

How to Support Good Quality Doctoral Education: European Perspective

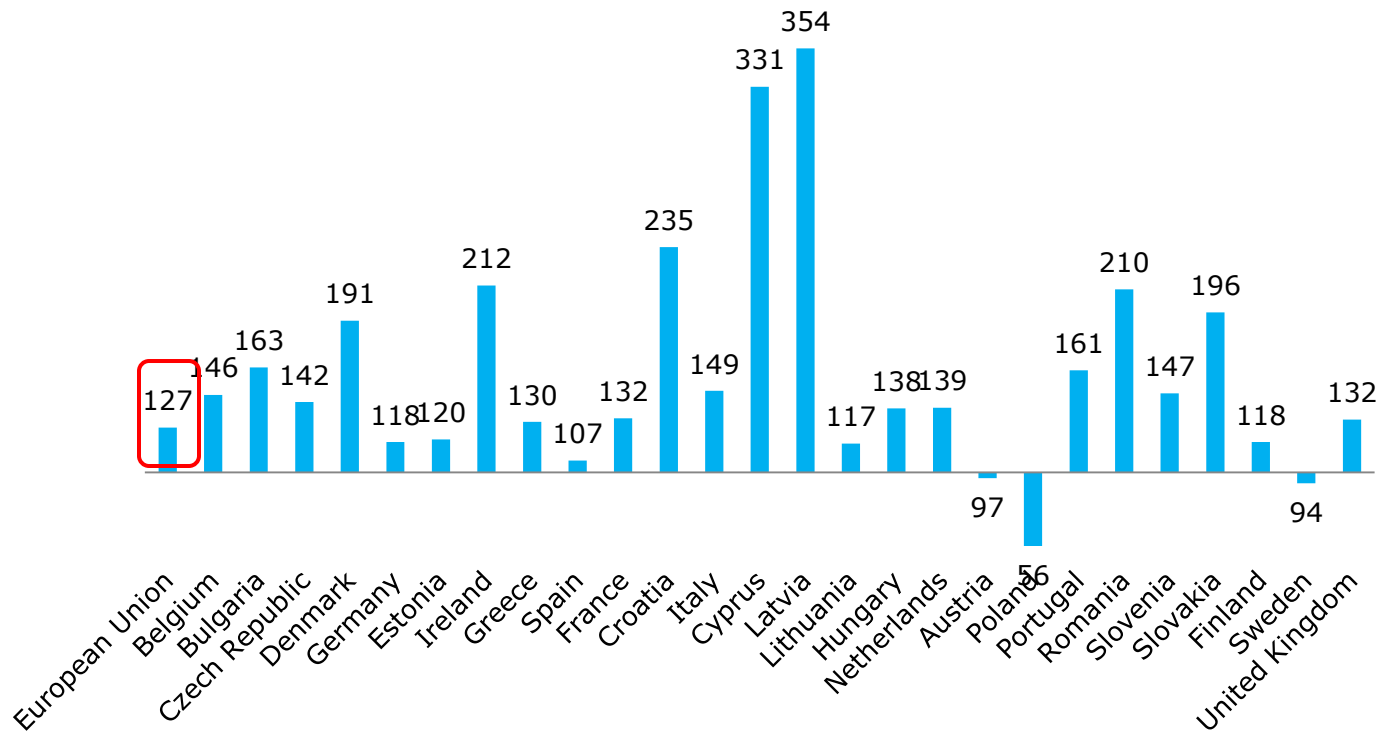
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Growth in European Doctoral Education

- About 50% for the EU as a whole since 2004, with big variations

Growth in PhD Graduates 2004-2011 (2004=100)



Increased political attention to doctoral education

- Inclusion in the Bologna Process 2003
- Salzburg Principles 2005 – Salzburg II 2010
- Increased importance for the European Research Area
 - ✓ Innovation Union 2010
 - The Commission commits itself to better doctoral training in Europe
 - ✓ Principles for Innovative Doctoral Training 2011
 - Triple-i : international, interdisciplinary and intersectoral
- National legislation
- Much of this is connected to the discourse about the knowledge society as a driver for growth

The rise of the doctoral school

- Since 2005, we have seen a 'silent revolution' in doctoral education
 - ✓ Professional management: The **Rise of the doctoral school**
 - 30 % of universities had a doctoral school in 2007
 - 65 % in 2009*
 - 82% ARDE 2011
 - Universal 2013**
 - ✓ Move towards a two-layered model of faculty/programme level schools and central, strategic units

**TRENDS V, TRENDS 2010*

*** EUA European Research Area Survey*

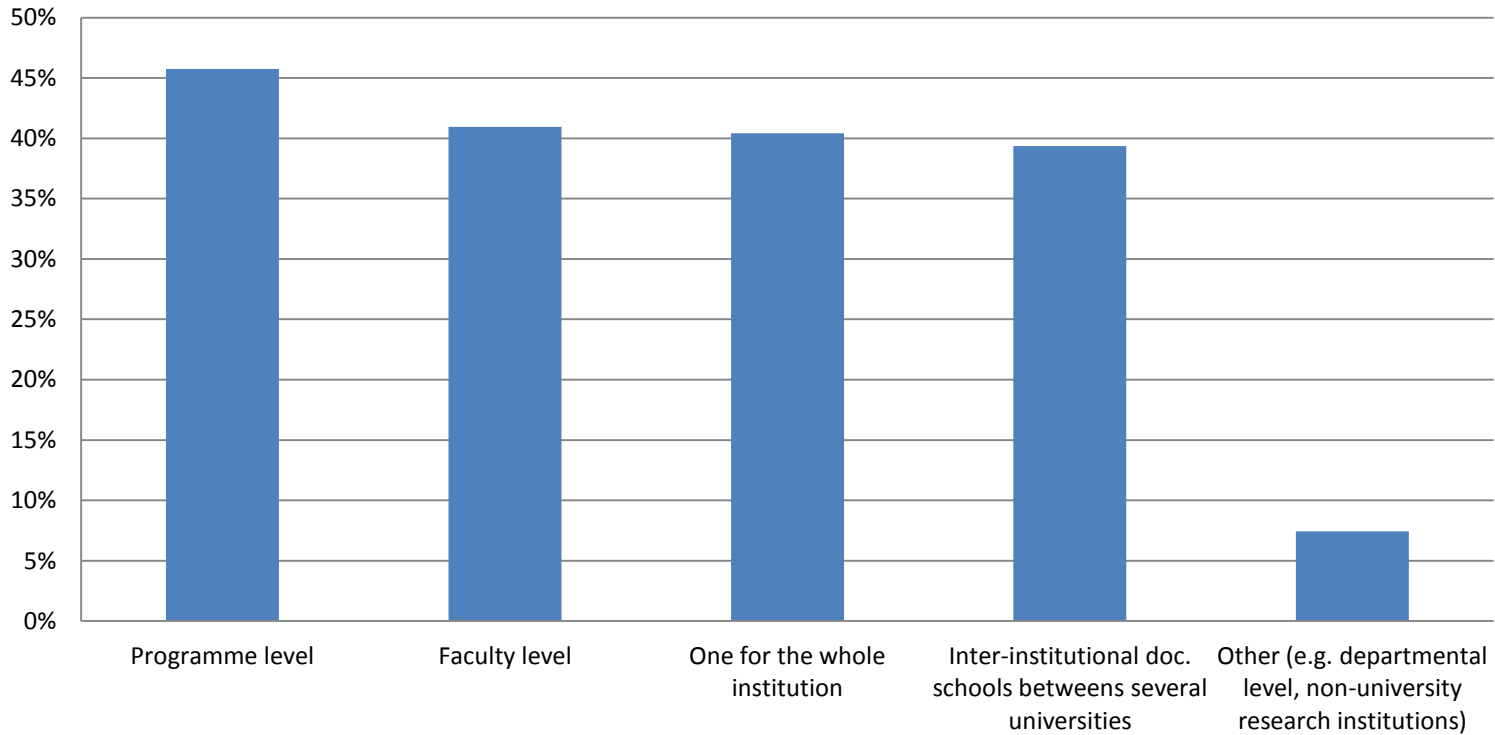
Curriculum reform ...

- Early reforms targeted modernisation (introduction) of curriculum and pooling research capacity
 - Doctoral schools = doctoral programmes
 - Interdisciplinarity
 - Transferable skills
 - Taught courses (70 % of respondents in TRENDS 2010)
 - ECTS or other credit systems as incentive for varied activities (or as legal 'Bologna' requirements)
 - Not a popular or growing phenomenon

... towards professional management

- There is a tendency towards a institutions introducing more sophisticated governance structures
 - ✓ Doctoral schools = Strategic units at the institutional level (Vice Rectors/Deans)
 - Common rules and guidelines
 - Monitoring, quality management, problem solving (research capacity, completion rates, satisfaction)
 - Strategic planning (capacity and talent development, outreach, internationalisation)
 - Which includes planning curriculum development

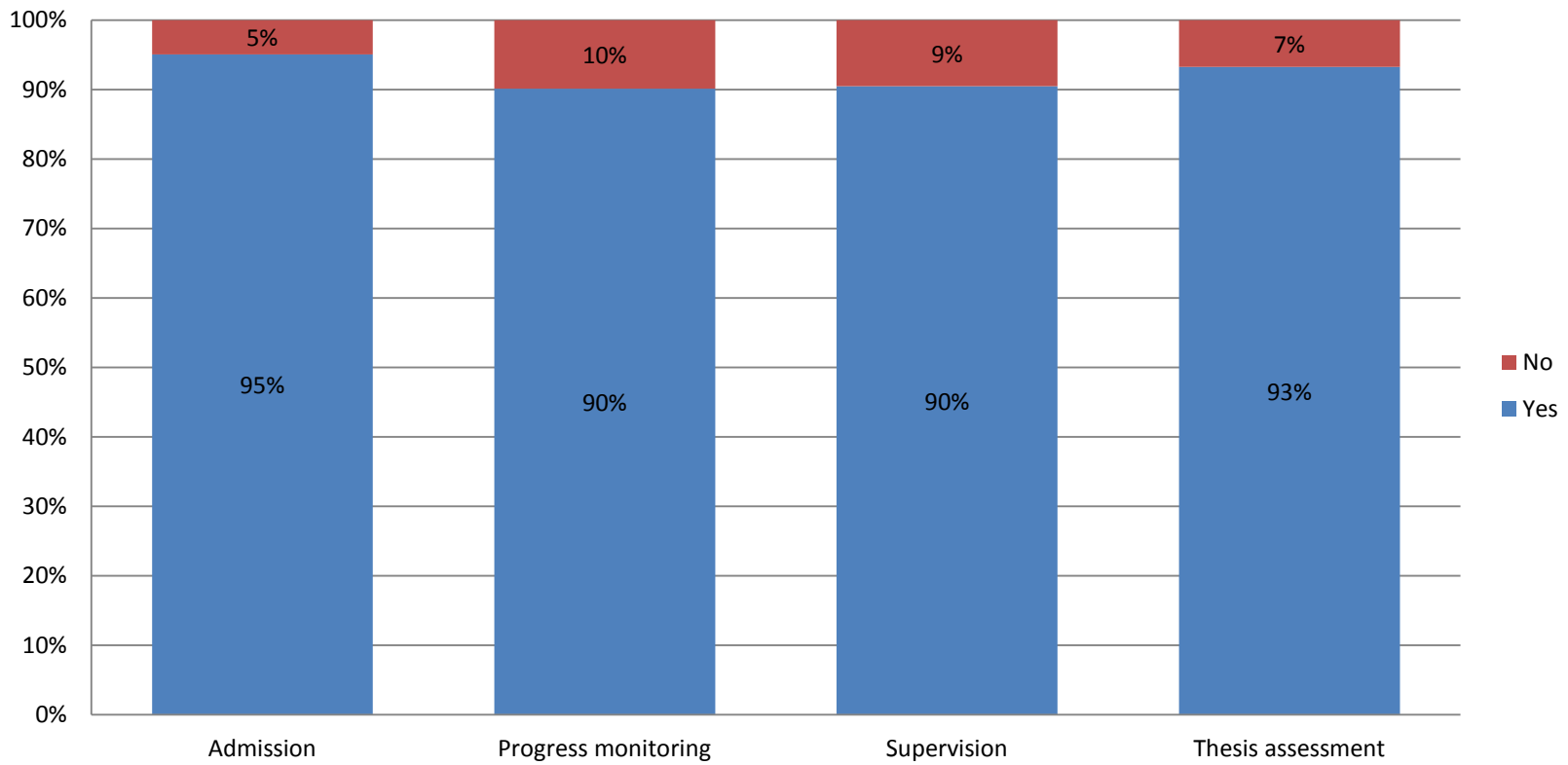
Doctoral Schools on many levels - differentiated between institution and programme



EUA's policy positions on QA

- Main responsibility for QA lies with the institutions
- Context sensitive (institutional and disciplinary diversity)
- Fitness for purpose approach
- Enhancement oriented
- Internal and external evaluations or QA processes should be complementary
- Transparency and co-operation

Procedures (internal QA) universally implemented

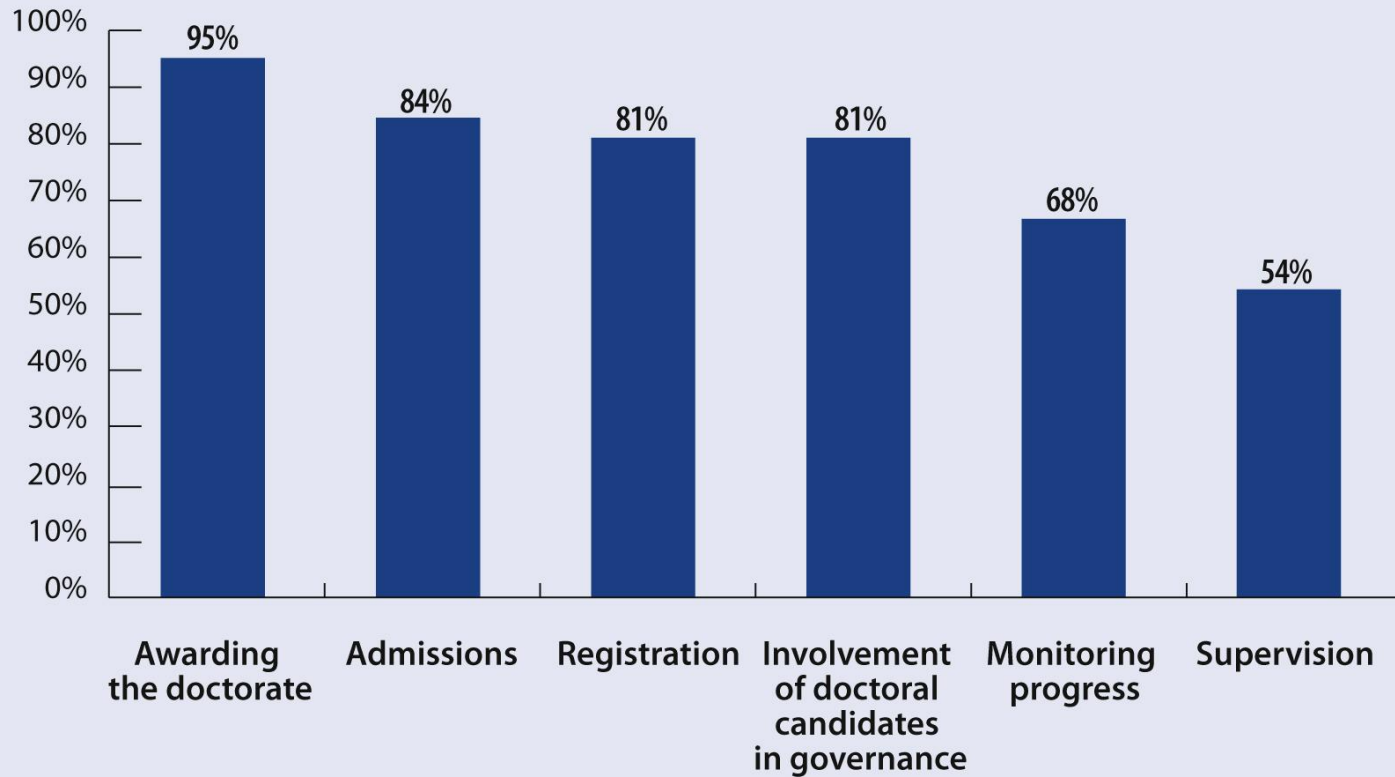


The ARDE Survey 2011

- 112 respondents
 - ✓ Mostly large, research-intensive institutions
 - ✓ ~ 130,000 doctoral candidates (22% of the estimated total)
- Questions about QA framework for doctoral education as well as specific procedures:
 - ✓ Admissions, registration, monitoring of progress, supervision, involvement of doctoral candidates, thesis evaluation
- Results largely confirmed by a larger EUA survey concerning universities in the European Research Area

Satisfaction with procedures

Figure 5: Satisfaction with existing procedures

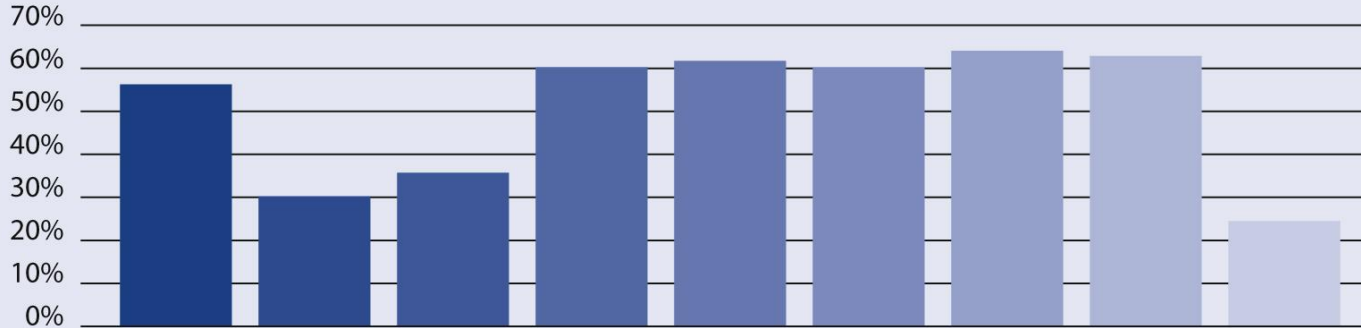


Supervision - a key issue: rules and guidelines

- Compliance
 - ✓ Institutional rules that specify how to comply with national legislation (many countries have supervision mentioned in national legislation)
 - ✓ Internal or external accreditation – for instance requirements for staff qualifications
- Transparency
 - ✓ A combination of rules and guidelines: Documents that specify what is expected or required
 - ✓ Individual contracts between supervisor, supervisee and institution

What do rules and guidelines contain?

Figure 8: Content of supervision rules or guidelines




- Maximum number of doctoral candidates per supervisor?
- Obligatory training for supervisors?
- Voluntary training for supervisors?
- Requirement or recommendation for minimum number of meetings with the supervisor(s)?
- Requirement or recommendation for supervisory teams?
- Written agreements between supervisors, supervisees and/or institution?
- Procedures for dealing with supervisor-supervisee conflicts?
- Systematic feedback collected from doctoral candidates?
- Other

What about quality enhancement?

- How can rules and guidelines improve supervision?
 - ✓ Hard rules can turn into a tick-box exercise rather than fostering a quality culture
 - ✓ Guidelines might not offer protection for doctoral candidates
 - ✓ Making a document (rules, guidelines, handbook...) can create a better understanding between management and supervisors through dialogue
- Getting people to talk
 - ✓ It is important that supervisors talk and develop good practices among themselves
 - ✓ Developing a quality culture that combines the best of individual professionalism and institutional engagement

Employability of PhD holders

- ❑ Academia vs non-academic institution (10 to 90%, irreversible)
- ❑ Career development: when to decide, how to prepare, degree of satisfaction
- ❑ Alumni: data collection, feed back
- ❑ Communication with employers: understanding and respecting needs, requirements

In 10 yrs  40% new jobs!

New demands, different expectations from universities!

Thank you for your attention