Self-assessment guide for ex post accreditation of official university PhD programmes

a[QU]ib | Agència de
Qualitat
Universitària
de les *Illes Balears*

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Table of acronyms and abbreviations

Acronyms and abbreviations used in this text are alphabetically listed in this table. Note that all of them come from its Spanish translation.

AQUIB	Balearic Agency for Quality Assurance in Higher Education
CET	Commission of Study Programmes Evaluation
DP	Doctoral study programme
CURSA	University Commission for the Regulation of Follow-up and Accreditation
ECTS	European Credit Transfer and Accumulation System
EEES	European Higher Education Area
ESG	Criteria and guidelines for quality assurance in the EEES
EV	Evidence of site visit
F/T	Full time
IA	Self-assessment report
MECES	Spanish Qualifications Framework for Higher Education
MV	Verified report
P/T	Part time
REACU	Spanish Network of University Quality Agencies
RUCT	Register of Universities, Centres and Degrees
SIGC	Internal Quality Assurance System

1. INTRODUCTION

The Balearic Agency for Quality Assurance in Higher Education (AQUIB) serves as the external entity responsible for ensuring the quality of higher education in the Balearic Islands. It conducts evaluations for the renewal of accreditation and follow-up of official university programmes in the region. These processes adhere to procedures established by current legislation, including Royal Decree 822/2021, of September 28, which outlines the organization of university education and the quality assurance process. AQUIB also complies with Royal Decree 99/2011, of January 28, regulating official PhD programs. Furthermore, it operates under the governance of Royal Decree 534/2013, of July 12, amending various aspects of preceding regulations such as Royal Decrees 1393/2007, of October 19, 99/2011, of January 28, and 1892/2008, of November 14, all related to the organisation of official university programmes and access to it. Additionally, consideration is given to Royal Decree 576/2023, of July 4, which amends Royal Decree 99/2011 and 1002/2010, of August 5, concerning the issuance of official university degrees. Lastly, Royal Decree 641/2021, of July 27, governing the direct allocation of subsidies to Spanish public universities for the modernisation and digitalisation of the Spanish university system in alignment with the Recovery, Transformation and Resilience Plan, is also taken into account.

In this context, AQUIB has created this document, which aims to help universities in the development of the self-evaluation process of their academic programmes, as well as to identify the criteria for the follow-up and ex post accreditation of PhD programmes (for more information on the general procedure, see the *Framework Document*[1]). To this end, the Agency has followed the guidelines defined by the Spanish Network of University Quality Agencies (REACU), agreed within the framework of the CURSA commission[2], as well as the international quality standards established in the document *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG)[3], have been taken into account. These standards underscore the crucial role of higher education institutions in achieving and maintaining the trust of both students and other stakeholders involved in Higher Education.

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[1] AQUIB. (2023). *Framework document*
[2] Commission approved by the Council of Universities and the General Conference on University Policy.
[3] ENQA. (2015). *Standards for Quality Assurance in the European Higher Education Area*

2. FRAME OF REFERENCE

Royal Decree 99/2011, of January 28, amended by Royal Decree 576/2023, of July 4, establishes a regulatory framework that reshapes the structure of official PhD programmes. This framework encompasses various critical aspects, including the organisation of PhD programmes, required competencies for students, access conditions, and the development of initial stages of the research career. It underscores the importance of supervision and mentorship in researcher training, the integration of training within a research environment that promotes communication and creativity, and the essential elements of internationalisation and mobility in these studies. Furthermore, it places significant emphasis on the evaluation and accreditation of quality as a benchmark for international recognition and attractiveness. All these aspects are in alignment with the guidelines of the European Higher Education Area (EHEA) and the European Research Area (ERA). Additionally, there is a focus on establishing a clearer distinction between the levels of the Spanish Qualifications Framework for Higher Education (MECES 3 for Master's and MECES 4 for PhD), with specific criteria defined for the verification and evaluation of doctoral programmes.

On a different note, Royal Decree 822/2021, of September 28, outlining the organisation of university education and the quality assurance procedure, defines a meticulous three-phase process for the implementation of official university study programmes. This process initiates with a verification request to the Council of Universities, continues with the authorisation from the corresponding Autonomous Community, and culminates with the inclusion in the Register of Universities, Centers, and Degrees (RUCT). This thorough process ensures that study programmes meet stringent quality standards and comply with existing regulations before they are offered to students.

In the second phase of the accreditation of university study programme, the institution progresses with the implementation of the study programme while closely monitoring its development. The programme's follow-up occurs three years after its effective implementation, utilising the most recent verified report (MV) as a reference. The frequency of post-accreditation follow-up is determined through the Commission of Study Programmes Evaluation (CET). AQUIB conducts external follow-up based on

the report presented by the university, ensuring that the institution fulfills the commitments made regarding its official study programmes.

In the third phase, the accreditation process for official university programmes takes place. For Doctoral study programmes (DP), the renewal of accreditation must be completed within a maximum period of six years from the start date of the PhDs or from the preceding accreditation renewal.

The verification, follow-up and accreditation renewal processes are meticulously designed to guarantee the quality of university education and foster continuous improvement through predefined standards. These processes rely on the latest version of the MV of the study programme, encompassing the project of the study programme that the university commits to developing and any modifications that have occurred since the initial verification.

3. EVALUATION MODEL

The following criteria, defined by REACU, are applied for the follow-up and accreditation renewal of official university study programmes:
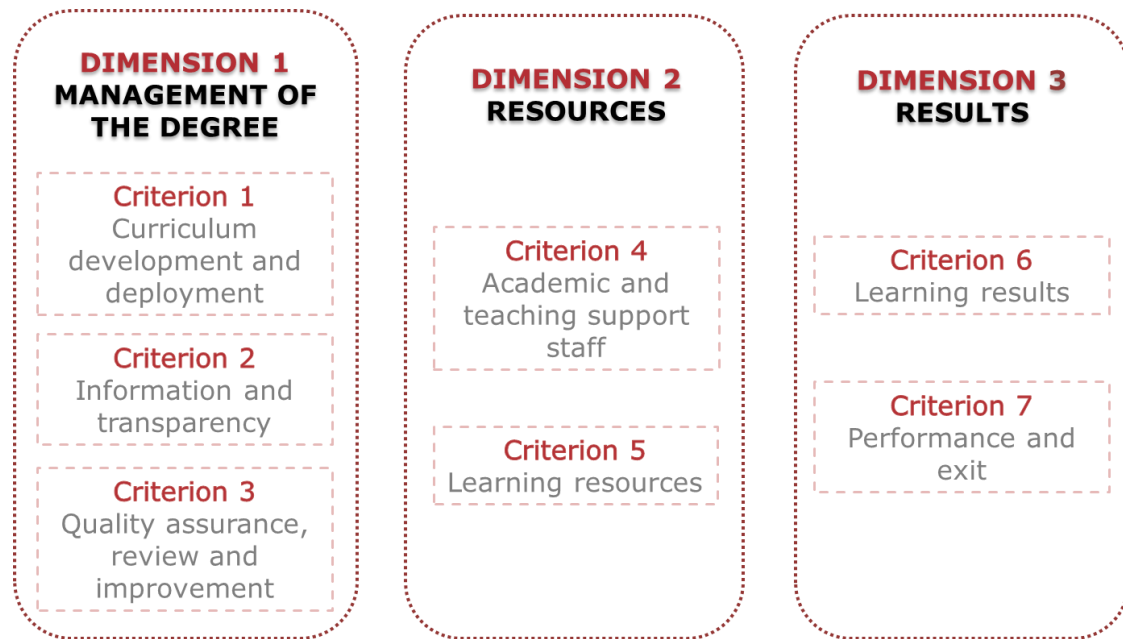
Figure 1. Dimensions of the evaluation model

Compliance with the criteria is based on standards and guidelines established for DP. The elements of each guideline to be considered in the study programme evaluation process are summarized as follows:

– Key aspects for evaluating guideline compliance. This guidance is designed to facilitate thoughtful reflection and assessment of value judgments in order to ascertain the extent to which the guideline is being followed.

– Foundation of the analysis. This section outlines the information serving as the basis for the analysis, consisting of evidence and indicators supporting the mentioned value judgments (refer to ANNEX I). The university is required to maintain a distinction between evidence and indicators that must be officially recorded (Tables 1-7) and information that can be voluntarily provided by the university to comprehensively justify its self-evaluation. While the tables aim to encompass various aspects outlined in the evaluation model, evaluators may, on certain occasions and considering the unique characteristics of specific study programmes, request additional evidence from the university. The evidence can be presented through public information available on the study programme's

website or within the university's Self-Assessment Report (IA).

Compliance with the accreditation criteria and guidelines is assessed, according the assessment levels shown below:

Compliance achieved, differentiated where appropriate into:

– It is excellently achieved (A) when no shortcomings have been detected, the curriculum development excels in its field and relevant good practices are identified.

– It is achieved (B) when the development of the curriculum is in accordance with the plan, without any deficiencies detected in the development of the curriculum.

– It is partially achieved (C) when deficiencies are detected in the development of the curriculum, but no serious breaches are detected in the commitments acquired in the last verified (MV) or modified report of the curriculum. The deficiencies detected entail the requirement to implement improvement actions.

Compliance not achieved:

– Not achieved (D) when non-compliance is detected in the commitments acquired in the last verified or modified report of the curriculum.

The option *Not applicable* is selected for those guidelines that cannot be assessed due to the nature of the study programme.

In the event that the study programme is **taught in several centres/universities** or in several teaching modalities - face-to-face, hybrid or combined and virtual or nonface-to-face - the information for the criteria must be provided both globally for the study programme and disaggregated. The assessment of the criteria is unique and must correspond to that of the centre/university or modality with the lowest assessment.

4. SELF-EVALUATION FOR ACCREDITATION RENEWAL

Self-evaluation is a process in which the university community directly involved in the DP reflects, describes, analyses, and assesses the programme's level of compliance with the criteria established in the assessment model for ex post accreditation. This assessment must be based on available, auditable and verifiable information.

This process requires the participation of all stakeholders in the university community. In this sense, it is advisable to set up a self-evaluation commission with representation from the different groups involved in the study programme (university and/or teaching centre governing body, students, teaching staff, department directors, administration and services staff, graduates, employers, among others).

The result of this process must allow the stakeholders involved in the study programme to identify its strengths and weaknesses, as well as those aspects in which it is necessary to invest more effort in order to improve the study programme. All this must be detailed in the Self-Assessment report (IA), the content of which also serves as the basis for the analysis to be drawn up by the panel responsible for carrying out the programme evaluation visit.

The following are the recommended steps in the self-evaluation process:

- **Work organisation and planning.** In order to achieve maximum efficiency in the process, it is advisable to determine a work plan that includes at least: scheduling, distribution, allocation of tasks and the necessary resources (human, material and IT).

- **Gathering of information.** The Self-evaluation Commission must use information of the following characteristics:

  - Data showing the evolution of an indicator or the status of various aspects of the study programme.

  - Documents, studies or reports proposed as evidence. The Self-evaluation Commission may decide to include additional evidence to those indicated as compulsory.

  - Information concerning the perception of stakeholders inside and outside the organisation.

‒ Those responsible for the DP must compile and organise the information required in the summary tables of data and indicators. They must also gather the set of evidence necessary to support the value judgements for each guideline, following the list of evidence and indicators stated in this document

‒ The information requested specifies the temporal scope (all years corresponding to the period under consideration or the reference year) and its level of disaggregation (study programme, centre or site, modality, subject or training activities).

‒ **Analysis of the information and evidenc**e. Conclusions must be drawn on the aspects to be assessed included in this guide, as well as on DP's good practices, if any, with regard to each of the guidelines. The evidence and indicators - which the Commission collects and examines in order to assess whether additional information is required - must support these conclusions.

‒ **Preparation of the Self-Assessment report (IA).** The DP's Self-evaluation commission must detail the degree of compliance with each of the guidelines analysed. The description must be the result of a majority consensus among all the members participating in the preparation of the report, incorporating opinions that disagree with the general criteria if the consensus does not reach at least two thirds of the members of the Commission.

‒ In the *Study programmes* section of AQUIB's website[4], the IA template is available to the university, which details the sections to be considered. Each section indicates the tables, evidence and indicators to be used in the analysis. In order for the Commission to be able to analyse the information in advance and during the process, the tables must be submitted with the IA, except for the information marked as site visit, which must be available to the Expert panel during the site visit. If the Panel requests additional evidence prior to the visit, this can be provided before or during the visit.

‒ The IA must be written in Spanish and cannot be longer than 40 pages, apart from the attached annexes. The following guidelines are also recommended:

  ‒ Analyses of information and assessments of the guidelines should be based on evidence, of which references (documents, indicators, opinions, etc.) should be included. These should be explicitly detailed in the document, together with the assessment of the criterion, to facilitate the work of external evaluators.

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[4] AQUIB. (2023). *Study programmes*

- Focus the drafting on the full analysis of the elements identified with precision and brevity.

– **Delivery of the Self-Assessment Report (IA).** Once the IA is completed, it is delivered to AQUIB in PDF format, through the platform provided by the Agency for this purpose. The evidence provided together with the IA must be easily accessible and editable.

– **Public exposure.** The university must make the IA public to the groups involved in the university community. Likewise, one month before the site visit, the university must set up a suggestion box to collect opinions about its content, conveniently identifying the authors. The contributions collected must be accessible to the members of the Panel at the start of the site visit.

5. EVALUATION STANDARDS

The assessment standards for DP are specified below, organised into assessment dimensions, criteria and guidelines.

DIMENSION 1. THE MANAGEMENT OF THE DP

Criterion 1. DEVELOPMENT OF THE DP

Standard. The institution ensures that the DP is designed to meet its objectives and fulfil the training needs of its students.

Development in guidelines

Guideline 1.1. Applied admission criteria align with those included in the last version of the MV and ensure that students have the appropriate entry profile to commence the programme. The application of these criteria respects the number of available admission places.

Aspects to be assessed

− The entry profile, admission criteria and selection, complementary training (if applicable) and the number of new admission students corresponds to those established in the last MV.

− Admission criteria ensure that applicants to a DP have an appropriate profile to successfully undertake the study programme.

− If applicable, additional training is adequate and help doctoral students acquire the initial skills required for their research training.

− In the event that in the verification reports, amendments, follow-up and ex post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

Minimum information on which the analysis is based

Evidence

– Table 1-A. New incoming students and enrolment data.

– Table 2. Basic data of enrolled doctoral students.

– Table 7–E03. Results of the application of admission criteria.

– Table 7-E04. Document detailing the additional training undertaken by doctoral students.

– Last MV, amendments, follow-up and ex post accreditation (if applicable).

– Good practices identified in the study programme.

Indicators

– Number of new places offered.

– Demand.

– Number of new students.

– Number of enrolled students.

– Number of new part-time students

– Number of students with complementary training.

– Assessment/perception of students and academic staff on the complementary training courses.

– Assessment/perception of students and academic staff on the appropriateness of admission criteria.

> **Guideline 1.2.** The proposed training activities are designed in accordance to the last MV of the study programme (content, planning, time sequence…) and are adequate to support student's career development.

Aspects to be assessed

– Degree of compliance between the last MV and training activities, including their content, duration, temporal sequence, control mechanisms and the organisation of mobility actions.

– Training activities are useful and contribute to the development of student's research career.

– Existence of control mechanisms to allow a reliable assessment of the training

activities' expected learning results.

– Coordination and planning of training activities, including mobility programmes of the PD, allow the acquisition of the expected learning results.

– In the event that in the verification reports, amendments, follow-up and ex post accreditation there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

Minimum information on which the analysis is based

Evidence

– Table 2. Basic data of enrolled doctoral students.

– Table 4. Outcome indicators.

– Table 7–E01. Training activities offered per academic year.

– Table 7–E02. Training activities offered per academic year.

– Table 7–E14. Documentation concerning doctoral students' activities.

– Table 7–E18. Reports on the degree of satisfaction of the main stakeholders with the study programme.

– Table 6. Assessment/perception of doctoral students and teaching staff regarding the development of training activities.

– Last MV, amendments, follow-up and ex post accreditation (if applicable).

– Good practices identified in the study programme.

> **Guideline 1.3.** Students' follow-up and supervision is carried out in accordance with current legislation and the last MV, contributing to their training as researchers.

Aspects to be assessed

– Compliance with the last MV regarding the Academic Committee's composition, the procedure for assigning a supervisor or tutor, the monitoring process of each PhD students' activities document, the certification of their data, the assessment of their annual research plan, and the rules concerning the presentation and defense of doctoral thesis.

- The representation of different research lines within the Academic Committee.

- The DP coordinator has a minimum of two six-year research periods or equivalent merits and has supervised at least two theses.

- The tutor or supervisor adequately coordinates and plans the activities to be carried out by the doctoral student to achieve the learning results.

- The adequacy of the Academic Committee's procedure to assign a tutor or director to each PhD student, as well as for any eventual changes.

- The procedure used to assess the annual research plan and the document of training activities enables a reliable evaluation of the development of doctoral thesis.

- In the event that in the verification reports, amendments, follow-up and ex post accreditation there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

Minimum information on which the analysis is based

Evidence

- Table 2. Basic data of enrolled doctoral students.
- Table 7–E02. Minutes or documents relating to academic coordination.
- Table 7–E14. Doctoral students' activities document.
- Table 7–E18. Reports on the degree of satisfaction of the main stakeholders with the study programme.
- Document including the DP Academic Committee's constitution and composition.
- Last MV, amendments, follow-up and ex post accreditation (if applicable).
- Good practices identified in the study programme.

Indicators

- PhD students' assessment/perception of the coordination and planification of the training activities carried out by their supervisor.
- PhD students' and teaching staff assessment/perception of the application of the supervision and follow-up processes.

Guideline 1.4. Collaborations between the DP and other universities, national or international organisations or institutions, are adequate and sufficient, and are consistent with those established in the last MV.

Aspects to be assessed

− Compliance with the last MV regarding collaboration with other universities or national or international organisms or institutions, planification of stays in other centres, consideration of joint supervision and international doctorate mentions, planification of international teaching staff's participation in the DP and expected students from other countries.

− Collaborations contribute to the research training of the PhD students.

− (In inter-university DP) Coordination among participating universities ensures the development of the DP.

− (In inter-university DP) The stay in the company is supervised and coordinated to facilitate the acquisition of competencies by PhD students.

− In the event that in the verification reports, amendments, follow-up and ex post accreditation there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

Minimum information on which the analysis is based

Evidence

− Table 1. New incoming students and enrolment data.

− Table 2. Basic data of enrolled doctoral students.

− Table 7–E02. Minutes or documents relating to academic coordination.

− Table 7–E08. Number of collaborations in the DP (agreements, mobility programmes, etc.).

− In the case of an inter-university study programme, minutes or registers certifying the execution of coordination activities.

− In the case of an Industrial DP, minutes or registers certifying the execution of coordination activities and follow-up of the student's stay in the company.

− Last MV, amendments, follow-up and ex post accreditation (if applicable).

− Good practices identified in the study programme.

Indicators

- Number of students under joint supervision (national/international).

- Number of enrolled international students.

- Number of PhD students who have undertaken research stays.

- Teaching staff participation in international collaborations.

- International teaching staff participation.

- Assessment/perception of PhD students and teaching staff regarding the collaborations within the DP and their impact.

Criterion 2. *INFORMATION AND TRANSPARENCY*

> **Standard**. The institution has mechanisms in place to adequately communicate to all stakeholders the characteristics of the programme and the processes that ensure its quality.

Development in guidelines

> **Guideline 2.1.** All stakeholders have access in a timely manner, before and after enrolment, to relevant information regarding the development of the curriculum and the intended learning results. This information is coherent with the last version of the MV.

Aspects to be assessed

− Correspondence between the study programme's name and the one established in the last MV.

− All information is complete and updated.

− Stakeholders have easy access to information.

− In the case of inter-university programmes, the information offered by the participating universities is complete, coherent with the MV or successfully linked, guaranteeing access to the information.

The information published within the DP must at least include:

− The latest version of the MV, as well as its modification reports and the link to the RUCT.

− List of the universities, institutions or organisations participating in the DP, if applicable.

− Information on the recommended entry profile and, where applicable, other access profiles.

− Admission criteria for the DP.

− Complementary training linked to the established entry profiles, if applicable.

− Competences to be acquired upon completing the DP.

− Period and procedure regarding pre-enrolment and enrolment in the DP.

− Contact information of the DP's coordinator.

- Information on the DP's teaching staff linked to its various research lines.

- Regulation on the continuity, supervision and follow-up of doctoral training (anual assessment of the research plan and the student's activities document) and presentation and defense of doctoral theses.

- The DP's Academic Committee composition, its functions and operating rules.

- Training activities offered to students, its duration, temporal planning and control procedures.

- Description of mobility actions and its criteria.

- Information available in the region's official and unofficial languages.

- Information on the DP's SIGC.

- List of doctoral theses defended in the DP since its implementation (covering at least the last five years).

- Most relevant scientific contributions resulting from the defended doctoral theses in the DP since its implementation (covering at least the last five years).

- Research projects funded during the evaluated period.

- In the event that in the verification reports, amendments, follow-up and ex post accreditation (if applicable), there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

Minimum information on which the analysis is based

Evidence

- Study programme website and, if any of the necessary information is not available on the study programme website, the link to that information.

- Table 7–E18. Reports on the degree of satisfaction of the main stakeholders with the study programme.

- Last MV, amendments, follow-up and ex post accreditation (if applicable).

- Good practices identified in the study programme.

Indicators

- Assessment/perception of the stakeholders on the information available on the DP regarding its characteristics, development and outcomes.

Criterion 3. *QUALITY ASSURANCE, REVIEW AND IMPROVEMENT*

> **Standard.** The institution has a formally established and implemented internal quality assurance system (SIGC) that effectively ensures the continuous improvement of the degree.

Development in guidelines

> **Guideline 3.1.** The implemented internal quality assurance system (SIGC) ensures the gathering of relevant information/outcomes for decision-making and assessment and enhancement of the DP, in accordance with the provisions established in the last MV.

Aspects to be assessed

- Compliance with the last MV regarding the procedures and monitoring mechanisms on the development, result analysis and decision-making,

- The adequateness of the actions and modifications in the DP, derived from the application of the established procedures and mechanisms, to address commitments, detected deficiencies or improve its development.

- In the event that in the verification reports, amendments, follow-up and ex post accreditation there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

Minimum information on which the analysis is based

Evidence

- Table 7–E0. Follow-up document(s) of the improvement actions planned in the Improvement Plan.

- Table 7–E05. Documentation of the SIGC.

- Table 7–E18. Reports on the degree of satisfaction of the main stakeholders with the study programme.

- Annual study programme follow-up reports (IAS) - indicators and improvement.

- Actions or evidence showing that relevant information on the DP is gathered, including its development (admission, training activities, mobility initiatives,

supervision and follow-up, coordination, teaching staff, results…).

— Actions or evidence showing that the information and the results are objectively analysed and, as a result, conclusions are drawn to support the decision-making process.

— Actions to handle the suggestions, complains and incidents related to the DP.

— Improvement plan ensuring the continuous enhancement of the DP.

— Last MV, amendments, follow-up and ex post accreditation (if applicable).

— Good practices identified in the study programme.

Indicators

— Number of addressed suggestions and complaints.

— Degree of implementation of improvement actions within the DP.

DIMENSION 2. RESOURCES

Criterion 4. *ACADEMIC STAFF*

> **Standard**. The academic staff is sufficient and adequate in accordance with the characteristics of the study programme, its scientific area and the number of students.

Development in guidelines

> **Guideline 4.1**. The academic staff meet the requirements for participating in the DP and has accredited research experience.

Aspects to be assessed

– Compliance with the last MV regarding academic staff linked to the DP's research lines.

– A 60% of the participating PhD researchers in the DP have accredited experience (excluding invited individuals and short-term visitors).

– A 60% of thesis supervisors in the programme has accredited experience.

– Research teams integrated into the DP have at least one active competitive project related to the research lines of the programme at the time of preparing the IA.

– Appropriateness of the quality of scientific contributions resulting from defended theses in the DP during the evaluation period.

– Appropriateness of 25 scientific contributions from the teaching staff linked to the DP (during the last five years). Teaching staff members have an active six-year research period activity or have reached the maximum number of sections of research activity.

– Joint contributions with international researchers.

– Suitability of the teaching staff's academic profile, according to the programme's objectives and nature.

– In the event that in the verification reports, amendments, follow-up and ex post

accreditation there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

Minimum information on which the analysis is based

Evidence

−   Table 3−A. Overall data on teaching staff who have taught on the DP.

−   Table 7−E09. (if applicable) DOCENTIA implementation certificate.

−   Table 7−E16. Complete reference of scientific contributions associated with the 10 doctoral theses supervised by the teaching staff linked to the DP in the last five years.

−   Table 7−E17. Complete reference of the 25 scientific contributions from the faculty linked to the DP in the last five years.

−   Table 7−E18. Reports on the degree of satisfaction of the main stakeholders with the study programme.

−   Programme's website.

−   Last MV, amendments, follow-up and ex post accreditation (if applicable).

−   Good practices identified in the study programme.

Indicators

−   Researchers continuing in the DP, referring to those established in the mv.

−   Percentage of academic staff with an active six-year research period.

−   Percentage of active six-year periods from supervisors of defended theses.

−   Research and/or professional experience of academic staff linked to the DP.

−   List of live competitive projects associated with research teams.

−   Complete reference of scientific contributions derived from the last ten supervised doctoral theses by the teaching staff linked to the DP during the last five years.

−   Complete reference of a maximum of 25 scientific contributions from teaching staff linked to the DP in the last five years.

−   Percentage of theses sole supervision and joint supervision.

−   Assessment/perception of PhD students and teaching staff regarding the appropriateness of the teaching staff's profile.

−   Percentage of thesis supervisors in relation to the total DP teaching staff.

> **Guideline 4.2.** The teaching staff is sufficient and its dedication is appropriate for the deployment of its functions.

Aspects to be assessed

−   The academic staff is sufficient for the deployment of its functions. The ratio of the number of students on the DP with respect to the academic staff, the nature and the characteristics of the DP are taken into account.

−   The academic staff dedication to the DP is appropriate to the deployment of its functions. Special consideration will be paid to the dedication of academic staff supervising doctoral theses in others DP.

−   Appropriateness, according to the scientific scope of the DP, of international experts' involvement in follow-up commissions, thesis panels, training activities and joint supervision.

−   In the event that in the verification reports, amendments, follow-up and ex post accreditation there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

Minimum information on which the analysis is based

Evidence

−   Table 1. New incoming students and enrolment data.
−   Table 3–A. Basic information from the DP academic staff.
−   Table 3–B. Active competitive projects from theses' supervisors.
−   Table 5–B. Indicators of academic staff' scientific production.
−   Table 7–E18. Reports on the degree of satisfaction of the main stakeholders with the study programme.
−   Last MV, amendments, follow-up and ex post accreditation (if applicable).
−   Good practices identified in the study programme.

Indicators

−   Enrolment ratio of PhD students/academic staff per research line.
−   Assessment/perception of PhD students and graduates on the DP academic staff's performance.
−   Assessment/perception of the academic staff regarding their workload.

Guideline 4.3. The mechanisms for recognising the work derived from doctoral theses' tutoring and supervision have been implemented as indicated in the last MV.

Aspects to be assessed

– Correspondence between the recognition of the work derived from doctoral theses' tutoring and supervision with that foreseen in the MV.

– The clarity of the university's academic recognitions procedures.

– Satisfaction of the academic staff with the academic recognition that the university provides for their dedication to the DP.

– In the event that in the verification reports, amendments, follow-up and ex post accreditation there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

Minimum information on which the analysis is based

Evidence

– Table 7–E12. University's academic regulations on academic recognition of the work derived from theses' tutoring and supervision.

– Table 7–E18. Reports on the degree of satisfaction of the main stakeholders with the study programme.

– Last MV, amendments, follow-up and ex post accreditation (if applicable).

– Good practices identified in the study programme.

Indicators

– Assessment/perception of the academic staff with the academic recognition of their dedication to the DP.

Criterion 5. *LEARNING RESOURCES*

Standard. The material resources, infrastructures and support services made available for the development of the DP are adequate according to the nature and modality of the programme, its scientific scope and the number of students.

Development in guidelines

Guideline 5.1. The material resources, infrastructures and services laboratories and workshops, library, access to databases, connectivity, finance and resources available, academic guidance, etc.) made available to the students correspond to those included in the latest version of the MV and are appropriate to the characteristics of the DP, its scientific area and the number of students.

Aspects to be assessed

– Degree of compliance with the resource provision established in the MV regarding the equipment and infrastructure (laboratories and workshops, libraries, access to data bases, connectivity…) linked to the DP.

– Sufficiency and of the available material resources in relation to the total number of PhD students and the DP's scientific scope.

– Compliance with the external resources and allocated financial grants for conferences attendance and stays abroad aimed at supporting students' training with those established in the last mv.

– Sufficiency of funding for conference attendance and stays abroad. Contribution to the students' training within the DP.

– The academic support services meet the needs of the doctoral training process, such as predoctoral training contracts and grants/scholarships.

– (*In the event that collaborating entities participate through an agreement in the development of research activities*) Material resources and other means available in the collaborating entities ensure the development of research activities, as well as the provision of professional guidance services.

– In the event that in the verification reports, amendments, follow-up and ex post accreditation there is any requirement or aspect of special attention in future

external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

Minimum information on which the analysis is based

Evidence

– Table 1. New incoming students and enrolment data.

– Table 4. Outcome indicators.

– Table 6. Assessment/perception of PhD students, graduates and academic staff on the available material resources, including financial resources.

– Table 7–E11. Available infrastructure for the delivery of the programme.

– Table 7–E13. Support and academic guidance services, academic staff and services for the mobility of DP's students.

– Table–E18. Reports on the degree of satisfaction of the main stakeholders with the study programme.

– If applicable, document outlining the funding of external resources and travel money.

– Last mv, amendments, follow-up and ex post accreditation (if applicable).

– Good practices identified in the study programme.

Indicators

– Percentage of students in the DP who have undertaken research stays or other mobility actions (distinguish between incoming and outgoing, and national and international).

– Percentage of students with grants or scholarships.

– Assessment/perception of PhD students, graduates and academic staff with the available material resources, including financial resources.

– Assessment/perception of PhD students, graduates and academic with the material resources from collaborating entities, if applicable.

– Assessment/perception of PhD students and graduates with the academic guidance services.

DIMENSION 3. RESULTS

Criterion 6. LEARNING RESULTS

> **Standard**. The learning results achieved are coherent with the DP objectives and are correspond to the level 4 of the Spanish Qualifications Framework for Higher Education (MECES).

Development in guidelines

> **Guideline 6.1.** The achieved learning results contribute to the achievement of the intended learning results and are adjusted to the level 4 in the MECES.

Aspects to be assessed

− Progress of DP's student body.

− Scientific outcome's quality achieved by PhD students.

− Adequacy of doctoral theses, training activities and its assessment to the training profile and the level 4 in the MECES.

− Scientific contributions derived from doctoral theses, either those prior to their defense or those subsequently defended, showing the acquisition of the competencies established in the DP.

− In the event that in the verification reports, amendments, follow-up and ex post accreditation there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

Minimum information on which the analysis is based

Evidence

− Table 4−A. Outcome indicators.

− Table 6. Summary of the main satisfaction indicators of the groups involved.

− Table 7−E14. PhD's students training activities document.

− Table 7−E06. List of defended theses within the DP (reference period).

− Table 7−E07. Scientific contributions derived from each doctoral thesis defended within the DP.

– Table 7–E18. Reports on the degree of satisfaction of the main stakeholders with the study programme.

– Last ᴍᴠ, amendments, follow-up and ex post accreditation (if applicable).

– Good practices identified in the study programme.

Indicators

– Number of theses with *cum laude* honours.

– Number of theses with international PhD mention.

– (If applicable) Number of theses with industrial PhD mention.

– Quantitative and qualitative indicators of the quality of scientific contributions derived from doctoral theses.

– Stakeholders (ᴅᴘ's responsible, researchers, graduates, employers…) assessment/perception) assessment/perception of PhD students' learning results and its adequacy to those defined in the last ᴍᴠ.

Criterion 7. PERFORMANCE AND EXIT

> **Standard**. The indicator's results of the DP are coherent with its characteristics, scientific field and the researcher's socio-economic context.

Development in guidelines

> **Guideline 7.1**. The evolution of the global indicators is adequate with that foreseen in the last MV ant it's coherent with the student profile and the programme's scientific scope.

Aspects to be assessed

– The results correspond to those foreseen in the last MV. Projections regarding success and drop-out rate, number of defended theses, average duration of studies, and impact of scientific contributions derived from theses will be reviewed.

– Appropriateness of the evolution of the different indicators to the students' profile in accordance with the DP's scientific scope:

  – Number of PhD candidates who drop out of the DP.

  – Overall success rate of the DP and success rate disaggregated by the dedication of the PhD student (part-time or full-time).

  – Average duration of the DP disaggregated by the PhD student's dedication.

– In the event that in the verification reports, amendments, follow-up and ex post accreditation there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

Minimum information on which the analysis is based

Evidence

– Table 1. New incoming students and enrolment data.

– Table 2. Basic data of enrolled doctoral students.

– Table 4. Outcome indicators.

– Table 7–E07. Scientific contributions derived from each doctoral thesis defended within the DP.

– Last MV, amendments, follow-up and ex post accreditation (if applicable).

– Good practices identified in the study programme.

Indicators

−   Success rate (part-time or full time).

−   Drop-out rate.

−   Number of defended theses.

−   Average duration of the DP.

−   Scientific contributions derived from the doctoral theses.

> **Guideline 7.2**. The values of the indicators of labour market integration of graduates and forecast of postdoctoral contracts are coherent with the previsions of the last MV.

Aspects to be assessed

−   Correspondence between the employability outcomes of PhD students to those foreseen in the last MV.

−   In the event that in the verification reports, amendments, follow-up and ex post accreditation there is any requirement or aspect of special attention in future external evaluation processes linked to this guideline, an assessment is made of how the university has dealt with this aspect.

Minimum information on which the analysis is based

Evidence

−   Table 7–E19. Reports on labour market results of PhD holders.

−   Table 7–E20. Graduates from the DP with postdoctoral contract grants.

−   Last MV, amendments, follow-up and ex post accreditation (if applicable).

−   Good practices identified in the study programme.

Indicators

−   Indicators of employment (employment rate[5], employment-to-education match rate[6]).

−   Number of PhD holders benefiting from postdoctoral contract grants[7].

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[5] Percentage of employed individuals out of the total no. of individuals with a PhD in the DP's field.

[6] % of PhD holders in the field of the DP performing PhD-level functions out of the total employed individuals.

[7] No. of PhD graduates who have been granted a postdoctoral scholarship/contract in relation to the total number of PhD graduates.

INFORMATION FOR ANALYSIS IN THE EX POST ACCREDITATION PROCESS: TABLES

The University's IA for the ex post accreditation includes a series of tables to organise and simplify the relevant information to analyse the DP, both by the University and by the external evaluation staff. The information contained in these tables will be an element that should help to support the assessments in the IA and the external evaluation itself. Tables 1-6 are compulsory and Table 7 is a list of compulsory evidence. These tables incorporate the necessary indicators for the evaluation of this type of studies, as follows:

- **Table 1.** New incoming students and enrolment data. This table provides an overview of enrolment behaviour in the DP, including basic characteristics of enrolled PhD students.

- **Table 2.** Basic data of enrolled PhD students. It shows detailed information for each PhD student from enrolment to their thesis defense.

- **Table 3.** Basic data of academic staff involved in the DP. It features key information about the academic staff's research profiles, focusing on those involved in the DP, including both team members and other participating academic staff.

- **Table 4.** Outcome indicators. It considers specific results of the DP that facilitate its evaluation.

- **Table 5.** Scientific production indicators. It shows information on the outcomes of scientific output from both students and academic staff.

- **Table 6.** Satisfaction rate. It presents the assessment/perception of PhD students and academic staff.

- **Table 7.** Compulsory complementary evidence. It distinguishes between the evidence that must be submitted with the IA and those that should be available during the on-site visit.

In all tables, the university must indicate the timeframe (academic years or other relevant timeframes) and scope (centres, etc.) of reference of the evidence. Likewise, the IA should identify which criteria or guidelines support each of the evidences provided.

In the event that the DP is taught in several centres/universities, the information for the criteria must be provided both globally for the study programme and disaggregated.

ANNEX I. EVALUATION SUPPORT TABLES FOR EX POST DP ACCREDITATION

Table 1-A. Overall data of new incoming students and enrolment

	MV Prevision	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX
No. of new entry places							
Demand							
No. of new students							
No. of students enrolled							
No. of foreign students enrolled							
No. of new part time students							
No. of students with training complements							
No. of students with pre-doctoral contract/ scholarship							
No. of students with joint supervision/ joint national supervision							
No. of students with joint supervision/ joint international supervision							

Additional information

Table 1-A Overall data of new incoming students and enrolment provides an overview of enrolment behaviour in the DP, including basic characteristics of the enrolled student body.

− *No. of new entry places*: total number of positions available in the DP.

− *Demand*: number of applications the DP receives for admission.

− *No. of new students*: students who, in a specific academic year, have applied for admission and once admitted officially enroll in the DP for the first time.

− *No. of students enrolled*: PhD students officially enrolled in a specific academic year.

− *No. of foreign students enrolled*: PhD students from other countries officially enrolled in a specific academic year.

− *No. of new part time students*: PhD students officially enrolled in a specific academic year who have received authorisation from the Academic Committee to conduct their studies on a part-time basis.

− *No. of students with training complements*: PhD students who have completed additional training in relation to the total number of enrolled PhD students. This information is intended for a specific academic year.

− *No. of students with joint supervision/ joint national supervision*: PhD students whose doctoral thesis is supervised by two or more professors from two or more Spanish universities in relation to the total number of enrolled PhD students. This information is intended for a specific academic year.

− *No. of students with joint supervision/ joint international supervision*: PhD students whose doctoral thesis is supervised by two or more professors from at least one Spanish and one foreign university in relation to the total number of enrolled doctoral students. This information is intended for a specific academic year.

In the event that the DP is taught in several centres/universities, this Table list, for each cell, the total sum across all participating centres/universities.

Table 1-B. Entry routes into the programme

No. of new students by admission route	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX
PhD (or recognised equivalent) according to legislation prior to RD RD 99/2011						
Bachelor's degree (*licenciatura*), engineering or architecture with Diploma of Advanced Studies						
Bachelor's degree (*licenciatura*), engineering or architecture with Research Sufficiency Diploma						
Bachelor's degree (or equivalent) and Master's degree						
Foreign degree not accredited in Spain, but verified as equivalent to an official Spanish Master's, Bachelor's, Engineering's or Architecture's degree prior to EHEA						
Degree enabling entry to a 300 ECTS Bachelor's Degree + 60 ECTS at master's level						
University degree and two years of specialised health training						
Foreign Bachelor's degree (or equivalent) and Master's degree obtained at the university						

Table 2. Basic data of enrolled PhD students

PhD students enrolled	Enrolment by month and year	Modality	Access degree	Research lines	Additional training	Stay	Stay destination	Date of supervisor's provision	Date of director's provision	Delivery date of the research plan	Date of thesis submission	Date of thesis defense	Observations (mention, joint supervision...)
Name/ID													
Name/ID													
Name/ID													
Name/ID													
Name/ID													
...													

Additional information

Table 2 contains basic information about the enrolled students in the DP. To enhance readability and comprehension, each PhD student will be represented in a single row. Furthermore, the students will be arranged in ascending order based on the month and year of their initial enrolment.

- *PhD enrolled*: the list will include each PhD student enrolled in the DP since its implementation (for the first programme ex post accreditation) or from the last academic year included in the previous accreditation renewal process (for the second renewal and subsequent renewals). Students will be identified by full name or anonymised with a code.

- *Modality*: indicate "F/T" if the PhD student conducts their studies on a full-time basis, and "P/T" if their dedication is part-time.

- *Access degree*: according to the latest mv, specify the student's entry profile, indicating the access degree.

- *Complementary training*: the link to the completed training activities shall be provided. If no complementary training has been undertaken, leave it blank.

- *Stays*: indicate the number of months the PhD student has spent on stays.

- *Stay destination*: specify the centre and/or university where the stay was conducted by the doctoral student.

- *Date of thesis submission and defense*: indicate "Not applicable" when it does not apply due to not having elapsed sufficient time for the defense based on the enrolment year, due to a requested extension, because the student is a part-time student, or if the PhD student has left the DP, specifying the specific cause in the same box.

Table 3-A. Basic data of academic staff involved in the DP

Teaching staff's name (University)	Link to the research group	Research lines	Academic category	Research activity			No. of supervised and defended theses		No. of ongoing theses	
				No. of six-year periods	Active six-year periods	Last six-year period of research activity	Within the DP	Other programmes	Within the DP	Other programmes
Name and last name (University)										
Name and last name (University)										
Name and last name (University)										
…										

Table 3-B. Ongoing competitive projects from the reference academic year in which thesis tutors participate

Project Title	Funding entity	Funding	Reference	Duration	Type of call	Institutions	Participating thesis supervisor	Research group	Principal investigator
Project 1									
Project 2									
Project 3									
Project 4									
Project 5									
…									

Additional information

To fulfil *Table 3-A*, the following considerations should be taken into account:

– The programme's faculty includes the university's academic staff involved in the DP who carry out activities such as mentoring, thesis supervision, teaching of training activities, participation in the Academic Committee and Monitoring Committees, among others. In exceptional cases, other individuals with PhD degrees may be part of the programme's faculty based on the statutes of the doctoral school or the university.

– Information will be provided on ALL academic staff participating in the DP, including members of the research teams associated with the programme and other faculty members participating in the DP without being part of its research teams.

– *Academic category*: full professors (CU), university professors (TU o CEU, TEU) and contracted teaching staff (contracted teaching staff, assistant lecturers and PhD assistant lecturers, collaborating teachers, associate professors, positions linked to clinical specialties, etc.). In the case of research personnel belonging to public research agencies or other public or private organisations or institutions, their position within the institution must be indicated.

– *Active six-year periods*: this was included in Royal Decree 1086/1989, of August 28, on the remuneration of university professors (updated by Royal Decree-Law 14/2012). It refers to the evaluation of research activity and implies that faculty must have an active research period. That is, no more than six years should have elapsed since the last positive evaluation. Fulfill the table with "yes" or "no" based on its validity.

– *Last six-year period of research activity*: according to RD 1086/1989, this refers to the last active period of research activity (it should be included its initial and final year). In the event of reaching the maximum number of six-year periods, it must be indicated with the number "6" in the corresponding box.

If this evaluation criterion is not applicable to the professor, it should be noted in the box by identifying the reasons for this situation and providing, bellow the table, five scientific contributions from the last five years, indicating objective impact data, as indicated in evidence E17.

– *No. of supervised and defended theses*: number of defended theses supervised within the DP by the professor. Joint supervised theses will count 0,5.

- *No. of supervised and defended theses in other programmes*: number of defended theses supervised in other doctoral programmes within the last five years by the professor. Joint supervised theses will count 0,5.

- *No. of ongoing theses within the DP*: number of ongoing theses which, at the time of elaborating the IA, have not been defended. Joint supervised theses will count 0,5.

- *No. of ongoing theses in other programmes*: number of ongoing theses which, at the time of elaborating the IA, have not been defended. Joint supervised theses will count 0,5.

- Indicate "Not Applicable" when the required information does not apply.

To fulfil *Table 3-B*, it should be considered that:

- *Duration*: this box must be filled in with years.

- *Type of call*: indicate whether it is "national" or "international", "competitive" or "non-competitive".

- Indicate "Not Applicable" when the required information does not apply.

Table 4. Outcome indicators

Outcome indicators	MV Prevision	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX
No. of defended theses F/T							
No. of defended theses P/T							
No. of theses with "Industrial PhD" mention							
Average of theses with "International PhD" mention							
No. of cum laude theses							
Average duration F/T							
Average duration P/T							
Dropout rate							
Success rate (≤ 4 years) F/T							
Success rate (> 4 years) F/T							
Success rate (≤ 7 years) P/T							
Success rate (>7 years) P/T							

Additional information

–   *No. of defended theses F/*T: number of theses defended in the DP by full-time PhD students in a specific academic year.

–   *No. of defended theses P/T*: number of theses defended in the DP by part-time PhD students in a specific academic year.

–   *No. of theses with "Industrial PhD" mention:* number of theses with an "Industrial PhD" mention defended and approved in a specific academic year.

–   *Average of theses with "International PhD" mention*: number of theses with an "International PhD" mention defended and approved in a specific academic year, relative to the total number of theses defended and approved in that same academic year.

–   *Average duration F/T:* average number of years taken by full-time PhD students to complete their thesis in a specific academic year, from their initial enrolment in the DP. This can be calculated considering the thesis deposit date instead of the defense date.

–   *Average duration P/T:* average number of years taken by part-time PhD students to complete their thesis in a specific academic year, from their initial enrolment in the DP.

–   *Dropout rate*: number of PhD students who, during an academic year, neither enrolled in the DP nor defended their thesis, in relation to the total number of PhD students who could have re-enrolled in that same academic year. Exclusions include cases of illness, pregnancy or any other causes stipulated by current regulations.

–   *Success rate:* only meaningful after the third year of the PhD programme implementation. The calculation should consider any exceptional extensions allowed by RD 99/2011. Students who changed from full-time to part-time or vice versa during the DP's duration will be excluded from the calculation.

–   *Success rate (≤ 4 years) F/T:* percentage of full-time PhD students, relative to the total number of newly enrolled students with full-time dedication in that year, who complete their thesis in four years or less.

–   *Success rate (> 4 years) F/T:* percentage of part-time PhD students, relative to the total number of newly enrolled students with full-time dedication in that year, who complete their thesis in four years or more.

− *Success rate (≤ 7 years) P/T*: percentage of part-time PhD students, relative to the total number of newly enrolled students with part-time dedication in that year, who complete their thesis in seven years or less.

− *Success rate (> 7 years) P/T*: percentage of part-time PhD students, relative to the total number of newly enrolled students with part-time dedication in that year, who complete their thesis in more than seven years.

Table 5-A. Indicators of students' scientific production

Student body	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Total period
Publications in journals							
Publications in ISI-indexed journals							
Other publications (books, book chapters, editing, etc.)							
Patents							
Participation in national conferences							
Participation in international conferences							
Member of the organising committee of conferences							

Table 5-B. Indicators of academic staff' scientific production

Academic staff (Theses supervisors and tutors)	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Total period
Publications in journals							
Publications in ISI-indexed journals							
Other publications (books, book chapters, editing, etc.)							
Patents							
Participation in national conferences							
Participation in international conferences							
Member of the organising committee of conferences							

Table 6-A. Academic staff satisfaction

Academic staff's assessment/ perception	Average UIB	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX
Admission profile of students to the DP							
Supervision and monitoring procedures implemented							
Actions taken by the University in response to suggestions, complaints or low satisfaction rates recorded							
Workload							
Academic recognition of dedication to the DP							
Workload							
Additional training activities							

Table 6-B. Level of PhD students' satisfaction

PhD students' assessment/ perception	UIB Average	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX	Course 20XX-XX
Development of training activities							
Coordination and planning of activities by their supervisor							
Applied monitoring and tracking procedures							
Public info. on the programme's characteristics, development and outcomes							
Faculty performance							
Available resources - Laboratories							
Available resources - Workspaces							
Available Resources - Scholarships							
Available Resources - Others							
Academic orientational services							

Table 7. Compulsory complementary evidence

Code	Guideline	Evidence	Submission
E0	N/A	Document explaining the degree of implementation of the improvement plan (in the event that the DP has established an improvement plan as a consequence of the previous ex post accreditation). **E0. Improvement plan follow-up documents.**	IA
E01	1.2	Training activities offered in the reference academic year.	IA
E02	1.2 1.3 1.4	Minutes or documents relating to academic coordination (coordination and planning of offered training activities, interuniversity programmes, industrial PhD).	IA
E03	1.1	Results of the application of the admission criteria.	IA
E04	1.1	Document with the completed training activities undergone by PhD students.	VISIT
E05	3.1	Documentation of the Internal Quality Assurance System (link to the quality policy, Academic Committee, procedure) and the improvement plan and its follow-up.	IA
E06	6.1	List of defended doctoral theses within the DP (period considered-PhD)	IA
E07	6.1 7.1	Scientific contributions resulting from each defended doctoral thesis in the DP.	VISIT
E08	1.4	List of collaborations within the programme (agreements, mobility actions, etc.). Identify internationalisation actions.	IA
E09	4.1	(if applicable) DOCENTIA implementation certificate.	IA
E10	4.4	(if applicable) List of technical support staff involved in the study programme's practical activities.	IA
E11	5.1	Infrastructures available for the DP.	IA

Code	Guideline	Evidence	Submission
E12	4.3	University regulation regarding the recognition for mentoring and supervising doctoral theses (or link to the information), and the record acknowledging the recognition awarded (last academic year).	IA
E13	5.1	Academic, professional and mobility support and guidance services for PhD students.	IA
E14	1.3 6.1	PhD's students training activities document.	VISIT
E15	1.3 6.1	Evidence of control over the document of training activities for each PhD student, certification of their data, and the annual evaluation of the Research Plan. Access to the tool, if available, used for monitoring the document of training activities	VISIT
E16	4.1	Complete reference of the scientific contributions associated with the 10 doctoral theses supervised by the faculty associated with the DP in the last five years.	IA
E17	4.1	Complete reference of the 25 scientific contributions from the associate faculty of the DP in the last five years.	IA
E18	7.1	Reports on the degree of satisfaction of the main stakeholders with the DP (PhD students and holders, academic staff).	IA
E19	7.2	Reports on labour market results of PhD holders.	IA
E20	7.2	PhD students with postdoctoral grants (period considered – PhD)	IA

Additional information

Table 7 includes other mandatory evidence that must be available during the evaluation process.

− The evidence marked as *IA* must be integrated into the Self-Assessment report that the university provides to the AQUIB. In addition, those marked with the reference site *visit* must be available during the Panel's site visit.

− The timeframe (academic years) and scope (if applicable) of the evidence must be detailed.

− The table indicates in which guidelines each piece of evidence could fit.

− The *reference academic year*: in the case of DP undergoing accreditation renewal for the first time, this period refers from the first academic year of implementation to the reference academic year. Likewise, the information to be provided in the second or subsequent renewals of accreditation is that from the subsequent academic year for which information was provided in the IA of the previous ex-post accreditation up to the reference academic year.

The university may provide other types of complementary evidence that it considers appropriate. In this case, the timeframe (academic years) and scope (if applicable, centres...) of reference of the evidence must be indicated.

ANNEX II. MAIN AMENDMENTS

Version 0
– This document is created from the merger of the documents *Criteria and guidelines for evaluation in the follow-up and ex post accreditation of official Bachelor's and Master's degree courses (version 0)* and the *Self-evaluation Guide: Ex post accreditation of official Bachelor's, Master's and Doctoral degrees (version 4).*
– The content is adapted to Royal Decree 822/2021, of 28 September, which establishes the organisation of university education and the procedure for quality assurance.
– The content of the document is harmonised with the *Protocol of evaluation for the follow-up and ex post accreditation of official university PhD programmes* drawn up by REACU, reformulating the nomenclature and wording of some of the criteria.
– The wording of each of the items of the semi-quantitative rating scale (A, B, C and D) is reworded for a better understanding of each of its elements.
– A general revision of the drafting is carried out, and various corrections are made. During the drafting of the document, attention has been paid to the use of inclusive language.
– The criteria are reviewed, and the satisfaction of stakeholder groups is integrated comprehensively across all guidelines.