li>– etc.</li> </ul>	<ul style="list-style-type: none"> <li>– to acquire transversal skills for promoting career opportunities inside or outside of academia and for liaising between science, society, and politics,</li> <li>– etc.</li> </ul>
<b>Event Formats</b>	<ul style="list-style-type: none"> <li>– doctoral research colloquia,</li> <li>– intensive seminars, e.g., Summer Schools etc.,</li> <li>– peer-group intervision,</li> <li>– etc.</li> </ul>		<ul style="list-style-type: none"> <li>– courses on project management, scientific writing, presentation techniques, poster design, university didactics, leadership and conflict management, etc.</li> </ul>
<b>Application/ Implementation</b>	<ul style="list-style-type: none"> <li>– dissertation presentations at scientific forums, conferences etc.;</li> <li>– organizing conferences, symposia, etc.;</li> <li>– etc.</li> </ul>	<ul style="list-style-type: none"> <li>– skills applications within the framework of the dissertation research,</li> <li>– teaching courses on research methods and dissertation-related research topics,</li> <li>– etc.</li> </ul>	<ul style="list-style-type: none"> <li>– project work,</li> <li>– internships and work placements in future occupational fields,</li> <li>– mentoring,</li> <li>– etc.</li> </ul>