

Postgraduate doctoral study of archaeology

A.1. GENERAL INFORMATION ABOUT DOCTORAL STUDY

A.1.1. NAME OF THE STUDY PROGRAMME

Postgraduate doctoral study of archaeology

A.1.2. PROVIDER OF THE STUDY AND PARTNER INSTITUTION(S)

Provider of the study: Faculty of humanities and social sciences

Partner institution(s): Institute of Archaeology, Zagreb; Institute of Anthropology, Zagreb;
Croatian Academy of Science and Arts - Department of Archaeology, Zagreb

A.1.3. NAME OF PERFORMER OF THE STUDY

Department of Archaeology, Faculty of humanities and social sciences at University of Zagreb

A.1.4. SCIENTIFIC OR ARTISTIC AREA, FIELD AND/OR BRANCH OF STUDY

Area: humanities

Field: archaeology

A.1.5. PREDICTED DURATION OF THE STUDY (IN YEARS)

3

A.1.6. NUMBER OF REQUIRED COURSES/MODULES

5

A.1.7. NUMBER OF ELECTIVE COURSES/MODULES

6

A.1.8. ACADEMIC QUALIFICATION AFTER FINISHING DOCTORAL STUDY

Doctor of Philosophy

A.1.9. THE MINIMUM NUMBER OF DOCTORAL STUDENTS ENROLLED SET BY THE PROGRAMME

5

A.1.10 THE MAXIMUM NUMBER OF DOCTORAL STUDENTS ENROLLED SET BY THE PROGRAMME

25

A.2. INTRODUCTION

A.2.1. MOTIVES FOR STARTING PROPOSED DOCTORAL STUDY

Archaeology is a national science and as such belongs to national strategic priorities of the state. Postgraduate Doctoral Study of Archaeology should create highly educated and specialized experts who will conduct scientific research and work on protection of cultural heritage and national monuments. The study is based on competitive scientific research and competences needed for development of society based on knowledge.

Compatibilities with similar programs at European and non-European universities that allow joint study programmes were taken into account in preparing the postgraduate doctoral study of archaeology programme.

A.2.1.2. DOCTORAL STUDY PROGRAMME JUSTIFIABILITY CONCERNING NEEDS OF THE RESEARCH ACTIVITY IN THE PUBLIC AND PRIVATE SECTORS AND EMPLOYMENT POSSIBILITIES

In the last two decades extensive rescue and also systematic archaeological research has been conducted, which has yielded abundant archaeological finds that are yet to be studied and interpreted, and then published according to the cutting-edge methodology principles.

According to the system of higher education based on the principles of the Bologna Declaration, doctoral study programme is the highest degree of education appropriate precisely for such occupations. The programme has confirmed its purposefulness considering the fact that the number of students who have obtained the academic level of Doctor of Science in the field of archaeology has considerably risen in the recent years. Obtaining a doctoral degree enables gaining employment in scientific institutes and higher education institutions, as well as further personal development and obtaining scientific or research/teaching qualifications. Also it is possible to seek employment in museums, institutes for preservation and conservation of cultural heritage, services of the Ministry of Culture, in archaeological parks, tourism marketing (in compliance with the programme of the Croatian Chamber of Economy and the Ministry of Tourism for the development of service activities in culture).

A.2.1.3. DOCTORAL STUDY PROGRAMME JUSTIFIABILITY CONCERNING ENCOURAGING SOCIAL AND ECONOMIC DEVELOPMENT

Postgraduate doctoral study of archaeology is focused on encouraging social and economic development through projects connected to evaluation, conservation, revitalization and presentation of archaeological heritage. Scientific and popular publications of archaeological research together with systematic presentation of archaeological materials and monuments should sensitize society to problems of revitalization of cultural heritage. In the same way

Croatian culture will be promoted in the country and abroad, which will result in restoration and maintenance of precious monuments.

Lectures, seminars and workshops of the study are focused on Croatian heritage from first appearance of humans in this area until late middle ages and thus can encourage cultural tourism, one of main Croatians economic sectors.

Collaboration with foreign universities promotes Croatian cultural heritage abroad.

A.2.1.4. DOCTORAL STUDY PROGRAMME FOCUS ON COMPETITIVE SCIENCE RESEARCH AND NEW AND RELEVANT KNOWLEDGE AND ARTISTIC PRACTICES

Archaeology study programme has been held at the Faculty of Humanities and Social Studies, University of Zagreb for over 120 years, therefore being the oldest institutional study of archaeology in this part of Europe with its long and well-known tradition. At this Faculty a postgraduate doctoral study of archaeology was initiated in 2003, and since academic year 2007/2008 it fully complies with the principles of the Bologna Declaration. At the very same Faculty in 1893 the Institute of Archaeology was established as a science research unit through which significant scientific research projects were run in the field of prehistoric, ancient and medieval archaeology, with special emphasis on studying/exploring the areas of the present-day Republic of Croatia. This area is crucial for the comprehension of a number of issues, ranging from the evolution of man and the formation of first technologies, from the process of neolithization, the development of metallurgy in Europe, the formation and activities of the Roman provinces of Pannonia and Dalmatia until the process of migrations in Early Middle Age and their transformation into medieval ethnic groups and states. And these are precisely the research topics offered by this doctoral study of archaeology. Of course, all the research is based on the new and modern concepts, knowledge and skills.

A.2.1.5. INNOVATIVENESS OF THE PROPOSED STUDY PROGRAMME, THAT IS, POTENTIAL OF THE STUDY PROGRAMME FOR CREATION OF NEW AND RELEVANT KNOWLEDGE OR ARTISTIC PRACTICES

The postgraduate doctoral study of archaeology is innovative in its very structure, since it is adapted to each doctoral candidate depending on their topic and needs. This means that the curriculum for each student is unique and innovative by definition. Also each and every student takes courses required precisely for their topic, but as topics can be interdisciplinary this implies taking courses at other faculties as well (at the Faculty of Agronomy, the Faculty of Veterinary Medicine, the Faculty of Mining, Geology and Petroleum Engineering, the Faculty of Natural Sciences and Mathematics, etc.), that is the involvement of teachers of various scientific profiles. Postgraduate doctoral study of archaeology ensures the training of graduate students for independent scientific work which includes acquiring research

techniques, research and interpreting methods, presentation skills and writing a scientific paper in a field covered by archaeology.

A.2.2. ANALYSIS OF COMPATIBILITY OF THE DOCTORAL STUDY WITH UNIVERSITY OF ZAGREB'S RESEARCH STRATEGY

Postgraduate doctoral study of archaeology is compatible with all aspect of University of Zagreb's research strategy. Research seminars, workshops and discussion where students develop their scientific abilities, critical thinking, adopt methodologies and generic skills are compulsory parts of the study. Taught lectures make up to 20 % of total work load (given in European credit transfer system – ECTS) predicted by study program. Doctoral study of archaeology will be open to all doctoral student of University of Zagreb according to pre-set conditions.

To achieve interdisciplinary, students of postgraduate doctoral study of archaeology can enrol on courses and do research at any part of the University or other institutions with explanation and approval from their supervisor and the Council of postgraduate studies.

A.2.3. PREVIOUS EXPERIENCE IN IMPLEMENTING DOCTORAL STUDY PROGRAMME

A postgraduate doctoral study has been held at the Department of Archaeology since academic year 2003/2004, and since academic year 2007/2008 it fully complies with the principles of the Bologna Declaration. Prior to that, the Department held a postgraduate master's study programme. It can be stated that most of master and doctoral theses in the field of archaeology in Croatia were made within aforementioned studies.

Lecturers and mentors on those studies were and are teachers and renown experts in particular archaeology branches form Department of Archaeology at Faculty of humanities and social sciences in Zagreb, other departments from the same faculty (Department of history, Department of art history, Department of Classics) and other institutions in Croatia (Institute of Archaeology, Zagreb; Institute of Anthropology, Zagreb; Croatian Academy of Science and Arts - Department of Archaeology, Zagreb, University of Zadar and University Juraj Dobrila, Pula) and abroad.

A.2.4. INTERNATIONAL RECOGNISABILITY OF THE STUDY COORDINATOR IN THEIR SCIENTIFIC OR ARTISTIC RESEARCH OR ARTISTIC PRACTICE

The doctoral study programme of archaeology has gained international recognition, since it is open to doctoral students/candidates from abroad, and so far a number of candidates from Bosnia and Herzegovina and Slovenia have enrolled. In the programme courses foreign scientists are involved as teachers and mentors. An international collaboration in archaeological excavations and archaeological field schools have been organised, such as the archaeological field school at the University of Wyoming active for the last five years, as

well as the international archaeological field school at Vučedol, Croatia. We also have doctoral students from foreign doctoral study programmes taking certain courses in our programme on the recommendation of their mentors.

Teachers and mentors on postgraduate doctoral study of archaeology are internationally renowned Croatian archaeologist, some of them directors or associates on bilateral or international scientific projects. They also participate in and organize numerous international scientific conferences. Teachers and mentors, competent for specific archaeological periods and problems come also from foreign institutions.

A.2.5. COMPARABILITY WITH SIMILAR DOCTORAL PROGRAMMES OF HIGHLY RANKED FOREIGN UNIVERSITIES

The programme and the method of conducting the doctoral study of archaeology at the Faculty of Humanities and Social Studies, University of Zagreb is to great extent comparable to the cognate study at Oxford University in Great Britain, which is greatly based on individual work with a mentor and the continuous work on the dissertation itself, so that a doctoral student has completed most part of their dissertation near the end of their doctoral study programme. At Oxford University doctoral students present their work to the interested audience of experts and scientists, which is what our programme is trying to realize through so-called joint seminars.

A.2.6. REQUIREMENTS FOR ADMISSION TO THE DOCTORAL STUDY PROGRAMME

The requirements for the enrolment in the doctoral study programme of archaeology are completed university graduate study of archaeology with a minimum GPA of 3.5, along with letters of recommendation by two university professors who can evaluate the candidate's previous academic work as well as their interest and potential as a future doctoral candidate. Candidates also have to write a letter of motivation to show their research interests. Before enrolment all candidates must pass an interview to determine their interests and if their proposed themes are relevant and can be adequately researched within the doctoral study, and also to see if there is a competent mentor for them.

Candidates with a graduate degree from other faculties can also be enrolled, as long as their topic can be included in the scientific profile of archaeology. However, they must pass the exams of difference. The approval of enrolment and the exams of difference are determined by the Council of postgraduate doctoral study of archaeology for each case/student individually, and it is approved by the Faculty Council.

For the candidates who have obtained the (title of) MSc/Master of Science in Archaeology according to the study programme before 2005, the defended masters degree is valued with 120 ECTS points and they enrol in the 3rd year of the doctoral study programme.

A.2.7. DESCRIPTION OF CANDIDATE SELECTION WITH SPECIAL EMPHASIS ON DESCRIPTION OF ENROLMENT CRITERIA AND TRANSPARENCY

After receiving applications the Council of postgraduate doctoral study of archaeology organizes an interview for each candidate to determine their motivation and expectations. The Council chooses candidates taking into account GPA, recommendations, research and specialization plans and an interview which is held within two weeks from closing the enrolment call.

Quotas are determined by the Council of postgraduate doctoral study of archaeology for every academic year, usually between 5 and 25 candidates, but it can be lowered depending on the situation (topics and available mentors).

A.2.8. DESCRIPTION OF INSTITUTIONAL MANAGEMENT OF THE STUDY

Doctoral study of archaeology is managed by the Council of postgraduate doctoral study of archaeology made by all teachers from Department of Archaeology in research and teaching positions who participate in teaching that academic year and all active mentors.

All decisions regarding the doctoral study programme are suggested by the Council of postgraduate doctoral study of archaeology and confirmed by the Faculty Council. The study is managed by the head of the doctoral study programme proposed by the Council and chosen by the Faculty Council. The head of the study calls for meetings and leads them. All decisions are made by majority vote of the Council members.

The Council of postgraduate doctoral study of archaeology implements qualification and classification procedure, approves themes and synopsis of doctoral dissertation, assigns mentors in which it tries to take into account candidates wishes if that is possible, chooses members of theme assessment committee and doctoral dissertation evaluation committee who have to be approved by the Faculty council. The Council of study monitors work of doctoral candidates and their mentors and evaluates them.

Mentors and doctoral students submit the plan and the programme of the studies, as well as semestral and yearly reports (Dr. Sc.-04 and Dr.Sc.-05) during the studies to the Head of Doctoral studies of archaeology, and they are approved by the Council of postgraduate doctoral study of archaeology.

A.3. PLAN AND PROGRAM OF DOCTORAL STUDY

A.3.1. DESCRIPTION OF PROGRAMME OF DOCTORAL STUDY

The courses at the postgraduate doctoral study of archaeology take place for each student individually (the so-called *privatissimum*) in the form of individual lectures and research seminars, consultations with mentors, and joint workshops and discussion groups. Professors/teachers with who the student work can be different each semester, according to the needs of the student's topic. At the end of each semester there are 6 classes for all doctoral

students together in the form of a joint seminar, where they present their seminar papers, have discussions on the papers as well as the used and new scientific insights. In order to successfully complete the semester doctoral students are required to write a paper in the form of a scientific work appropriate to be published in an academic journal. In conclusion, each doctoral student studies according to an individualized/personalized plan and programme which the student creates with their mentor at the beginning of the study.

A.3.1. LIST OF REQUIRED AND ELECTIVE MODULES

Ivor Karavanić, Rajna Šošić-Klindžić, Nikola Vukosavljević	Paleolithic and Mesolithic
Tihomila Težak-Gregl, Marcel Burić, Jacqueline Balen, Stašo Forenbaher	Neolithic and Neolithic
Aleksandar Durman, Ina Miloglav	Archaeometry and archaeological methodology
Zdravka Hincak	Natural sciences in archaeology
Hrvoje Potrebica, Daria Ložnjak-Dizdar, Marko Dizdar	Bronze and Iron Ages
Marina Milićević Bradač	Classical archaeology
Helena Tomas	Aegean archaeology
Mirjana Sanader, Zrinka Šimić Kanaet	Roman provincial archaeology
Branka Migotti, Mirjana Sanader	Early Christian archaeology
Krešimir Filipec, Željko Demo, Tatjana Tkalčec, Siniša Krznar	Migration period and early middle ages
Mirja Jarak, Maja Petrincec	National medieval archaeology
Mario Šlaus, Petra Rajić-Šikanjić, Mario Novak	Bioarchaeology
Ivan Mirnik, Željko Demo, Tomislav Bilić	Numismatics

Offered modules are conceived in this broad way on purpose to be liable to adapt to each student's individual needs, interests and topics of their future dissertations. Therefore, classes

are defined for each student individually according to their dissertation topics. Courses take place in form of lectures, research seminars, consultations with mentor, doctoral workshops. Most relevant teachers are chosen according to individual topic so that list of them is changing every semester. Some of them participate in only one semester and some in more.

A3.1.2. REQUIRED WORK

Student is obliged to have the following in their Index:

- a) minimum ten (10) hours of lectures and consultations with mentor per semester in 1st year of study
- b) minimum eight (8) hours of lectures and consultations with mentor per semester in 2nd year of study
- c) minimum six (6) hours of lectures and consultations with mentor per semester in 3rd year of study
- d) minimum four (4) hours of lectures per semester with two other teachers (2 hours with each teacher) during all three years of study
- e) doctoral workshop (6 hours) in the end of each semester

During the study as part of individual courses, students are obliged to write research papers connected with their doctoral work each semester. Those papers have to be in the form of a scientific work appropriate to be published in an academic journal and are graded in Index. They also have to come from student's own research, fieldwork, archives, theoretical or practical analyses of archaeological materials. They are graded by mentor and one more professor appointed by the Council of postgraduate doctoral study of archaeology.

Conference presentation accepted for publishing can be accepted as equivalent to semester's paper if the topic is connected to doctoral dissertation.

Each student can do fieldwork once a year, in duration of minimum one week, led by an expert of professor rank. Practical and field work can be done at other institutions too.

REQUIRED

1. mandatory classes and consultation with mentor (OBV1)	6 ECTS
2. handed in and positively graded semester's research paper (OBV2)	10 ECTS
3. mandatory classes with two professors (OBV3)	4 ECTS
4. mandatory doctoral workshop in the end of the semester (OBV4)	5 ECTS

ELECTIVE

1. published scientific paper in a journal with international review or domestic journal of A1 category (IZB1)	10 ECTS
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2. published scientific paper in a domestic journal (IZB2)	5 ECTS
3. published professional paper (IZB3)	3 ECTS
4. presentation at scientific conference (connected to dissertation topic)) (IZB4)	5 ECTS
5. additional work with a professor (not mentor) (min. 4 hours) (IZB5)	5 ECTS
6. participating in the classes for undergraduate study, 6 hours (IZB6)	5 ECTS
7. participating in the work of a round table (IZB7)	2 ECTS
8. fieldwork (IZB8)	5 ECTS

DESCRIPTION OF COURSES AND MODULES:

The courses at the postgraduate doctoral study of archaeology are conceived for each student individually and based on consultation and leading the student. Content of courses is defined for each student individually according to their dissertation topic.

Lectures are in the form of individual lectures and research seminars, consultations with mentors, and joint workshops and discussion groups. Professors/teachers with who the student work can be different each semester, according to the needs of the student's topic. Acquired knowledge is tested through research papers and their presentation at doctoral workshops, and bibliography is chosen by a student after consulting with mentor and other professors.

A.3.2. DESCRIPTION OF THE WAYS STUDY PROGRAMME ENSURES THE TRAINING OF DOCTORAL STUDENTS FOR INDEPENDENT, RESEARCH-BASED AND INTERDISCIPLINARY APPROACH TO SOCIAL AND ECONOMIC PROBLEMS, FOR INDEPENDENT RESEARCH, AND FOR A CRITICAL EVALUATION OF WORK OF OTHERS

Individual classes at the doctoral study programme enable doctoral students to gain scientific insights by participating in immediate and targeted discussions with their mentor and other teachers. They also allow them to gain access to relevant reference books and scientific methodology which is used in archaeology today, as well as in other scientific disciplines necessary for the research and interpretation of archaeological finds. Another benefit is selection of teachers throughout the studies according to the needs of the chosen topic. The student-teacher ratio is not fixed. Throughout their studies each doctoral student may have between 3 and 13 teachers, depending on the needs of their topic, and thus gets the most suitable experts as their advisors. Such approach has in the recent years shown to be the most constructive and has had a positive impact on the quality of doctoral dissertations. Students also do their own research, on field and laboratory or they participate in such research led by their mentors or other relevant scientists.

A.3.3. DESCRIPTION OF THE WAYS THAT STUDY PROGRAMME ENSURES THE TRAINING OF DOCTORAL STUDENTS FOR INDEPENDENT, RESEARCH-BASED AND INTERDISCIPLINARY APPROACH TO PROBLEMS, FOR INDEPENDENT RESEARCH, AND FOR A CRITICAL EVALUATION OF THE WORK OF OTHERS

Every semester a doctoral student writes one scholarly article, which gets longer with each semester. The first paper is usually an overview of the history, present research situation and all the findings so far on the topic of their intended dissertation. All seminar papers must be related to the dissertation topic so as they could be incorporated into the dissertation itself. The papers are based on student's personal research, either by field, achieve, theoretical or practical analyses of the archaeological evidence. Participating in the joint seminar and targeted open discussions on particular topics enables doctoral students to familiarize themselves with the work of other doctoral students and get their critical evaluation.

A.3.4 DESCRIPTION OF THE WAYS THAT STUDY PROGRAMME ALLOW DOCTORAL STUDENTS TO ACQUIRE JOB COMPETENCES, INCLUDING GENERIC AND TRANSFERABLE SKILLS, WHICH INCREASE THEIR FUTURE EMPLOYABILITY

Doctoral study of archaeology does not have modules for acquiring generic skill because they are acquired through all modules and activities. Academic and scientific writing is acquired through writing seminar papers and discussions about them. By presenting seminars students get timed public speaking and discussions skills. Participating at scientific conferences, round tables and similar has the same goal. Doctoral study programme predicts doctoral workshop where students present their work and demonstrate they language and teaching skills. By making presentation time limited they are taught to present their research results and conclusions concisely and clearly. Discussion has a goal to encourage creative and analytical thinking, same as round tables. The study programme also provides practical work at archaeological field schools, where doctoral students can become familiar with the most modern research, sampling, documentation, preventive conservation methods, etc. and receive training on how to use them. Also the students are involved in practical work at museums and other collections, either in museums or elsewhere, where they can gain all necessary knowledge of accessing and handling/dealing with archaeological matter, its interpretation and presentation.

A.3.5. DESCRIPTION OF THE WAYS THAT DOCTORAL STUDY PROGRAMME IS OPEN TO ESTABLISHING RESEARCH COOPERATION WITH OTHER INSTITUTIONS OF HIGHER EDUCATION, RESEARCH INSTITUTES AND PRIVATE AND PUBLIC SECTORS

Individualized classes/curriculum and interdisciplinary approach open all possibilities for collaboration and exchange of teachers and teaching methods with other faculties, scientific

institutes as well as private and public business sectors within the field/scope of exploration, research and conservation of archaeological heritage. Regarding the chosen research topic of a doctoral student, there are no obstacles to collaboration with any relevant institution in Europe or elsewhere in the world.

A.3.6. REQUIREMENTS FOR STUDENTS' ADVANCING TO THE SUBSEQUENT YEAR OF THE STUDY

In order to enrol in the next year of study programme, doctoral students must complete the mandatory number of individual classes with their mentor in each semester as well 2 classes with two other teachers (14 hours – 10 ECTS points). They also must present their work at the joint seminar (5 ECTS points) and hand it in a written form of scientific paper at the end of the semester (10 ECTS points). Their paper must be positively evaluated by their mentor and another professor. By fulfilling these obligations students can collect 25 ECTS points, and thus meet the requirements for enrolling in the next semester. The remaining 5 ECTS points can be collected through elective courses by writing and publishing scientific articles in CC journals, participating in professional and scientific conferences and open discussions, teaching undergraduate and graduate courses and participating in archaeological excavations/research. Mandatory number of classes with mentor and participating in joint seminar are obligatory and cannot be replaced by elective course.

A.3.7. REQUIREMENTS FOR APPROVING THE TOPIC OF THE DOCTORAL DISSERTATION

Each candidate suggests a broader idea for dissertation topic while enrolling to the programme and it is one of acceptance criteria. The dissertation topic is formed during the first year and finally defined by the third semester. The topic must be approved by the Council of doctoral study of archaeology which also appoints mentors. Mentor can be any teacher in research and teaching positions and is appointed by the Faculty Council. If the topic is interdisciplinary the Council can appoint two mentors.

In consultation with their mentor, a doctoral student sends in their dissertation thesis to the Council of postgraduate doctoral study of archaeology that appoints the expert committee for subject evaluation and public thesis defence. The thesis and synopsis are considered approved if the committee has no objections on their title, content or structure. If there are objections, candidate must rewrite and send them for re-evaluation. After having their thesis approved, the doctoral students register their thesis in a University form (Dr.SC.-01). The proposal of the thesis is evaluated by the expert committee, which expresses their opinion in a joint report (Dr.SC.02) and gives a proposal for accepting the thesis topic to the Council of postgraduate doctoral study of archaeology at the Faculty of Humanities and Social Studies and then to the Faculty Council, which after reaching their final decision sends the thesis to the University.

A.3.8. CONDITIONS FOR COMPLETING THE STUDY PROGRAMME

A doctoral student completes their doctoral study programme after having fulfilled all their mandatory study obligations in the programme. That means after having collected 180 ECTS points, writing and publicly defending their doctoral dissertation.

Procedure for handing in and defending the doctoral dissertation consists of the following: a finished dissertation is handed in three (3) copies with mentor's written approval. The Council of postgraduate study of archaeology suggests the expert committee for evaluation and defence of the thesis, which has to be approved by the Faculty council. The committee is made of 3 or 5 members, experts in dissertation's area of study in research and teaching positions. At least one of the members must come from another institution and must not be teaching in the study programme. The committee gives their evaluation in joint report sent to the Faculty Council in term of two months from their appointment. Members can also give their separate opinions. Evaluation text is written in form DR.SC.-10. The committee can accept, accept with revisions or reject the dissertation with majority of votes. If there are any objections/remarks in the evaluation, candidate must rewrite the thesis according to them. After that the evaluation is sent to the Faculty Council for further procedure. Defence of the dissertation is held after positive report of the committee to the Faculty Council.

The defence of the dissertation is public and in front of the same committee which evaluated it. A written record about the defence must be made. The dissertation is defended successfully when majority of members gives positive grade. It is graded as *defended* or *not defended*.

After postgraduate university doctoral study, candidate gets the diploma which confirms the end of study and gaining of the academic title the Doctor of Philosophy (PhD).

A.3.9. POSSIBILITY OF IMPLEMENTATION OF THE DOCTORAL PROGRAM IN ENGLISH

Classes are usually held in Croatian, but since they are mostly held individually, that is the courses and teachers are adapted to each and every doctoral student regarding the needs of their topic, it is possible to administer the entire doctoral study programme of archaeology in English or any other language. The same is true for classes that could interest international students. Seminars can be written in English (or other languages) too. Study programme predicts participation of foreign teachers and mentors and workshops and round tables which can be organized in English or any other language if needed.

A.3.10. LIST OF COURSES/MODULES THAT CAN BE OFFERED IN ENGLISH

If necessary, all courses/modules can be held in English.

A.3.11. CRITERIA AND REQUIREMENTS FOR ENROLLING IN COURSES/MODULES FROM OTHER DOCTORAL STUDIES

Depending on the chosen topic of their dissertation, doctoral students can, in consultation with their mentor and with approval of the Council of postgraduate study, choose courses/modules at other study programmes.

A.3.12. ORGANIZATION OF THE FULL-TIME STUDY AND THE PART-TIME STUDY

The doctoral study programme is equal for everyone. Full-time study is required only for junior researchers, employed at the University or at institutes. They collaborate in scientific research projects of their mentors and participate in regular undergraduate education/teaching and have 5 years to finish their dissertation, while part-time students have 7 years.

A.3.13. DESCRIPTION OF COUNSELLING SYSTEM, LEADING STUDENTS THROUGH THE DOCTORAL STUDY, ASSIGNING STUDY COUNSELLOR DURING ENROLMENT AND THEIR OBLIGATIONS

At the beginning of the study each candidate is assigned a counsellor by the Council of postgraduate doctoral study. As most of the students already have a topic at that time, assigned counsellor is a person competent in that topic. (S)he helps the candidate in defining the theme, devises study plan together with the candidate (choosing other professors, semester's paper's topics, elective modules, counselling about obligations predicted by scientific and research work and specialization abroad). At the beginning of 3rd semester each candidate is assigned a mentor who takes counsellors responsibilities.

A mentor is responsible for consultations and scientific work and helps each candidate individually to develop his dissertation topic and research work. If it is interdisciplinary topic, the candidate can be assigned another mentor with the same responsibilities as first one.

One university teacher in teaching and scientific position can be counsellor for three and mentor for maximum two students each year. All doctoral candidates and mentors are obligated to give yearly reports (on DR.SC-04 and DR.SC-05 forms) to the council of postgraduate doctoral study.

A.3.14. THE RIGHTS AND OBLIGATIONS OF DOCTORAL CANDIDATES, MENTORS AND PROVIDER OF THE STUDY PROGRAMME

A doctoral candidate, mentor and provider of the study are obliged to observe all relevant acts of Faculty of humanities and social sciences and the University of Zagreb, including the ethical code.

Doctoral candidates have right to regular, systematic and responsible help of study counsellor, mentor and potential second mentor. They are obliged to dutifully fulfil all the responsibilities predicted by the programme, consult with their counsellor, mentor

(and second mentor) regularly. They also have to give a yearly report about their progress to the Council of postgraduate doctoral study.

Doctoral candidates have right to stop their study at any time and they have to inform the Council of postgraduate doctoral study in written form about that. They can continue study later, from semester where they stopped. In that case, all ECTS points are acknowledged and the study is continued under the same conditions that were valid at the beginning, in time their approved theme is valid. To get the continuation of study approved, candidate must send a request to the Council of postgraduate doctoral study of archaeology which decides which accomplished obligations can be acknowledged and to what extent.

Doctoral candidate who started his study in archaeology at some other university in Croatia can continue the study if there are legitimate reasons for it and if both the Council of postgraduate study of archaeology and the Faculty Council approve.

Transfers from foreign universities are regulated by The Law on Recognition of Foreign Qualifications (Narodne novine, br. 158/03.).

Mentors have obligation of leading and helping doctoral candidates through their research. They are obliged to regularly, appropriately, systematically and responsibly do the consulting duties and research tasks and are responsible to the Council of postgraduate doctoral study of archaeology to which they have to give yearly report about their work. Mentors can request from candidates to consult with them regularly and follow their expert and scientific instructions. Second mentor has the same rights and obligations as the first one.

4. QUALITY OF DOCTORAL STUDY PROGRAMME

Quality of the study programme is followed by self evaluation, student's evaluation (anonymous questionnaires), internal and external evaluation of prepared and published student's scientific papers.

Realization of doctoral study's goals is seen in number of published dissertations, following professional development and bibliographies of former students.

Indicators of success are the number of defended dissertation in relation to the number of enrolled students, number of published dissertation, relation between enrolled and graduated students, their progress in scientific and research and teaching positions and so on.