

Report on the Pilot of the YUFE Model on Doctoral Learning

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Deliverable 6.1

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Abstract

The YUFE Pilot on Doctoral Learning was designed and launched at eight YUFE universities to implement the YUFE DIOSI Model for Doctoral Learning, which is a holistic approach that integrates doctoral research, supervision, mentoring, and a mix of formal and informal learning and training formats while supporting the personal and professional development of doctoral candidates. The Pilot aimed to improve universities' own processes, offer chances to learn from one another, establish a joint vision and overarching framework for doctoral education, and increase cooperation among YUFE universities.

In the Pilot, activities that complied with the Pilot framework were designed, implemented, and evaluated at both the local and YUFE-wide levels. The activities included 14 YUFE-level trainings and 16 events, as well as numerous local-level events, and a local mentoring programme, which was piloted in two universities.

A total of 123 doctoral candidates participated in Pilot activities.

Based on feedback collected from participants, the YUFE Pilot on Doctoral Learning was regarded as a valuable and promising initiative providing clear added value in promoting internationalisation and professional development. In addition, mentoring

was seen as its core strength, fulfilling a structural gap not addressed by standard doctoral training. As many as 68% of the respondents (n=59) would recommend participating in the Pilot to other doctoral candidates.

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Aim of the document

This document aims to describe the activities and outcomes of the YUFE Pilot on Doctoral Learning that took place at eight YUFE universities between May 2024 and December 2025.

The document outlines the context and rationale for the Pilot, its goals, and the activities undertaken, including recruiting participants, local and joint activities, and the feedback received. It also describes communication about the Pilot. Finally, the document lists the lessons learned and the impact of the Pilot on doctoral learning and support for doctoral candidates across YUFE universities.

The document can support the further development of doctoral initiatives and doctoral support across universities, and serve as a guide for designing, implementing, and evaluating doctoral learning activities within an international university alliance context.

Design, Implementation, and Outcomes of the Pilot

Background

The motivation for launching the YUFE Pilot on Doctoral Learning stemmed from observations on the state of doctoral training within YUFE universities made in the previous project titled [Developing and Implementing hands-on training on Open Science and Open Innovation for Early Career Researchers \(DIOSI\)](#) (2021–2023), funded by the European Union’s Horizon 2020 Research and Innovation Programme. The project revealed four major challenges related to doctoral training. First, pressures on the doctoral process related to funding, time constraints, and formal obligations were found to negatively influence the experience of the doctoral candidates (DCs) and compromise the quality of doctorates. Second, some institutions were lacking formal training for DCs. Third, in some universities, the pressure to ‘produce’ PhDs led to a situation in which a single supervisor may supervise up to 15 DCs. Fourth, the doctoral graduates were often lacking proper career guidance.

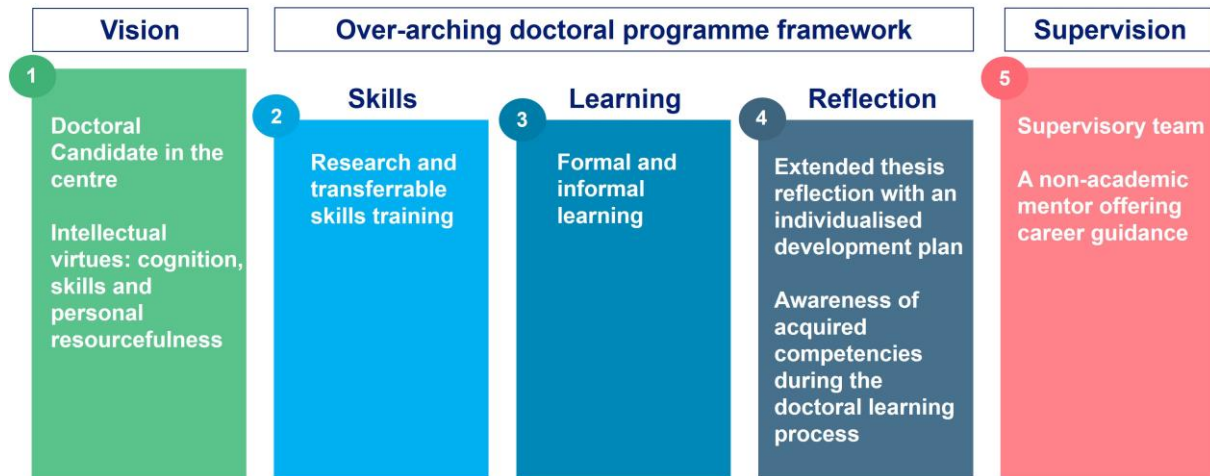
The main arguments made in the DIOSI project to improve the situation were:

1. The DIOSI Model for Doctoral Learning argues that pressures on the doctoral process (such as time, funding, and formal requirements) affect both the quality of doctorates and the candidate's experience, and therefore emphasises learning outcomes, creativity, critical thinking, and open science.
2. Instead of treating doctoral education as a process that produces skilled graduates, the focus should shift to nurturing well-rounded individuals who grow into their potential and make meaningful contributions to society. The DCs should be comprehensively supported by the supervisor and the institution, including career guidance from the supervisory team and mentors, which is essential to alleviate DCs' employability-related stress.
3. A mix containing both informal learning and formal training should be used.

As the outcome of the DIOSI project, a model for doctoral training was created. Within the YUFE 2.0, it was refined into the YUFE DIOSI Model for Doctoral Learning, which contained three main principles (Figure 1):

1. **Vision:** The DCs are placed in the centre. The main aim of doctoral learning in the Model is to foster the development of the DC's intellectual virtues (cognition, skills, and personal resourcefulness).
2. **Doctoral programme framework:** The DCs develop both research and transferable skills through formal and informal learning. They constantly reflect and become aware of the accumulation of their skills and competencies.
3. **Supervision:** A reframing of supervisory relationships. Each DC has several supervisors, one of whom could be a non-academic mentor who can guide them in career-related issues.

Five Principles of the YUFE DIOSI Model



Based on Kersschot, 2021 (DOI: 10.5281/zenodo.7300114)

Figure 1. The YUFE DIOSI Model for Doctoral Learning.

Aim and objectives of the Pilot

The YUFE Pilot on Doctoral Learning introduced a holistic approach to doctoral learning, supervision, and mentoring across the participating universities. Its aim was to align European-level state-of-the-art developments in competence requirements and profiles by implementing innovative approaches to doctoral learning.

The objectives of the Pilot were:

1. To implement the YUFE DIOSI Model as a separate programme, which is adapted in an agile way.
2. To evaluate the programme continuously to reflect on the lessons learned during the Pilot.

Preparation for the Pilot

Starting situation at the piloting universities

The planning of the Pilot started by identifying the existing good practices and development needs of the participating universities, which were:

- Nicolaus Copernicus University (NCU)
- University of Antwerp (UAntwerp)
- University of Bremen (UBremen)
- University of Eastern Finland (UEF)
- University of Essex (UEssex)
- University of Maastricht (UM)- joined at a later phase of the pilot
- University of Rijeka (UNIRI)
- University of Sorbonne-Nouvelle (USN)

Depending on their varying starting circumstances, universities defined areas they wanted to develop in the pilots. The university-specific focus areas (Table 1) served as the building blocks for universities to plan their local activities according to their unique needs (Appendix 1). In addition, a YUFE-wide formal training programme and informal activities were designed in cooperation to provide the DCs with new opportunities to learn and meet peers across universities and disciplines (Appendix 2).

Table 1. Existing good practices and identified focus areas to be addressed in the Pilot in the YUFE universities. DC = doctoral candidate, PDP = personal development plan, PSP = personal study plan.

	Existing good practices	Focus areas of the Pilot
NCU	An innovative model of doctoral education is implemented at Academia Copernicana, featuring international supervision, obligatory foreign internships, and an emphasis on interdisciplinarity and research excellence.	More coordinated support across units is needed to ensure consistent access to training and guidance. There is a need to expand non-academic career preparation, as current support focuses mainly on academic pathways. Introducing structured career development programmes, including non-academic mentoring and fully implemented Personal development plans (PDPs), would better equip DCs for diverse career trajectories
UAntwerp	The DCs have many opportunities for formal and informal learning in a wide range of competence categories. The DC is supported by the institution, the supervisor, and the Individual PhD Committee. Personal development plans (PDP) are already partly in use.	Internationally organised non-discipline specific training sessions for the expansion of DC's international network and the possibility to learn from peers. Creating a clear format for a research plan and expanding the use of PDP. Addition of a non-academic mentor for additional personal and career development support.
UBremen	Support Center for DCs and postdocs with services including training, networking, and consulting. Additional support, such as career coaching and mentoring for women, trans, inter, and non-binary persons in science, is also available.	Training and networking opportunities in a more international and transdisciplinary manner to strengthen own career prospects. Career support through tools such as PDPs and Training Need Analysis (TNA).
UEF	The DCs prepare a personal study plan (PSP) at the beginning of doctoral studies. An extensive curriculum (30 ECTS) of transferable skills (including research ethics and open science) is available to all DCs. Two supervisors are	Strengthening the career support of DCs by offering a mentoring programme. Offering chances for networking among peers on a local and international level. Implementing a supervision plan, which is a tool for DCs and supervisors to negotiate on the supervision practices and

	appointed for all DCs. Organised peer support is available.	foster the agency of the DCs. Offering training and support for supervisors.
UEssex	The DCs have a minimum of one supervisor (often two or more), a supervisory panel Chair, a Postgraduate Research Director within their school as well as Faculty Deans Postgraduate and an Acting Dean Postgraduate Research and Education who all work collaboratively to support the DCs at all stages of their research training. DCs have access to a training fund which allows them to access internal and external training events. A Training Needs Analysis is completed at induction and reviewed at each supervisory panel meeting	UEssex is developing a policy and standardised approach to the governance and supervision of joint and dual PhDs involving UEssex and one or more external Higher Education partner(s). This will include the provision of a standardised format for research plans and PSP, together with expectations around joint supervision, assessment, learning outcomes, and career development and professional placement. It would be useful for DCs to have access to internationally organised training events where delivery can be shared across the YUFE partners. This will afford the DCs more international networks whilst reducing resources required to deliver specific training.
UM	DCs have at least one, usually two supervisors. They have a wide range of training offers. Topic-specific trainings at their grad school, soft and transferable skills trainings by the talent development centre, language and writing courses by the language centre, and research and software trainings at the library.	Implementing an international training offer, which is interdisciplinarily organised and offers international networking opportunities with peers from other YUFE partners for the DCs.
UNIRI	Strong collaboration among key stakeholders within the university. Regular events to strengthen skills, inform about opportunities, and network with DCs from different faculties (e.g. PhD Career Café).	Providing educational and counselling activities for DCs that focus on developing career management skills and creating a PSP. Designing and implementing educational activities for mentors and potential mentors. Establishment of a systematic monitoring system of DCs.
USN	The DCs have many possibilities for formal and informal learning in a wide range of competence	Training in non-academic skills, trainings project submission and in AI.

categories both disciplinary and trans-disciplinary. Mostly in French and in other languages.

The DC is supported by the institution, the supervisor, and the Individual PhD Committee. PDPs are already partly in use. Offered by the five doctoral schools, libraries, and the research teams. They can also attend Master' seminars if they come from another university (to enrich their training).

Recruitment of participants

A coordinated communication campaign was launched in spring 2024 and again in autumn 2024. The campaigns were targeted at DCs of the participating YUFE universities to get them interested in the Pilot (Table 2). Depending on the university, the DCs were reached via local events, webinars, emails, YUFE webpages, university webpages, and social media (LinkedIn, Instagram, YouTube, Facebook, X).

Communication campaigns were also targeted at the university-specific official bodies (boards, councils, etc.) responsible for organising doctoral training. The bodies were informed in local meetings and via email.

Communication material templates for marketing, such as PowerPoint slides and posters, were prepared by the University of Antwerp. Every university adapted the communication materials and communication strategy to their own context to maximise participation potential. The details related to the start of the YUFE Pilot on Doctoral Learning and its communication efforts are described in [“Start of the YUFE Pilot on Doctoral Learning”](#).

Altogether, 279 DCs showed interest in the Pilot, and 123 participated in the Pilot activities (active participants in Table 2). Participants are considered active if they attended at least one training or event at the YUFE-wide or local level.

Table 2. Methods used to recruit the participants and the number of DCs interested and active participants.

University	Recruitment methods	Interested/ active participants
NCU	Information about the initiative was disseminated via the Doctoral Schools and their designated representatives, who shared the announcement directly with DCs.	13 / 3
UAntwerp	An open call was launched to recruit interested DCs. The call was open to all fields. Via info sessions, interested DCs received information on what it would mean to sign up for the Pilot. Interested candidates registered via a concise motivation form. Participants could still join at a later stage as well.	45 / 42

UBremen	The DCs that are taking part in the MAPEX (Center for Materials and Processes) Doctoral Qualification Programme were automatically enrolled in the YUFE Pilot, unless they objected. The information on the YUFE Pilot was sent via e-mail to all DCs at the MAPEX.	43 / 5
UEF	The Pilot was advertised by local communication channels and introduced to interested DCs in monthly “doctoral morning coffees”. The call was open to all fields.	20 / 19
UEssex	Recruitment methods as per those followed at other partner institutions, including open call during Spring 2024, information sessions about Pilot content	64 / 4
UM	An open call was launched to recruit interested DCs. Participants were recruited via email through their graduate schools, posts on the intranet, and posts on information screens throughout the university.	16 / 11
UNIRI	An open call was launched to recruit interested DCs. The call was open to all fields. Representatives from various doctoral programmes/studies were informed about the details of the Pilot Programme at several meetings.	41 / 23
USN	The Pilot was marketed directly through the Doctoral Schools and their representatives, emails were sent out to all DCs providing information meetings to the doctoral schools, the research council, doctoral committees, and directly to DCs and their supervisors.	37 / 16

Implemented activities

A wide range of activities was offered to Pilot participants locally and at the YUFE-wide level.

Local activities

Local activities were organised at four of the participating universities (Appendix 1). Each university designed its programme to suit its needs, identified at the beginning of the Pilot (Table 1).

The first YUFE DIOSI principle, placing the DC in the centre, was implemented at different universities in different ways.

The majority of the local activities fell under the second main principle, highlighting the impact of the doctoral programme framework on providing opportunities for DCs to gain skills, learn in formal and informal ways, and reflect on their learning.

The third main principle of supervision and mentoring was concretised as a fixed-term (6-10 months) mentoring programme at the University of Antwerp and at the University of Eastern Finland. The mentoring programme consisted of supporting mentees in finding mentors, preparing guidelines and support materials for mentors and mentees, training mentors, and organising follow-up events for participants. Additionally, [a Framework for Joint Supervision and Mentoring](#) was designed during the Pilot. This framework proposes guidelines for joint supervision and mentoring of DCs, ensuring that they receive high-quality support and guidance throughout their research journey

Joint activities

The activities organised jointly for DCs consisted of four types of training and events (Appendix 2):

1. Collective online events to kick off (Meet and Greet, 3 events) and end (From Reflections to Directions, 1 event) the Pilot.
2. Formal training sessions on seven topics led by experts on the subject in question (altogether 11 events).
3. Informal Aperó-doctoring events on five themes related to the everyday work life of the DCs. The event on each theme was repeated at least twice (altogether 12 events).

4. Massive Open Online Courses (MOOCs) on Research Ethics and Integrity (Mind the GAP) and Equity, Diversity, and Inclusivity (ED&I), and feedback sessions related to themes (3 events).

Collecting and analysing feedback on the activities

Feedback was collected continuously throughout the Pilot to adjust activities accordingly. At the end of each joint event, quantitative and qualitative feedback was collected using a standard feedback form with questions on practical organisation, communication, event duration, peer interaction, and networking opportunities (Appendix 3). After formal training sessions, feedback was also collected on the lecturer's content delivery, materials, and personal skills development (Appendix 4).

Locally, feedback on the mentoring programme and other local activities was collected through Padlet questionnaires (UEF) and surveys, focus groups, and individual interviews (UAntwerp). A YUFE-wide survey was conducted at the end of the Pilot (Appendix 5). Also, testimonials were collected from DCs (Appendix 6).

The UEF AI Assistant, which operates securely in a closed environment, was used to analyse the qualitative feedback. All the results have been manually verified. The received feedback is summarised in the chapter titled Evaluation of the Pilot.

Communication about the Pilot and the events

All YUFE universities used different communication channels and strategies to advertise the Pilot and inform about the upcoming activities (Table 3).

On the YUFE level, the newsletter was proven to be an efficient way to deliver information to the Pilot participants. Altogether, nine newsletters were sent between January 2025 and January 2026. On average, 63% of the recipients opened the newsletter, and 28% clicked the links leading to further information about the events.

After the Pilot, the participants were awarded certificates for completed Pilot activities (Appendix 7).

Table 3. Communication channels, communication attempts, and main themes communicated at piloting universities and on the YUFE level. This table has been created with the help of the UEF AI Assistant, which operates securely in a closed environment.

University	Communication channels used	Communication attempts	Main themes communicated
NCU	Doctoral school channels, internal meetings	Limited number of targeted attempts	Open science, ethics, integration of YUFE practices into doctoral programmes
UAntwerp	Pitches about the YUFE Pilot on Doctoral Learning at events targeting doctoral researchers, e.g. Doctoral Days, direct email, Antwerp Doctoral School (ADS) newsletters, website updates, dedicated Teams channel for Pilot participants	High frequency: dozens of emails/Teams posts/events over Pilot period to keep participants engaged	Mentoring programme, various trainings and events, YUFE visibility
UBremen	Automatic emails via MAPEX Doctoral Qualification Programme, BYRD newsletters, website,	Recurrent automated + newsletter-based attempts	Doctoral learning opportunities, YUFE Pilot visibility, transferable skills, peer support
UEF	Email mailings, Teams/Viva Engage messages, and in-person communication during monthly meetings	Multiple recurring attempts throughout the Pilot	Mentoring programme, monthly peer meetings, survey reminders, YUFE opportunities
UEssex	Emails to the target group	Multiple recurring attempts, especially at the beginning of the Pilot	Pilot and its activities, kick-off events
UM	Communication via graduate schools, email updates, and internal presentations, intranet	Multiple mediated attempts via graduate schools	Access to YUFE doctoral trainings, internationalisation, career development

UNIRI	Doctoral school presentation, onboarding meeting for the interested DCs, contact person, email updates.	Attempt through doctoral school and an open call	Learning and training opportunities at local and YUFE level
USN	Email communication, local workshops/info sessions, presentations at Alliance meetings	Several local attempts	Mentoring, internationalisation, transferable skills, doctoral community building
YUFE-wide (central)	Dedicated webpage (monthly updates), social media (LinkedIn, Facebook, Instagram) (bimonthly posts), newsletters, Virtual Campus, emails, promotional materials developed	Continuous monthly/periodic updates plus event-based communication	Visibility of YUFE Pilot on Doctoral Learning, mentoring, training and events, support channels

Evaluation of the Pilot

Qualitative feedback on local activities

DCs found local training and events to fill a gap that was not fully covered by formal doctoral curricula, providing peer support and a safe space to discuss pressing challenges and uncertainties. They also provided continuity and structure as well as support for progress tracking and self-reflection. The local events increased the feelings of belonging to a local community, whereas the YUFE community remained distant.

Mentoring programme

Altogether 35 DCs participated in the mentoring programmes at the University of Antwerp and the University of Eastern Finland. The mentoring programme was described as supportive, meaningful, and impactful. Mentoring supported mentees' career decision-making, increased their self-awareness, confidence, and clarity about competencies and skills. It provided practical advice (e.g., presentation preparation, publication strategy, delegation of work, navigating workplace dynamics), offered insider knowledge of specific job fields, working conditions, and required skills. It also helped to build a local professional network and offered a better understanding of European and national academic and professional contexts. Mentors also found the programme rewarding and motivating. It gave them a chance to give back, support emerging researchers, and learn from mentees about academic perspectives, fresh ideas, and reflections on their own careers. In the best case, the programme led to the formation of long-lasting relationships continuing beyond the Pilot. The identified key areas for improvement included the too short duration of the mentoring programme, varied mentor backgrounds and availability, and sometimes unclear expectations.

Qualitative feedback on joint activities

Meet & Greet

The participants found the Meet & Greet events well-organised, engaging, informative, and fun. They would have hoped for more varied social and scientific interactions with peers, and specifically for opportunities to strengthen connections with colleagues from their own research fields across Europe.

Apero-doctoring sessions

The participants found Aperdo-doctoring sessions satisfying and engaging. As interactive sessions, they were effective for informal exchange, hearing peers' experiences, and reducing isolation, especially for minority and international DCs. The participants wished for even more peer interaction and suggested turning some themes into workshops with follow-up sessions and more practical tips.

Training programme

The participants found the training programme an ambitious and diverse collection of activities. Content-wise, the participants hoped for more offerings on discipline-specific themes, as well as less theory and a more concrete, relevant approach (more real-life examples, case studies, and exercises). From a pedagogical point of view, the participants hoped for more opportunities for interaction and for shorter sessions spread over several days. In some universities, the trainings overlapped with already extensive training offers, making added value less visible. High dropout and no-show rates in online activities were frustrating for participants and trainers.

MOOCs

Content-wise, the MOOCs received positive feedback, but enrolment, registration procedures, and access were regarded as excessively bureaucratic.

General feedback

Technical challenges related to the Virtual Campus led to registration difficulties, potentially affecting the user experience. Communication challenges were experienced related to event specifics delivered in advance, and, on the other hand, experienced communication overload. Activities were scheduled during working hours, which conflicted with work and other mandatory duties or caused time-zone challenges.

Quantitative and qualitative feedback on the Pilot

In the YUFE-wide survey conducted at the end of the Pilot, respondents were asked to reflect on the Pilot's impact on their career aspirations and networking opportunities. They were also asked to comment on the inclusivity of the Pilot. The results are summarised in Table 4.

The majority of respondents participated in both YUFE-level and local events; therefore, it is not possible to evaluate the impact of local interventions relative to YUFE-level ones based on the survey.

Table 4. Quantitative feedback on the YUFE Pilot on Doctoral Learning (n = 54).

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
It helped to clarify my career goals.	4 %	20 %	41 %	30 %	5 %
It opened new career opportunities for me.	9 %	31 %	39 %	17 %	4 %
It provided me with opportunities for professional growth.	4 %	17 %	33 %	41 %	5 %
It helped me develop new skills or knowledge relevant to my employment possibilities.	5 %	9 %	35 %	43 %	7 %
It helped me establish new connections with other doctoral researchers at my university.	17 %	22 %	31 %	21 %	9 %
It helped me to establish new connections with other doctoral researchers at another YUFE university.	17 %	28 %	31 %	19 %	5 %
Inclusivity and diversity were well represented in the themes and topics of the Pilot.	3 %	3 %	28 %	33 %	35 %
Lecturers considered inclusivity and diversity in their teaching.	3 %	0 %	28 %	38 %	33 %
The Pilot was organised in a way that made it accessible to all participants.	3 %	10 %	25 %	35 %	28 %
	Very poor	Poor	Average	Good	Excellent
How would you rate your overall experience with the YUFE Pilot on Doctoral Learning?	8 %	11 %	43 %	30 %	8 %

As many as 35% of the respondents reported that the Pilot helped them to clarify their career goals, and 21% reported that it had opened new career opportunities. Half of the respondents agreed that it had provided them with opportunities for professional growth.

One-third of respondents had established new connections to DCs at their own university, and 25% had established new connections to DCs at other YUFE universities.

A total of 8% considered the Pilot excellent, 30% good, 11% poor, and 8% very poor, with the remaining 43% being neutral. As many as 67% of the respondents would recommend the Pilot to other DCs.

Most respondents agreed that inclusivity and diversity were well represented in the Pilot's themes and topics (68%) and that lecturers considered them in their teaching (71%). As many as 63% agreed that the Pilot was organised in a way that made it accessible to all participants. Out of the respondents, 35% considered themselves part of a minority group.

According to the qualitative data, the YUFE Pilot on Doctoral Learning offered participants a rich blend of international exposure, mentoring, and interdisciplinary learning opportunities. Many valued the program's ambition, the quality of several workshops, and the chance to connect with researchers across Europe. Mentoring, in particular, stood out as a consistently praised component, providing meaningful guidance and professional insight.

However, organisational and structural challenges were also experienced. Participants frequently reported difficulties navigating the virtual campus, unclear communication, and overly complex administrative processes. Scheduling conflicts and limited timeslot options made participation difficult for many, especially those with clinical duties or advanced doctoral workloads. Several respondents also felt that the program's content leaned too heavily toward the sciences, leaving humanities researchers underserved. Social interaction and community-building—central goals of the Pilot—were perceived as insufficiently supported, especially in the online format.

Overall, the YUFE Pilot was viewed as promising and valuable. It would, however, benefit from a clearer structure, more flexible delivery, improved communication, and stronger support for interdisciplinary and social engagement.

Lessons learned

The YUFE Pilot on Doctoral Learning made an ambitious attempt to reform doctoral training within the YUFE universities and to tackle the challenges identified in the DIOSI project. Four main lessons were learned during the Pilot.

First, change is slow at the organisational level. This means that long-term transformation benefits from sustained effort. During the Pilot, it became clear that changing doctoral training processes within universities requires adequate resources, internal motivation, and sufficient preparation time. During the 18-month Pilot, first small steps towards the target were taken. The experiences were very promising and encouraging, paving the way for the future initiatives.

Second, technical and communicational challenges are likely to lead to participant disengagement. The Virtual Campus did not avoid technical challenges, and an unclear view of the full Pilot programme, along with unclear instructions, seems to have influenced participants' experience. It can be concluded that a clear, complete programme description should be communicated well in advance. Also, communication during the Pilot should be clear, timely, and sufficient, but not overwhelming. This requires adequate resources for planning, communication, and coordination at every phase.

Third, in-person or blended formats and discipline- or topic-specific activities appear to play an important role in supporting commitment and in helping create meaningful communities of practice. Given the expectations expressed at the outset, the participants were motivated to expand their networks within and beyond local doctoral communities. However, the Pilot did not fully succeed in offering opportunities for this. High no-show rates of the events, as well as non-matching interests of participants from different disciplines, were sources of frustration. In-person and discipline-specific events could help improve participant engagement.

Fourth, mentoring appears to be a core component in future programmes. Mentoring was **viewed** as a core strength, filling a structural gap not addressed by standard doctoral training. It was found to be specifically important for the DCs aiming to transition from academia to industry, as well as for those lacking local or professional networks.

Impact

The YUFE Pilot on Doctoral Learning contributed to catalysing institutional change. It provided the participating universities with an opportunity to experiment with new tools, practices, and procedures, sometimes leading to concrete procedural changes (e.g., implementation of supervision plans at the institutional level at the UEF). It enabled the introduction of new elements in some programmes or institutes, e.g., mentoring or training on open science and ethics.

The Pilot strengthened cooperation among the actors in doctoral training across the YUFE universities. It provided an opportunity for participating universities to share best practices and learn from one another.

For the DCs, the Pilot provided access to learning opportunities and interdisciplinary courses that were not always available locally. In particular, the courses contributed to the development of intellectual virtues by strengthening competencies in open science, research integrity, and ethics. In addition, trainings focused on innovation, entrepreneurship, intercultural communication, and career development supported DCs in expanding their transferable skills and increasing their awareness of diverse career trajectories beyond academia

The DCs were exposed to experiences that were new to many, such as working in international, English-speaking, and virtual environments. Such experiences may increase their openness to inclusive and diverse research and working environments.

The mentoring programme included in the YUFE Pilot on Doctoral Learning was found to enhance the DCs' confidence in their ability to steer their career paths. Please see the Pilot participants' testimonials in Appendix 6.

Dissemination

The results of the Pilot have been and will be presented at the EUA-CDE Annual Meeting:

- "Empowering early career researchers: the YUFE approach to Doctoral Learning" was presented at the EUA-CDE Annual Meeting of 2025.
- "Preparing doctoral researchers for diverse career pathways: insights from a mentoring programme in the Young Universities for the Future of Europe (YUFE) Alliance" will be presented at the EUA-CDE Annual Meeting of 2026.

Conclusion

The YUFE Pilot on Doctoral Learning introduced a novel approach to doctoral learning, supervision, and mentoring, arousing considerable interest upon its launch. The core element, the YUFE DIOSI Model for Doctoral Learning, was adapted in an agile way across the piloting universities. During the 18-month Pilot, an ambitious selection of training and courses was organised, offering participants valuable opportunities to build competence. Informal events, on the other hand, provided chances for local and international networking. Career awareness and connections to work-life were further strengthened through a dedicated mentoring programme.

The results of the Pilot would provide a strong foundation for a new programme building on the lessons learned.

Mentoring, which many participants considered the most useful part of the Pilot, is proposed as a key component of the new programme. It would help raise further awareness of diverse career paths, thereby alleviating the DCs' employability-related stress.

Inclusion of a training offer, designed utilising the received feedback, is also recommended as an element of the new programme to enhance the cognition and skills of the DCs. A focus could be on transferable skills training with possible themed elements included, and on a blend of formal training and informal events.

In-person events are proposed as a new element of the upcoming programme, aimed at enhancing engagement. More importantly, in-person events would offer opportunities for networking and community building, fostering the sense of belonging and personal resourcefulness of the DCs.

Appendices

1. Local Pilot activities in different universities and their participants.
2. YUFE-wide trainings, events, and workshops offered for the DCs, and feedback received on them.
3. Feedback form – events
4. Feedback form – trainings
5. YUFE Impact and Graduate Tracking Framework - Survey
6. Testimonials
7. Certificate template

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

Appendix 1. Local Pilot activities in different universities and their participants.

University Principle	Activities	Dates	Participants
UAntwerp	<p>The initiatives organised are a mixture of shorter (informal) gatherings and longer (formal) courses/workshops, depending on the initiative. Note that the listed activities are specifically organized for the participants of the YUFE Pilot on Doctoral Learning at UAntwerp. Doctoral researchers may also participate in UAntwerp's broad range of offerings. However, this existing offer is not included in this report.</p> <p>The Pilot was initiated with a series of kick-off sessions. In January 2025, a Personal Development Plan (PDP) Workshop was organised. The workshop introduced participants to the principles and practical steps of designing a personal development plan, with a focus on self-awareness, competence development, and reflection on individual professional goals. Furthermore, a Research Plan Information Session was organised. The aim was to support DCs in effectively applying the template within their own research context, thereby strengthening the planning and monitoring of their doctoral work.</p> <p>A key component of the Pilot at UAntwerp was the Non-Academic Mentoring Programme, which connected 30 DCs with 28 mentors from (mostly) outside academia. The programme aimed to broaden participants' perspectives on career and professional development. The mentoring programme started off</p>	<p>Local live kick-off: 21/05/2024</p> <p>Local online kick-off: 07/06/2024</p> <p>Non-academic mentoring & LinkedIn workshop: 14/06/2024</p> <p>Non-academic mentoring Meet & Greet: 19/09/2024</p> <p>Local live kick-off & non-academic mentoring workshop: 18/11/2024</p> <p>My Personal Development Plan Workshop: 16/01/2025</p> <p>Research plan info session: 17/02/2025</p> <p>Closing event non-academic mentoring: 15/09/2025</p>	<p>16</p> <p>6</p> <p>20</p> <p>21</p> <p>11</p> <p>6</p> <p>6</p> <p>15</p>

with a meet & greet. Various documents were developed to guide both mentors and mentees throughout the trajectory:	Local focus group: 01/12/2025	3
<ol style="list-style-type: none"> 1. Expectations & Guidelines: document that outlines the foundations of a mentoring relationship. It clarifies roles, responsibilities, and boundaries for both mentors and mentees, emphasising trust and open communication. 2. Dialogue Prompts for Mentoring Conversations: To support meaningful conversations, a set of prompts was created. These questions help mentees explore mentors' career experiences, decision-making processes, challenges, values, and skills. 3. My mentoring trajectory template: planning tool that helps mentees structure their mentoring process from start to finish. It includes steps for defining an ideal mentor profile, setting and refining personal development goals, preparing outreach to a potential mentor, and planning each mentoring session. 	One-on-one Teams calls to gather feedback from participants	8

A comprehensive evaluation survey was conducted at the end of the programme among mentees and mentors. Responses were received from 16 mentors and 13 mentees. This survey assessed participants' overall satisfaction, the extent to which expectations were met, the quality of mentor-mentee interactions, meeting frequency, communication dynamics, perceived personal growth, skills development, and the programme's overall added value. It also gathered qualitative feedback through open questions on strengths, areas for improvement and concrete success stories. This evaluation provided valuable evidence to assess the initiative's impact and inform future editions.

The mentoring programme concluded with a **closing event**. This event brought together mentors and mentees to reflect on the programme's outcomes, share experiences, and discuss potential improvements for future editions. The programme included the presentation of survey results, testimonials, and interactive discussions.

Finally, as the YUFE Pilot on Doctoral Learning drew to a close, a strong emphasis was placed on evaluation and the collection of feedback. In autumn 2025, DCs were invited to participate in a focus group to share their experiences with the Pilot activities, including local training sessions, mentoring, and YUFE-wide initiatives. To ensure broad input, feedback was collected through a combination of a live focus group event and individual online meetings.

UEF

<p>A supervision plan, a dynamic contract of cooperation between DCs and supervisors, was piloted with Pilot participants. The plan engages the DCs as active agents in their doctoral process.</p>	<p>08/2024 onwards</p> <p>1/2025 onwards</p>	<p>12</p>
<p>Training for supervisors was created and implemented. The training will enhance supervisors' communication skills in supervisory relationships and knowledge on how to foster the agency of the DCs.</p>		
<p>A local kick-off and regular meetups of the Pilot participants were organised on various themes, e.g., personal development plan, career plan, supervision relationship, mentoring, ResearchComp, and narrative CV. The aim was to offer opportunities for informal learning and peer support.</p>	<p>11 meetings between 05/2024-11/2025</p>	<p>Average 7, tot. 65</p>

	<p>A work-life mentoring programme was created and implemented. The programme consisted of training and meetups for mentors (kick-off, follow-up, and closing), and one-to-one meetings between the mentors and the mentees.</p>	<p>3 meetings 02-11/2025</p>	<p>10</p>
UNIRI			
	<p>Local activities aligned with DIOSI's Model of doctoral training, enhancing participants' research and personal skills and supporting their personal and career development. In this way, they encompassed all three pillars of the vision: knowledge, skills, and personal resourcefulness.</p> <p>The University of Rijeka (UNIRI) offered local activities through its constituents to build holistic training for participants. Key providers included:</p> <p>STEPRI Science and Technology Park: Entrepreneurship training.</p> <p>UNIRI University Library: Open science training.</p> <p>University Counselling Centre: Career development workshops and individual counseling.</p> <p>The program provided 5 ECTS credits via local UNIRI and YUFE activities, with these requirements:</p> <p>UNIRI Entrepreneurship Skills (Sep/Oct 2024): Complete 3 of 7 modules.</p>	<p>09/24 - 02/25</p> <p>Internal UNIRI DC meeting 22/05/2024</p> <p>STEPRI training</p> <p>UNIRI University Library</p> <p>UNIRI Counselling Centre</p>	<p>42 interested DCs</p> <p>16</p> <p>7</p> <p>11</p> <p>9</p>
	<p>Due to national legal constraints, YUFE supervision could not be offered during this phase of the project. Career support was provided through the Professional Guidance and Career Development Counselling (University Counselling Centre), which delivered a two-day workshop on career development and individual counselling sessions for those interested in creating their personal career plans.</p>	<p>UNIRI Counselling Centre workshop (2 modules)</p> <p>Individual career plans</p>	<p>9 participants 2 plans</p>

USN

Try to introduce more transversal training and mentoring towards non-academic careers. Enrich opportunities to interact in English, enrich European identity.

Individual coaching by experts in the respective fields
 Personal Development Plan by experts in the respective fields.

The range of activities offered by the doctoral schools is so wide that we did not add to the existing programs but participated in the doctoral days the transversal YUFE program and to talk about research ethics as well.

Individual coaching by experts in the respective fields
 Personal Development Plan by experts in the respective fields.

4 meetings on
 20/01/2025,
 27/01/2025,
 04/02/2025,
 07/05/2025

7 participants

Appendix 2. YUFE-wide trainings, events, and workshops offered for the DCs, and feedback received on them.

Dates	Training/event	Number of participants	Feedback on the training/event
Kick-off and closing events			
7/5/2024	Meet & greet	47	Response rates: 59% (n = 28)/100% (n = 13)/ 62% (n=17). The majority, 68% / 59% / 94% of the respondents, were satisfied or very satisfied with the event. Suggestions for improvement: More varied opportunities for participants to interact with each other. Greater peer interaction and networking opportunities among the DCs from the same field of expertise.
31/5/2024		13	
7/11/2024		27	
14/01/2026	Closing event: From Reflections to Directions	5	Feedback was not collected about the event
MOOCs and feedback sessions related to them			
Continuous (JOINT)	Research Ethics & Integrity Mind the GAP MOOC	13	Response rate: 100% (n = 15). 79% of the respondents were satisfied with the training. More attention was hoped to materials. One participant expressed dissatisfaction to all the aspects of the MOOC. The sum of very satisfied and satisfied participants with: practical organisation of the activity: 77% communication prior the start: 86% materials: 62% content delivery: 82% duration of the activity: 77% developed skills: 85%
Continuous (JOINT)	Research Ethics & Integrity Mind the GAP MOOC	13	Response rate: 100% (n = 15). 78% of the respondents were satisfied with the training. More attention was hoped to materials. One participant expressed dissatisfaction to all the aspects of the MOOC. The sum of very satisfied and satisfied participants with:

			<p>practical organisation of the activity: 76%</p> <p>communication prior the start: 86%</p> <p>materials: 61%</p> <p>content delivery: 82%</p> <p>duration of the activity: 77%</p> <p>developed skills: 85%</p>
Continuous (JOINT)	ED&I MOOC	23	<p>Response rate: 100% (n = 23). 86% of the respondents were satisfied with the training. More attention was hoped to communication prior to the start and developed skills. One participant expressed dissatisfaction to all the aspects of the MOOC. The sum of very satisfied and satisfied participants with:</p> <p>practical organisation of the activity: 80%</p> <p>communication prior the start: 75%</p> <p>materials: 85%</p> <p>content delivery: 85%</p> <p>duration of the activity: 85%</p> <p>developed skills: 75%</p>
10/12/2024 (JOINT) 06/05/2025 (JOINT) – two sessions	ED&I - workshop	7 5	<p>Response rates: n = 5/7, including participants other than DCs.</p> <p>Overall satisfaction: 100%/86 % were very satisfied or satisfied, 0/14 % were neutral</p> <p>Communication & Organization: 100%/67% were very satisfied or satisfied, 0%two/33 % were neutral</p> <p>Duration: 100%/86% very satisfied or satisfied, 0%/14 % were dissatisfied</p> <p>Content delivery: 100%/86% were very satisfied or satisfied, 0%/14 % were dissatisfied</p> <p>Materials: 100%/86% were very satisfied or satisfied, 0%/14% were neutral</p>

Networking Opportunities: 80%/33 % very satisfied or satisfied, 20%/67% were neutral.

Skills Development: 100%/72 % were very satisfied or satisfied, 0%/14% were neutral, 0%/14% were dissatisfied.

Training events

26/11/2024	Navigating Sustainability:	8	Response rates: 63% (n=5) / 100% (n=2).
25/04/2025	Eco-Responsible Research Strategies (JOINT SESSIONS)	2	Overall satisfaction: 40%/100% very satisfied or satisfied, 60%/0% were neutral Communication & Organization: 20%/100 % were very satisfied or satisfied, 60%/0 % were neutral, 20%/0% were dissatisfied Duration: 20%/100 % very satisfied or satisfied Content & Materials: 60%/100 % very satisfied or satisfied, 20%/0% were neutral Networking Opportunities: 25%/0 % very satisfied or satisfied, 75%/100 % were neutral Developed skills: 20%/100 % very satisfied or satisfied, 80%/0% were neutral
28/02/2025 (Only DCs)	International Career Development	10	Response rate 28/2/25, 29/4/2025 and 21/11/2025: 70% (n = 7), 50% (n = 6), 100% (n=6)
29/04/2025 (JOINT)		8 (+ 4 Postdocs)	Overall satisfaction: 100/83/100% of the respondents were very satisfied or satisfied, 0/17/0% were neutral.
21/11/2025 (JOINT)		3 (+ 2 Postdocs)	Practical organisation of the activity: 100/100/100% were very satisfied and satisfied Communication:100/100/100% were very satisfied and satisfied. Materials: 100/83/100% were very satisfied and satisfied, 0/17/0% were dissatisfied Content delivery: 100/83/100% were very satisfied and satisfied, 0/17/0% was dissatisfied.

			<p>Duration of the activity: 100/50/100 % were very satisfied and satisfied, 0/0/25% were neutral, 0/25/0 % were dissatisfied</p> <p>Networking opportunities: 86/-/67/67 were very satisfied and satisfied, 14/-/33/33 % were neutral.</p> <p>Developed skills: 100/83/100% were very satisfied and satisfied, 0/0/17/0 % were neutral.</p>
6/03/2025 (JOINT)	Open Science and Open Access Publishing	3	<p>Response rate: 100% (n=7 ; 3 DCs and 4 Postdocs)</p> <p>Overall satisfaction: 86% were very satisfied or satisfied, 14% were neutral.</p> <p>Communication: 100/88% were very satisfied or satisfied, 0/12% were neutral</p> <p>Organization: 71% were very satisfied or satisfied, 14% were neutral, 14% were dissatisfied</p> <p>Duration: 71% were very satisfied or satisfied, 29% were neutral</p> <p>Networking Opportunities: 43% were very satisfied or satisfied, 29% were neutral, 29% were dissatisfied</p> <p>Interaction with peers: 57% were very satisfied or satisfied, 29% were neutral, 14% were dissatisfied</p> <p>Improvements were hoped to communication and duration of activity. More attention was asked to networking opportunities and development of skills.</p>
13/03/2025 (JOINT)	Open Innovation and Entrepreneurship	4 (+ 5 Postdocs)	<p>Response rate: 77% (n=7 ; 3 DCs and 4 Postdocs).</p> <p>Overall satisfaction: 57% very satisfied or satisfied, 43% were dissatisfied</p> <p>Communication: 100% were very satisfied or satisfied</p> <p>Organization: 100% were very satisfied or satisfied</p> <p>Materials: 86% were very satisfied or satisfied, 14% dissatisfied</p> <p>Content delivery: 85% were satisfied, 14% were dissatisfied</p>

			<p>Duration: 57% were very satisfied or satisfied, 29% were neutral, 14% were dissatisfied</p> <p>Networking Opportunities: 57% were very satisfied or satisfied, 43% were neutral</p> <p>Developed skills: 100% were very satisfied or satisfied</p> <p>Improvements were suggested for content delivery and materials.</p>
<p>14/05/2025 17/06/2025 (JOINT)</p>	<p>Intercultural Communication in Academic European Contexts</p>	<p>4 3 (+ 2 Postdocs)</p>	<p>Response rate for both sessions: 78% (n=7) - including 5 DCs and 2 Postdocs</p> <p>Overall satisfaction: 71.5% were very satisfied or satisfied, 28.5% were neutral</p> <p>Communication & Organization: 86% were very satisfied or satisfied, 14% were neutral</p> <p>Practical organization of the activity: 86% were very satisfied or satisfied, 14% were neutral</p> <p>Duration: 43% were very satisfied or satisfied, 57% were neutral</p> <p>Content delivery: 100% were very satisfied or satisfied</p> <p>Materials: 72% were very satisfied or satisfied, 14% were neutral, 14% were dissatisfied</p> <p>Networking Opportunities: 86% were very satisfied or satisfied, 14% were neutral</p> <p>Developed skills: 86% were very satisfied or satisfied, 14% were dissatisfied</p>
<p>7/10/2025 (JOINT)</p>	<p>Synergy in Science: Advancing Research Through Interdisciplinary Approaches An Introduction to Inter- and Transdisciplinary Research</p>	<p>3 (+1 Postdoc)</p>	<p>Response rate : 50% (n = 2 ; only DCs have responded). One indicated that they were satisfied, the other that they were neutral.</p> <p>Communication prior the start: 100%</p> <p>Practical organisation of the activity: 100%</p> <p>Content delivery by the lecturer: 100%</p> <p>Materials: not evaluated</p> <p>Networking opportunity: not evaluated</p>

			Duration of the activity: 100% Developed skills: 100%
9/12/2025 (JOINT)	AI Tools, Academic Writing and Ethics	17 (+3 Postdocs)	Response rate : 59% (n = 10 ; 7 DCs and 3 Postdocs). 100% of the respondents were satisfied with the training. More attention was hoped to networking opportunities. The sum of very satisfied and satisfied participants with: practical organisation of the activity: 100% communication prior the start:80% materials: 90% Interaction with peers: 100% duration of the activity: 100% developed skills: 90%
Apero-doctoring events			
19/6/2024	Apero-doctoring: Time management	14	Response rates: 100% (n=14), 79% (n=11), 29% (n=2), and 100% (n=4) accordingly. Overall satisfaction: 71%/82%/75% very satisfied or satisfied, 29%/9%/20%/0% were neutral, 0%/9%/4%/25% were dissatisfied Suggestions for improvement: A closer look was hoped for duration of the event and greater interaction with peers or networking.
25/6/2014		14	
22/1/2025		7	
4/12/2025		4	
16/10/2024	Apero-doctoring: Good days and bad days	8	Response rate: 38% (n=3) / 80% (n = 4). Overall satisfaction: 100%/100% very satisfied or satisfied Communication: 100%/100% very satisfied or satisfied Organization: 100%/75% very satisfied or satisfied Networking Opportunities: 100%/100% very satisfied or satisfied Duration of the activity: 100%/75% very satisfied or satisfied
28/1/2025		5	
10/2/2025	Apero-doctoring: Juggling collaborative relationships	6	Response rate: 67% (n = 4)/ 100% (n = 8). Overall satisfaction: 100/100% were very satisfied or satisfied
18/2/2025		8	

			<p>Communication: 100/88% were very satisfied or satisfied, 0/12% were neutral</p> <p>Organization: 100/100% were very satisfied or satisfied</p> <p>Duration: 100/75% were very satisfied or satisfied, 0/25% were neutral</p> <p>Networking Opportunities: 100/88% were very satisfied or satisfied, 0/12% were neutral</p> <p>Interaction with peers: 100/88% were very satisfied or satisfied, 0/12% were neutral</p>
28/3/2025	Apero-doctoring: Healthy	4	<p>Response rate: 75% (n=3) / 38 % (n=3).</p> <p>Overall satisfaction: 100/100% were very satisfied or satisfied</p> <p>Communication & Organization: 100/100% very satisfied or satisfied</p> <p>Duration: 100/100% very satisfied or satisfied</p> <p>Networking Opportunities: 67/100% very satisfied or satisfied, 33/0% were neutral</p>
23/4/2025	habits	8	
23/9/2025	Apero-doctoring: Why do I	6	<p>Response rate: 83% (n=5) / 100% (n=3).</p> <p>Overall satisfaction: 80% / 100% very satisfied or satisfied, 20% were neutral</p> <p>Communication: 80% / 100% were very satisfied or satisfied, 20% were neutral</p> <p>Organisation of the activity: 80% / 100% were very satisfied or satisfied, 20% were neutral</p> <p>Duration: 80% / 100% were very satisfied or satisfied, 20% were dissatisfied</p> <p>Interaction with your peers: 60% / 100% were very satisfied or satisfied, 40% were neutral.</p> <p>Networking opportunities: 20% / 67% were very satisfied or satisfied, 80% / 33% were neutral.</p>
5/11/2025	feel like a fraud? Navigating imposter feelings in academia together	3	

YUFE Pilot on Doctoral Learning - Events

Start of Block: Introduction

Q1.1 Dear doctoral candidate, You recently participated in an event organised within the YUFE Pilot on Doctoral Learning. We kindly ask you to complete this short survey (2 minutes), so we can improve the YUFE offerings. The information you share with us will be anonymous, and only used for quality improvement activities. Thank you, The organising committee

Q1.2 *By clicking below, you confirm that you have read and understood the information about the survey and that you voluntarily agree to take part in it.*

I agree to participate in this survey (1)

End of Block: Introduction

Start of Block: Background

Q2.1 What is your institutional affiliation?

- Maastricht University (11)
 - Nicolaus Copernicus University Torun (12)
 - Sorbonne Nouvelle University (21)
 - Universidad Carlos III de Madrid (14)
 - University of Antwerp (15)
 - University of Bremen (16)
 - University of Cyprus (17)
 - University of Eastern Finland (18)
 - University of Essex (19)
 - University of Rijeka (20)
-

Q2.2 What is the latest activity or course you attended within the YUFE Pilot on Doctoral Learning?

▼ From Reflections to Directions - 14 January 2026 (26) ... Meet & Greet - 28 November 2024 (25)

End of Block: Background

Start of Block: Specific training

Q3.1 Overall, how satisfied are you with your participation in the [\\${Q2.2/ChoiceGroup/SelectedChoices}](#)?

- Very dissatisfied (21)
- Dissatisfied (20)
- Neutral (19)
- Satisfied (18)
- Very satisfied (17)

Q3.2 How satisfied are you with the following aspects of the [\\${Q2.2/ChoiceGroup/SelectedChoices}](#)?

	Very dissatisfied (7)	Dissatisfied (8)	Neutral (9)	Satisfied (10)	Very satisfied (11)	Not applicable (13)
Communication and information prior to the start of the activity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practical organisation of the activity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content delivery (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration of the activity (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with your peers (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking opportunities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Specific training

Start of Block: Final remarks

Q4.1 Would you like to share any additional suggestions or comments?

End of Block: Final remarks

YUFE Pilot for Early Career Researchers - Courses

Start of Block: Introduction

Q1.1 Dear doctoral or postdoctoral researcher, You recently participated in a course organised within the YUFE Pilot on Doctoral Learning or the YUFE Pilot on Postdoctoral Training and Development. We kindly ask you to complete this short survey (2 minutes), so we can improve the YUFE offerings. The information you share with us will be anonymous, and only used for quality improvement activities. Thank you, The organising committee

Q1.2 *By clicking below, you confirm that you have read and understood the information about the survey and that you voluntarily agree to take part in it.*

I agree to participate in this survey (1)

End of Block: Introduction

Start of Block: Background

Q2.1 Who are you?

Doctoral researcher (1)

Postdoctoral researcher (2)

Q2.2 What is your institutional affiliation?

- Maastricht University (11)
 - Nicolaus Copernicus University Torun (12)
 - Sorbonne Nouvelle University (21)
 - Universidad Carlos III de Madrid (14)
 - University of Antwerp (15)
 - University of Bremen (16)
 - University of Cyprus (17)
 - University of Eastern Finland (18)
 - University of Essex (19)
 - University of Rijeka (20)
-

Q2.3 What is the latest course you attended?

▼ AI Tools, Academic Writing and Ethics - 09 December 2025 (47) ... Peer Facilitator Course - 11 February 2025 (32)

End of Block: Background

Start of Block: Specific training

Q3.1 Overall, how satisfied are you with your participation in [\\${Q2.3/ChoiceGroup/SelectedChoices}](#)?

- Very dissatisfied (21)
- Dissatisfied (20)
- Neutral (19)
- Satisfied (18)
- Very satisfied (17)

Q3.2 How satisfied are you with the following aspects of [\\${Q2.3/ChoiceGroup/SelectedChoices}](#)?

	Very dissatisfied (7)	Dissatisfied (8)	Neutral (9)	Satisfied (10)	Very satisfied (11)	Not applicable (13)
Communication and information prior to the start of the activity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practical organisation of the activity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content delivery by the lecturer(s) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking opportunities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration of the activity (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed skills (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Specific training

Start of Block: Final remarks

Q4.1 Would you like to share any additional suggestions or comments?

End of Block: Final remarks

YUFE Impact and Graduate Tracking Framework - Survey 2 draft

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Dear participant,

Welcome to the YUFE Impact and Graduate Tracking Framework, which consists of two surveys that are conducted as part of the YUFE Pilot on Doctoral Learning carried out by several of the YUFE institutions. The data collected will help us gain a better understanding of professional development and doctoral education. The surveys were approved by the ethical committee of the University of Antwerpen.

This is the second of the two surveys. In a moment, we will present you a questionnaire. This will take about 15 minutes. Please note that this survey is not optimised for mobile devices, so use your laptop or desktop PC instead. Please read every question carefully and answer honestly.

This is an anonymous study: you are never recognisable during the course of this study, nor in the data we collect. All data from this study are digitised and stored for 10 years after the end of the study. **You have the right to refuse to participate and to stop your participation at any time.** You do not have to explain this. All data already collected at that time can be used for data analysis.

The researchers of this study have the right to share anonymous databases (in which participants are not recognisable to anyone) **with (inter)national colleagues** in the context of this study. These data files are not accessible by other parties, including yourself or companies/organisations that do not fit within scientific research institutions.

If you have any further questions or comments, please contact Maša Cek of the University of Rijeka at karijere@uniri.hr.

Yours sincerely, the YUFE team

I have read and understood the information above and (tick as appropriate):

- I voluntarily agree to participate (1)
- I do not wish to participate in this study (2)

General Feedback on YUFE Pilot on Doctoral Learning

Throughout the pilot you had the opportunity to participate in a wide range of activities (which we will hereafter refer to as the 'YUFE pilot on Doctoral Learning activities'). The following questions relate to these activities, and we would like to ask you to answer them based on your experiences in the activities you participated in.

During the YUFE Pilot on Doctoral Learning, you may have participated in activities aimed at professional development, research development, or a combination of both. Some of these activities were offered via the YUFE Virtual Campus and could be attended together with doctoral candidates from other YUFE universities. Please indicate all categories of activities in which you have participated:

- Kick-off event(s)
- Trainings and workshops
- Aperro Doctoring events
- MOOCs (Massive Open Online Courses) (Research Ethics and Integrity; Equity, Diversity, and Inclusivity)
- Feedback sessions (Research Ethics and Integrity; Equity, Diversity, and Inclusivity)
- I did not participate in any YUFE-wide activities

In addition to YUFE-wide activities, certain activities were organized exclusively by your home university and were not open to participants from other YUFE universities. These activities may have been conducted either on-site or online. Please indicate all categories of activities at your home university in which you have participated:

- Kick-off event(s)
- Trainings and workshops
- Academic or networking events
- Mentoring
- I did not participate in any local activities
- Other (please specify): _____

From 1 (I fully disagree) to 5 (I fully agree), please indicate your agreement with the following statements about the YUFE Pilot on Doctoral learning:

- It helped to clarify my career goals.
- It opened new career opportunities for me.
- It provided me with opportunities for professional growth.
- It helped me develop new skills or knowledge relevant for my employment possibilities.
- It helped me to establish new connections with other doctoral researchers in my university.
- It helped me to establish new connections with other doctoral researchers in another YUFE university.

What aspects of the YUFE Pilot on Doctoral Learning did you find most beneficial, and why?

What aspects of the YUFE Pilot on Doctoral Learning could be improved, and how (themes, methods, lecturers, ...)?

How would you rate your overall experience with the YUFE Pilot on Doctoral Learning?
(1 – Very Poor, 5 – Excellent)

Would you recommend the YUFE Pilot on Doctoral Learning to other doctoral researchers?

Yes

No

Please share your additional thoughts, suggestions, or feedback about your experience with the YUFE Pilot on Doctoral Learning.

If you would like to publicly share your experience with the YUFE Pilot on Doctoral Learning, please email us at karijere@uniri.hr

IMPORTANT: YOUR PERSONAL, ANONYMOUS LOGIN ID We are using Qualtrics, an online survey platform, to conduct this survey. In the first survey, you received 12-digit code via email that is unique to you. This is the only way we can link the responses to both surveys while maintaining complete anonymity.

Do you have your **personal, anonymous Login ID**? **Remember to check your email!**

a) **YES**

b) **NO**

If Yes -> Please write in your personal Login ID:

Part 1. DOCTORAL EDUCATION This section focuses specifically on your doctoral education. We would like to gain insights into your current experiences with your PhD programme.

UNI Please select your affiliated university: *(Multiple answers possible.)*

- Maastricht University, the Netherlands (1)
 - Nicolaus Copernicus University, Poland (2)
 - Sorbonne Nouvelle University, France (3)
 - Universidad Carlos III De Madrid, Spain (4)
 - University of Antwerp, Belgium (5)
 - University of Bremen, Germany (6)
 - University of Cyprus, Cyprus (7)
 - University of Eastern Finland, Finland (8)
 - University of Essex, the United Kingdom (9)
 - University of Rijeka, Croatia (10)
 - Other (please specify): (11)
-

YEAR In which year did you start your PhD/doctorate (formal admission)?
year (4)

▼ 2024 (1) ... 1990 (35)

MOTIVATION What motivated you to pursue a doctorate (both in the short term and long term)?
(Multiple answers possible)

- To work as a researcher in academia (1)
 - To be able to teach in higher education (13)
 - To work as a researcher outside academia (14)
 - To work as a highly skilled expert (15)
 - To diversify career opportunities (16)
 - Personal accomplishment (17)
 - Personal growth (18)
 - Interest in the research topic (19)
 - Social recognition (20)
 - Other (please specify): (21)
-

FIELD Please select the field that best corresponds to your doctorate:

- Agricultural sciences (1)
 - Engineering and technology (8)
 - Arts and Humanities (9)
 - (Bio)medical and health sciences (10)
 - Exact and natural sciences (11)
 - Social sciences (12)
 - Other (e.g., interdisciplinary) (please specify): (13)
-

COLLAB Do you intend to do your doctorate in collaboration with another organisation?

- No (1)
 - Yes, with a non-university research institution (8)
 - Yes, with a private sector company (e.g., industrial doctorate) (9)
 - Yes, with a third sector organisation (e.g., non-governmental organisation, charity, non-profit) (10)
 - Yes, with a university of applied sciences and arts (11)
 - Yes, with another university (e.g., joint doctorate, cotutelle) (12)
 - Yes, with another type of organisation (please specify): (13)
-

SUPERVISION The supervision during my doctoral studies includes: *(Multiple answers possible.)*

- A single supervisor (1)
 - A supervisory team only with members internal to my university (6)
 - A supervisory team including members from other universities (7)
 - A supervisory team including members outside academia (8)
 - Other (please specify): (9)
-

RESEARCH_ENVIRONMENT Using the scale below, please rate how satisfied you are with the following aspects of your current research environment:

	Very dissatisfied (1)	Somewhat dissatisfied (2)	Neutral (3)	Somewhat satisfied (4)	Very satisfied (5)	Not applicable (99)
Skills development (RE_skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career growth opportunities (RE_growth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual challenge (RE_challenge)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomy and responsibility (RE_autonomy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of organisation (RE_rep)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisational culture (RE_culture)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security/stability (RE_secure)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding (RE_funds)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring (RE_mentor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training opportunities (RE_train)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possibility for community engagement (RE_community)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work/life balance (RE_balance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Congruence with my research interests (RE_congruence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing research time (RE_time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research team (RE_team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FUNDING Which of the following funding options have you used/are you using during the course of your doctoral studies? (*Multiple answers possible.*)

- Fellowship from your university (1)
 - Contracted employment with your university (9)
 - Fellowship from government or public research fund (10)
 - Fellowship from private sector, or a private non-profit organisation (11)
 - Fellowship from international institutions (12)
 - University position/teaching and/or research assistantship (13)
 - Self-funded (14)
 - Other (please specify): (15)
-

Part 2. CAREER RELATED EXPERIENCE This section is centered around your overall professional background, not just your doctoral experience. We'd like to understand your current professional environment and its impact on your satisfaction with various other aspects.

PROF_STATUS Please select all that apply to your current primary professional status:
(Multiple answers possible.)

- Permanently full-time employed (1)
 - Permanently part-time employed (14)
 - Temporary full-time employed (15)
 - Temporary part-time employed (16)
 - Self employed (17)
 - Retired (18)
 - Unemployed (19)
 - Internship (20)
 - Career break (including childcare, elderly people care) (21)
 - Other (please specify): (22)
-

Display this question:

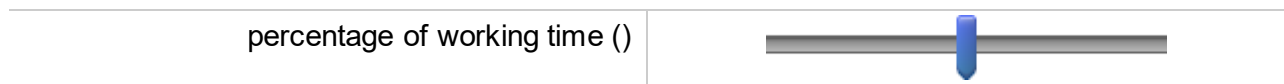
If PROF_STATUS = 1, 14, 15, 16, 17, 20, 21, 22

PROF_SECTOR Please indicate the sector that best represents your current primary professional position: *(Multiple answers possible.)*

- Research university (1)
 - University of applied sciences and arts (13)
 - Research organisation (e.g., research institute) (14)
 - Business sector: industry (15)
 - Business sector: services and other (16)
 - Healthcare sector (e.g., hospital, clinical centre) (17)
 - Non-higher education (e.g., secondary education) (18)
 - Government or public sector other than listed above (19)
 - Private non-profit sector (20)
 - Other (please specify): (21)
-

PROF_RESEARCHTIME What percentage of your time do you spend on research activities?

0 10 20 30 40 50 60 70 80 90 100



PROF_SUCCESS Using the scale below, please rate the following areas in terms of their importance for your professional success.

	Not at all important (1)	Slightly unimportant (2)	Neutral (3)	Slightly important (4)	Very important (5)
The supervision during my doctoral studies (PROF_SUCCESS_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mentoring system during my doctoral studies (PROF_SUCCESS_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career development support (PROF_SUCCESS_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking (PROF_SUCCESS_10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of my personal resources (PROF_SUCCESS_11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of my transferable skills (PROF_SUCCESS_12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of my research skills (PROF_SUCCESS_13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PROF_WORRY Using the scale below, please indicate to what extent you are worried about your professional future.

- Never (1)
- Rarely (2)
- Sometimes (3)
- Often (4)
- Continuously (5)

Display this question:

If PROF_WORRY = 3 - 5

PROF_WORRY_LOT Please provide a brief description of your primary concerns:

Part 3. LEARNING (KNOWLEDGE AND SKILLS) This section aims to assess your current level of knowledge and skills in various topics relevant to your research and academic development.

SKILLS_RATE Please evaluate your knowledge and skills related to specific topics using the scale below:

	I have no developed knowledge and skills at all (1)	I have poorly developed knowledge and skills (2)	I have moderately developed knowledge and skills (3)	I have well developed knowledge and skills (4)	I have very well developed knowledge and skills (5)
Personal and career development (Q11_23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict management (Q11_83)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusive research (Q11_84)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual property rights and knowledge valorisation (Q11_85)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural competences (Q11_86)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership (Q11_87)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open innovation (Q11_88)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entrepreneurship (Q11_89)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open science and open/FAIR data (Q11_90)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project management (Q11_91)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proposal writing (Q11_92)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Public engagement (Q11_93)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research data management (Q11_94)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research ethics and integrity (Q11_95)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research methodology (Q11_96)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsible research (Q11_97)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science communication to a broader audience (Q11_98)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainable research (Q11_99)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching skills (Q11_100)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific writing (Q11_101)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management (Q11_102)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



SKILLS_LEARNED I have acquired my current knowledge and skills mostly through: *(Multiple answers possible.)*

- Supervisor(s) (1)
 - Colleagues or other researchers (3)
 - Previous formal education (4)
 - Self-study (internet) (5)
 - Doctoral study courses at my university
 - YUFE pilot on Doctoral Learning
 - Other (please specify): (99)
-

End of Block: Learning, knowledge and skills

Start of Block: Behaviour (attitudes and intentions)

Part 4. BEHAVIOUR (ATTITUDES AND INTENTIONS) This section goes deeper into your aspirations and perspectives on various aspects of the YUFE DIOSI model that might be relevant to your professional development.



BEHAVIOR Please indicate the level of agreement with each of the following statements using the scale below.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
My professional goal is to become an entrepreneur. (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had the opportunity and the necessary resources, I would like to start a company. (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I tried to start a company, I believe I would have a high probability of being successful. (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By making use of acquired knowledge and skills in Open Innovation and Entrepreneurship, a broader part of society can benefit from innovation and knowledge created. (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that practicing Open Science is beneficial. (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the challenges that practicing Open Science brings with it (e.g., predatory journals). (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I intend to practice Open Science in my future research work. (40)

Ethical decisions and choices of researchers have a huge influence on the whole society. (41)

I intend to disclose possible conflicts of interest in an appropriate manner in my future research work. (42)

In my future research, I intend to apply ethical principles to data collection and processing, dissemination and authorship. (43)

Research ethics is an everyday life skill for a researcher. (44)

I strive to create a research environment that follows the rules of universal design (i.e., inclusive). (45)

I am committed to critically questioning my own biases. (46)

I take care to discuss my research findings in a way that does not harm others. (47)

I am confident that I can work effectively with international colleagues. (48)

Building an international network is important for my professional success. (49)

I am willing to work outside my country of citizenship. (50)

It is important to develop skills of cross cultural communication. (51)

I am confident that practicing sustainable research has a lot of benefits. (52)

In my research work, I try to minimise negative effects on the environment, society and the economy. (53)

Creating a personal development plan will contribute to my career success. (54)

I am engaged in planning my professional development. (55)

It is important to be informed on different career options for doctoral candidates. (56)

End of Block: Behaviour (attitudes and intentions)

Start of Block: Mobility

PART 5: MOBILITY This section explores your openness to professional mobility, both inside and outside of your current country of residency.



MOBILITY_sector At this moment, are you considering changing the sector of your current main professional activity?

- No, I work in the academic sector and I want to stay in the academic sector (1)
- No, I work in the non-academic sector and I want to stay in the non-academic sector (2)
- Yes, I work in the academic sector and I want to move to the non-academic sector (3)
- Yes, I work in the non-academic sector, and I want to move to the academic sector (4)
- Yes, I work in the non-academic sector, and I want to move to another non-academic sector (5)
- Yes, I want to combine the work in the academic and non-academic sectors at the same time (6)
- Not sure/Other (please specify): (99)

- Not applicable (999)



MOBILITY_country At this moment, are you considering living and working outside your country of citizenship?

- No (1)
- Yes, for a period of less than 3 months (2)
- Yes, for a period of 3 to 6 months (3)
- Yes, for a period of 6 to 12 months (4)
- Yes, for 12 months or more (5)
- Yes, but I'm not sure for how long (6)
- I'm currently living or working outside of my country of citizenship (9)
- I'm not sure (10)

EQUITY, DIVERSITY & INCLUSIVITY FEEDBACK

To help us understand the participants of the YUFE Pilot on Doctoral Learning better, we invite you to share more information about your background. Your response is voluntary and will remain confidential.

From 1 (I fully disagree) to 5 (I fully agree), please indicate your agreement with the following statements:

- Inclusivity and diversity were well represented in the themes and topics of the pilot.
- Lecturers considered inclusivity and diversity in their teaching.
- The pilot was organised in a way that made it accessible to all participants.

Do you consider yourself to be part of any minority group (e.g., based on ethnicity, culture, religion, language, disability, sexual orientation, or other aspects of identity)?

- Yes
- No
- Prefer not to say

➔ (If Yes) Please share more about which group(s) you identify with or any information you would like us to know.

PART 7. DEMOGRAPHIC DETAILS



COUNTRY In which country do you currently live?

- Belgium (4)
 - Croatia (9)
 - Cyprus (6)
 - Finland (7)
 - France (2)
 - Germany (5)
 - the Netherlands (1)
 - Poland (100)
 - Spain (3)
 - United Kingdom (8)
 - Other (please specify): (99)
-

BIRTH What is your age group?

- under 30 (4)
 - 30 - 50 (5)
 - over 50 (6)
-



GENDER Which gender do you identify with?

- Female (0)
 - Male (1)
 - Non-binary (2)
 - Prefer not to say (9)
 - I prefer to identify myself as (please specify): (99)
-



*“The YUFE Pilot on Doctoral Learning was a transformative experience that broadened my perspective on career paths and **essential skills**. Through guidance from experienced professionals, I developed **greater agency** over my career direction and the **confidence to seek support** when needed.”*

Mark Omona
*PhD Researcher,
University of Antwerp*



Co-funded by
the European Union



*The pilot offered valuable insights into the **experiences** of fellow PhD researchers across Europe, highlighting **common challenges** throughout our doctoral studies. It also broadened my **professional network**, improved my **intercultural skills**, and deepened my appreciation for interdisciplinary collaboration.*

Ivona Petković
*Research assistant,
University of Rijeka*





*“Doctoral research can sometimes get quite lonely, especially for those of us not working in a specific project or directly for the university. This pilot has given me both **academic competencies** as well as **peer support** and **networking opportunities**.”*

Tuuli Ahonen,
PhD Researcher,
University of Eastern Finland



Co-funded by
the European Union



YUFE CERTIFICATE OF PARTICIPATION

YUFE Pilot on Doctoral Learning

The Young Universities for the Future of Europe (YUFE) declare that, as part of the YUFE Pilot on Doctoral Learning,



DC'S NAME

while conducting research at ***NAME of university***

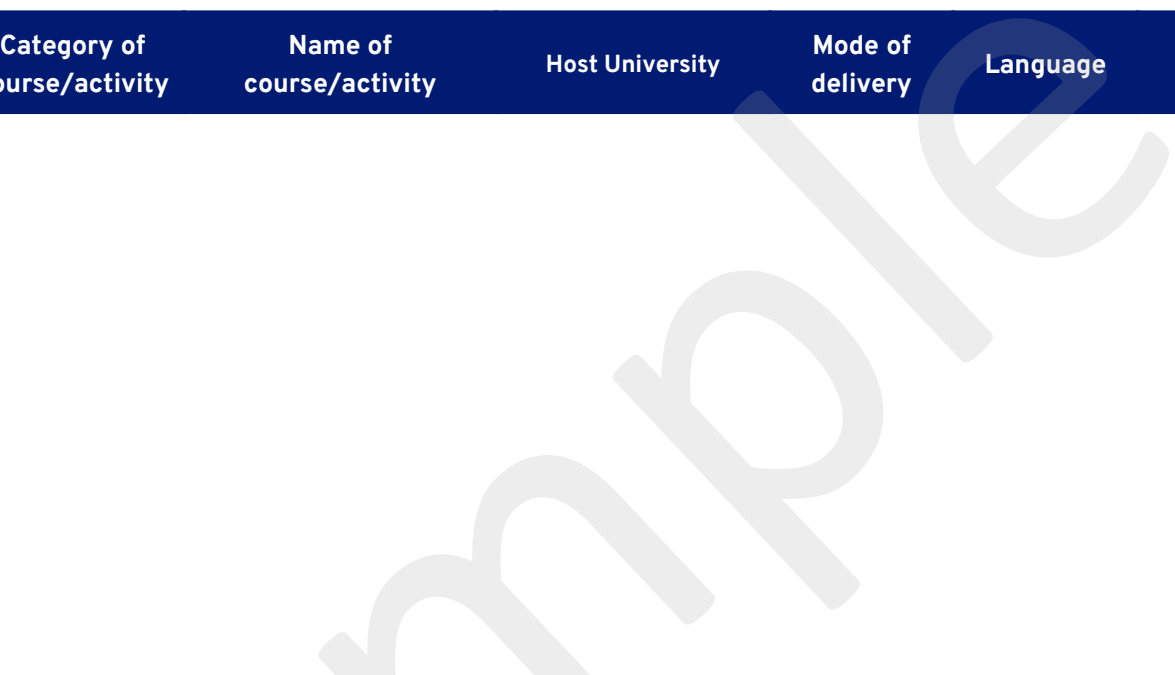
successfully attended and completed the following YUFE courses, workshops, and/or initiatives.

Daniel Mouchard-Zay
Strategic Council President

DATE
On behalf of YUFE



Category of course/activity	Name of course/activity	Host University	Mode of delivery	Language	Date
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The YUFE Pilot on Doctoral Learning aimed to test out a joint approach to doctoral learning with the YUFE DIOSI Model on Doctoral Learning, which is based on five principles:

- A joint vision on doctoral learning with three main desired outcomes for a YUFE DIOSI PhD holder (1)
- An overarching framework for the doctoral programme that acknowledges diverging expert visions on the ideal learning format(s) for the doctorate, which includes:
 - transferrable skills training (2)
 - formal and informal learning (3)
 - an extended thesis reflection (4)
- a strategic reframing of supervisory relationships (5)



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Co-funded by the European Union

The Young Universities for the Future of Europe (YUFE) is one of the dynamic European University Alliances, selected by the European Commission. YUFE aims to shape a holistic and inclusive future for students and learners, and their society in Europe. The YUFE Alliance strives to be the front-running Alliance of European Higher Education in which students, learners, and staff are co-leaders, co-dreamers, and co-creators. YUFE's mission is to become a successful model of a socially responsible European University.