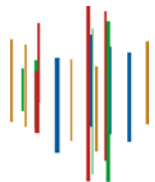


Working groups – QA Criteria

Key points:

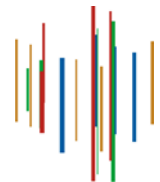
- **Indicators as suggested in draft document** shared ahead of meeting considered **useful and relevant – additions and amendments suggested by participants in line with respective presentations.**
- **Importance to have both qualitative and quantitative indicators**
- Importance of **transparency** of system & processes - Moving from oral to written culture.
- **Key information publicly available** (in terms of processes, statistics, research environment, access to funds/scholarships)
- **Open dissemination** of PhD programmes
- Importance to link curriculum to **labour market needs**
- Importance to **distinguish transferable skills/specific skills**
- **Transferable skills training** – elective courses tailored to needs of students
- It should be **avoided to overload students** with too many compulsory courses/large scale expert committees



Working groups – QA Criteria

Key points:

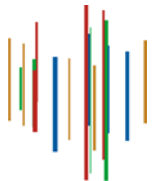
- In terms of **supervision**, importance to have **clear responsibilities**, plans, regular progress reports (written agreement)
- Suggestion to have at least **two co-supervisors/independent experts**
- **Assessment of supervisors**
- Importance to **differentiate between status quo and goals** to be achieved/visions
- Important to ensure that suggestions can be in fact **implemented** at HEI level (follow up with senior management)
- **Administrative and legal restrictions** – need for less restrictions
- **Strategic plans** as possible tools to define **visions** (eg in terms of academic freedom)



Working groups – QA Criteria

Key points:

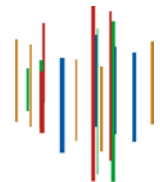
- **Budget distribution** as a key concern – separate budgets for PhD programmes required
- **Internationalization:** indicators required/suggested in terms of output, staff and indicators
- **International collaboration** – current weakness but to be taken into account as indicator
- Internationalization to include **internationalization at home**



Working groups – QA Criteria

Key points:

- Specification of indicators in terms of **periodical evaluation results**
- Assessment **methodology for examination (defense)** – not within scope of HEIs
- **Importance of participation of key stakeholders** in curriculum development
- Science-based **evaluation from peers** as means of science evaluation
- **Quality assurance** as an integral part of all stages/processes of PhD programmes



Working groups – QA Criteria

Key points:

- Teaching skills of PhD students
- Important to distinguish between core and optional indicators (prioritize)

