

Annex 1

DOMAIN A: INSTITUTIONAL CAPACITY
Criterion A.1. Managerial and administrative institutional structures and processes involving students and other stakeholders
Standard S.A.1.1. <u>The doctoral school and institutional processes</u> The HEI has a doctoral school in its structure, operating based on adequate competences, responsibilities, processes, and implementation procedures, which ensures an effective management system. Indicator I.P.A.1.1.1: For delivering the doctoral study domain, the HEI has an adequate doctoral school and management system, which operate based on methodologies, regulations, procedures that are revised regularly as required by law. Indicator I.P.A.1.1.2: The doctoral school operates with at least 10 PhD supervisors.
Standard S.A.1.2. <u>Stakeholder involvement</u> The HEI demonstrates that it involves the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures. Indicator I.P.A.1.2.1: The opinions of the members of the doctoral school and other stakeholders are taken into account in the process of adopting and revising methodologies, regulations and implementation procedures.
Criterion A.2. Material resources and optimization of their use
Standard S.A.2.1. <u>Material resources</u> The HEI has immovable and movable property suitable for carrying out doctoral studies. Indicator I.P.A.2.1.1: The HEI legally owns spaces to appropriately provide educational, research and administrative processes, as well as services for doctoral students, ensuring an enabling living and studying environment, including for disabled students. Furthermore, optimal spaces are provided for the activities of the staff. Such spaces are adequately equipped.
Standard S.A.2.2. <u>Management of material resources</u> The doctoral school optimally and sustainably manages the immovable and movable assets it uses to deliver doctoral studies. Indicator I.P.A.2.2.1: The immovable and movable property is maintained adequately to ensure optimal studying, research and living conditions, as well as an optimal work environment.
Criterion A.3. Adequate human resources and transparent staff recruitment procedures, developed according to the law
Standard S.A.3.1. <u>Human resources</u>

The HEI has the necessary human resources to organise and deliver doctoral studies.

Indicator I.P.A.3.1.1: The human resources of the doctoral school are suitable to perform the activities pertaining to the evaluated doctoral study domain. The teaching staff has the required qualifications and professional competences to teach the subjects they are responsible for according to the job list.

Indicator I.P.A.3.1.2: PhD supervisors simultaneously supervise no more than 5 doctoral students at various stages of their doctoral studies.

Indicator I.P.A.3.1.3: The HEI ensures the professional and personal development of its staff.

Standard S.A.3.2. Recruitment procedures

Teaching staff recruitment procedures are compliant with the provisions of the law.

Indicator I.P.A.3.2.1: Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

The digital transformation process in the doctoral school seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.

Indicator I.P.A.4.1.1: The doctoral school uses IT tools in its own procedures to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.

DOMAIN B. EDUCATIONAL EFFECTIVENESS

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s¹

The study programme is based on a curriculum that aims to ensure that doctoral students obtain the expected learning outcomes.

Indicator I.P.B.1.1.1: The study programme is developed and structured in relation to the expected learning outcomes and is organised on the basis of transferable study credits, according to the framework plan. The training programme based on advanced higher education includes teaching activities, independent research, innovation activities, and participation in scientific events.

Criterion B.2. Curriculum - qualification match

Standard S.B.2.1. Match with the expected level of qualification and competences

In the curriculum design and development process, the doctoral school seeks to ensure the qualification level,

¹ The term “programmes” refers to the external quality evaluation of the study programmes included in a doctoral domain. The term “programme” shall be used hereinafter.

as well as correlation with the envisaged occupations.

Indicator I.P.B.2.1.1: The expected learning outcomes are correlated with the competences required for those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO) classification

Criterion B.3. Student-centred learning, teaching and evaluation

Standard S.B.3.1 Principles

The doctoral school implements the principles of student-centred learning.

Indicator I.P.B.3.1.1: The doctoral school implements the principles of student-centred learning in the curriculum and through the strategies used and in how teaching activities, independent research, innovation activities and participation in scientific events are organised.

Indicator I.P.B.3.1.2: The doctoral school provides opportunities for students to participate in academic mobility programmes organised in person and/or virtually.

Standard S.B.3.2. Fairness

The doctoral school provides fair opportunities for doctoral students.

Indicator I.P.B.3.2.1: The doctoral school provides fair opportunities for doctoral students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities

Criterion B.4. Accessibility and efficiency of the resources and support services, adequate for learning

Standard S.B.4.1. Access to resources and services

The doctoral school provides access to adequate resources and support services, according to the needs of doctoral students.

Indicator I.P.B.4.1.1: The doctoral school provides doctoral students, including special needs/disabled students, with access to resources and services designed to support the learning process, adequate for the individual learning needs and adapted to cycle III.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1: Learning outcomes are described adequately and support understanding the doctoral student's and the professor's expectations regarding the content of the subject matters included in the study plan.

Indicator I.P.B.5.1.2: Evaluations during/at the end of the semester/year and evaluations upon completion of the doctoral study programme are used to check the extent to which learning outcomes are achieved.

Criterion B.6. Procedures and practices regarding the admission competition, the journey, recognition and equivalence of studies, and result certification

Standard S.B.6.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator I.P.B.6.1.1: In applying admission procedures, the doctoral school complies with the principles of fairness and equal opportunities.

Standard S.B.6.2. Academic journey of doctoral students

The doctoral school performs actions to support the academic journey of doctoral students.

Indicator I.P.B.6.2.1: The doctoral school applies the regulations concerning the doctoral students' professional activity.

Criterion B.7. Confirmation of the scientific doctor title

Standard S.B.7.1. Scientific doctor title

The competent agency decides to confirm scientific doctor titles for completed doctoral studies in the evaluated domain after examining the results of the evaluation of the doctoral thesis and the objectivity of the decision to confer the title.

Indicator I.P.B.7.1.1: At least 90 % of the scientific doctor titles awarded in the last 5 years within the doctoral study domain were confirmed by the competent agency according to the law.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1: The doctoral school carries out international cooperation actions supporting the mobility of the members of its own community and collaboration in academic and research activities.

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process

Scientific research activities support doctoral students in achieving the learning outcomes.

Indicator I.P.B.9.1.1: Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes expected through the study programmes.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme

The organisational component carries out scientific research activities aligned with the objectives of the evaluated doctoral study domain.

Indicator I.P.B.9.2.1: The results of scientific research are visible nationally and internationally in that scientific domain, and adequately capitalised upon.

DOMAIN C. QUALITY MANAGEMENT

Criterion C.1. Quality assurance strategies and procedures, including in the field of academic ethics and conduct, involve students, employers and other stakeholders and are applied in a consistent, transparent manner

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1: The doctoral school consistently carries out actions and applies procedures, proving their impact on improving the quality of education in the doctoral study programmes.

Standard S.C.1.2. Stakeholder involvement

The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.

Indicator I.P.C.1.2.1: The opinions of the members of the school's own community and of other stakeholders are taken into account in the procedure implementation process.

Criterion C.2. Functionality of education quality assurance structures, including in the field of academic ethics and conduct, according to the law

Standard S.C.2.2. Operation

Quality assurance and professional conduct and ethics organisational structures adequately perform their specific role and functions.

Indicator I.P.C.2.2.1: The ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.

Criterion C.3. The procedures related to initiating, monitoring and regularly reviewing the study programmes included in the doctoral study domain and the related activities involve students, employers and other stakeholders

Standard S.C.3.1. Procedures and implementation of procedures

The HEI has procedures for initiating, monitoring, and regularly reviewing the study programmes included in the doctoral study domain and the performed activities and applies them systematically.

Indicator I.P.C.3.1.1: The doctoral school consistently applies the procedures and proves their impact on quality assurance.

Indicator I.P.C.3.1.2: The members of the school's community and other stakeholders are involved in the procedure implementation process.

Criterion C.4. Procedures for the periodic quality evaluation of the activities of PhD supervisors

Standard S.C.4.1. Procedures

Applying the methodologies and procedures contributes to improving the quality of the staff's activities.

Indicator I.P.C.4.1.1: The doctoral school analyses the results of the students' semester/annual evaluation of the professors' activity.

Indicator I.P.C.4.1.2: The activity of PhD supervisors is evaluated every 5 years at the doctoral school.

Criterion C.5. Systematically updated databases on internal quality assurance

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1: The doctoral school systematically collects and analyses data required for the internal quality assurance process.

Criterion C.6. Transparency of information of public interest, including those regarding the study programmes and domains offered, and transparency regarding the related certificates, diplomas and qualifications

Standard S.C.6.1. Transparency

The doctoral school ensures transparency of information, as required by the law.

Indicator I.P.C.6.1.1: The doctoral school sees to the publication and access to information of public interest regarding the evaluated doctoral study domain.

Indicator I.P.C.6.1.2: The doctoral school ensures transparent decision-making processes.