

DOCTORAL EDUCATION

"Embedding Quality Assurance in Doctoral Education in BiH"

University of Banja Luka

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Jovo Ateljevic (PhD - Victoria Uni, Wellington)



Doctoral education (DE) and research in BiH

- Remains fragmented, centred on facilities and departments
- Locked within a single discipline
- Based on mentorship scheme, rather than taught, multidisciplinary programs
- Fails to meet the needs of society and labour market
- Lack of quality doc programmes neg. affects internal fluctuation of qualified staff...
- Creates a long-term deficit in high-potential research personnel

Doctoral studies in BiH- Strategic /Managerial problems

- Lack of institutional, integrated approaches
- Lack of systematic, strategic approach to programme and curriculum development from PhD
- Lack of interest among young people for postgraduate studies and doc research due to questionable quality of program

The TEMPUS Project- EQADE Objectives

- To strengthen human potential in research by building critical mass
- Develop a system of quality evaluation and monitoring
- To strengthen and stimulate integration of science and research at uni to promote research, network, innovation, quality, flexibility, multi-and – interdisciplinary
- Specifically :
 - To promote and support the development of state-of-art doctoral education at 8 public universities in BiH in line with Bologna and Salzburg principles and the Strategy for Development of Science in BiH 2010-2014:
 - Integration and more efficient management of doctoral education at 8 public BiH universities by the end of 2013/2014;
 - Formulation and adoption of Quality Standards in Doctoral Education at university and state level by the end of 2013/2014;
 - (Development of one doctoral program per university (8 pilot projects) aligned with adopted procedures and quality standards by the end of 2014).

The Project chronology

- The QUADE aimed at installing quality standards and procedures in designing, organising and providing DE in BiH public HEI
 - So the focus of the Project was on **Developing Standards and Quality Assurance**
 - **1. Phase- building institutional capacity, stakeholders orientation**
 - **2. Phase- conceptualisation, formulation of quality standards and procedures**
 - **3. Phase – testing the developed methodology**

The Consortium – Partners

- University of Heidelberg - the Coordinator
- BiH state universities (8) – Beneficiaries (have similar problems and challenges... benefiting from in-between-institutional collaboration)
- Two ‘new’ EU partners: University of Palermo and University Dunarea de Jos of Galati
- World University Service - Austrian Committee
- Ministry of Education and Culture of Republic of Srpska
- Agency for Higher Education Development and QA in BiH

Doctoral education, general aspects

- Bridge between research and education, between the European Research and European Higher Education Areas
- It is original research and requires different evaluation
- Dependent on the one-2-one relationship
- Should be in line of of the EUA docs, and the Salzburg principles
- Model for the Management of a PhD Program
- This type of model is referred in quality assurance terminology “closing the feedback loop”

DE and The Bologna Process

Bologna Process and the Lisbon Strategy

- The first two cycles 'occupied' the Process - the design of curricula, learning outcomes and competences, the transition of ECTS from mainly a transfer system to a transfer and accumulation system, approaches to teaching, learning and assessment, the shift from a staff oriented to a student centered approach and the quality enhancement of degree programmes in terms of process and content (tuning process)
- The 3rd Cycle remains a muted point - the acquisition and development of knowledge and understanding of the subject area as well as related subject specific competences should be increasingly important part of the Tuning process
- Question of research and social responsibility and civic awareness as key competence to be developed as part of higher education training, besides preparing for the labour market.
- ...a knowledge based society requires (high) levels of abstract thinking, analysis and synthesis to identify, pose and resolve problems (Bologna Process and the Lisbon Strategy)

Doctoral education, the purpose

- The creation and interpretation of **new knowledge**, through **original research** to satisfy **peer review**, extend the forefront of the discipline, and **merit publication**
- A systematic acquisition and understanding of a **substantial body of knowledge** which is at the forefront of an academic discipline or area of professional practice
- The ability to conceptualize and implement a project for the generation of new knowledge, applications or understanding at the **forefront of the discipline**
- A detailed understanding of applicable **techniques for research** and advanced academic enquiry.

Janet Bohrer, Development Officer, QAA for HE, UK, 2010,
www.enqa.eu/pubs.lasso

DE Quality assurance: key challenges

- *“The core component of doctoral training is the advancement of new knowledge through original research. It is essentially ‘training by, not training for research’ . (EURODOC 2005)*
- How to address Quality assurance of research is the key question as research is a creative process and should be free. It cannot be done through a standardised processes.
- **Yes, Quality assurance is about checking certain standards. However, who is setting the standards and how can the performance be measured?**
- It’s critical to make distinction between research and teaching quality assurance!
- Supervision is vital issue (relationship between supervisor and candidate)

Factors in Quality Assurance of DS

- Original & excellent research
 - HEI -career development & structures offered structures and programmes perception of career perspectives cooperation with external partners (industry, NGOs etc.)
- Access & transparency, Equality of access, Mobility & internationalisation
 - Research School - Organisational objectives, attractive employment & working conditions, standardised recruitment procedures, supervision, training for supervision & supervise the supervisors
- Administrative structure
 - Programme level- objectives of the programme, enhancing training, skills & experience of researchers, added value of a doctorate, assessment, expectations & outcomes of doctoral programmes, duration of the doctorate
- Outlook (National and International standards)

Salzburg Principles (2005)

1. advanced knowledge/original research- The core component of doctoral training
2. career perspectives - Embedding in institutional strategies and policies,
3. diversity - doctoral programs in Europe – including joint doctorates
4. doctoral candidates are early stage researchers - should be recognized as professionals – with commensurate rights – who make a key contribution to the creation of new knowledge
5. transparent supervision and assessment - based on a transparent contractual framework of shared responsibilities between doctoral candidates, supervisors and the institution
6. critical mass and co-operation - should draw on different types of innovative practice being introduced in universities across Europe, international, national and regional collaboration between universities.
7. Duration
8. The promotion of innovative structures: to meet the challenge of interdisciplinary training and the development of transferable skills.
9. Increasing mobility
10. Ensuring appropriate funding: the development of quality doctoral programs and the successful completion by doctoral candidates requires appropriate and sustainable funding

DE - Key stakeholders

- Doctoral candidates;
- Supervisors;
- PhD Board/department,
- Administrative staff
- University
- Enterprises/ organizations/ Public sector

Process of evaluation, the main steps

- recruitment,
- admission and start-up,
- implementation,
- completion and submission of thesis.

Stakeholders

Phase / Step

RECRUITMENT – University, Admin staff, PhD Board/ Department

ADMISSION AND STARTUP- Faculty, Department/ PhD Board,
Supervisor

IMPLEMENTATION – University, Administrative staff

PhD Board / department, Coordinator, supervisor and student

COMPLETION AND SUBMISSION OF THESIS- PhD Board/supervisor,
Student, University, Enterprises/ organizations/ Public sector

Quality standards (university)

- Establish written regulation and procedures for admission of doctoral candidates.
- Establish written regulation and procedures for PhD supervision.
- Provide adequate financial support for PhD programs
- Provide adequate facilities

Indicators (university)

- Availability of written regulation for admission
- Availability of written regulation for supervision
- Fund per position
- PhD website linked from university Home-page

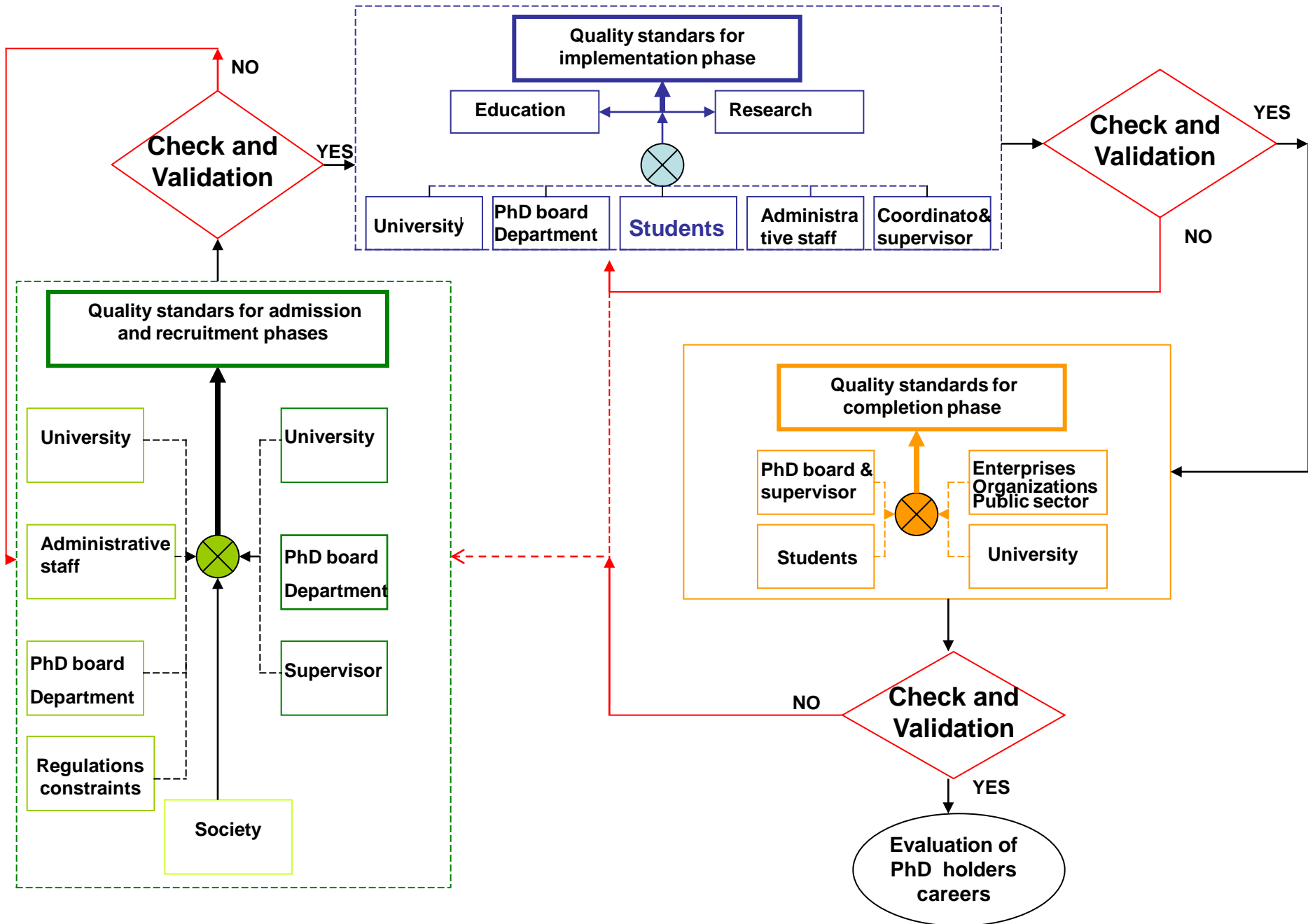
Quality standards (Administrative staff)

- Prepare PhD guidelines: From Recruitment to Placement - A Complete Guide to PhD Student
- Ensure that information about the PhD programs is readily available on the PhD website, both in local language and English , with links to the faculties' /department PhD programs
- Let admission regulation and procedures be publicly available on the Institution's PhD website and on the program's website.
- Let regulation and procedures for PhD supervision available on the Institution's PhD website and on the program's website.
- Announce PhD positions openly and advertise them actively also on EU EURAXESS website
- Ensure that information about requested English certifications for students from abroad are available.
- Give clear information about available financial support.
- Provide on-line PhD application system both for programs and for scholarship

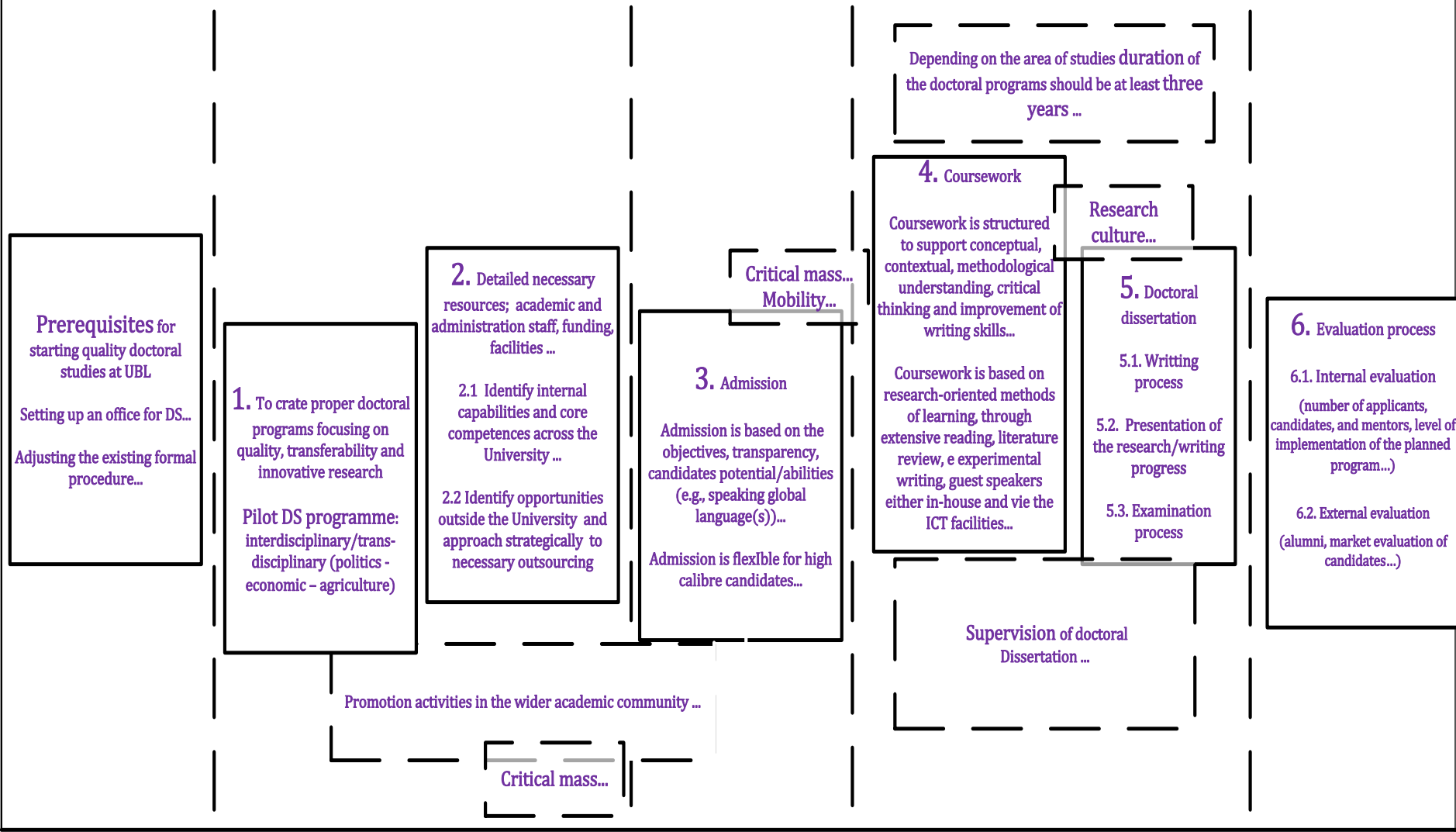
Indicators (admin staff)

1. Availability of all relevant information about the PhD Programs to the potential PhD students (regulations, curricular units, calendars and guidelines, documents required for registration, fees and other charges, scholarships).
- 2-4. Updated PhD website.
5. Advertisement about PhD programs on EU EURAXESS website

MANAGEMENT OF PHD PROGRAM



ROADMAP
for
DOCTORAL EDUCATION at UNIVERSITY of BANJA LUKA



5.3 Examination process

The assessment criteria should reflect the following: 'Holders of doctoral degrees will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding. Holders of doctoral degrees will have the qualities needed for employment that require both the ability to make informed judgements on complex issues in specialist fields and an innovative approach to tackling and solving problems'. The Quality Assurance Agency for Higher Education 2009, Report of the FHEQ (UK) Self-certification Advisory Group, November 2008, available on www.qaa.ac.uk, (20/01/2013)