II.2. Accreditation: Standards and criteria

AQU Agència per a la Qualitat del Sistema Universitari de Catalunya

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ENQA eqar ISO 9001 / ISO 27001

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1. Quality of the formative program

- **The design of the program (lines of research, profile of competences and formative activities) is updated according to the requirements of the discipline and obeys to the formative level required in the MECES *(Spanish Qualifications Framework)*.**

- 1.1. The program has mechanisms to guarantee that the profile of entry of the doctorate students is suitable and its number is coherent with the characteristics and the distribution of the lines of research of the program and the number of offered posts.
- 1.2. The program has suitable mechanisms of supervision of the doctorate students and the formative activities.

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1. Quality of the formative program

- **Correspondence to ESG**
  - ESG 1.2 (Design and approval of programmes)
  - ESG 1.3 (Student-centred learning, teaching and assessment)
  - ESG 1.4 (Student admission, progression, recognition and certification)
- **Evidence:**
  - Teaching activities, syllabus, etc.
- **Indicators:**
  - Supply and demand.
  - Brand new enrolled students.
  - Total number of enrolled students.
  - Percentage of enrolled foreign students.
  - Percentage of students coming from studies of master of other universities.
  - Percentage of part-time students.
  - Percentage of students with scholarship.
  - Percentage of students by requirements for access.
  - Percentage of students by line of research.

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2. Relevance of the public information

- **The institution appropriately informs all stakeholders of the programme's characteristics and the management processes for quality assurance.**

- 2.1. The HEI publishes truthful, complete, up-to-date and accessible information on the characteristics of the PhD programme, its delivery and results.
- 2.2. The institution guarantees an easy access to the relevant information of the PhD programme that includes the results of the follow-up and accreditation.
- 2.3. The institution publishes the Internal Quality Assurance System (IQAS) which forms the framework of the PhD programme.

2. Relevance of the public information

- **Correspondence to ESG**
  - ESG 1.8 (Public information)
  - ESG 1.7 (Information management)
- **Evidence:**
  - PhD web site
  - IQAS
- **Contents of the public information about the PhD delivery**
  - Access to the PhD programme
  - Organization and Operating planning
  - Teaching staff
  - Student mobility
  - Doctoral thesis
  - Entry into work
  - Performance indicators: quality of the PhD programme, suitability of teaching staff, effectiveness of learning support systems, academic results

3. Efficacy of the programme's internal quality assurance system

- **The HEI has a functioning internal quality assurance system that has a formal status and assures the quality and continuous enhancement of the programme in an efficient way.**

- 3.1. The implemented IQAS has processes which ensure the design, approval, monitoring and accreditation of the PhD programmes.
- 3.2. The implemented IQAS ensures the collection of information and of outcomes relevant to the efficient management of the programmes.
- 3.3. The implemented IQAS is periodically reviewed and generates an enhancement plan that is used for its continuous enhancement.

3. Efficacy of the programme's internal quality assurance system

- **Correspondence to ESG**
  - ESG 1.1 (Policy for quality assurance)
  - ESG 1.9 (On-going monitoring and periodic review of programmes)
  - ESG 2.1 (Consideration of internal quality assurance)
- **Evidence:**
  - The IQAS manual and related evidence:
    – Process of design and approval of the PhD programme.
    – Process of PhD programme follow-up.
    – Process of PhD programme accreditation.
    – Process of IQAS revision.
  - Improvement plan for PhD programme.
  - Mechanisms/instruments for collecting information on the satisfaction of the main stakeholders.

4. Suitability of teaching staff

- **Staff involved in teaching are both sufficient and suitable in accord with the characteristics of the programmes and the number of students.**

- 4.1. The teaching staff has an accredited research activity.
- 4.2. There are sufficient teaching staff in the programme, and staff assignment is adequate for them to carry out their duties and attend the students.
- 4.3. The programme has implemented suitable actions to foster the direction of PhD theses.
- 4.4. The degree of participation of foreign teaching staff and international doctors in the commissions of follow-up and thesis committees is suitable for the scientific area of the program

4. Suitability of teaching staff

- **Correspondence to ESG**
  - ESG 1.5 (Teaching staff)

- **Evidence:**
  - Active competitive research projects in which the person in charge is a teacher of the program.
  - Teaching staff involved in competitive research projects.
  - Relevant scientific contributions of the teaching staff.
  - Foreign teaching staff.
  - Results of the actions of promotion of the direction of doctoral theses.
  - Other evidence: IQAS processes related to the quality of the teaching staff, human resources policy, etc.

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5. Effectiveness of learning support systems

- **The material resources and services necessary for the delivery of the foreseen activities and for the student learning are sufficient and suitable for the number of doctorate students and for the characteristics of the program.**

- 5.1. The available physical resources are adequate for the number of students and the characteristics of the programme.
- 5.2. The academic guidance services provide adequate support for the learning process and facilitate entry into the labour market.

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5. Effectiveness of learning support systems

- **Correspondence to ESG**
  - ESG 1.6 (1.6 Learning resources and student support)

- **Evidence:**
  - Documents of the IQAS on the student support and guidance processes.
  - Documents of the IQAS on the process of guarantee the quality of resources.
  - Institutional action plan on professional guidance.

- **Indicators:**
  - Student satisfaction with the PhD programme.
  - Doctoral thesis directors satisfaction with the PhD programme.

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6. Quality of programme (learning) outcomes

- **The doctoral theses, the formative activities and the evaluation are consistent with the programme's competence profile. Both the academic and employment indicators are adequate.**

- 6.1. The doctoral theses, the formative activities and their evaluation are consistent with the expected training goals.
- 6.2. The values for the academic indicators are adequate for the characteristics of the programme.
- 6.3. The values for the graduate labour market/destination indicators are adequate for the characteristics of the programme.

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6. Quality of programme (learning) outcomes

- **Correspondence to ESG**
  - ESG 1.3 (Student-centred learning, teaching and assessment)
  - ESG 1.4 (Student admission, progression, recognition and certification)

- **Evidence:**
  - Documents of the IQAS on the processes associated with the development of the program of doctorate and the collection and the analysis of the results for the improvement.
  - Doctoral theses generated within the framework of PhD programme.
  - Information about formative activities and assessment systems.

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6. Quality of programme (learning) outcomes

- **Indicators:**
  - Average duration of the studies (full and part-time students).
  - Dropout rate.
  - Cum laude theses rate.
  - Percentage of doctors with international mention.
  - Number of scientific results (articles, books, patents, etc.) derived from the doctoral theses.
  - Percentage of students with mobility scholarships in other PhD programmes.
  - Number of theses completed in 3 years (full-time).
  - Number of theses defended in 5 years (part-time).
  - Entry into work (employability).

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Thank you!