





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.

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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- 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.

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.

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)

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.

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.



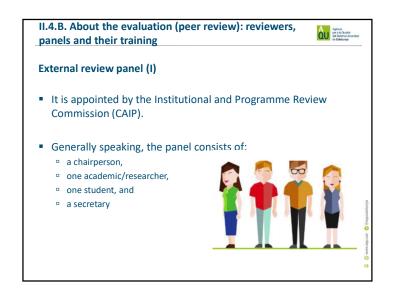


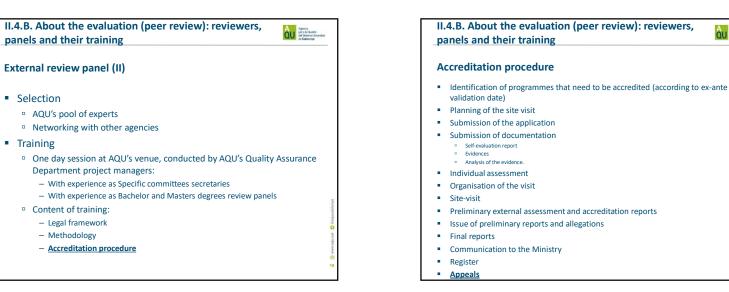
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Site-visit

- 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 <u>external review panel</u> that conducts the site-visit in the external review report.





17/11/2017

