

JOINT DOCTORATES WITHIN A EUROPEAN CONTEXT

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AIM OF WORKSHOP

The aim of the workshop is:

- **To outline the benefits and challenges of doctorates delivered across European institutions.**
- **To share good practice and experiences.**
- **To identify important lessons to learn.**

THE EUROPEAN CONTEXT

- **The Bologna process to create a European Higher Education Area (EHEA).**
- **The development of a European Research Area.**
- **The Lisbon goal of increasing and strengthening research capacity in Europe.**
- **The growth of European (and international) university networks.**
- **The impact of the Framework programmes.**

RECENT DEVELOPMENTS

- **Debate about portability of loans and grants.**
- **Increasing student mobility at all levels is one of the priorities of the French Presidency (July 2008 - December 2008).**
- **Setting up of EUA Doctoral Council to help to share best practice.**

THE BOLOGNA PROCESS

- **A process to facilitate the mutual recognition of degrees and to increase student mobility.**
- **The decision in 2003 to incorporate doctoral level qualifications into Bologna linked the EHEA to the EU's plans to create an ERA.**
- **The doctoral cycle agreed in Spring 2007 was largely based on the Salzburg Principles (see Appendix 1).**

DIVERSITY IN DOCTORAL PROVISION ACROSS EUROPE

- **Governance.**
- **Structure of Programmes.**
- **Fees.**
- **Training.**
- **Supervision.**
- **Outcomes.**

Diversity stems from nature of academic profession, organisational role of State, cultures.

FORMS OF PARTNERSHIP

- 1. UK doctorate with European/international placement – UK award.**
 - 2. Bilateral arrangements leading to:**
 - **Joint degree (one joint award).**
 - **Dual award (two doctorates).**

Also bilateral within a Framework eg Franco/British Joint PhD programme.
 - 3. Networks eg Marie Curie (FP6 and FP7).**
- Plus variations on these.**

GETTING IT RIGHT

- **Choosing your partner.**
- **Laying down ground rules.**
- **QA arrangements.**
- **Fees and costs.**
- **Recruitment and induction.**
- **Supervision/training.**
- **Standards, assessment and examining.**
- **Tricky issues – technological platforms, status of doctoral candidates, learning agreements.**

CHOOSING YOUR PARTNER

- **Where does the initiative come from – student, researcher, institution.....?**
- **Needs to be an institutional commitment.**
- **Needs to be legal.**
- **Needs to be sustainable.**
- **Ideally based on strong research collaboration or other links and networks.**

LAYING DOWN GROUND RULES

- **University Code of Practice for Joint PhDs?**
- **Guidelines/Handbook for doctoral candidates.**
- **Contract between institutions.**
- **Intellectual property issues.**

Remember to include what happens when things go wrong (departure of supervisor, research funding for lab work dries up etc).

QA ARRANGEMENTS

- **Clarity of joint (or several) responsibilities.**
- **Compatibility of institutional systems.**
- **Students' interests (appeals etc)**
- **Technical issues eg registration, issue of parchments.**
- **Programme requirements.**

*Reference Points: QAA Codes of Practice
European Quality Assurance Framework*

FEES AND COSTS

- **Fees tend to be a difficult issue for joint programmes because of differential level of fees across Europe.**
- **Joint programmes are likely to generate costs over and above those associated with single campus programmes: these costs need to be identified up front and agreed.**

RECRUITMENT AND INDUCTION

- **Who selects students?**
- **Need to reach agreement on entry requirements, including language.**
- **Need to produce satisfactory pre-entry information.**
- **Project approval process (quite in-depth in UK).**

SUPERVISION/TRAINING

- **Research environment, equipment, office space interaction with national if not international researchers.**
- **How is joint supervision arranged?**
- **How do supervisors collaborate?**
- **Progression.**
- **Training: Roberts,
Subject-specific requirements.**

Again, likely to be an issue for UK institutions.

STANDARDS, ASSESSMENT & EXAMINING

- **Criteria for PhD – are these the same in both institutions? – increasing use of Dublin Descriptors is helpful here.**
- **ECTS may be used in some institutions.**
- **The external/internal examiner system is a defining characteristic of doctoral provision in the UK. Likely to be very different in partner organisations.**
- **Need to ensure that the academic standard of award meets institutions' expectations.**

WHAT ARE THE BENEFITS OF JOINT DOCTORATES?

- **For doctoral candidates:**
 - **Broadens knowledge and experience,**
 - **Access to different research environment,**
 - **Develops skills,**
 - **Provides networks for future collaboration.**
- **Deepens research links for supervisors.**
- **For institution can complement and reinforce internationalisation.**

CONCLUDING REMARKS

- **Mobility needs to be for a purpose.**
- **Successful partnerships are set within strong academic links, sound QA frameworks, with strong institutional backing.**
- **Programme developers need to be thorough, persistent and respectful of diversity.**

Salzburg Principles

1. The core component of doctoral training is the advancement of knowledge through original research.
2. Embedding in institutional strategies and policies.
3. The importance of diversity.
4. Doctoral candidates as early stage researchers.
5. The crucial role of supervision and assessment.
6. Achieving critical mass.
7. Duration.
8. The promotion of innovative structures.
9. Increasing mobility.
10. Ensuring appropriate funding.