

Eurodoc Conference 2021
Improving Doctoral Training in Europe

Session 1: Doctoral Training Across Europe

**Providing Quality Doctoral Education:
Current trends in Europe and Globally**

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- Rewind the play
- Doctoral education in Europe and globally
Where are we today?
- What does diversity tell us?
- How to assure quality doctoral education?
- Instead of conclusion, more questions

Doctoral education has attracted a high level of attention from a number of institutions in Europe and worldwide. Results of their initiatives confirmed new trends in doctoral education in terms of organisation and management, but also brought recommendations for higher education institutions and policy-makers that reflect changes in a complex and competitive global world.

(EUA CDE, 2018)

Institutions engaged



EUROPE

EUA CDE
European Science Foundation
European Commission
EURODOC
PRIDE
ORPHEUS
UNICA Master Class
LERU
COIMBRA Group



WORLD

US Council of Graduate Schools
Canadian Association for Graduate Students
The Deans and Directors of Graduate Studies
Association of Chinese Graduate Schools

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The European Council of Doctoral
Candidates and Junior Researchers

Turning point – Bologna Seminar on Doctoral Programmes for the European Knowledge Society, Salzburg, February 2005

Salzburg Principles

- I. The core component of doctoral training is the advancement of knowledge through original research
- II. Embedding in institutional strategies and policies
- III. The importance of diversity
- IV. Doctoral candidates as early stage researchers
- V. The crucial role of supervision and assessment
- VI. Achieving critical mass
- VII. Duration
- VIII. The promotion of innovative structures
- IX. Increasing mobility
- X. Ensuring appropriate funding

*Europe's universities have come a long way in creating institutional support for doctoral education, but there are **still many challenges** within institutions to achieving the full potential of the Salzburg Principles and Recommendations.*

Good doctorate is if:

- Promotes education through independent research, meeting all the ethical standards
- Assures appropriate research environment (facilities, infrastructure, human resources)
- Respects individual interests and research pathways
- Prepares doctoral candidates for different careers

Where are we today?

- Only 3 % of students are enrolled in third-cycle (59% in BA, 22% in MS)
- Decrease in tertiary education enrolment in many countries (EHEA, 2018)
- Doctoral education globally has been experiencing changes
- Identity crisis?
Educating new scholars and/or new professional workers

Where are we today?

Doctoral education changed significantly
across universities and countries

but

Have we achieved enough?

Can we talk about differences in pace of change?

Those who reformed their doctoral education

Those who performed partial restructuring

Those who experience serious challenges in capacity for change

Both European and global perspective

How to assure quality doctoral education?

Something to ponder on:

- Dr Ed still could be led primarily by individual supervisors
- Dominance of courses
- Duration even prolonged,
significant number of PhD candidates need more than five years
- Systems still struggle with the position of doctoral candidates
- Supervision is still sometimes a weak spot of the system

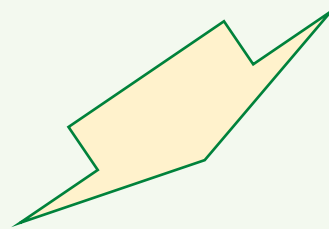
What does diversity tell us?

The importance of diversity (*Salzburg Principles*)

Possibility to have different formats at national and institutional level

however

While number of universities achieved a lot
and created stimulating environment for doctoral candidates,
other are still making small steps



How much diversity is good diversity?

Components for the evaluation

- Research productivity and outcome
 - Career prospects
 - Establishments of own (candidate) research networks
 - Duration of doctoral study
 - Acquired new skills for a future jobs
 - Readiness to take the next career step

How to assure quality doctoral education?

The role of quality assurance agencies

Often have the same approach
to doctoral programmes
as to bachelor and master programmes

Instead of conclusion – more questions

- How much we still have to do for **quality** of doctoral programmes/schools?
- How much **diversity** is **optimal**?
- What kind of **doctoral schools** are most **effective**? Do we know it?
- What is the reason that some institutions are **very slow in implementing changes**?
- Do we produce too many or too little doctoral graduates?
- Will **doctoral education change** in the future? Will it be **diversified**?

Thank you