

ANDRÉE SURSOCK

DOCTORAL EDUCATION: EUROPEAN TRENDS



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Riga, 14 June 2017

Purposes of this presentation

- To present European trends on the doctorate and highlight further developments
- To raise question that could shape the next project phase in Latvia

EUROPEAN TRENDS

Doctoral educational reform in Europe

- Evolution:
 - Middle Ages - 20th century: academic apprenticeship
 - Early 21st century: ‘pure’ apprenticeship model comes under pressure, push for more professional structures
 - Today: professionalisation of the management of doctoral studies and follow-up for career development of early-stage researchers.
- High political attention:
 - Bologna Process (doctoral education included in 2003) => EUA Salzburg I & II
 - Growing importance for the ERA: Innovation Union 2010 –The European Commission commits itself to better doctoral training
 - Principles for Innovative Doctoral Training 2011 (EC)
 - Three I’s: international, interdisciplinary and intersectoral (connection with the knowledge society as a driver for growth)

The doctorate in Europe

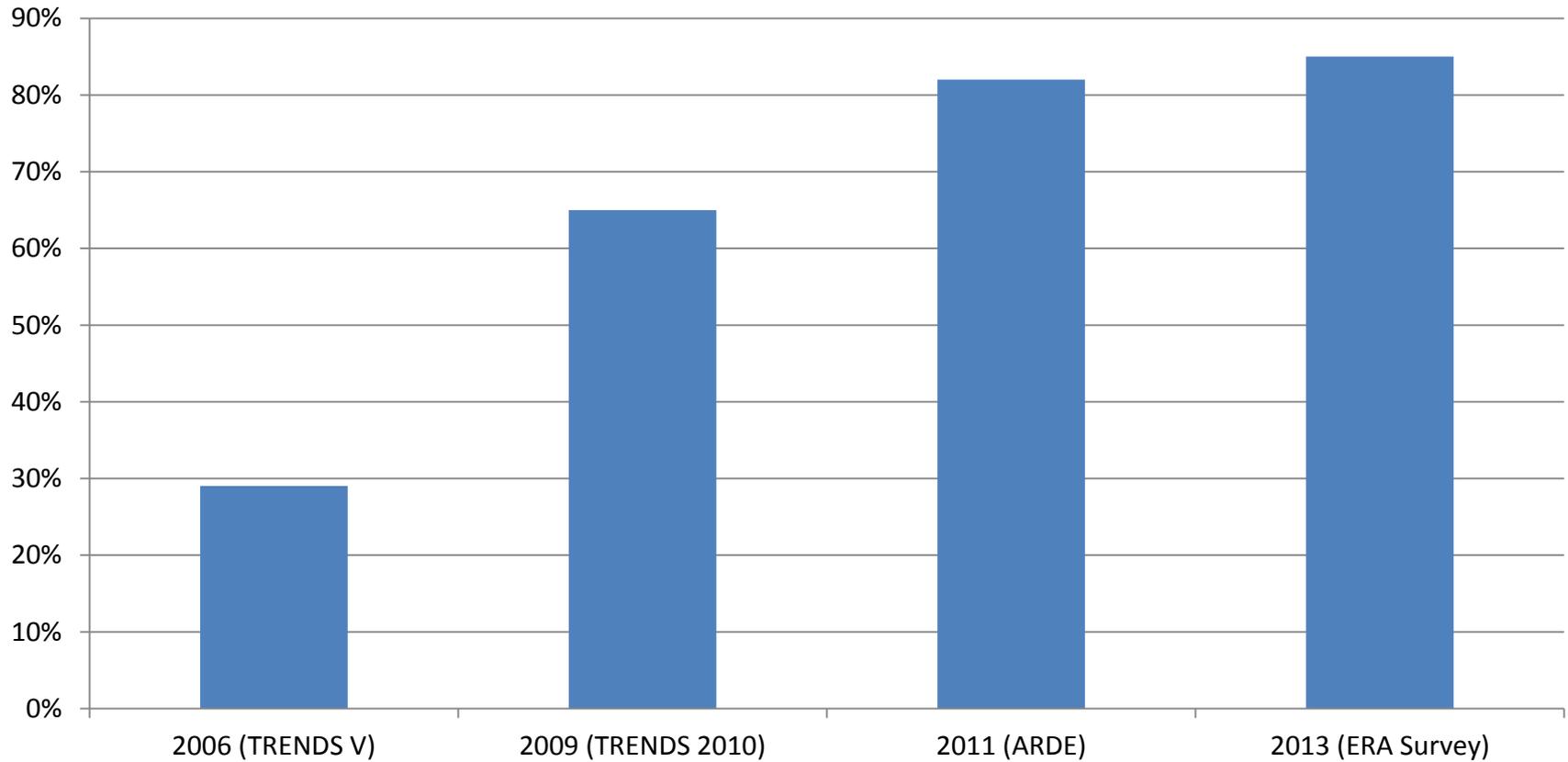
- **Definition:** Doctoral degrees are an intensive training through independent research under supervision aiming at creating new knowledge.
- **The main outcome of doctoral education is an early-stage researcher** (not to be confused with the outcome of doctoral research: the thesis/dissertation)
- The specific research and transferable skills, as well as the developed experience, can be used in a wide range of careers

Supervision – a key aspect of quality

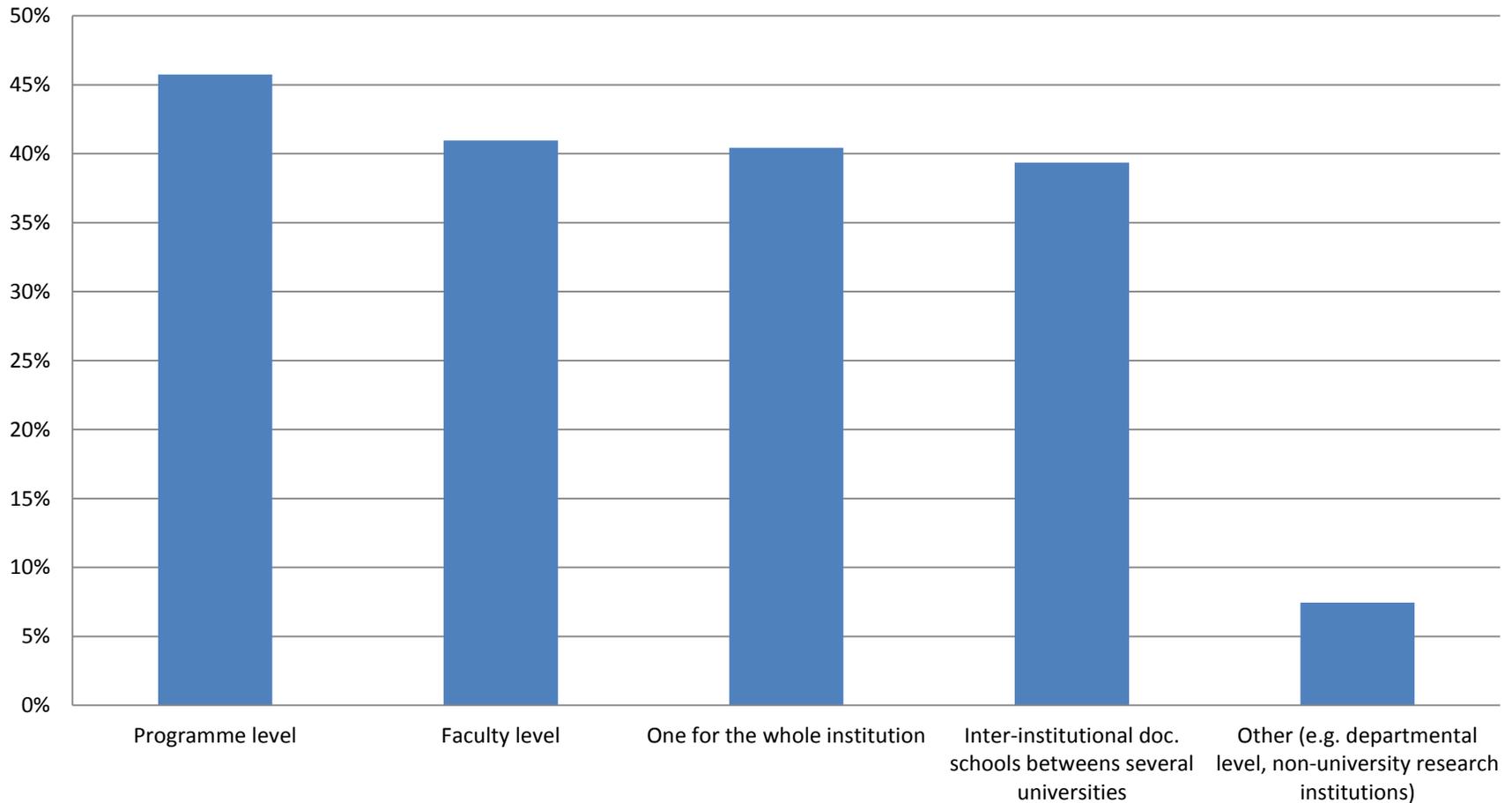
- Good practice: contract between doctoral candidate/supervisor/institution, with clearly spelt out rights and responsibilities
- Multiple supervision is encouraged/required
- Supervision is recognised as part of the workload
- Supervisor are trained and monitored

The rise of doctoral schools

Universities with doctoral schools



Different positioning



... But 10 common features

1. A stimulating learning community
2. High quality infrastructures
3. Open to the world (international and collaborative)
4. A sound admission process
5. A good induction programme
6. Quality supervision
7. Formal monitoring of progress to completion against published criteria
8. Clearly defined examination processes, involving external examiners, assessment of criteria and declared outcomes
9. Advice and complaints procedures
10. A robust internal quality assurance system

Forward look

1) Taking Salzburg forward to respond to new challenges:

- To strengthen an **ethos of research integrity** (plagiarism, data protection, IP rights...)
- **Challenges of the digital era** (Science 2.0 – open science and open education)
- **The global vision** of doctoral training – new possibilities of collaboration, widening participation and capacity building (twinning and teaming)
- Outreach: Importance of **engaging with other stakeholders** (collaboration with regional/local authorities, NGOs and companies)

2) A new European study of the doctorate

KEY QUESTIONS FOR LATVIA

Eight key questions

1. Does the NQF provide appropriate definition of the doctoral level, in line with other NQFs in Europe?
2. Is there good inter-institutional cooperation?
 - a. Do all the institutions allowed to train doctoral students able to provide the appropriate research environment? If not, what can be done to alleviate this?
 - b. How to ensure critical mass?
3. Is the system sufficiently internationalised and if not what can be done about that aspect?
4. Does the system promote or hinder inter-disciplinarity?
5. How to ensure that doctoral students are properly funded to ensure appropriate time to degree?
6. Should the universities develop doctoral schools and how to position these?
7. What should be the process of internal/external quality assurance?
8. Should the process of promotion be changed to be in line with international practice?

References

- Salzburg I
- Salzburg II
- EUA (2013) Quality Assurance in Doctoral Education: Results of the ARDE Project
- EUA (2015) Principles and Practices for International Doctoral Education (FRINDOC)
- EUA (2015) Collaborative Doctoral Education – DOC-CAREERS Project II
- LERU (2014) Good Practice Elements in Doctoral Training
- QAA (2015) Quality Code for Higher Education
- QQI (2016) Report of the Expert Panel on the QA of Research Degree Programmes in Irish Higher Education

Credits

- EUA-CDE and Doctoral Education, by Alexandra Bitusikova, 9th EUA-CDE Annual meeting, Tarragona, 16-17 June 2016
- How to Set up a Doctoral School, by Prof. Mick Fuller, 9th EUA-CDE Annual meeting, Tarragona, 16-17 June 2016
- The EUA Council for Doctoral Education, by David Oliva Uribe, Strafford-upon-Avon, UK, 4 April 2017