



HIGH COUNCIL FOR THE EVALUATION OF RESEARCH AND HIGHER EDUCATION (HCÉRES)

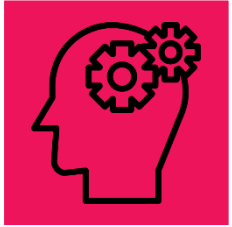
HAQAA3 TRAINING COURSE ON THE EXTERNAL QUALITY ASSURANCE OF DOCTORAL EDUCATION

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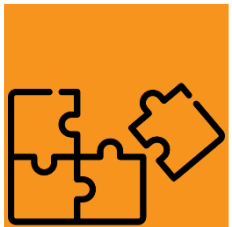
INTENDED LEARNING OUTCOMES OF THIS TRAINING



Understand why it is useful to have a specific approach to doctoral education in an EQA process



Identify the specificities of doctoral education compared to postgraduate education



Grasp the diversity of approaches to the EQA of doctoral education through a detailed example

EQA OF DOCTORAL EDUCATION

1. WHY DOES EQA OF DOCTORAL EDUCATION MATTER?
2. EQA OF DOCTORAL EDUCATION IN EUROPE
3. EQA OF DOCTORAL EDUCATION IN FRANCE



EQA OF DOCTORAL EDUCATION

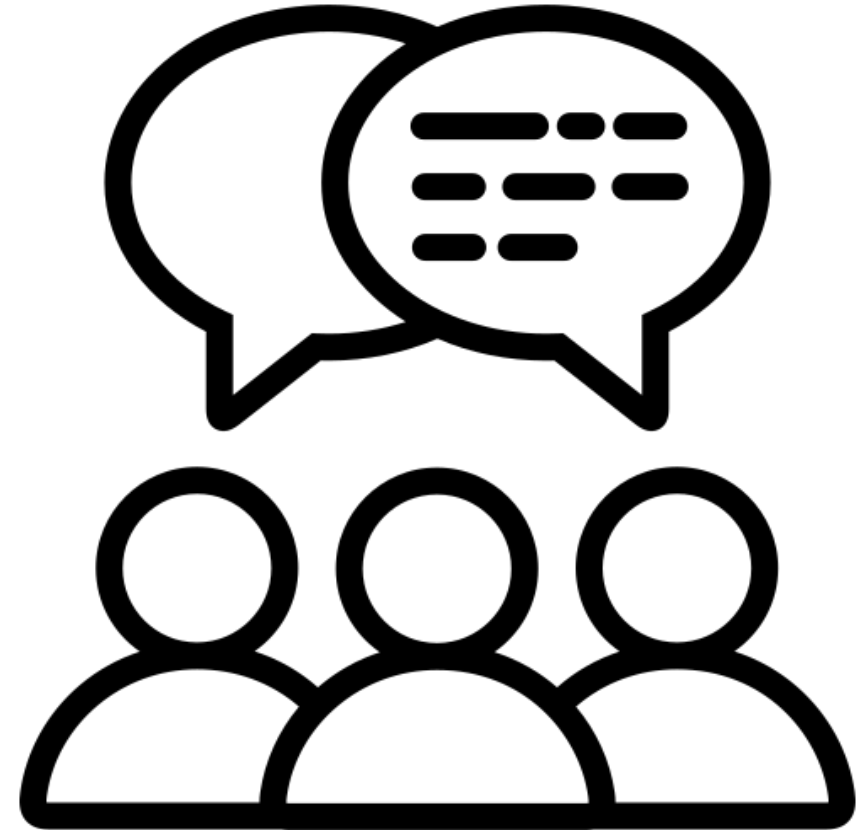
1. **WHY DOES EQA OF DOCTORAL EDUCATION MATTER?**
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3. EQA OF DOCTORAL EDUCATION IN FRANCE



WHY DOES EQA OF DOCTORAL EDUCATION MATTER?

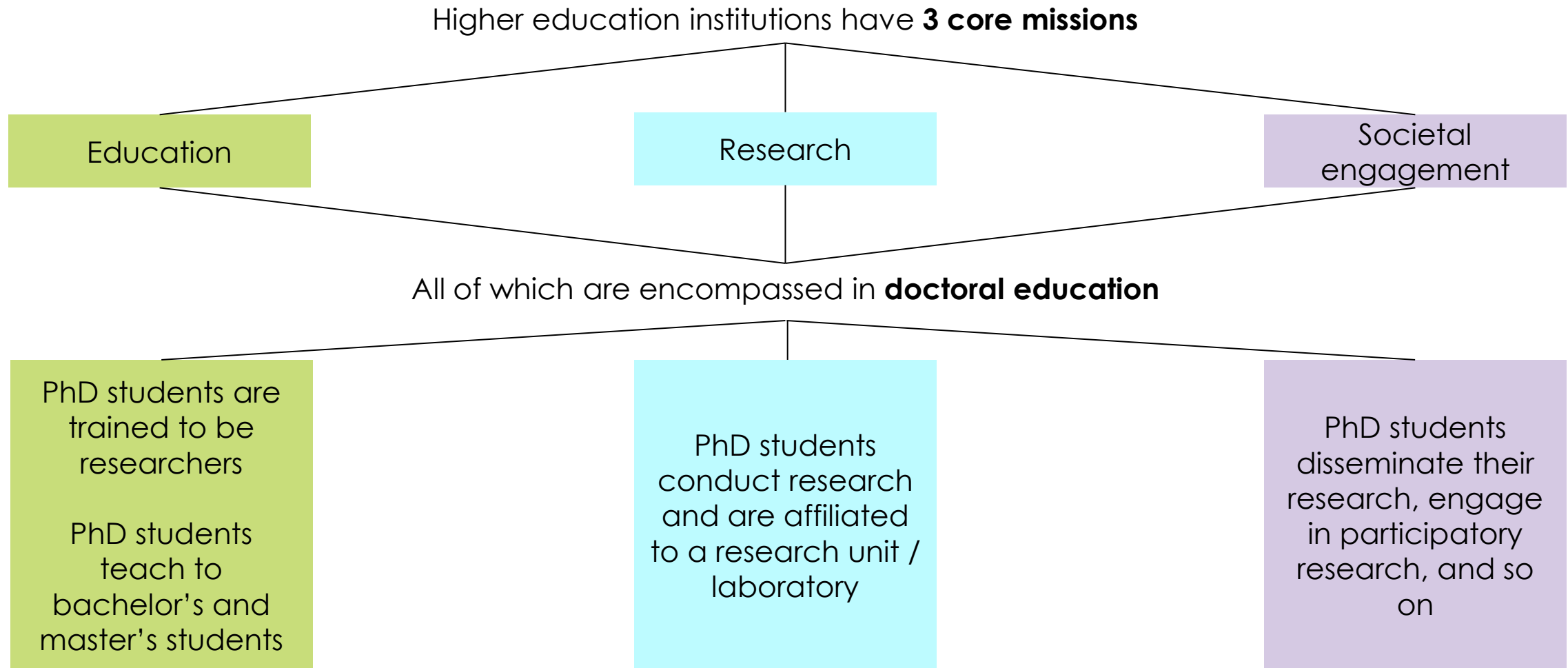
THE ROLE OF DOCTORAL EDUCATION WITHIN HIGHER EDUCATION INSTITUTIONS (HEIS)

In your view, what distinguishes doctoral education from bachelor's and master's degree education?



WHY DOES EQA OF DOCTORAL EDUCATION MATTER?

THE ROLE OF DOCTORAL EDUCATION WITHIN HIGHER EDUCATION INSTITUTIONS (HEIS)



WHY DOES EQA OF DOCTORAL EDUCATION MATTER?

ADDRESSING THE SPECIFICITIES OF PHD STUDIES

Greater emphasis on research

- Research-based teaching and learning...
- ...with a focus on **research & academic integrity** and **open science**

Addressing employability at several levels, as doctoral education...

- ... Responds to (local) **social, economic and cultural needs**
- ... Takes into account the **sustainable development goals**
- ... Is open to **business and entrepreneurship**

Specific support should be provided to doctoral students

- Quality and regular **supervision**
- **Dissemination and outreach** (participation in conferences/symposia, TV/radio interviews,...etc.)

Attention to resources

- **Financing** of studies, mobility of students and supervisors/support staff
- **Availability** of resources (labs, databases)

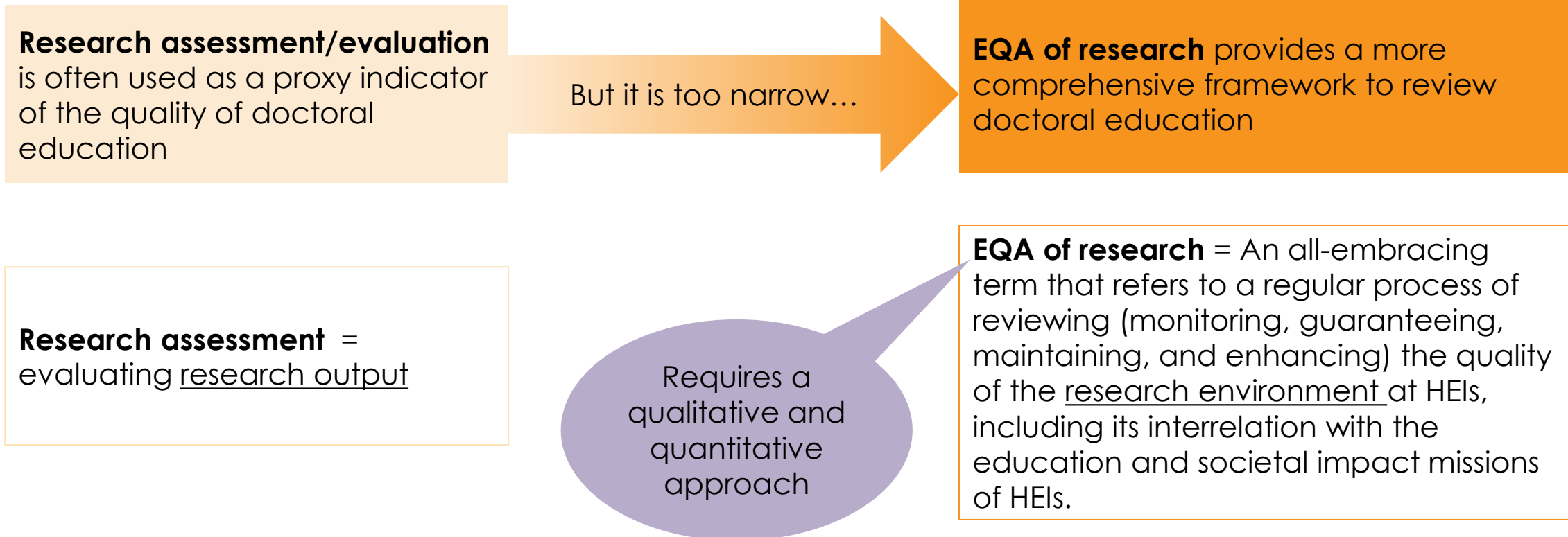
VS

Bachelor's and
master's degrees

WHY DOES EQA OF DOCTORAL EDUCATION MATTER?

SPECIFIC PROCEDURES TO ENSURING THE QUALITY OF DOCTORAL EDUCATION

Given its transversal nature, encompassing the 3 missions of HEIs, the quality of doctoral education is best addressed through a **holistic and comprehensive approach** :



WHY DOES EQA OF DOCTORAL EDUCATION MATTER?

THE KNOCK-ON EFFECT OF QUALITY DOCTORAL EDUCATION

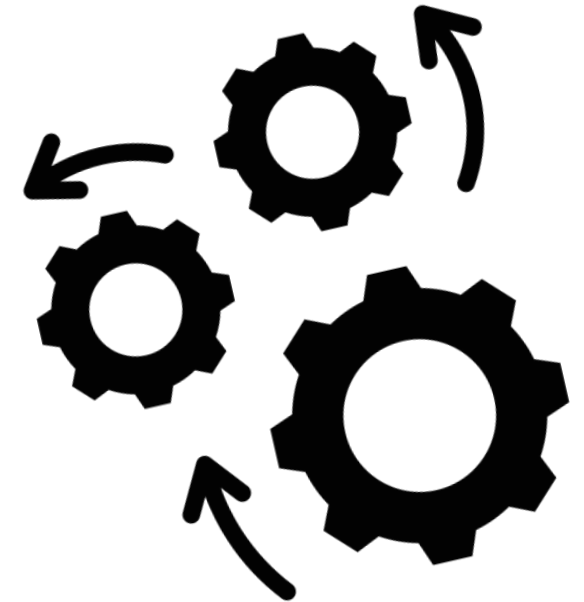
EQA of doctoral education

Leads
to

- Quality teaching provided by PhD students to bachelor's and master's students
 - Quality research environment provided to the PhD students
- Opportunities to engage with society through dissemination of PhD students' activities

Leads
to

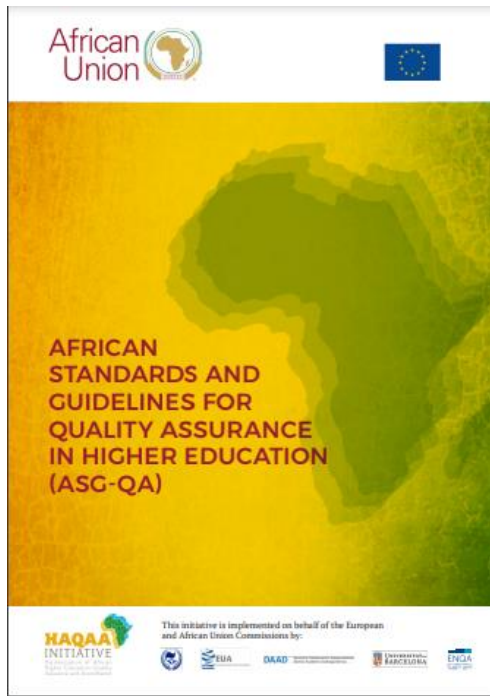
- Bachelor's and master's students benefiting from research-based teaching&learning, that enhances critical thinking
- PhD students on the right track to become researchers, provide good education and conduct responsible research in a quality research environment












WHY DOES EQA OF DOCTORAL EDUCATION MATTER?

DOCTORAL EDUCATION IN THE ASG

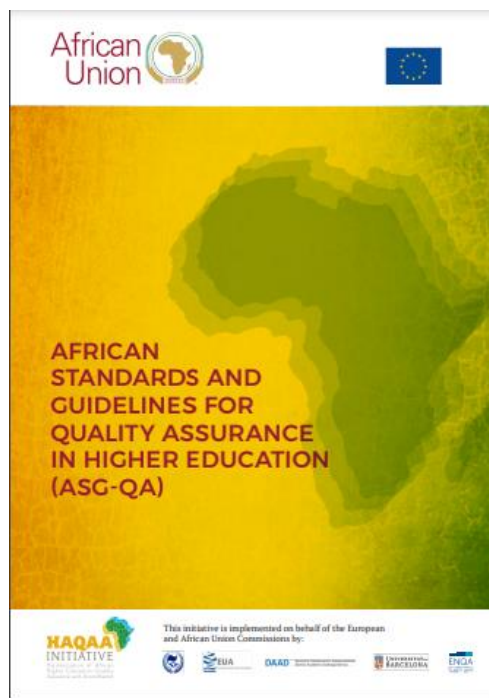
Doctoral education is not directly mentioned in the ASG but it can be reviewed in a transversal way, through almost all standards and in particular through 9 standards



ASG standards
Vision, Mission and Strategic Objectives
Governance and Management
Human Resources 
Financial Resource Management 
Infrastructure and Facilities 
Student Recruitment, Admission, Certification and Support Services 
Design, Approval, Monitoring and Evaluation of Study Programmes 
Teaching, Learning and Assessment 
Research and Innovation 
Community Engagement 
Information Management System
Public Communication
Collaboration, Staff and Student Mobility 

WHY DOES EQA OF DOCTORAL EDUCATION MATTER?

DOCTORAL EDUCATION IN THE ASG



SCOPE

The ASG-QA apply to all types of HEIs in Africa irrespective of the mode of study or place of delivery, including transnational and cross-border delivery. The ASG-QA address students through the whole cycle of their university life, thus referring always to both undergraduate and postgraduate students, unless otherwise stated. Moreover, when addressing the staff of HEIs, all staff, from academic, research, and administrative to technical/support staff are concerned, unless otherwise stated.

STANDARD 9. RESEARCH AND INNOVATION

Standard

The institution shall encourage, promote, and engage in innovative research consistent with its policies and strategic plans, and address national, regional, continental, and international needs. The institution shall encourage innovation in its teaching, learning and research.

The institution shall ensure that the management of postgraduate studies is conducted within an approved framework of institutional policies and plans that ensure quality ethical research.

In the French translation of the ASG, it is said « third cycle studies »

WHY DOES EQA OF DOCTORAL EDUCATION MATTER?

DOCTORAL EDUCATION IN THE ASG VS ESG

ASG	ESG
Vision, Mission and Strategic Objectives	Policy for quality assurance
Governance and Management ★	Design and approval of programmes
Human Resources	Student-centred learning, teaching and assessment
Financial Resource Management ★	Student admission, progression, recognition and certification
Infrastructure and Facilities ★	Teaching staff
Student Recruitment, Admission, Certification and Support Services	Learning resources and student support
Design, Approval, Monitoring and Evaluation of Study Programmes	Information management
Teaching, Learning and Assessment	Public information
Research and Innovation ★	On-going monitoring and periodic review of programmes ★
Community Engagement ★	Cyclical external quality assurance ★
Information Management System	
Public Communication	
Collaboration, Staff and Student Mobility ★	

WHY DOES EQA OF DOCTORAL EDUCATION MATTER?

DISCUSSION

How does this relate with your experience and knowledge of doctoral education?



EQA OF DOCTORAL EDUCATION

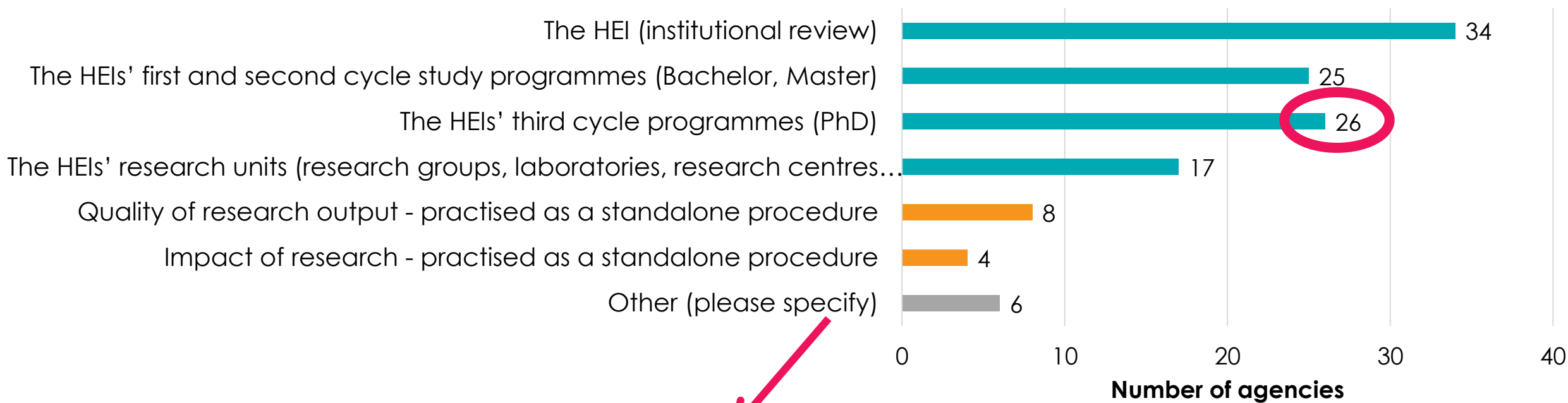
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EQA OF DOCTORAL EDUCATION IN EUROPE

SOME RESULTS OF THE ENQA WORKING GROUP ON THE EQA OF RESEARCH

What is the focus of the procedures carried out by your agency that focus on research ? (N=42)



Academic staff (individual assessment)

Grant proposals and research projects

Doctoral schools

■ EQA of research
■ Research assessment

EQA OF DOCTORAL EDUCATION IN EUROPE

SOME RESULTS OF THE ENQA WORKING GROUP ON THE EQA OF RESEARCH

26/42 agencies claim to be involved in EQA of research at the doctoral level

- Mainly through 3rd cycle study programme review (standalone procedure)
- Some as part of the institutional review
- Some in the review of doctoral schools (standalone procedure)

The working group surveyed 42 agencies that reported carrying out EQA of research on 3 themes

What do agencies cover in their standards and guidelines in terms of:

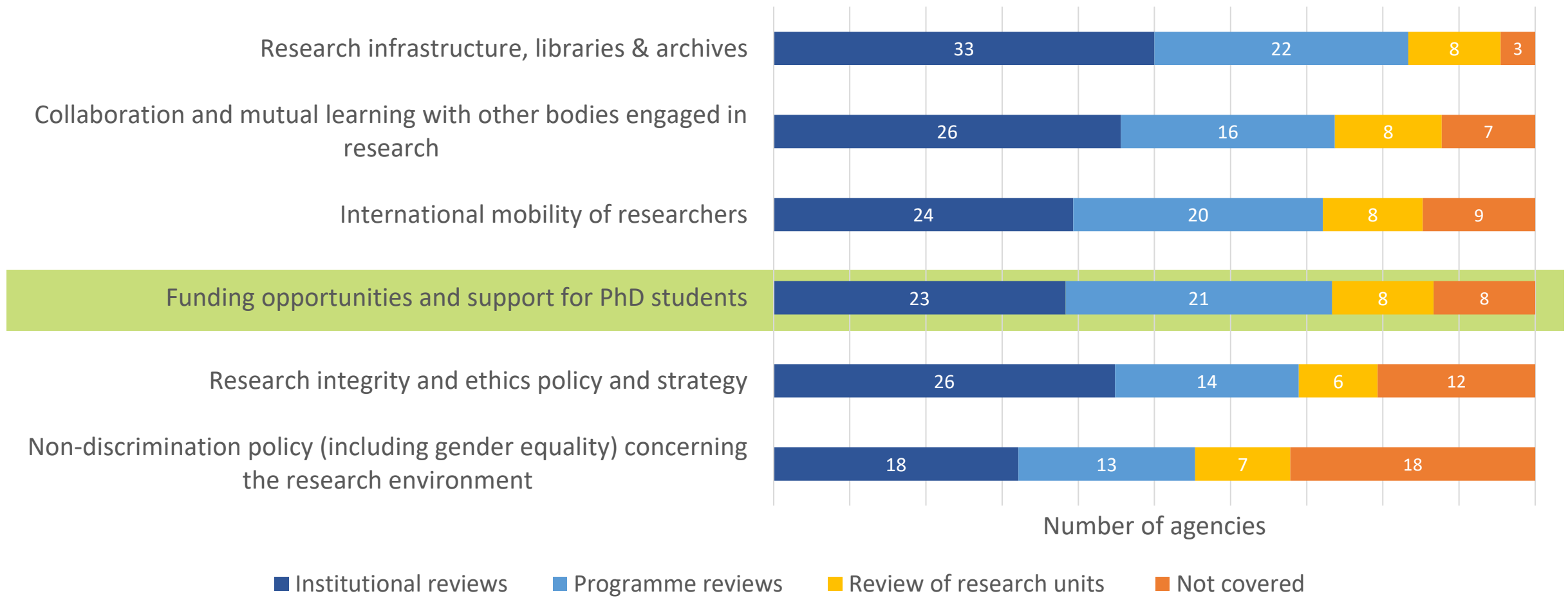
- General aspects of **research management and policy**
- Elements of the **research environment**
- Aspects of the **link between HE and research**

EQA of research at the doctoral level requires a transversal perspective, through the lens of the three themes mentioned in the study

EQA OF DOCTORAL EDUCATION IN EUROPE

SOME RESULTS OF THE ENQA WORKING GROUP ON THE EQA OF RESEARCH

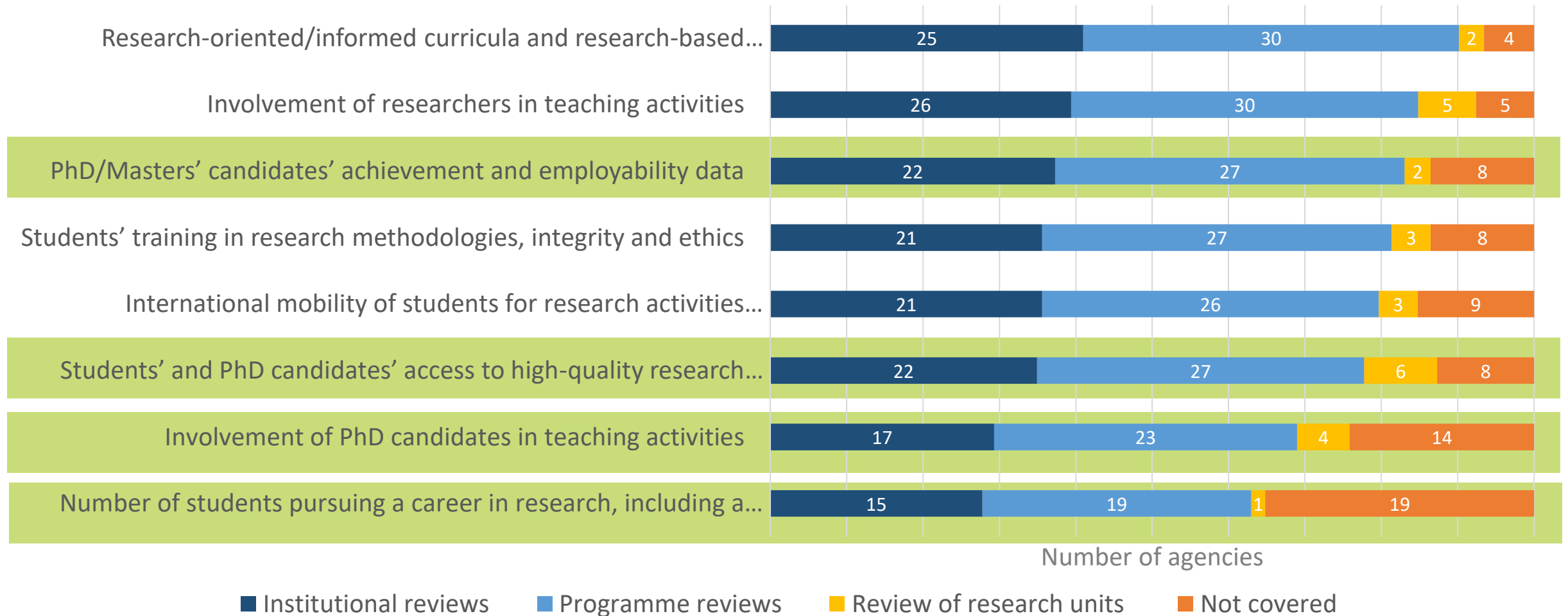
Elements of the research environment covered by agencies in their EQA of research procedure (N=42)



EQA OF DOCTORAL EDUCATION IN EUROPE

SOME RESULTS OF THE ENQA WORKING GROUP ON THE EQA OF RESEARCH

Aspects of the link between HE and research covered agencies in their EQA of research procedure (N=42)



EQA OF DOCTORAL EDUCATION

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THE HIGH COUNCIL FOR THE EVALUATION OF RESEARCH AND HIGHER EDUCATION



French national
agency (Hcéres)



Created in
2006



Independent
and public
agency

MISSIONS

- **Reviews of public and private entities with a public-service mission**
 - Higher education institutions (310 in a 5-year cycle)
 - Study programmes (5,730 in a 5-year cycle)
 - Research units (2,500 in a 5-year cycle)
 - Research organisations (24 in a 5-year cycle)
- **Developing quantitative and bibliometric analyses**
- **Driving research integrity in France**
- **Sharing its expertise internationally and learning from international best practices**



EQA OF DOCTORAL EDUCATION IN FRANCE

GENERAL APPROACH TO EQA OF RESEARCH AT HCÉRES – APPLICABLE TO EQA OF DOCTORAL EDUCATION

Fit for purpose reviews: reviewing the link between the strategy, resources and results (and not of the strategy itself)

- Respect for the autonomy of the institutions
- Contextualised review of entities, taking into account their activity profile and their institutional and local environment

Consideration of the research dimension in all types of reviews

Rather qualitative evaluation

- Reasonable use of quantitative indicators

Reviews that measure attractiveness, performance and relevance of research

- For students: importance of the link between education and research
- For society/the socio-economic world: responsiveness to needs, increased competence, etc.

Review of the approach to internal quality assurance of research



HEIs



Study
programmes



Research units



Research
organisation

EQA OF DOCTORAL EDUCATION IN FRANCE

GENERAL APPROACH TO EQA OF RESEARCH AT HCÉRES – APPLICABLE TO EQA OF DOCTORAL EDUCATION



It is important to **choose the lens through which the EQA of doctoral education is carried out:**

- As a stand-alone procedure?
 - Focused on the doctoral school or the doctoral programme?
 - As part of the institutional reviews?
 - As part of the review of research units?
 - As part of the review of research organisations?
- ⇒ **The choice of the lens depends on the national context, priorities and needs**



At **Hcéres**, we have a **stand-alone procedure** for doctoral programmes

And we have **some references to doctoral education** in the reviews of:

- HEIs
- Research units
- Research organisations



HEIs



Study programmes



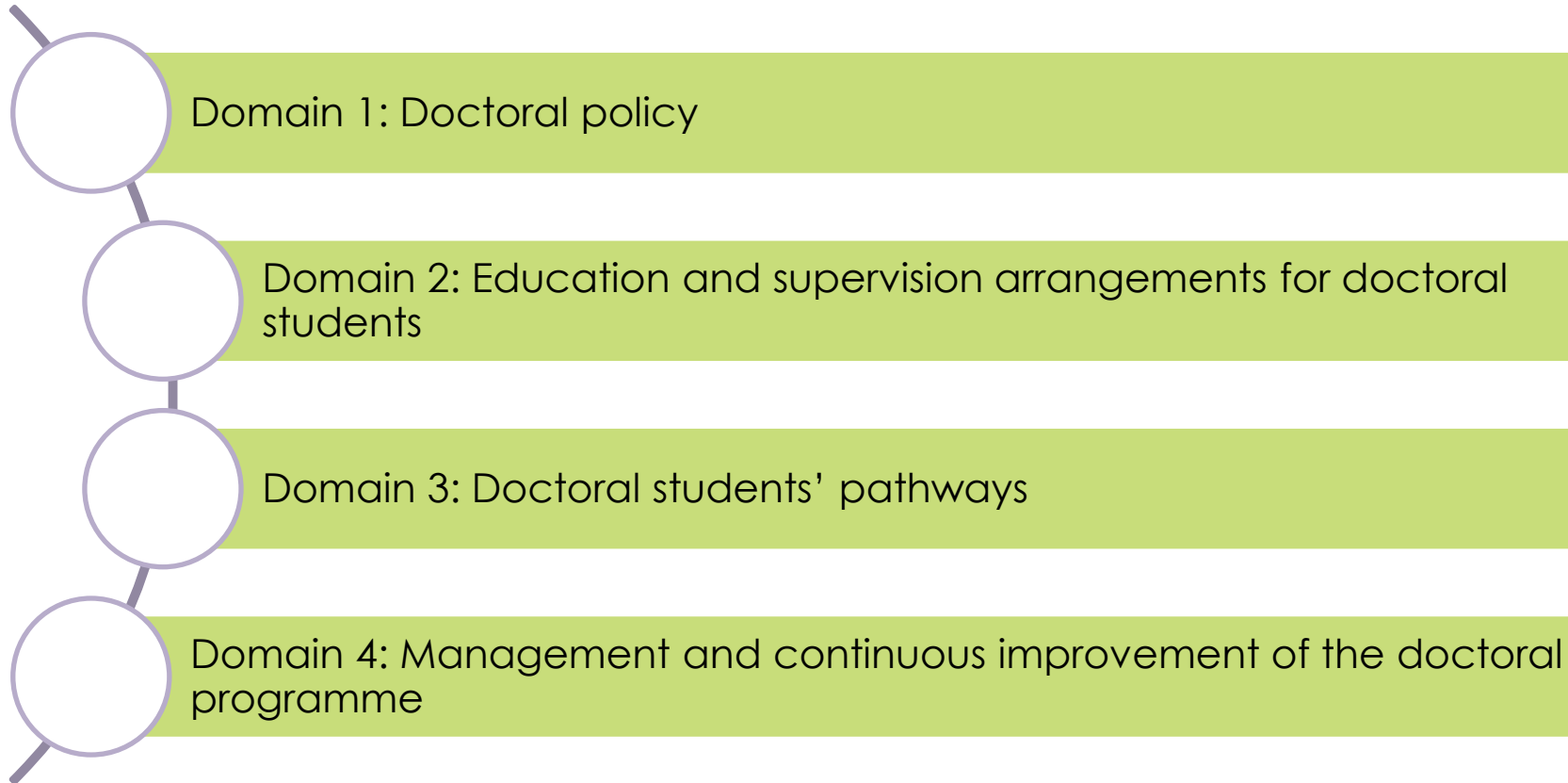
Research units



Research organisation

EQA OF DOCTORAL EDUCATION IN FRANCE

STANDARDS AND GUIDELINES FOR THE REVIEW OF DOCTORAL PROGRAMMES



EQA OF DOCTORAL EDUCATION IN FRANCE

STANDARDS AND GUIDELINES FOR THE REVIEW OF DOCTORAL PROGRAMMES – DOMAIN 1 (DOCTORAL POLICY)

- The positioning of the doctoral programme is **in line with the positioning and strategy of the institution**.
- The doctoral programme includes research-based teaching and learning.
 - ⇒ Research training includes training in **research ethics, research integrity** and professional ethics, which is disseminated in the positioning and research activities of doctoral students
 - ⇒ The doctoral programme follows an **open access approach**, in which the procedures for depositing doctoral theses and the work of doctoral students and postdoctoral researchers in open access repositories are monitored and supported.
- The doctoral programme is based on a policy of **professionalisation** in order to increase its value.
- The doctoral programme is open to an international audience.

Since 2023, all PhD students must pronounce a **doctoral oath of research integrity** when defending their thesis

EQA OF DOCTORAL EDUCATION IN FRANCE

FOCUS ON THE DOCTORAL OATH OF RESEARCH INTEGRITY

The doctoral oath of research integrity is a text that all new doctoral students must take individually at the end of their defense:



"In the presence of my peers. With the completion of my doctorate in [research field], in my quest for knowledge, I have carried out demanding research, demonstrated intellectual rigour, ethical reflection, and respect for the principles of research integrity. As I pursue my professional career, whatever my chosen field, I pledge, to the greatest of my ability, to continue to maintain integrity in my relationship to knowledge, in my methods and in my results."

- ⇒ This text must be pronounced in the same way in all HEIs.
- ⇒ **Taking the oath is mandatory by law.** Refusal to take the oath is a breach of a legal obligation.
 - However, there is **no legal sanction** directly associated to this violation but the respect or the non-respect of the obligation to take the oath is mentioned in the minutes of the defense

EQA OF DOCTORAL EDUCATION IN FRANCE

STANDARDS AND GUIDELINES FOR THE REVIEW OF DOCTORAL PROGRAMMES – DOMAIN 2 (EDUCATION AND SUPERVISION ARRANGEMENTS FOR DOCTORAL STUDENTS)

- The doctoral programme defines and implements appropriate teaching content and methods in order to develop and enhance competencies of the doctoral students
- Doctoral students benefit from common, high-quality recruitment and **hosting conditions**
- Doctoral students benefit from **high quality supervision** that enables them to carry out their research activities
- Teaching methods are adapted to **international doctoral students**
 - ⇒ The doctoral programme has support mechanisms for the preparation and development of students' incoming and outgoing mobility
 - ⇒ The doctoral programme includes foreign language courses, to support its internationalisation
 - ⇒ The doctoral programme provides for teaching to be partly or wholly carried out at a distance to ensure the participation of students in international mobility programmes or involved in field research

EQA OF DOCTORAL EDUCATION IN FRANCE

STANDARDS AND GUIDELINES FOR THE REVIEW OF DOCTORAL PROGRAMMES – DOMAIN 3 (DOCTORAL STUDENTS' PATHWAYS)

- The doctoral programme ensures its **attractiveness** as well as the **quality of its recruitment processes**
- The doctoral programme ensures the **smooth progress of its students** throughout the programme
- The doctoral programme ensures **the employability** of its graduates in relation to its objectives and the realities of the labour market

STANDARDS AND GUIDELINES FOR THE REVIEW OF DOCTORAL PROGRAMMES – DOMAIN 4 (MANAGEMENT AND CONTINUOUS IMPROVEMENT OF THE DOCTORAL PROGRAMME)

- The doctoral programme is **supported by the human resources and financial policies** of the HEI
- The doctoral programme is strengthened by **internal evaluation and continuous improvement processes**



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