

YOUR PARTNER FOR EXCELLENCE  
IN HIGHER EDUCATION



**FIBAA**

Assessment Guide  
**FIBAA Quality Seal for the Accreditation  
of Doctoral Programmes**

This document is protected by copyright. It can only be used, evaluated or published with express permission of FIBAA.

## Principles for the Assessment

Higher education experiences constant development and changes. Recent changes impacting the quality of higher education originate from the emergence of artificial intelligence as a teaching and monitoring tool or as a tool for producing scientific work, as well as the importance of inclusive and equitable quality education and lifelong learning opportunities for all (SDG 4). Therefore, FIBAA decided that these aspects should also be reflected in the assessment of study programmes at Higher Education Institutions. Consequently, the FIBAA Divisions adapted their assessment criteria accordingly.

FIBAA is a European, internationally-oriented agency for quality assurance and quality development, implementing accreditation procedures at HEIs on the basis of internationally-recognised quality criteria. The fundamental assessment criteria for this are based on the principles of the [Bologna Declaration](#) as they were laid down in 1999 and later modified. FIBAA conducts the accreditation process with a claim to providing high quality work, transparency, and support for sustainable quality development at Higher Education Institutions.

FIBAA carries out concept accreditations of new doctoral programmes as well as initial accreditations and/or re-accreditations of ongoing doctoral programmes. All accreditations take place based on FIBAA's own quality requirements, which once fulfilled, results in the awarding of the FIBAA quality seal for doctoral programmes. Quality criteria which are essential for study programmes and marked (\*) as so-called asterisk criteria, must at least achieve the rating "Meets quality requirements". If any of these criteria are not met, this will lead to the imposition of a respective condition upon the accreditation. Other quality criteria assessed with a "not met" have no such condition as consequence, but lead to a recommendation, which, however, does not jeopardise the accreditation. The deadline for meeting conditions is usually nine months and can, in well-founded cases, be reduced or extended (once only and at the most by six months).

Additionally, in the event of its concept accreditation in which only its concept is presented and evaluated, a doctoral programme should be no different to an on-going programme.

FIBAA awards its FIBAA premium seal for established doctoral programmes, which already have graduates and can present excellent quality that clearly exceeds the quality criteria of FIBAA in both curriculum and teaching within the framework of the accreditation procedure. This award confirms that a doctoral programme as a whole clearly outperformed the quality requirements. It gives interested parties, doctorates, graduates, Higher Education Institutions and the job market reliable information about the outstanding quality of the programmes.

In the initial accreditation and re-accreditation of established doctoral programmes, the following aspects must be given particular attention:

- evaluation of the programme's success, using various means, including interviews with graduates and alumni-tracking studies;
- review of the calculations of the student workload in the individual modules/courses;

- assessment of evaluation results;
- analysis of the statistical data relating to enrolment rate, examination results, graduation rate, first-year student count, and the percentage of foreign students.

As part of the re-accreditation procedure, the measures taken by the High Education Institution (HEI) in order to comply with the recommendations given in connection with the earlier FIBAA accreditation must be reviewed together with all major changes concerning the study programme (i.e.: changes to programme content, credits, staff, equipment, cooperation agreements, etc.).

## Quality Profile

Assessment Levels	Excellent	Exceeds the Quality Requirements	Meets the Quality Requirements	Fails to meet the Quality Requirements	n.r.
----------------------	-----------	--	--------------------------------------	--	------

### Key:

The Quality Levels define to what extent the FIBAA Quality Requirements have been met:

- Fails to meet the quality requirements – Does not achieve the given standards.
- Meets quality requirements – Achieves the given standards.
- Exceeds the quality requirements – Surpasses the given standards.
- Excellent – Significantly surpasses the given standards to the extent that the Doctoral Programme can be regarded as an outstanding example of best practice regarding the criterion in question.
- n.r. – not relevant

### Follow-up procedure

FIBAA offers **an optional and voluntary** follow-up procedure. The follow-up is part of the current accreditation procedure and is offered to HEIs that received recommendations for programme or institutional accreditation. It provides an opportunity for these institutions to receive feedback on the quality of the measures taken to address the recommendations.

To initiate the follow-up, HEIs can contact FIBAA any time after the final accreditation decision to receive further information about the follow-up procedure and fees. Ideally, it occurs about three years after initial accreditation or four years after re-accreditation.

The HEI prepares a report outlining the recommendations, the measures taken, and evidence of effectiveness. The follow-up is a shortened written procedure that reviews the measures outlined in the HEI's report.

# Assessment Guide – Table of Contents

<b>0</b>	<b>FURTHER INFORMATION .....</b>	<b>7</b>
0.0	Information on the Institution(s).....	7
0.1	Further development of the doctoral programme, statistical data and evaluation results (for accreditation and re-accreditation), implementing recommendations of already completed accreditation (for re-accreditation) .....	7
<b>1</b>	<b>GOALS AND STRATEGY .....</b>	<b>8</b>
1.1	Objectives of the Doctoral Programme (Asterisk Criterion) .....	8
1.2	Positioning of the Doctoral Programme on the education market.....	8
1.3	Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution .....	9
1.4	Inclusive and equitable education (Asterisk Criterion) .....	9
<b>2</b>	<b>ADMISSION .....</b>	<b>11</b>
2.1	Admission conditions and procedures (Asterisk Criterion).....	11
2.2	Selection procedure .....	11
<b>3</b>	<b>IMPLEMENTATION .....</b>	<b>12</b>
3.1	Structure.....	12
3.1.1	Structural Setup of the Doctoral Programme (Asterisk Criterion) .....	12
3.1.2	Scientific Supervision (Asterisk Criterion).....	12
3.1.3	Doctoral Degree Regulations (Asterisk Criterion).....	13
3.2	Contents .....	13
3.2.1	Logic and Conceptual Consistency (Asterisk Criterion) .....	13
3.2.2	Science and Research Based Teaching (Asterisk Criterion) .....	14
3.2.3	Multidisciplinary Qualifications (Asterisk Criterion).....	14
3.2.4	Examinations (Asterisk Criterion).....	15
3.3	Teaching and Learning methodology .....	15
3.3.1	Logic and Comprehensibility of the Didactic Concept (Asterisk Criterion) .....	15
3.3.2	Course materials and recommended literature .....	16
<b>4</b>	<b>SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS .....</b>	<b>17</b>
4.1	Teaching Staff .....	17
4.1.1	Structure and Number of Teaching Staff (Asterisk Criterion).....	17
4.1.2	Scientific Qualification of the Teaching Staff (Asterisk Criterion).....	17
4.1.3	Pedagogical Qualification of the Teaching Staff (Asterisk Criterion) .....	18

4.1.4	Internationality of the Teaching Staff .....	18
4.1.5	Internal Cooperation within the Faculty (Asterisk Criterion) .....	19
4.2	Cooperation and Partnerships .....	19
4.2.1	Scientific Integration of the Doctoral Students (Asterisk Criterion).....	19
4.2.2	Networking of the Scientists.....	20
4.2.3	Networking of the Doctoral Students .....	20
4.3	Programme Management.....	20
4.3.1	Structural Organisation (Asterisk Criterion) .....	20
4.3.2	Management Support .....	21
4.4	Material Resources.....	21
4.4.1	Quality of the Classrooms and Working Places (Asterisk Criterion) .....	21
4.4.2	Equipment (Literature, Magazines, Databases) for the Library (Asterisk Criterion) .....	22
4.5	Finance Planning and Financing .....	22
4.5.1	Finance Planning and Financing of the Doctoral Programme (Asterisk Criterion) .	22
4.5.2	Financial Support and Scholarship Programmes .....	23
<b>5</b>	<b>QUALITY ASSURANCE .....</b>	<b>24</b>
5.1	Quality Assurance in terms of Contents, Processes and Research (Asterisk Criterion) .....	24
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept (Asterisk Criterion) .....	24
5.3	Evaluation by Doctoral Students.....	24
5.4	Evaluation by Supervisors and Faculty .....	25
5.5	Evaluation by Third Parties (Graduates, and other external Stakeholders).....	25

<b>Higher Education Institution (HEI):</b>	
<b>Degree Awarding Institution(s) (if relevant):</b>	
<b>Programme name (English and original language):</b>	
<b>Degree title awarded:</b>	
<b>Type of Accreditation:</b>	<input type="checkbox"/> <b>Concept Accreditation<sup>1</sup></b> <input type="checkbox"/> <b>Initial Accreditation<sup>2</sup></b> <input type="checkbox"/> <b>Re-accreditation<sup>3</sup></b>
<b>Projected study time and number of ECTS credits/national credits assigned to the study programme:</b>	
<b>Capacity Load (maximum number of study places per cohort):</b>	
<b>Programme cycle starts in:</b>	<input type="checkbox"/> <b>Winter semester</b> <input type="checkbox"/> <b>Summer semester</b> <input type="checkbox"/> <b>Both winter and summer semester</b> <input type="checkbox"/> <b>Other start date: ...</b>
<b>For re-accreditation: last accreditation period</b>	

---

<sup>1</sup> A concept accreditation applies if the concept of a study programme is supplied but the programme has not yet started.

<sup>2</sup> Initial accreditation applies if a study programme is running but is not accredited yet.

<sup>3</sup> Re-Accreditation applies if the programme is currently accredited.

## **O FURTHER INFORMATION**

### **0.0 Information on the Institution(s)**

Please describe your institution and give an outline of the programmes offered. Give an account of where the programme seeking accreditation is integrated within the range of programmes offered by the department or the institution of higher education respectively.

### **0.1 Further development of the doctoral programme, statistical data and evaluation results (for accreditation and re-accreditation), implementing recommendations of already completed accreditation (for re-accreditation)**

Please describe:

- for initial accreditation (if students already graduated) and re-accreditation: the development of the programme, the changes which have had an effect on the programme (i.e.: programme content, structure, staff etc.), the statistical data concerning number of applicants, number of first-year students, percentage of foreign students, student success rate, average duration of study, and average final grade (see [the FIBAA sample](#) for this). Please also present the results of evaluations and the measures taken as a consequence of the statistical data and evaluation results.
- for re-accreditation: measures to implement prior recommendations.

# 1 GOALS AND STRATEGY

## 1.1 Objectives of the Doctoral Programme (Asterisk Criterion)

Please list and justify the qualification objectives of the study programme and relate them to the aspired qualification and the requirements of the national qualification framework.

The information should indicate the doctoral programme's objectives, the learning outcomes (where applicable) and the graduation profile. It should show that it is aligned with national regulations. The information should also state and describe if there is a process for the definition and review of qualification objectives.

Meets quality requirements

The subject-specific qualification objectives of the study programme are convincingly defined and correspond with the intended doctoral degree. They take into account the requirements of the national qualification framework. The subject-specific qualification objectives undergo a rigorous and proactive review process to ensure their continued relevance and alignment with current developments. The review process actively involves key stakeholders and leads to timely adaptations.

The graduation profile is aligned with the qualification for science and research and considers the individual student's personal development.

Exceeds quality requirements

The HEI conducts a comprehensive and in-depth analysis of the study programme's positioning within its respective research field, demonstrating a strong commitment to academic excellence and strategic development.

## 1.2 Positioning of the Doctoral Programme on the education market

Please give reasons for the positioning of the programme on the education market (regional/national/international).

The information should indicate whether there are competitors or similar study programmes that the doctoral programme at hand follows. What are the characteristics of this doctoral programme on the educational market?

Meets quality requirements

The doctoral programme is positioned convincingly in the postgraduate education market due to the described profile, the pursued qualification and competency goals.

Exceeds the Quality Requirements



The HEI has conducted a thorough and strategic analysis of the programme's positioning in the education market, ensuring its relevance and competitiveness. The programme's strong appeal, in relation to its qualification and competency objectives, is confirmed by external examiner feedback highlighting the programme's distinctive intellectual value and its exceptional ability to equip graduates with high-level employability skills, setting it apart as a leader in its field.

### **1.3 Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution**

Please give reasons for the positioning of the doctoral programme in the strategic concept of your HEI.

The information should indicate the links between the doctoral programme and the HEI's overall strategy. In what ways are the doctoral programme and the HEI's overall strategy connected?

Meets quality requirements

The doctoral programme is convincingly integrated into the HEI's overall strategic concept. The doctoral programme's qualification objectives are in line with the HEI's mission and vision.

Exceeds the Quality Requirements

The doctoral programme's qualification objectives constitute the core of the HEI's and/or Faculty's/School's research strategy and are sustainably implemented through, for instance, structured doctoral training programmes, long-term research collaborations with industry and international partners, and dedicated funding schemes that ensure continuity and impact.

### **1.4 Inclusive and equitable education (Asterisk Criterion)**

Please describe how the HEI and the study programme comply with the Sustainable Development Goal (SDG) 4 "*Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*"

Meets quality requirements

The study programme complies with principles of inclusive and equitable education, or non-discrimination policies. There is assistance and support for students in special circumstances, such as students with impairments or disabilities, with children, foreign students, economically disadvantaged students and/or students from non-academic backgrounds. They have a legitimate claim in terms of temporal and formal requirements in the programme as well as for all concluding or accompanied certificates of achievement. Within the framework of aptitude testing, procedures are ensured.

Exceeds quality requirements

The HEI has established exemplary standards for diversity, inclusion, and equity, ensuring equal opportunities for students in special circumstances, even outside of individual study programmes. These principles also operate at programme level.

## 2 ADMISSION

### 2.1 Admission conditions and procedures (Asterisk Criterion)

Please describe the admission conditions and procedures.

The information should indicate the concrete admission requirements for new students interested in the doctoral programme at hand and should refer to the relevant national regulations or HEI regulations.

Meets quality requirements

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. The admission requirements and procedure are described, documented, and accessible to interested parties.

Exceeds the Quality Requirements

n/a

### 2.2 Selection procedure

Please describe the selection procedure used in the doctoral programme.

The information should explain about how eligible doctoral students are chosen. It states the structure and path(s) of selection and criteria for the selection of applicants.

Meets quality requirements

The selection procedure is based on transparent criteria and ensures that appropriately qualified students are admitted. The selection procedure is described, documented, and accessible to interested parties. The selection decision is communicated; rejections are carefully reasoned.

Exceeds the Quality Requirements

The selection procedure was developed on the basis of the doctoral programme's objectives. The procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results. Based on these results, strategies are developed for maintaining and increasing standards.

### 3 IMPLEMENTATION

#### 3.1 Structure

##### 3.1.1 Structural Setup of the Doctoral Programme (Asterisk Criterion)

Please provide an overview of the curriculum, which shows the modular structure of the programme based on the European Credit Transfer and Accumulation System (ECTS).

Please provide the following information as well:

Please fill in the following table:

Projected study time (semesters, years)	
Number of credits (national credits and ECTS credits)	
Workload per national credit	
Workload per ECTS credit	
Conversion from national credits to ECTS credits, if applicable	
Weeks per semester	
Credits for the final thesis/ final project and time awarded for writing	
For doctoral programmes: Credits and allocated time for dissertation	

Meets quality requirements

The programme structure corresponds with the qualification objectives and properly connects the courses with the research tasks of the doctoral students.

The study programme assigns credits on the basis of the necessary student workload.

The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide 2015.

Exceeds the Quality Requirements

Not applicable, due to formal criteria.

##### Scientific Supervision (Asterisk Criterion)

Please describe the regulations and the practice of the scientific supervision and support provided for doctoral students.

Meets quality requirements

The research focus of the supervising scientists corresponds with the student's dissertation subject. Being allocated to a supervisor/assessor both in fact and in law secures the continual and intensive professional, methodological and scientific supervision of doctoral students. Corresponding planning in the time budget is ensured.

Exceeds the Quality Requirements

In addition to the national supervisors, doctoral students are supervised by foreign scientists/scholars.

### 3.1.2 Doctoral Degree Regulations (Asterisk Criterion)

Please describe the way in which the doctoral degree regulations comply with the structural requirements for the programme (goals, degree, duration, mentoring, examinations, dissertation etc.).

Meets quality requirements

There are regulations/guidelines/handbooks which contain all necessary rules and procedures for teaching, studies and dissertation taking into account AI developments. The faculty has available solutions for AI and AI writing detection. Where applicable, regulations/guidelines/handbooks take into account national requirements.

The requirements in terms of content, structure, design, duration, study process and examinations are recognised through suitable documentation and publication.

Exceeds the Quality Requirements

Not applicable, due to formal criteria.

## 3.2 Contents

### Logic and Conceptual Consistency (Asterisk Criterion)

Please outline the conceptual consistency and inner logic of the doctoral programme.

Meets quality requirements

The doctoral programme adequately reflects the qualification objectives and takes into account the national qualification framework. The programme aims for a systematic understanding of the research discipline and the application of research methods. The competency concerning enhanced participation in the research field is at the heart of the implementation.

Exceeds the Quality Requirements

The offer of additional events and opportunities enables the doctoral students to set their individual priorities and enhances their understanding of their research subject, such as through interdisciplinary research seminars, expert-led workshops on advanced methodologies, or collaborative projects that apply their research to real-world challenges.

### Science and Research Based Teaching (Asterisk Criterion)

Please describe the indicators (publication, achieved projects etc.) which help to locate how the science and research-informed teaching in the doctoral programme is up-to-date. Please give concrete examples.

Meets quality requirements

The courses on different research methods and approaches to science form part of the doctoral curriculum.

The teaching presents the current status of scientific knowledge in accordance with qualification objectives and it takes into account up-to-date research status.

Exceeds the Quality Requirements

The programme ensures interaction of doctoral students and scientists in suitable formats for discussing the relevant research subjects and questions.

### Multidisciplinary Qualifications (Asterisk Criterion)

Please describe the way the multidisciplinary qualifications are communicated in the doctoral programme.

Meets quality requirements

The doctoral programme enables its students to discuss the knowledge gained in the specialised fields with their colleagues, to present it before an academic audience and to communicate it to laymen. The programme promotes the ability to manage a team and to carry forward the social, scientific or cultural progress in their respective professional environment.

Exceeds the Quality Requirements

Doctoral students have access to extracurricular opportunities that foster multidisciplinary qualifications and receive personalised guidance from academic staff.

## Examinations (Asterisk Criterion)

Please describe the type and level of performance in the examinations.

### Meets quality requirements

In cases where there are course examinations, these are aligned in format and content to achieve the intended learning outcomes.

The dissertation aims at research contribution which expands the state of knowledge and research and stands robust against any national/international assessment carried out by scientists. The evaluation is transparently organised according to international standards.

### Exceeds the Quality Requirements

The specific test items are carefully designed to effectively assess the intended learning outcomes, ensuring alignment with the programme's objectives. They incorporate insights gained from active engagement in relevant research fields, with particular emphasis on both the format and content of assessments to maintain academic rigour and relevance.

## 3.3 Teaching and Learning methodology

### Logic and Comprehensibility of the Didactic Concept (Asterisk Criterion)

Please describe the didactic concept of the doctoral programme.

### Meets quality requirements

The teaching and learning methodology of the doctoral programme are plausible and oriented towards the qualification objectives. It allows for application of varied teaching and learning methods. Students are enabled to carry out critical analyses, evaluations and syntheses of new and complex ideas. The teaching and learning methods are described for each course in the course descriptions.

### **For blended-learning elements and distance learning programmes, the following applies additionally:**

The teaching and learning methodology of the doctoral programme is suited for distance learning and blended-learning and corresponds to the qualification objectives of the doctoral programme. A well-developed concept is in place for utilising appropriate formats, incorporating the latest techniques in digital education to enhance learning effectiveness.

### Exceeds the Quality Requirements

The teaching and learning methodology is regularly and proactively reviewed for its adequacy and relevance. It is innovative and fosters continuous improvement in teaching and learning quality. For example, the integration of adaptive learning technologies allows for personalised

learning experiences, while interdisciplinary project-based learning enhances students' problem-solving skills and real-world application of knowledge.

## Course materials and recommended literature

Please describe which teaching methods are applied in the doctoral programme.

### Meets quality requirements

The accompanying course materials and recommended literature are up-to-date and oriented towards the intended learning outcomes and correspond to the required qualification level. The course materials consider techniques in digital education. They support the learning process and encourage students to engage in further independent studies.

### **For blended-learning elements and distance learning programmes, the following applies additionally:**

When compiling the course materials, more specific, up-to-date techniques for digital education are engaged.

### Exceeds the Quality Requirements

Accompanying course materials and recommended literature are regularly and pro-actively reviewed for adequacy and up-to-dateness. Course materials consider latest techniques in digital education.

### **For blended-learning elements and distance learning programmes, the following applies additionally:**

The latest specific techniques in digital education are engaged and regularly and pro-actively reviewed.



## 4 SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS

### 4.1 Teaching Staff

#### 4.1.1 Structure and Number of Teaching Staff (Asterisk Criterion)

Please describe the structure and number of teaching staff for the doctoral programme.

Meets quality requirements

The structure and number of teaching staff in the doctoral programme ensure the achievement of the intended qualification objectives. The HEI guarantees a continuous execution of the doctoral programme and ensures a balanced gender-ratio of teaching staff.

Exceeds the Quality Requirements

n.a.

#### 4.1.2 Scientific Qualification of the Teaching Staff (Asterisk Criterion)

Please give an overview of the scientific qualification of the teaching staff and their research activities. Please attach an overview of the supervisors, indicate the number of doctoral students they supervise, describe their teaching assignment to the modules/courses (if applicable), and their responsibilities.

Please complete the following table:

	Doctoral programme
Full-time teaching staff	
Part-time teaching staff incl. visiting/adjunct lecturers	
<b>Total number of teaching staff</b>	
<b><i>Among them:</i></b>	
Number of professors <b>eligible</b> to supervise doctoral students	
Number of associate professors <b>eligible</b> to supervise doctoral students	
Number of assistant professors <b>teaching</b> in the doctoral programme	
Number of senior lecturers <b>teaching</b> in the doctoral programme	
Number of lecturers <b>teaching</b> in the doctoral programme	
Guest lecturers	
Ratio of supervisor and doctoral students in the doctoral programme	

#### Meets quality requirements

The academic qualification of the teaching staff in the doctoral programme corresponds to the qualification objectives of the doctoral programme. The research activities correspond with the orientation of the doctoral programme and they support the scientific education of doctoral students. The HEI verifies the qualifications of the teaching staff by means of an established procedure. Specific measures for further qualification of the teaching staff are implemented.

#### Exceeds the Quality Requirements

The HEI verifies the qualifications of the teaching staff by means of a competitive procedure. The outstanding academic qualification is underlined by actively publishing in internationally recognised high-ranked journals.

### 4.1.3 Pedagogical Qualification of the Teaching Staff (Asterisk Criterion)

Please give an overview of the pedagogical qualification of the teaching staff.

#### Meets quality requirements

The pedagogical qualification of the doctoral supervisor in the programme corresponds to the qualification objectives of the doctoral programme. They support the scientific education of doctoral students. The HEI verifies the pedagogical qualifications of the doctoral supervisor by means of an established procedure.

The HEI has established a validated programme in pedagogical education and practice (also including online teaching and learning where applicable) to enhance the qualifications of doctoral supervisors.

#### Exceeds the Quality Requirements

Outstanding pedagogical and supervisory qualification is underlined by an active participation in relevant training(s). Doctoral supervisors demonstrate their competence in the supervision by leading the doctoral student to completion of doctoral studies successfully without re-submission.

### 4.1.4 Internationality of the Teaching Staff

Please give an overview of the internationality of the teachers.

#### Meets quality requirements

The doctoral supervisor has relevant experience in international research and/ or teaching abroad. The doctoral supervisors can be lecturers from foreign countries, lecturers with international academic degrees and/or international professional experience appropriate for

the supervision of doctoral students. Supervisors promote the acquisition of international competences and skills.

Exceeds the Quality Requirements

The international experience of the doctoral supervisor is a key factor in shaping the profile and academic quality of the doctoral programme. The HEI actively promotes this, for instance by encouraging international research collaborations, faculty mobility, participation in global academic networks, and engagement in cross-border supervisory activities to enhance the programme's global perspective and research excellence.

#### 4.1.5 Internal Cooperation within the Faculty (Asterisk Criterion)

Please describe the cooperation of the teaching body or the institutes of the faculty in this programme in order to promote the development of doctoral students.

Meets quality requirements

There is a regular process for internal cooperation between doctoral supervisors and other teaching staff in the doctoral programme. If there are courses for doctoral students, the teaching staff cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the doctoral programme take place regularly.

Exceeds the Quality Requirements

In addition, joint supervision by two or more doctoral supervisors supports the doctoral students in a highly-effective way. The HEI promotes and motivates the doctoral supervisors by offering corresponding opportunities and rewards.

## 4.2 Cooperation and Partnerships

### 4.2.1 Scientific Integration of the Doctoral Students (Asterisk Criterion)

Please comment on the importance of cooperation with higher education institutions and other scientific establishments, e.g.: networks, for the doctoral programme and namely in terms of scientific integration of the doctoral students and their mobility.

Meets quality requirements

Cooperation with higher education institutions and other scientific establishments are an integral part of the programme. The doctoral students are encouraged to participate in relevant conferences or take part in other scientific events and activities.

The HEI takes measures to promote the exchange between scientists and doctoral students by supporting the mobility of doctoral students. Doctoral students are encouraged to participate

in relevant conferences or to take part in other scientific events and establishments. All measures to promote the academic integration of the doctoral students are strategically designed.

Exceeds the Quality Requirements

Scientists and doctoral students regularly participate in inter-university research projects. The participation of doctoral students is a fundamental part of the programme. The measures taken to ensure the scientific integration of the doctoral students demonstrate clear and sustainable outcomes.

#### 4.2.2 Networking of the Scientists

Please give an overview of the networking of scientists involved in the programme.

Meets quality requirements

Scientific networking has a recognisable benefit for doctoral students.

Exceeds the Quality Requirements

Scientific networking is institutionally-promoted and secured.

#### 4.2.3 Networking of the Doctoral Students

Please describe the scientific networking among the doctoral students.

Meets quality requirements

In accordance with the objectives, the doctoral programme promotes the exchange of experiences and research results among the doctoral students and it contributes towards the broadening of research-based knowledge.

Exceeds the Quality Requirements

Interaction among doctoral students is organised on a regular basis and in a theme- or cluster-oriented manner.

### 4.3 Programme Management

#### 4.3.1 Structural Organisation (Asterisk Criterion)

Please describe the structural organisation/decision-making process in the doctoral programme.

Meets quality requirements

The responsibilities for programme management in academic and organisational terms are defined and ensure that the programme operates smoothly.

Exceeds the Quality Requirements

The programme management actively and successfully takes initiatives to promote the development of the study programme with the involvement of all relevant stakeholders.

### 4.3.2 Management Support

Please describe the management support for doctoral students and the teaching staff.

Meets quality requirements

Teaching staff and students are supported by the administration in the organisation of studies, teaching and research. Decision-making processes for the administrative support services are clearly defined and consider the particular needs of students and teaching staff. The HEI offers the administrative staff opportunities for continuous professional development.

Exceeds the Quality Requirements

The administrative support services clearly go beyond the organisation of studies and teaching. The support structures are strategic, tailored, and designed, for example, to enhance teaching quality, research impact, student success, and the well-being of students and teaching staff (e.g. psychological services, remedial activities for disadvantaged groups). The administrative staff utilises current tools (e.g. AI tools) to provide support services.

## 4.4 Material Resources

### 4.4.1 Quality of the Classrooms and Working Places (Asterisk Criterion)

Please give an overview of the number and interior equipment of the classrooms as well as the technical equipment of the working places specifically available for doctoral participants at the higher education institution.

Meets quality requirements

The quantity, quality and equipment of the facilities correspond to the necessities described for the programme. Sufficient IT equipment and software appropriate for the programme is available. Technical equipment is adequate for online learning elements as required and applied by the study programme's concept and content. Technical support is offered to students during office hours.

The requirements for students with special circumstances are adequately taken into account. A sufficient number of workplaces (individual and for study groups) is available.

Aspects of sustainability and cybersecurity are taken into account for the provision of infrastructure at programme level.

Exceeds the Quality Requirements

Equipment corresponds to the modern, multimedia-based requirements. Teaching and training rooms (such as simulation, laboratories) with advanced equipment are available for the needs of the doctoral student's research and other advanced activities. New ergonomic knowledge is taken into account for equipment planning. Separate rooms which ensure an undisturbed working environment are specifically available for use to those participating in the programme.

The HEI operates a sustainable campus regarding, for example, architecture, location and consumption of energy.

#### 4.4.2 Equipment (Literature, Magazines, Databases) for the Library (Asterisk Criterion)

Please describe the access to necessary literature.

Meets quality requirements

A reference library is available. Literature, magazines and databases are up-to-date and current in terms of the study contents and research activities of the doctoral students.

Online access for technical literature is guaranteed. Outside the HEI, doctoral students have digital access to a large section of technical literature. The most important databases are accessible totally free of charge.

Exceeds the Quality Requirements

Financial means made available and the present personnel permanently guarantee the useful development of the existing funding portfolio. The research demands of doctoral students are taken into account and there are specific consulting and research facilities and opportunities. All databases which are relevant for the doctoral programme are free of charge and are accessible online outside the HEI.

### 4.5 Finance Planning and Financing

#### 4.5.1 Finance Planning and Financing of the Doctoral Programme (Asterisk Criterion)

Please describe the finance planning and financing of the programme.

Meets quality requirements

In accordance with the objectives, the finance planning considers staff planning for scientific employees/doctoral positions. The necessary basic financial equipment and financing security are guaranteed so that doctoral students starting within the accreditation period can complete their doctoral degree.

Exceeds the Quality Requirements

Not applicable, due to formal criteria.

#### 4.5.2 Financial Support and Scholarship Programmes

Please describe the financial support for the doctoral programme (scholarships, staff positions) through your HEI.

Meets quality requirements

In accordance with the objectives, the higher education institution guarantees the financial protection of the doctoral students.

The HEI supports doctoral students in their financial situation by informing them about opportunities for scholarships or grants and provides the necessary financial counselling to complete the doctoral degree.

Exceeds the Quality Requirements

The higher education institution actively promotes the support of doctoral students through third parties (foundations, public promotion programmes, third-party funds etc.) and ensures that doctoral students can sufficiently concentrate on their doctoral studies..

## **5 QUALITY ASSURANCE**

### **5.1 Quality Assurance in terms of Contents, Processes and Research (Asterisk Criterion)**

Please describe the quality assurance procedure for the doctoral programme in terms of contents, processes and results.

Meets quality requirements

The HEI has set up a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the doctoral programme with respect to the processes, to its contents and intended learning outcomes as well as to the didactics and included research. It takes into account the evaluation results. The responsibilities are clearly defined.

The HEI ensures that necessary measures and developments are implemented and documented.

Exceeds the Quality Requirements

The quality assurance procedure verifies in which ways young researchers, are scientifically supported and promoted.

### **5.2 Inclusion of Quality Assurance in a Superordinate Quality Concept (Asterisk Criterion)**

Please describe the way the quality assurance of the doctoral programme is integrated in the quality concept of your higher education institution.

Meets quality requirements

The quality assurance of the doctoral programme is systematically embedded in the quality concept for the research of the faculty and the concept for research of the entire higher education institution.

Exceeds the Quality Requirements

Embedding quality assurance and development of the doctoral programme in the HEI quality concept is regularly examined and adjusted, where required.

### **5.3 Evaluation by Doctoral Students**

Please describe the evaluation procedure by doctoral students.



#### Meets quality requirements

An evaluation by the doctoral students of study programme, learning, teaching and research is carried out on a regular basis and in accordance with a prescribed procedure. The results are documented and communicated to the students and provide input for the quality development process.

#### Exceeds the Quality Requirements

Evaluation results, including measures to be taken, are discussed with doctoral students, faculty members, and (external) stakeholders.

### **5.4 Evaluation by Supervisors and Faculty**

Please describe the evaluation procedure by supervisors and teaching staff.

#### Meets quality requirements

Quality control of the doctoral programme by supervisors and faculty of doctoral candidates is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are documented and adequately communicated to all involved personnel including students and provide input for the quality development process.

#### Exceeds the Quality Requirements

Evaluation results, including measures to be taken, are discussed with faculty members and supervisors involved. Where applicable, consultation also takes place with a relevant external partner.

### **5.5 Evaluation by Third Parties (Graduates, and other external Stakeholders)**

Please describe the external evaluation procedure.

#### Meets quality requirements

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

#### Exceeds the Quality Requirements

The programme ensures that all necessary measures are promptly documented and implemented. The HEI utilises evaluation results from the externals as a basis for institutional improvements.