

***Ordnung zur Qualitätsentwicklung in Studium und Lehre***  
**(Quality Development Regulations for Studies and Teaching)**  
**at the University of Rostock**  
**(Quality Assurance Regulations)**

of 12 December 2022

Pursuant to § 3a(6) of the *Landeshochschulgesetz* (hereinafter State Higher Education Act) in the version announced on 25 January 2011 (Law and Ordinance Gazette of Mecklenburg-Vorpommern (GVOBl. M-V) p. 18), last amended by the Sixth Act to Amend the State Higher Education Act of 21 June 2021 (GVOBl. M-V p. 1018), and in connection with § 5(1) of the *Grundordnung* (hereinafter Basic Regulations) of the University of Rostock of 19 July 2011 (Official Bulletin of the University of Rostock no. 2011, no. 12), last amended by the Sixth Statute to Amend the Basic Regulations of the University of Rostock of 31 January 2022 (Official Bulletin of the University of Rostock no. 4/2022 of 2 February 2022), the University of Rostock hereby passes the following Quality Assurance Regulations as statute:

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## § 1

### Scope of Application and Objective of the Quality Assurance Regulations

The Quality Assurance Regulations regulate responsibilities and quality development procedures in the fields of studies and teaching at the University of Rostock as part of a quality development system.

## § 2

### Principles of the Quality Development System

(1) The University of Rostock has an evaluation-based quality development system, which enables it to manage and develop itself in line with the Mission Statement for Studies and Teaching. The quality development system achieves this whilst following the principle of continuous improvement, taking into account the national and European standards and guidelines for quality assurance at higher education institutions. The quality development system is realised on the basis of quality assurance cycles. In this process, quality objectives are formulated, quality development measures are developed and implemented, the quality developments are monitored and appropriate subsequent action is taken. The underlying processes for drafting quality objectives, realising measures to develop quality, monitoring quality development and taking appropriate action are used in the following description of the procedure for developing quality.

(2) All members of the community at the University of Rostock actively contribute towards quality development procedures in accordance with these regulations. The management staff responsible for the respective quality development procedure ensures that all of the member groups concerned are able to contribute towards the discourse on quality.

(3) The Rectorate carries the overall responsibility for the university-wide quality development system. It is responsible for the development of related university-wide procedures, the monitoring of their implementation and the communication of results. The heads of the university organisational units covered by the scope of application in § 1 ensure the university-wide procedures are implemented in their areas of responsibility.

(4) The Rectorate issues guidelines for quality development procedures. These must be heard by the Academic Senate prior to enactment. The guidelines are published in the university's Official Bulletin.

(5) The heads of the university organisational units covered by the scope of application in § 1 may develop their own quality objectives, measures, and procedures for monitoring quality development, as long as they are limited to the respective organisational unit and do not contradict the university-wide objectives.

(6) The university organisational units covered by § 1 regulate their own quality objectives, measures, and procedures pursuant to sub-section (5) in own quality assurance strategies. The corresponding bodies of the organisational unit must be heard prior to enactment. The decentral quality assurance strategies must be published once they have been announced to the Rectorate. Every organisational unit must regulate at least the following

- Responsibilities, bodies and processes for quality development in the fields of studies, teaching and further academic training at the organisational unit, including the involvement of student representatives
- Processes for defining quality objectives and strategies for studies and teaching at organisational unit level
- Procedures for monitoring and verifying quality development (evaluation procedures) including evaluation of classes provided by the respective organisational unit
- Procedures to develop the quality of student counselling, study organisation and examination management, or of doctoral procedures within the respective organisational unit
- Procedures for dealing with results from evaluation procedures, for handling complaints (complaints management) and for deriving measures within the respective organisational unit.

- Unofficial reading version -

(7) The quality development system and its processes are regularly reviewed in a peer-review procedure involving external auditors, but at least every eight years.

### § 3

#### Strategic Planning and Management

(1) Following consultation with the respective organisational units and the Academic Senate, the Rectorate develops and passes a Mission Statement for Studies and Teaching, as well as university-wide quality objectives and measures. These take into consideration the valid target agreements and other specific agreements between Mecklenburg-Vorpommern's Ministry of Science, Culture, Federal and European Affairs and the University of Rostock.

(2) The Rectorate can provide specific support for quality development measures and maintains an incentive structure for this purpose.

(3) Regular university-wide internal and external evaluation procedures are implemented to monitor quality development. The underlying evaluation procedures are described in § 6 of these regulations. The Rectorate may establish further regular procedures for monitoring quality development. These must be supported by guidelines within the meaning of § 2(5). In addition and if required, the Rectorate and the management of the individual university organisational units can carry out evaluation procedures for their own areas of responsibility.

(4) The Rectorate convenes with the respective university organisational units to regularly decide on a plan for which evaluation procedures within its area of responsibility are to take place when.

(5) The Rectorate shall annually analyse the university-wide development of quality, the achievement of objectives and the implementation of measures. This shall be based on data from the university's statistics, the results of the evaluation procedures, and reports from the university organisational units pursuant to § 4. Consequences are derived from the analysis that are used for the further or new development of quality objectives and measures pursuant to sub-section (1).

### § 4

#### Information and Reporting Duties

(1) As part of its annual report, the Rectorate provides the Academic Senate with an annual summary of the results from the procedure to monitor quality development and on the degree to which university-wide quality objectives have been achieved.

(2) The university organisational units covered by the scope of application defined in § 1 inform the Rectorate once a year about the course evaluations pursuant to § 6(1)(4) it has performed, and at least every four years in writing about the results of the further procedures in its area of responsibility to monitor quality development and the subsequent steps that were taken. They also report about the degree to which university-wide quality objectives have been achieved in their organisational units and the implementation of quality development measures. The reports serve as the basis for the Rectorate's monitoring of the achievement of objectives pursuant to § 3(5).

(3) The results of procedures to monitor quality development and the achievement of objectives must be passed on to the persons and units affected in a timely manner and in observance of data protection regulations. Furthermore, the persons affected must be informed in advance about the planned form and content of a publication of the results.

## § 5

### Establishment, Modification, Accreditation and Discontinuation of Degree Courses

(1) The Rectorate passes an annual plan regarding which degree courses are to be established, modified, accredited or discontinued in the next academic year. The faculties can initiate procedures to establish, modify, accredit, and discontinue degree courses by submitting the corresponding request to the Rectorate. The details are regulated by the Procedural Guidelines for the Establishment, Modification, Accreditation, and Discontinuation of Degree Courses.

(2) The Mission Statement developed pursuant to § 3(1) and the quality objectives provide essential orientation for the fine-tuning and internal accreditation of degree courses.

(3) Study and examination regulations must be passed as statute taking into account the duties of notification pursuant to § 13(3) and (4) of the State Higher Education Act, resolved by the Academic Senate, approved by the Rector, and published in the University of Rostock's Official Bulletin. In accordance with § 13(5) State Higher Education Act, evidence that study and examination regulations have entered into force must be provided to the Ministry of Science, Culture, Federal and European Affairs of Mecklenburg-Vorpommern.

(4) Procedures related to the establishment, a significant modification and the internal accreditation of a degree course are each accompanied by an internal reform committee. Reform committees are appointed by the Rectorate for specific tasks and are either permanent or temporary. The members are elected by the Senate Committee for Studies, Teaching and Evaluation. Taking into account the Procedural Guidelines for the Establishment, Modification, Accreditation, and Discontinuation of Degree Courses, the Pro-Rector for Studies, Teaching and Evaluation decides whether a modification is significant and which kind of procedure is to be used.

(5) All of the degree courses must be the subject of a quality assurance procedure with external assessment (external degree course evaluation) prior to their establishment, or if significant modifications have been made, as well as at regular intervals of no more than eight years. The results of the degree course evaluation are to be considered when further reforming the respective degree course. Once the procedure has been completed successfully, the Academic Senate issues a recommendation for internal accreditation. Internal accreditation means that the degree course fulfils the quality assurance standards of the University of Rostock. Following recommendation from the Academic Senate, the internal accreditation is approved and sealed by the Rector.

(6) The Rectorate passes decisions on the establishment of degree courses. The decision to establish a degree course is passed following successful completion of the procedure pursuant to sub-section (5) and consultation in the Academic Senate.

(7) The Rectorate passes decisions on the discontinuation of degree courses following consultation with the respective university organisational units and the Academic Senate. The decision to discontinue a degree course contains details of when the discontinuation shall become effective and interim regulations until the degree course is finally closed.

(8) Cooperation with other university or non-university institutions that arises in the field of teaching or other degree course-related activities whilst a degree course is on offer, must be regulated by contract and checked by the Legal Services Office and the HQE - University and Quality Development Office.

## § 6 Quality Development Procedure

(1) The University of Rostock conducts evaluation procedures of its offers and organisational units. The University of Rostock uses the following kinds of evaluation procedure:

1. Institutional evaluation:  
The institutional evaluation serves to secure and develop the quality of university organisational units and the services they provide. § 2(7) regulates this kind of procedure for the University of Rostock.
2. Degree course evaluation:  
In accordance with § 5(5), every degree course shall be evaluated by external reviewers on its establishment and at least once every eight years thereafter.
3. Evaluation due to specific circumstances:  
Cross-sectional topics (e.g. gender equality, internationalisation, support for early career researchers) can be evaluated independently of university organisational units and degree courses pursuant to § 3(3).
4. Course evaluation:  
The course evaluation is used to secure and develop the quality of individual courses. At least one course of every member of teaching staff must be evaluated per study year. The heads of the respective university organisational unit are responsible for ensuring the regular realisation of course evaluations. Student representatives must be involved in an appropriate manner.  
The heads of the organisational units can name courses for obligatory evaluation. Furthermore, all members of teaching staff can individually arrange for their own course to be evaluated. The evaluation of the courses shall usually take place during class time. The member of teaching staff shall discuss the results of the obligatory evaluation in class with the attending students. The heads of the organisational units analyse the results of the obligatory course evaluation internally and, if necessary, introduce suitable measures. They also report to the Pro-Rector for Studies, Teaching and Evaluation pursuant to the reporting duty stipulated in § 4(2) on the realisation of the course evaluations and explain which consequences were drawn. The further details of the course evaluation are regulated by the university organisational units in their quality assurance strategies pursuant to § 2(6).

(2) The University of Rostock pursues continuous monitoring of its degree courses and teaching offers, in order to be able to pass comment on performance indicators, the profiles of students and doctoral candidates, the course of studies, available equipment and supervision, as well as success and drop-out rates. The exact details are defined in the University of Rostock's Monitoring Strategy.

(3) Various surveys are held to obtain information for evaluation purposes. The Rectorate decides on the necessity of university-wide surveys. The results are published in a suitable manner. The exact details are stipulated in the University of Rostock's Survey Strategy.

## § 7 Complaints Management

(1) The University of Rostock shall provide complaints offices for all members of the university community both at university governance and at organisational unit levels.

(2) In accordance with the principle of subsidiarity, complaints or suggestions for improvements that affect the quality development of individual study offers or university organisational units must first be addressed to the respective units at that level. If a complaint cannot be resolved, it can be referred to the central contact persons.

- Unofficial reading version -

- (3) If complaints or suggestions for improvements are related to the central quality development system, they should be sent directly to the Rectorate or the corresponding officer (for example, the Gender Equality Officer, the Liaison Officer for Students with Chronic Illnesses and Disabilities, Data Protection Officer).
- (4) The university organisational units announce contact persons, complaint channels, and strategies to protect persons filing complaints in a transparent manner.
- (5) The student body may set up its own complaints offices.

## § 8 Processing of Data

- (1) As part of quality development procedures, the personal data named in appendices 1 and 2 of
  1. individual or several members of the community or associates of the university that belong to the scientific and artistic staff pursuant to § 55(1) and (2) of the State Higher Education Act, as well as other persons with teaching duties (e.g. external contract lecturers), or who perform teaching support tasks (e.g. persons running practical courses, tutors, mentors),
  2. study applicants, students, doctoral candidates, persons completing habilitations (postdocs), former students and doctoral candidates (both graduates and dropouts),

may be processed, i.e. in particular collected, stored, used (analysed) and modified (anonymised, pseudonymised, encrypted) for purposes related to the determination, assurance and improvement of the quality of studies, teaching, doctoral studies, post-doctoral studies, and further academic training.

(2) Appropriate consideration must be given to the data protection regulations in all data processing procedures linked to quality development procedures. In particular, only those kinds of data that are actually required for the specific procedure, i.e. to fulfil the objective of the purpose named in sub-section (1), may be processed. Furthermore, the processing of personal data for purposes other than those required for the specific evaluation procedure is only permitted if it is allowed by special legal provisions, or the person affected has granted their permission in writing with signature. Personal data must be anonymised and deleted as soon and as long as this is possible in view of the purpose named in sub-section (1).

(3) The data described precisely in Appendix 2 of the persons named in sub-section (1) number 2 is processed as part of the monitoring of the University of Rostock's degree courses and teaching offers.

## § 9 Publishing of Data

With the written consent of the data subjects – which is revocable at any time – data concerning persons within the meaning of § 8(1) may be published internally at the university. The consent is only effective if provided voluntarily and is linked to a specific evaluation procedure and the data subject was informed in advance about the process pursuant to Art. 7 EU General Data Protection Regulations, and advised about the voluntary nature of the consent and its revocability. Publishing of personal data that exceeds the scope of sentence 1 is inadmissible.

- Unofficial reading version -

**§ 10**  
**Entry into Force, Expiry**

These Regulations enter into force on the day after their publication in the University of Rostock's official bulletin.

Drawn up following the decision made by the Academic Senate of the University of Rostock of 7 December 2022 and following the Rector's approval.

Rostock, 12 December 2022

The Rector  
of the University of Rostock  
University Professor Dr. Wolfgang Schareck

- Unofficial reading version -

## Appendix - Data linked to § 8

### Appendix 1: Data within the meaning of § 8(1) no. 1 (data of teaching staff)

Data	Purpose/specification
<b>on the person or personal circumstances</b>	
email address	Establishing contact for quality assurance purposes (e.g. invitation to survey)
Surname, given name(s), name affixes and titles, if applicable birth name	Salutation for communication purposes e.g. letters/emails and clear identifiability, naming of teachers in accreditation or quality assurance reports
Gender	Identification of gender disparities and monitoring of gender equality goals (e.g. for professors)
Age/year of birth	Age-specific evaluations
Nationality	Evaluations on the origin of members of teaching staff (e.g. monitoring of internationalisation goals; mostly dichotomised German/not German)
Place of birth / country of birth	
Marital status	Analyses on the family-friendliness of the university
Children (including number of children)	
Educational background	(educational qualifications of the parents) evaluation of career paths of persons lacking academic background
<b>on current teaching</b>	
Courses taught	Planning and realisation of course evaluations
Course evaluations	Analysis of the course evaluation, generation of overall and individual reports on course evaluations
<b>on professional experience</b>	
Previous employment (at or outside the university, during and after completion of studies)	(type of employment, scope of work hours, length of employment, limited-term contracts, pay group, type of financing, subject-specific and organisational affiliation, teaching load, dedication) proof of academic topicality, e.g. in accreditation procedures
Details of current employment situation	(type of work, scope of work hours, length of employment, limited-term contract, pay group, type of financing, subject-specific and organisational affiliation, dedication) proof of sufficient equipment for the position or teaching capacity, e.g. in accreditation procedures
Number of started and completed doctoral/habilitation procedures	Proof of academic topicality, e.g. in accreditation procedures
Evaluation of the quality of supervision	Proof of quality of studies, teaching and doctoral programmes, e.g. in accreditation procedures



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Amount, origin, use and specified purpose of external funding	Proof of academic topicality and financial resources, e.g. in accreditation procedures
Periods of research/teaching abroad	Proof of academic topicality and internationalisation, e.g. in accreditation procedures
Academic cooperation partners	Proof of academic topicality, e.g. in accreditation procedures
Involvement in Collaborative Research Centres	Proof of academic topicality, e.g. in accreditation procedures
Assumption of managerial roles in academic self-government	Assessment of aspects linked to academic self-government
Publications (incl. editorial roles)	Proof of academic topicality, e.g. in accreditation procedures
Citations	Proof of academic topicality, e.g. in accreditation procedures
Reviewer activities	Proof of academic topicality, e.g. in accreditation procedures
Patents	Proof of academic topicality, e.g. in accreditation procedures
Exhibitions	Proof of academic topicality, e.g. in accreditation procedures
Participation in competitions	Proof of academic topicality, e.g. in accreditation procedures
Prizes, scholarships	Proof of academic topicality, e.g. in accreditation procedures

- Unofficial reading version -

**Appendix 2 Data within the meaning of § 8(1) no. 2 (data of study applicants, (former) students, (former) doctoral candidates, (former) postdocs)**

Data	Purpose/specification
<b>on the person or personal circumstances</b>	
Student ID number (or internal number of doctoral candidate)	Identification of students and doctoral candidates in the database and linking of data: is not published, but serves as an internal identification number for linking data at person level
email address	Establishing contact, e.g. invitations to surveys
Surname, given name(s), name affixes and title	Salutation for communication purposes, e.g. letters/emails for invitations to surveys
Postal address(es) (incl. type of address, work address, home address, semester address)	Communication purposes, e.g. invitations to surveys (is only processed for the purpose named in § 8 if no valid email address is available)
Faculty	Evaluations according to faculty and faculty-specific invitations to surveys
Status	(e.g. on leave of absence, first enrolment, re-enrolment, re-registration, deregistration), determining whether students/doctoral candidates are enrolled, on leaves of absence, or have left the university
Gender	Assessments to discover gender disparities/salutations in letters/emails
Nationality (nationalities)	Evaluations to reveal disparities related to origin; evaluations and statistics on origin (often dichotomised into German/not German)
Place of birth/country of birth	
Language skills	Determination of German and English language skills to evaluate the language skills of the students/postdocs
Town of residence	Evaluations and statistics on the living situation and mobility of the students/doctoral candidates/postdocs
(Chronic) illnesses, disabilities, disability compensation	Evaluation of equal opportunities measures and the compensation of disabilities, as well as student health management
Housing situation	Recognition of needs for student accommodation and corresponding political argumentation, as well as adjustment of teaching to housing situation, e.g. for online teaching
Financing of studies/the doctorate	Determination of different types of financing (e.g. support from parents, study loans, scholarships, BAföG, own employment) to recognise required financing offers and to be able to bring forward political arguments based on facts (e.g. BAföG reforms)
Marital status	Analyses of family friendliness, evaluation of measures for students/doctoral candidates/postdocs with (a) child(ren)
Children (including number of children)	

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Educational background	(Educational qualifications of parents) Evaluation to uncover disparities linked to origin
Age/year of birth	Evaluations of age distribution and age-specific patterns in study courses and doctorate/habilitation procedures
Details of current employment situation (type and scope)	Enquiry about current employment (incl. temporal scope) alongside studies/doctorate to be able to judge the burden of the students/doctoral candidates during their studies/doctorates
Use of (counselling) services	Analyses on the quality and necessity of university offers (e.g. counselling offers, sports courses, language courses)
<b>prior to commencing current studies/the doctorate/habilitation</b>	
Details on employment prior to commencement of studies (only students)	Consideration of students' previous professional experience
Details of vocational training/professional qualifications prior to commencement of studies (only students)	
Previously studied degree courses (incl. name/town/country of the university)	Analyses on changes of subject (how many persons change from which subject/degree course to which subjects/degree courses), analyses on the proportion of internal/external graduates in master's degree courses, and in doctorates/habilitations on the depiction of educational mobility and the monitoring of quality; analyses of previous experience of the students in their chosen subject area
Subject(s) studied	
Degrees obtained (incl. name/town/country of the university)	
Length of the previous degree studies (start and end date, or in subject semesters)	
If applicable, final grade(s) of the previous degree studies	
Results of the previous degree studies (dropped out, successful completion, failed at final attempt)	
(Preceding) internships (only students)	

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<b>on the higher education entrance qualification</b>	
Overall grade of the higher education entrance qualification	Analyses in connection with the grade of the higher education entrance qualification of students and doctoral candidates (e.g. connection with study success, dropping out of studies, spread of grades of higher education entrance qualifications across degree courses, changes to grades of higher education entrance qualifications of students/doctoral candidates)
Town in which higher education entrance qualification was gained (incl. postal code, district, federal state, country)	Analysis of marketing measures to attract students (based on district, federal state, postal code), evaluation of the catchment area of a study offer, identification of students with national or international higher education entrance qualifications
Year/date of acquisition of the higher education entrance qualification	e.g. analyses on the transition behaviour from school to university or duration of time in education system
Type of higher education entrance qualification	(e.g. <i>Allgemeine Hochschulzugangsberechtigung</i> (Abitur), <i>Fachhochschulreife</i> (entrance qualification gained especially for universities of applied sciences), <i>Fachgebundene Hochschulzugangsberechtigung</i> (subject-specific higher education entrance qualification)), analyses on differences depending on kind of higher education entrance qualification e.g. with regard to study success
<b>on course of studies (only students)</b>	
Subject semester	Determining which subject semester students are in for analyses and invitations to surveys
University semesters	Determining which semester of university studies the students are in for analyses and invitations to surveys
Degree course number	Determining whether it is the student's first or second degree/subject for analyses and invitations to surveys
Degree	Degree student aims to gain for differentiated evaluations according to degree and degree-specific invitations to surveys
Subject/s	Determining the subjects that students are studying for subject-specific evaluations and subject-specific invitations to surveys
Change of degree course/subject	Analyses on degree courses students change from and what they change to
Change of university	Analyses of student mobility and number of students moving away
Reasons for ending studies	(e.g. completion of studies, failure at last attempt, change of university) analyses as to why studies are being ended
Module examinations	Determination as to whether students have taken a certain module examination
Examination attempts	Determination of how many attempts students take at an examination
Examination dates	Determination of dates on which examinations were taken
Withdrawal from examinations	Determination as to whether students withdrew from examinations
Examination status	Determination as to whether examinations passed or failed
Examination mark	Determination of which grade students gained to pass or fail examination

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Recognition of examinations/assessed coursework	Determination of whether a module was recognised
Examination semester	Determination of semester in which a module was taken
Entries in examination notes	Determination of possible entries in the examination notes
<i>Freiversuch</i> information (free attempt)	Determination whether an examination was taken as a free attempt or in an attempt to improve mark
(Planned) consecutive studies/doctorate (incl. name of university)	Analyses of (planned) further academic training and educational mobility
Periods of stay abroad (incl. country and purpose of stay)	Analyses of the students' international mobility
Exchange programme (e.g. Erasmus)	
Internships/practice phases during studies	Analyses on practice phases during studies
<b>on employment after graduation</b>	
Type of employment	Analyses on where graduates find employment to assess employability, e.g. in accreditation procedures
Scope	
Limited contract, duration	
Pay grade/salary	
Managerial position	
Branch	
Town/federal state/country of employment	
<b>details on doctorate/habilitation and employment relationship (only doctoral candidates/postdocs)</b>	
Status and course of doctorate/habilitation	Admission granted by the doctoral committee or faculty council (incl. date and date of application), initiation of procedure (incl. date), length of review procedure, end of procedure (incl. date), discontinuation of doctorate/habilitation (incl. date), length of doctorate, bestowal of title (incl. date): analyses of doctoral procedures incl. time required for processing certain steps of the procedure to identify problems and improve processes (e.g. length of review)

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Overall grade of the examination and defence, final grade/distinction	Analyses on distribution of grades for doctorates
Type of dissertation/habilitation	cumulative/publication-based vs. monography; determination of proportion of cumulative doctorates
Desired degree	Analyses separated according to desired degree
Doctoral subject, subject area	Analyses split into subjects/subject areas in which doctorates are completed
Supervision	Analyses to assess supervision
Employment duration/dates/start and end of employment	Analyses on employment during doctorate/habilitation
Limited-term contract	
Pay grade/salary	
Full/part time	
Type of funding for doctoral project	Makes it possible to pass judgments and enables statistical evaluations on the financing of the doctoral period and changes in types of financing
Scholarship (incl. funding period, scholarship donor, name)	
Participation in graduate programme (incl. period)	(e.g. DFG Collaborative Research Centres, DFG Research Training Groups (RTG), KarriereWegeMentoring, DAAD Graduate School) Analysis of the use and quality of individual programmes
Subject area and organisational affiliation and cooperation	Analyses split according to sectors
Periods of research elsewhere (incl. period, purpose, name of the host institution, programme, financing)	Statistical evaluation of doctoral candidates'/postdocs' research stays
Publications (incl. date, kind, location)	Analyses of the publication activities of the doctoral candidates/postdocs