

II. The accreditation of doctoral programmes: the framework

4. The logistics

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II.4. The logistics

- II.4.A. About the information required in II.3.A, II.3.B and II.3.C: self-evaluation, indicators, evidences, etc.
- II.4.B. About the evaluation (peer review): reviewers, panels and their training (in II.3.A, II.3.B and II.3.C)
- II.4.C. About the outcome: the reports


II.4.A. About the information required: self-evaluation, indicators, evidence, etc.

- Framework for the validation (ex-ante accreditation), monitoring, modification and accreditation of recognised degrees
- Monitoring forms the basis of accreditation or, in other words, accreditation is the culmination of the monitoring process

II.4.A. About the information required: self-evaluation, indicators, evidences, etc.


Report MONITORING	Self-evaluation report ACCREDITATION
<ul style="list-style-type: none"> Introduction of the programme Procedure of preparation of the report Assessment of compliance with standards <ul style="list-style-type: none"> 1. Quality of the formative programme 2. Relevance of public information 3. Efficacy of IQAS 4. Suitability of teaching staff 5. Effectiveness of learning suport systems 6. Quality of learning outcomes Assessment and quality enhancement plan Evidence 	<ul style="list-style-type: none"> Introduction of the programme Procedure of preparation of the report Assessment of compliance with standards <ul style="list-style-type: none"> 1. Quality of the formative programme 2. Relevance of public information 3. Efficacy of IQAS 4. Suitability of teaching staff 5. Effectiveness of learning suport systems 6. Quality of learning outcomes Assessment and quality enhancement plan Evidence

II.4.A. About the information required: self-evaluation, indicators, evidences, etc.


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Self-assessment report

- Complete, rigorous and specific. The report should include an analysis and assessment of what are considered the key elements for the particular context being analysed and for enhancement.
- Based on evidence produced in the monitoring process and new evidence from the study programmes.
- Systematic and detailed in the analysis of the causes and consequently whatever is necessary to carry through the improvements and enhancements.
- Balanced, in terms of both the positive aspects and aspects to be improved or enhanced.
- Shared and validated by the university community in order to ensure its representation in the analysis. The self-assessment report should be made public and approved according to the procedures laid down in the IQAS.




II.4.A. About the information required: self-evaluation, indicators, evidences, etc.

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S1. 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).

- Evidence:
 - Ex-ante accreditation proposal file
 - Latest external review report on the programme (ex-ante accreditation or modification external report)
 - Teaching activities, syllabus, etc.




II.4.A. About the information required: self-evaluation, indicators, evidences, etc.

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S1. 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).

- 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.




II.4.A. About the information required: self-evaluation, indicators, evidences, etc.

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S2. RELEVANCE OF PUBLIC INFORMATION

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

- Evidence:
 - Website of the programme/institution
 - IQAS
- Contents of public information:
 - 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



II.4.A. About the information required: self-evaluation, indicators, evidences, etc.

S3. EFFICACY OF IQAS

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.

- 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.

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II.4.A. About the information required: self-evaluation, indicators, evidences, etc.

S4. SUITABILITY OF TEACHING STAFF

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

- 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.
- Indicators
 - Number of directors of thesis read
 - Percentage of thesis directors with merits in research (evaluated according to six-year periods of research)

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II.4.A. About the information required: self-evaluation, indicators, evidences, etc.

S5. 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.

- 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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II.4.A. About the information required: self-evaluation, indicators, evidences, etc.

S6. 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.

- 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.

Agency for Quality Assurance at Silesian University in Katowice

II.4.A. About the information required: self-evaluation, indicators, evidences, etc.

S6. 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.

- Evidence:
 - 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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II.4.B. About the evaluation (peer review): reviewers, panels and their training

Institutional and Programme Review Commission (CAIP)

- The review and assessment of teaching, research, knowledge transfer and management.
- The review, certification, auditing and accreditation of quality in the universities, their research and innovation centres.
- The review, certification, monitoring and accreditation, in accordance with international academic and social standards, of courses and study programmes leading to recognised qualifications.

CAIP works through specific committees:

- Specific committee for Arts and Humanities
- Specific committee for Social Sciences and Law
- Specific committee for Sciences
- Specific Committee for Health Sciences
- Specific committee for Engineering and Architecture
- **Specific committee for doctorate programmes**
- Special Committee for the Certification of IQAs Implementation

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II.4.B. About the evaluation (peer review): reviewers, panels and their training

Specific committee for doctorate programmes

- Interdisciplinary composition: academics and researchers from different Spanish universities and research centers, and different and fields of knowledge (mainly Arts and Humanities, Social Sciences and Law, Sciences, Health Sciences and Engineering and Architecture)
- Student included
- Deals with all four programme review processes:
 - Ex ante accreditation
 - Monitoring
 - Modification
 - **Accreditation**



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II.4.B. About the evaluation (peer review): reviewers, panels and their training

Accreditation

- The accreditation process consists of two stages:
 - The **site-visit** is on-site verification of the running and delivery of the programme, the findings of which are compiled in the site-visit team's report.
 - Accreditation: is the issuance by the specific committee of the assessment report on the running and delivery of the degree programme, which is based on all evidence available to AQU Catalunya, in particular the site-visit report.

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II.4.B. About the evaluation (peer review): reviewers, panels and their training


Site-visit

- The main objective is to verify the delivery in situ of the programmes run in the faculty. The evidence provided has to be checked and verified through audiences with stakeholders:
 - Doctoral school management team
 - Programmes coordinators
 - Teaching staff
 - Students
 - Doctorates
 - Administrative staff
- The length of the visit will depend on the number of programmes to be audited. One day per program is considered to be the average time.
- The findings are drawn up by the **external review panel** that conducts the site-visit in the external review report.

II.4.B. About the evaluation (peer review): reviewers, panels and their training

External review panel (I)

- It is appointed by the Institutional and Programme Review Commission (CAIP).
- Generally speaking, the panel consists of:
 - a chairperson,
 - one academic/researcher,
 - one student, and
 - a secretary



II.4.B. About the evaluation (peer review): reviewers, panels and their training

External review panel (II)

- Selection
 - AQU's pool of experts
 - Networking with other agencies
- Training
 - One day session at AQU's venue, conducted by AQU's Quality Assurance Department project managers:
 - With experience as Specific committees secretaries
 - With experience as Bachelor and Masters degrees review panels
 - Content of training:
 - Legal framework
 - Methodology
 - **Accreditation procedure**

II.4.B. About the evaluation (peer review): reviewers, panels and their training

Accreditation procedure

- Identification of programmes that need to be accredited (according to ex-ante validation date)
- Planning of the site visit
- Submission of the application
- Submission of documentation
 - Self-evaluation report
 - Evidences
 - Analysis of the evidence.
- Individual assessment
- Organisation of the visit
- Site-visit
- Preliminary external assessment and accreditation reports
- Issue of preliminary reports and allegations
- Final reports
- Communication to the Ministry
- Register
- **Appeals**

II.4.B. About the evaluation (peer review): reviewers, panels and their training

Appeals

- Preliminary reports: appeals are lodged to
 - External review panel
 - Specific committee for doctorate programmes
- Final reports: appeals are lodged to
 - Appeals Committee

Body responsible for reviewing and ruling on appeals filed in relation to decisions by AQU Catalunya's Commissions. In all cases of appeal, its decisions are final.

II.4.C. About the outcome: the reports

- **External review report**
 - Produced by the external review panel from individual assessment and findings during the site visit
 - Is the basis for monitoring/follow-up
 - Includes expert's judgement, commendations, recommendations and /or decisions:
 - A context description (to help locate the higher education institution in its specific context);
 - A description of the individual procedure, including experts involved;
 - Evidence, analysis and findings;
 - Conclusions;
 - Features of good practice, demonstrated by the institution;
 - Recommendations for follow-up action.

II.4.C. About the outcome: the reports

- **Accreditation report**
 - Rubrics report
 - Produced by the Specific committee for doctorate programmes, using as the primary source of evidence the external visit report prepared by the external review panel
 - Is either favourable or unfavourable and, on the basis of accreditation criteria, the outcome may be placed at four possible levels:
 1. Favourable report of accredited:
 - a) Progressing towards excellence.
 - b) Compliant.
 - c) Compliant with conditions.
 2. Unfavourable report of unaccredited:
 - a) Non-compliant.
 - Includes commendations and aspects which should necessarily be amended (favourable report c)

II.4.C. About the outcome: the reports

- **Transparency**

<http://estudis.aqu.cat/euc/>



Programme figures	
Credits	240
Basic credits	60
Required credits	120
Optional credits	45
Credits Final year project/dissertation (FP4)	15

Quality assurance	
Field of study	Engineering and Architecture
Language	Catalan
Medium	Spanish
Modality	On-campus/classroom based course type
Course duration	Semester

What exactly do we review?

 - The course curriculum.
 - Information on the degree that is made publicly available.
 - The programme's system of internal quality assurance.
 - The teachers.
 - Student support services and resources.
 - The programme outcomes.

Quality level compliance:

 - Compliant
 - Compliant with conditions
 - Non-compliant

II.4.C. About the outcome: the reports

Transparency
<http://estudis.aqu.cat/informes/>

The screenshot shows the 'Review reports portal' interface. At the top, there's a search bar and navigation links. The main content area displays a list of reports, with one report for 'Bachelor's Degrees in Audiovisual Communication (UAB)' selected. The report details include the faculty name and a button to consult the report. The footer contains logos for the Generalitat de Catalunya and several universities: UB, UOC, URV, UDL, UAB, UIC, UJI, and UR.

Thank you for your time

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