



REVIEW FORM

to be filled out during the **Review meeting** (@ 9 months)

details on this meeting are available in the IDE Graduate School Meeting Manual

WHY FILL OUT THIS FORM

In the run-up to the 12 months Go/No-Go meeting, it is important to make explicit what the supervisory team expects from the PhD candidate in order to give a Go for the remainder of the project.

PROJECT DETAILS

Full name of PhD candidate:

Employee number:

PhD start date:

Date Review meeting:

Intended promotor(s):

Daily supervisor/intended co-promotor:

PhD mentor:

PROVISIONAL GO/NO-GO DECISION

Decision by supervisory team

intended promotor(s)

daily supervisor/intended co-promotor

Provisional Go

signature:

signature:

Provisional No-Go

date:

date:

Agreements on what needs to be achieved for a Go and the means of assesment:

Seen by the PhD candidate:

Seen by the PhD mentor:

COMPETENCES

The left part of this section is to be filled out by the PhD candidate prior to the meeting. The right part is to be filled out by the supervisory team either prior to, or during the meeting. It is also possible to add competences which are not listed below. The competences below are in line with the **Doctoral Education competences**.

PhD candidate

Please identify your performance on all relevant competences and indicate where improvements can be made. Clearly state whether these competences are subject to further development, or are satisfactory developed in your opinion.

Supervisory team

Give feedback on all relevant competences, especially where difference of opinion with the PhD candidate appears. And provide the PhD candidate with scores on each of the relevant competences using the following scoring system:

1= needs further development, 2= at requested level, 3= exceeds requested level

PhD candidate reflection:	Competence:	Supervisory team	
		score:	feedback:
	D1. Scientific Knowledge	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	
	D2. Engineering & Design	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	
	R1. Research Management Designing, Project management, Problem solving, Valorization	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	
	R2. Academic Thinking Conceptual thinking, Analytical thinking, Synthetic skills, Critical thinking, Creativity & Innovation	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	
	R3. Academic Attitude Societal context, Ethics	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	
	R4. Research Data Management	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	
	Skills development by learning-on-the-job activities (LOJ)	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	
	T1. Effective Communication Presenting, Writing skills, Story telling, Language skills	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	
	T2. Working with Others Networking, Collaboration, Negotiation, Leadership	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	
	T3. Teaching, supervising & coaching Teaching, Supervising students / Coaching	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	
	T4. Self-management Autonomy, Time management, Flexibility, Perseverance, Dealing with risk and uncertainty, Entrepreneurship, Personal development	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	