

The European Higher Education Area (EHEA) is a unique international collaboration on higher education and the result of the political will of 48 countries with different political, cultural and academic traditions, which, step by step during the last twenty years, built an area implementing a common set of commitments: structural reforms and shared tools. These 48 countries agree to and adopt reforms on higher education on the basis of common key values – such as freedom of expression, autonomy for institutions, independent student unions, academic freedom, free movement of students and staff. Through this process, countries, institutions and stakeholders of the European area continuously adapt their higher education systems making them more compatible and strengthening their quality assurance mechanisms. For all these countries, the main goal is to increase staff and students' mobility and to facilitate employability.

The ELTE Hevesy György PhD School of Chemistry accepts the ten basic principles EHEA formulated in Salzburg in 2005 concerning PhD schools:

1. The core component of doctoral training is the advancement of knowledge through original research. At the same time it is recognised that doctoral training must increasingly meet the needs of an employment market that is wider than academia.
2. Embedding in institutional strategies and policies: universities as institutions need to assume responsibility for ensuring that the doctoral programmes and research training they offer are designed to meet new challenges and include appropriate professional career development opportunities.
3. The importance of diversity: the rich diversity of doctoral programmes in Europe, including joint doctorates, is a strength which has to be underpinned by quality and sound practice.
4. Doctoral candidates as early stage researchers: should be recognised as professionals – with commensurate rights – who make a key contribution to the creation of new knowledge.
5. The crucial role of supervision and assessment: in respect of individual doctoral candidates, arrangements for supervision and assessment should be based on a transparent contractual framework of shared responsibilities between doctoral candidates, supervisors and the institution (and where appropriate including other partners).
6. Achieving critical mass: doctoral programmes should seek to achieve critical mass and should draw on different types of innovative practice being introduced in universities across Europe, bearing in mind that different solutions may be appropriate to different contexts.
7. Duration: doctoral programmes should operate within an appropriate duration in time (three to four years full-time as a rule).
8. The promotion of innovative structures: to meet the challenge of interdisciplinary training and the development of transferable skills.
9. Increasing mobility: doctoral programmes should seek to offer geographical as well as interdisciplinary and intersectoral mobility and international collaboration within an integrated framework of cooperation between universities and other partners.
10. Ensuring appropriate funding: the development of quality doctoral programmes and the successful completion by doctoral candidates require appropriate and sustainable funding.