

ARDE Focus Group 4

Evaluating and assessing doctoral education

15 May 2012

University of Warsaw

Doctoral Education in Europe

- **The last five years have been characterised by the rise of the doctoral school**
 - Inclusion in the Bologna process 2003
 - **Salzburg Principles 2005 – Salzburg II (recommendations 2010)**
 - **TRENDS IV (2005):** “Most institutions are waiting to finish the implementation of the first and second cycle before taking on the third cycle, but some are trying to tackle research training simultaneously with the ongoing educational reforms” (p. 35)
 - **TRENDS V (2007)** “Even if nothing else were happening in European higher education the speed of change within doctoral education would amount to a mini revolution” (p. 26) (30 % doctoral schools)
 - **TRENDS 2010: 65 % of respondents have doctoral schools**

EUA and EUA-CDE

- **EUA – European University Association**
- 850 universities and rectors' conferences in 47 countries
- Developing evidence-based policies
- Advocating these policies
- Promoting development of universities as institutions
- **Council for Doctoral Education (CDE)**
- a membership service focused on doctoral education
- Development of doctoral schools
- Doctorate-specific policy development
- 210 members in 33 countries (from Faro to Tomsk)

Salzburg Principles and recommendations

- Salzburg Principles from 2005 – outcomes of an EUA-led project and a Bologna seminar
 - The doctorate is **research-based**
 - Importance of institutional strategies
 - Diversity

- Salzburg recommendations 2010 – from consultations with CDE members
 - **Research** as the 'basis and the difference' from the other two cycles
 - Space for **individual development**
 - **Autonomy** for the institution to choose mission and strategy and to set up the appropriate structures

Salzburg II on QA

- “It is necessary to develop **specific systems for quality assurance [for doctoral education]**... there is a strong link between the assessment of the research of the institution and the assessment of the research environments that form the basis of doctoral education. “
- Development of systems that combine quality of research, quality of structures and take into account “the professional **development of the researcher as well as the progress of the research project.**”

ARDE (Accountable Research Environments for Doctoral Education)

- Project funded through the EC Lifelong Learning Programme
 - Survey on external and internal procedures, indicators and ongoing reforms (launched February 2011)
 - Focus group meetings (fall 2011, spring 2012)
 - Workshop September 2012: part of the EUA-CDE 'Doctoral Week' at Karolinska Institute Stockholm
 - Online forum - <http://forum.eua.be>

QA in Europe

- Different approaches when creating national quality assurance systems: (programme or institutional) accreditation, evaluations or audits
- Level of institutional autonomy in creating internal QA systems varies
- Countries and also institutions are in different phases in implementing institutional as well as national QA systems

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

Institutional autonomy and doctoral education

- According to the EUA autonomy scorecard, doctoral education is a relatively autonomous area (<http://www.university-autonomy.eu/>)
 - In 12 out of 28 countries, universities can freely set up doctoral programmes
 - 7 countries need prior accreditation
 - 7 have some restrictions
 - Compared to 7/11/7 for Master and Bachelor programmes and

Purpose of focus groups

- Content development
 - Understanding survey results – validation and qualitative input
 - Possibility to see concrete examples – case studies

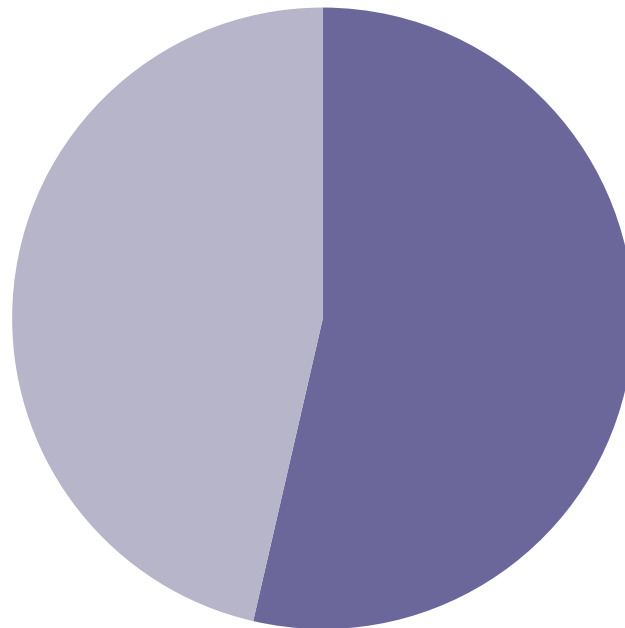
- Dissemination and dialogue
 - Sharing best practice
 - Promoting discussion

Preliminary survey results

- 112 respondents
 - Mostly large, research-intensive institutions
 - ~ 130,000 doctoral candidates
- Questions about QA framework for doctoral education as well as specific procedures:
 - Admissions, registration, monitoring of progress, supervision, involvement of doctoral candidates, thesis evaluation
- Generally **structures are in place in universities**

Survey results I

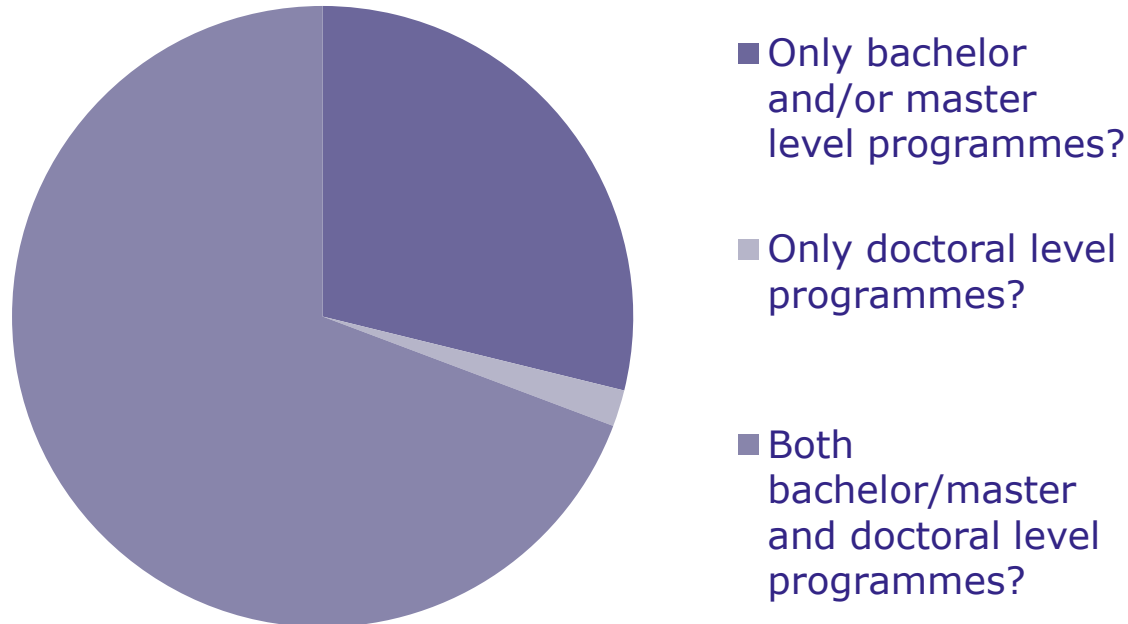
- Would you describe your national external QA processes for higher education as consisting of...



- Institutional accreditation, evaluation or audit?
- Programme accreditation?

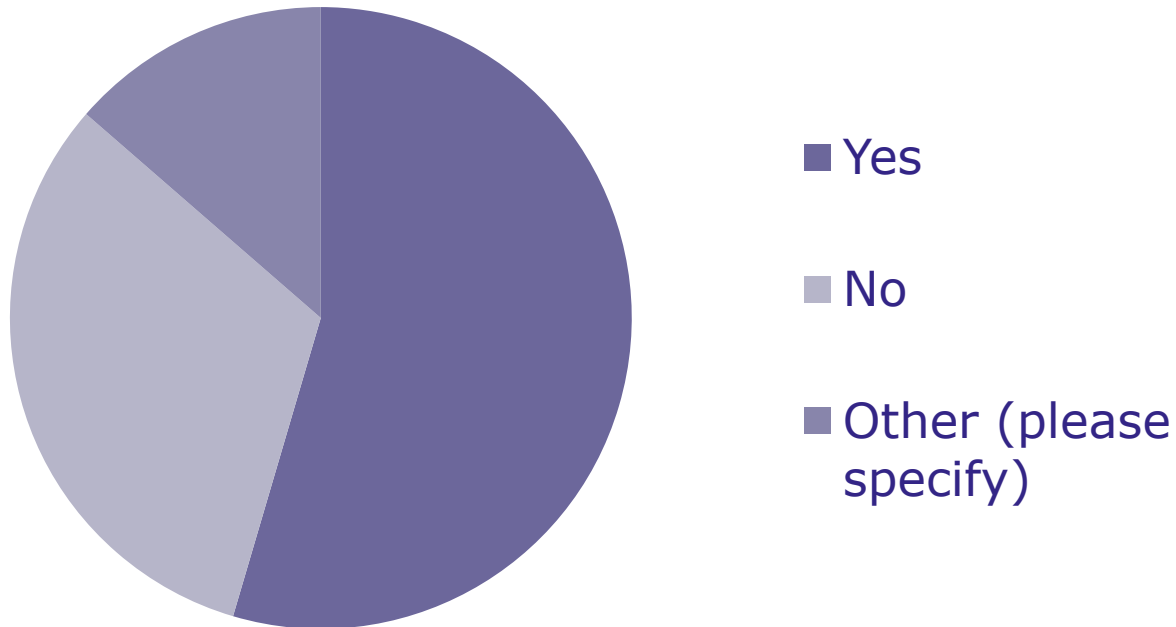
Survey results II

- If your national external QA processes for higher education mainly consist of programme accreditation, does this apply to...



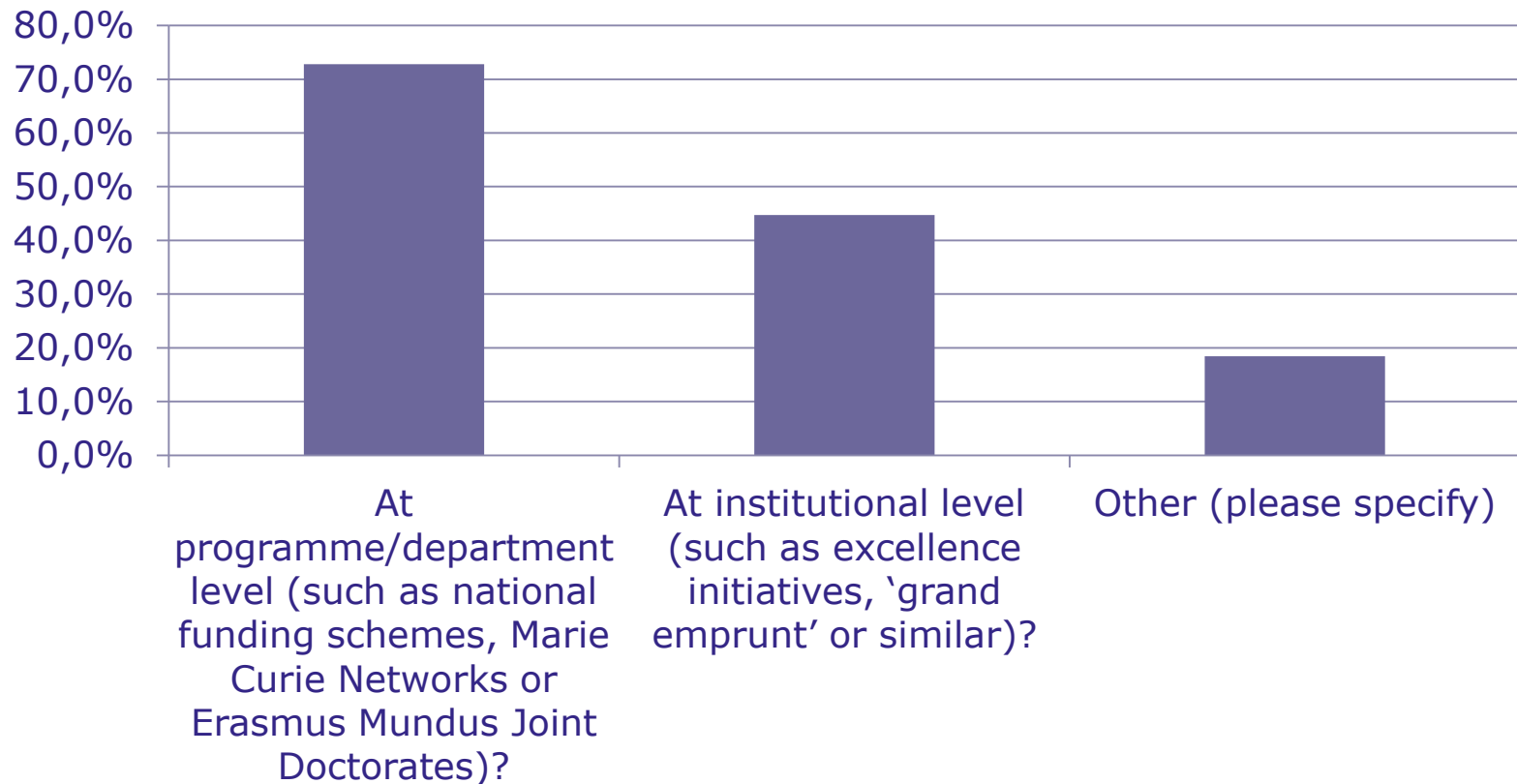
Survey results III

- Are there national research assessments at the programme/department or discipline level which explicitly refer to doctoral programmes?



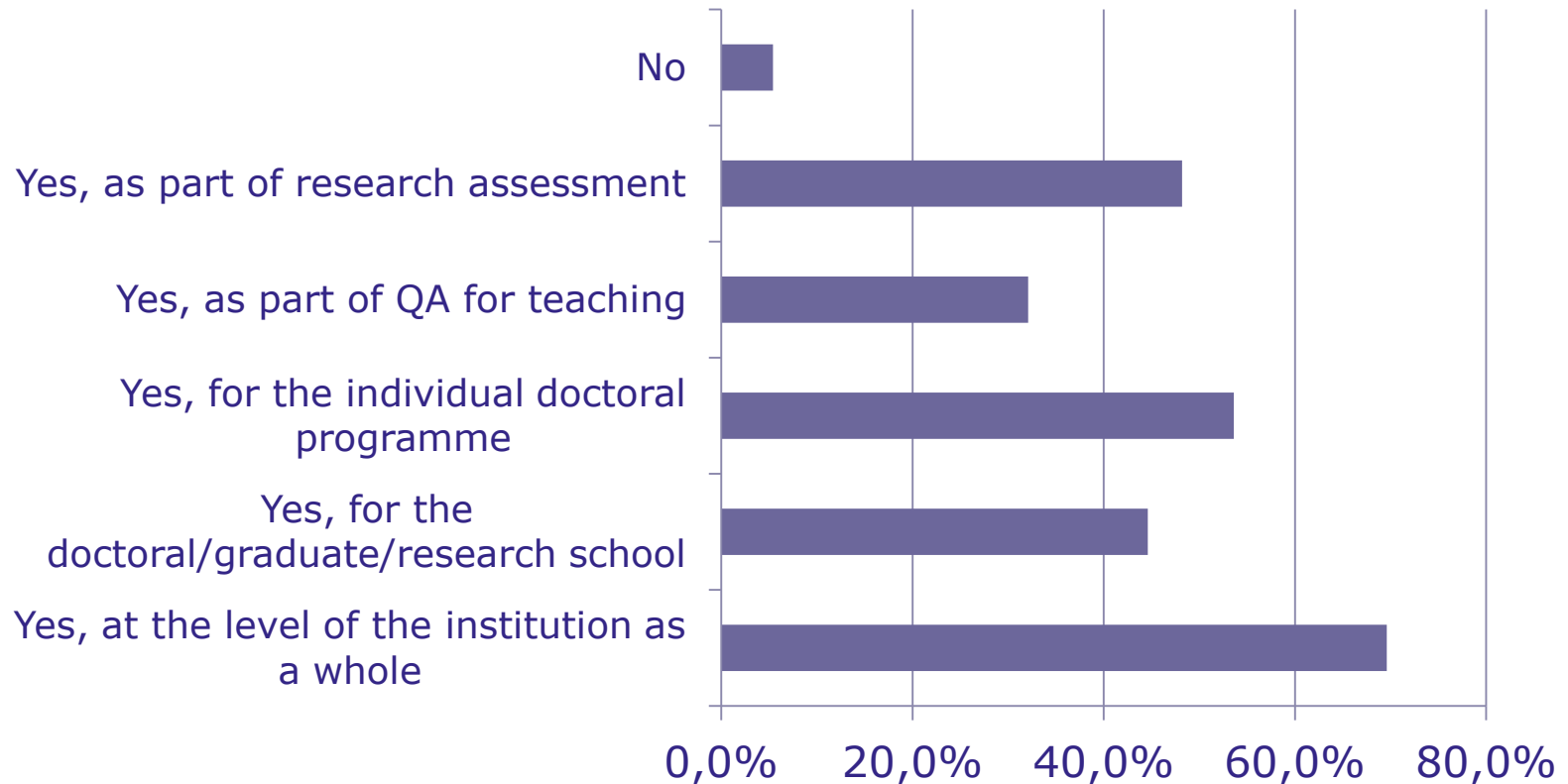
Survey results IV

- Are there assessments related to external funding which explicitly refer to doctoral programmes?



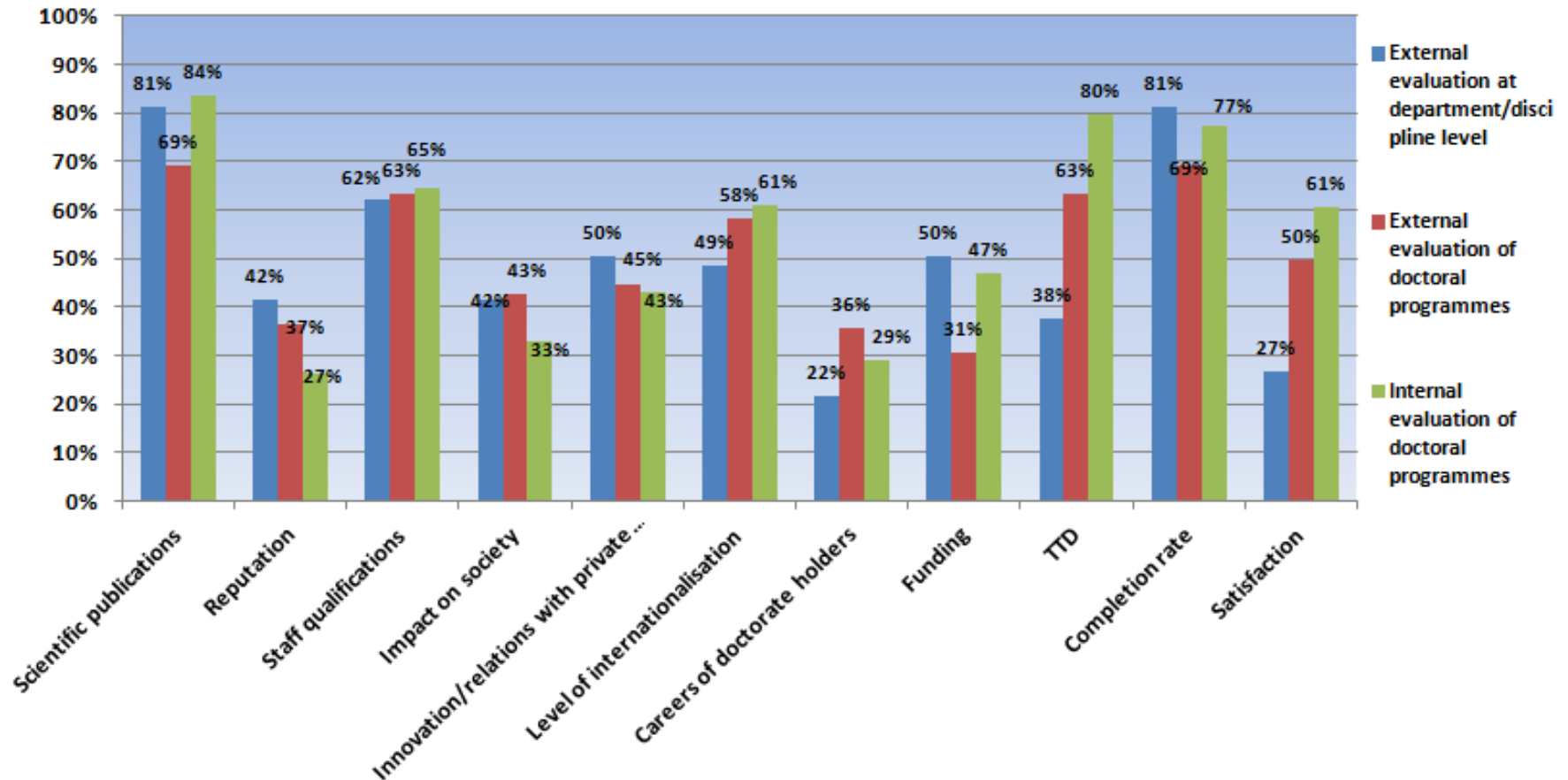
Survey results V

- Do quality assurance processes within your institution include doctoral studies?



What are they looking at?

Indicators



Summary

- Doctoral education is being integrated in national QA frameworks – although with greater autonomy for universities
- However, doctoral programmes are assessed (over-assessed?) by many more actors than the other cycles
- Are these related, is there coherence, what can be done better?

Thank you for your attention

<http://forum.eua.be>