

ЯКІСТЬ ВИЩОЇ ОСВІТИ ТА ЕКСПЕРТНИЙ СУПРОВІД ЇЇ ЗАБЕЗПЕЧЕННЯ: ДОСВІД ЄС

QUALITY ASSURANCE IN HIGHER EDUCATION AND ITS EXPERT SUPPORT: THE EU EXPERIENCE

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PhD EDUCATION QUALITY EVALUATION: EXPERIENCE OF UNIVERSITIES OF LITHUANIA AND FINLAND

The article suggests an overview and analysis of the principles and procedures of quality assurance in higher education and quality assessment of PhD study in Ukraine in the context of European integration. The leading international experience on the research topic for which we have selected universities of the partner countries Lithuania and Finland cooperating with the Institute of Higher Education in international projects is presented.

The international experience on quality assessment of PhD study is presented by an analysis of the official documents available in English on the Lithuanian and Finnish universities' websites in open access. The presented leading experience of the European universities have shown that the issue of quality assessment of doctoral programmes and study is considered as a part of the overall quality assessment in higher education and is not single out as a separate procedure. In case of absence of mandatory accreditation of educational programmes in higher education in Finland, a system of auditing the content and correspondence of the internal system of quality assurance in higher education institution, but not of separate educational programmes for PhD students, is in place. The responsibility for quality in PhD education is shared between a PhD student, supervisor and university structural units when their particular roles and functions are exceptionally important.

Key words: *academic integrity; assessment system; evaluation system; internal quality assurance system for higher education; principles and procedures for ensuring the quality of higher education; quality assurance of doctoral study; quality assessment of PhD study.*

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Introduction. The problems of quality assurance in higher education and doctoral education in the Bologna Process have remained a priority over the last decade. The latest Communication from the Conference of Ministers responsible for higher education at the EHEA in Paris (2018). Ensuring its quality is a key problem in reforming higher education.

The foundations for the quality assurance of doctoral programs in the European Higher Education Area are defined (Lynova, 2016):

- the central component of the third cycle is the development of knowledge through original research;

- institutions of higher education based on research should design and implement a research component in all three cycles, motivating students to gain research experience and stimulate their interest in academic careers in academic and other fields;

- transparency, employability and mobility in the third cycle of study;

- doctoral programs must have a student-centered and competent (productive) approach.

The Quality Assurance System for Higher Education in Europe is outlined in the «Standards and Guidelines for Quality Assurance in the European Higher Education Area», which came into force in 2015 (Standards and Guidelines for Quality Assurance in the EHEA, 2015).

Minister of Education and Science of Ukraine (2016–2019), L. Hrynevych has defined the quality of higher education as one of the main directions of educational policy among listed priorities of Ukraine Higher Education Development in the context of European integration. The quality assurance in higher education includes:

- formation of high-quality community;
- modern subject of education;
- functioning of internal and external quality assurance system;
- new models for education and training of students;
- improvement of academic certification system;
- academic integrity as a throughline of quality assurance in higher education.

Therefore, quality assurance, its assessment at all levels of higher education, and in particular, at educational and scientific level, is extremely relevant and needs further analysis.

The problem of creating the modern doctoral education is explored in works of such foreign and domestic scientists as: V. Baidenko, T. Borova, A. Vashulenko, M. Vynnytskyi, L. Hrynevych, S. Hryshko, T. Dobko, V. Zakharchenko, M. Zghurovskyi, L. Kostrova, L. Kryvoruchko, L. Lobanova, V. Luhovyi, A. Meleshevych, V. Morynets, V. Muromets, Yu. Rashkevych, I. Reheilo, N. Seleznova, Zh. Talanova, O. Sharov and other scientists and experts. However, the problem of the quality assessment of doctoral program and doctoral education remains in general relevant and underdeveloped.

The main requirements for the quality assessment of students training are set out in the Ukrainian Laws «On Higher Education» (2014) and «On Education» (2017). The quality assessment of any training in higher education institution is an integral part for the functioning of the internal quality assurance system of educational activity and of the quality of higher education as a whole. The urgent procedures (or mechanisms) for the qualitative assessment of doctoral education are:

- defining the principles and procedures for quality assurance in higher education in compliance with European and national standards for quality of higher education;
- monitoring and periodic observation of educational programmes;
- annual assessing of higher education students, academic and scientific staff of higher education institutions (HEIs) and public declaration of the assessment results;
- advanced training assurance for academic and scientific staff;
- facilities assurance for organizing the educational process;
- information systems assurance for effective management of educational process;
- ensuring publicity of information;
- system and mechanisms for academic integrity assurance.

In the summer 2019, the National Quality Assurance

Agency promulgated the «Educational Program Quality Assessment Criteria» (2019), and a qualitative education program, in turn, is a central component of quality assurance of education in higher education institutions.

Nine criteria were identified for all educational programs and the tenth exclusively for scientific-educational level: 1) designing and goals of the educational program; 2) structure and content of the educational program; 3) access to the educational program and recognition of learning outcomes; 4) education and teaching in accordance with the educational program; 5) quality assurance measures, evaluation of higher education students and academic integrity; 6) human resources; 7) educational environment and material resources; 8) internal quality assurance of educational program; 9) transparency and publicity; 10) learning through research.

And in the main document of organization of preparation of PhD-graduate student – «The procedure of preparation of students for higher education of the degree of Doctor of Philosophy and Doctor of Sciences in higher education institutions (scientific institutions)» (2016) – requirements are established for the scientific research advisor (supervisor) in accordance with the requirements of the EHEA. Scientific director of PhD student:

- carries out scientific leadership of work on the dissertation;
- provides advice on the content and methodology of graduate student research;
- implementation management of the individual plan of scientific work and the individual PhD student curriculum;
- responsible to the Academic Council of a higher education institution for the proper and timely fulfilment of the duties of a scientific research advisor (Preparation Procedure, 2016).

However, in our opinion, the culture of responsibility for the quality of training is not yet sufficiently formed in many scientific research advisors of PhD students.

The purpose of article is to analyze and summarize the experience of assessment the PhD trainings quality at the universities of Lithuania and Finland.

Analysis of foreign experience on the problem of evaluating the PhD education and training quality.

For the analysis of foreign experience on the problem of assessment the PhD training quality, we have selected universities of countries that are partners of the Institute of Higher Education in the international projects as Lithuania and Finland. The analysis of the universities' experience in these countries is made based on official documents published in English on the sites.

The analysis of the internal quality assurance system PhD training in Lithuania is based on the «Regulations for doctoral studies at Vilnius University, 2017». The PhD students must submit a dissertation for the doctoral degree in the following conditions:

- passing all the exams that are stipulated by the doctoral education plan;

- preparation of at least two articles about the main results of the research, published (or accepted to print) in peer-reviewed research journals or monographs. The doctoral student should publish the results of his research:

a) in the humanities and social sciences: at least two articles reviewed in research (scientific) journals or published in an international journal (with more than half of the editorial board members from abroad) or a monograph;

b) in the biomedical, physical and technical sciences: at least two articles internationally in research journals with a citation index in the Clarivate Analytics Web of Science (CA WoS) database;

- presenting (publishing) the results of their work in at least two International Academic events;

- Internship at a foreign research institution for at least three months (recommended).

The World Bank Support to Higher Education in Latvia, based on the examples of universities in Finland, the United Kingdom, France, Norway and other countries, concludes that «traditionally, universities have established partnerships as a key condition for quality assurance research activities. Such cooperation enriches doctoral education and promotes interdisciplinary and more efficient use of resources» (World bank support to higher education in Latvia).

In the universities of Finland, the quality assurance system for the preparation of the Doctor of Philosophy is part of the university's internal quality assurance system and is the academic autonomy of the faculties. In the absence of mandatory accreditation of educational programs in higher education in Finland, there is a system of audits that assess the adequacy and adequacy of the internal system of quality assurance in higher education, and not the quality assurance of educational programs for the training of PhD students. This is set out in the General Provisions on the Organization and Activities of Doctoral Studies in Finland, incorporated in the Universities Act (558/2009) and in the official document of the University of Tampere's Objectives, Organization and Best Practice of Doctoral Studies (The aims, organizing and good practices of doctoral education at the University of Tampere), approved by the Rector on December 14, 2015 (Rectors Decision D/1461/401.03/2015). The recommendations contained in this document have been issued to support doctoral researchers, their research leaders, and the university's organizations and support services. «These guidelines support a high level of science, teaching, high level of management of the educational process and improvement of the quality of doctoral education» (The aims, organizing and good practices of doctoral education at the University of Tampere). At the University of Tampere, the components of quality assurance of doctoral education are:

- qualitative selection of talented and motivated students;

- a compulsory Research Ethics course, the learning outcomes of this course are described as follows: Students understand that «good» and «quality» have good

epistemological, moral and social dimensions in good scientific practice. They are familiar with «Responsibility for Research» and «Ethical Principles for Research in the Humanities, Social and Behavioral Sciences» (official documents of the Finnish Advisory Council on Research Integrity) and the European Code of Conduct for Research Integrity (Research Ethics);

- feedback to PhD students is required upon completion of each completed component course;

- a regular seminar system for presenting and discussing the results of PhD studies;

- validation of the completed plagiarism study through an electronic resource: <https://www.turnitin.com/>;

- preliminary examination is the most important stage of quality control in the dissertation process. At least two previous experts are appointed for each dissertation. Both previous experts should be independent of the relevant scientific school. In addition, at least one previous expert is independent of Tampere University. Thus, the foreign researcher is often the opponent in defense of the thesis;

- publication and availability of all theses online;

- funding is provided to PhD students for a year, with the possibility of further financial support, subject to a quality report on the completion of the previous year's study phase, and submission of a new application.

The high level of scientific quality of dissertations, as noted in the official document of the University of Tampere «Goals, organization and best practices of doctoral education at the University of Tampere» (The aims, organizing and good practices of doctoral education at the University of Tampere, 2015), is strategically important, so special attention is paid to the role of the research advisor. The research advisor (or research advisors) draw up a cooperation agreement and research plan with the doctoral student and conduct ongoing supervision (control) of the work on the study. Quality control of doctoral education is carried out by: The Finnish Advisory Council on scientific ethics, the research Council of the University, the training (teaching) Council and the doctoral school of the University. There is a clearly written procedure for changing the scientific guidance in case of non-implementation of the agreement and the plan of cooperation with the doctoral student. The doctoral student (PhD student) is obliged to submit an annual electronic report to assess the dynamics of his research and the possibility of obtaining a foreign internship (grant) (Guidelines University of Turku). And at Aalto University, doctoral students have an appointed advisor (in addition to their research advisors) to independently monitor the progress of the researcher (Regulations for doctoral studies at Aalto University).

Conclusions. Therefore, the results of the analysis of systems of internal quality assurance in higher education, and the evaluation of quality of doctoral education in the leading universities of Lithuania and Finland shows that the problem of assessing the quality of doctoral programmes and doctoral education is considered by universities as part of the overall qualitative training of students for higher education and not allocated. In the

absence of a mandatory accreditation of educational and research programs in higher education Finland has a system of audits that assess the adequacy and compliance of internal quality assurance system of higher education, and not providing the quality of educational and research programs of preparation of doctors of philosophy. Analysis of the published information on the official websites of universities confirmed that the basis for assessing the quality of training of doctors of philosophy in Finland, Lithuania and Estonia is, first of all, a quality research product and as a result – a timely and high-quality defense of the PhD thesis. The quality of the educational and scientific program is ensured by careful selection of students, openness and transparency of information and requirements, systematic feedback from graduate students

and clear and understandable procedures of the internal system of quality assurance of universities. Responsibility for quality doctoral education is distributed between the graduate student (who understands this responsibility and carries out the plan of educational and scientific part of training), administrative units (with detailed provisions and recommendations for quality assurance of training and procedures for its evaluation) and scientific research advisors, whose duties and roles are paid special attention.

An important mechanism for quality assurance and evaluation is the internationalization of doctoral education and the implementation of a dual research management system. Further research is required by the procedure of financing doctoral education in foreign universities.

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ОЦІНЮВАННЯ ЯКОСТІ ПІДГОТОВКИ ДОКТОРІВ ФІЛОСОФІЇ: АНАЛІЗ ДОСВІДУ УНІВЕРСИТЕТІВ ЛИТВИ І ФІНЛЯНДІЇ

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У статті запропоновано розгляд та аналіз принципів і процедур забезпечення якості вищої освіти та оцінювання якості підготовки докторів філософії в Україні в контексті євроінтеграції. Представлено провідний зарубіжний досвід з проблеми, для аналізу якого ми обрали університети країн, що є партнерами Інституту вищої освіти у міжнародних проектах: Литви і Фінляндії. Зарубіжний досвід з проблеми оцінювання якості підготовки докторів філософії представлено аналізом офіційних документів, що є у відкритому доступі (англійською мовою) на сайтах університетів.

У провідних університетах Литви і Фінляндії показали, що проблема оцінювання якості докторських програм і докторської підготовки розглядається університетами як частина загальної якісної підготовки здобувачів вищої освіти і не виокремлюється. А за відсутності вимоги обов'язкової акредитації освітньо-наукових програм у вищій освіті Фінляндії працює система аудитів, що оцінюють адекватність та відповідність внутрішньої системи забезпечення якості вищої освіти, а не забезпечення якості освітньо-наукових програм підготовки докторів філософії. Якість освітньо-наукової програми забезпечується ретельним відбором здобувачів, відкритістю і прозорістю інформації та вимог, систематичним зворотнім зв'язком з аспірантами та чіткими і зрозумілими процедурами внутрішньої системи забезпечення якості освіти університетів. Відповідальність за якісну докторську підготовку розподіляють між аспірантом, адміністративними підрозділами і науковими керівниками, обов'язкам і ролі яких приділяють особливу увагу.

Ключові слова: академічна доброчесність; внутрішня система забезпечення якості вищої освіти; забезпечення якості докторської підготовки; оцінювання якості підготовки докторів філософії; принципи і процедури забезпечення якості вищої освіти; система оцінювання.

ОЦЕНКА КАЧЕСТВА ПОДГОТОВКИ ДОКТОРОВ ФИЛОСОФИИ: АНАЛИЗ ОПЫТА УНИВЕРСИТЕТОВ ЛИТВЫ И ФИНЛЯНДИИ

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В статье предложен анализ принципов и процедур обеспечения качества высшего образования и оценки качества подготовки докторов философии в Украине в контексте евроинтеграции. Представлен ведущий зарубежный опыт по проблеме, для анализа которого мы выбрали университеты стран, являющихся партнерами Института высшего образования в международных проектах: Литвы и Финляндии.

Зарубежный опыт по проблеме оценки качества подготовки докторов философии, представлен анализом официальных документов, в открытом доступе (на английском языке) университетов Литвы и Финляндии. Анализ документов показал, что в основу оценивания качества подготовки докторов философии в Финляндии, Литве заложен, в первую очередь, качественный исследовательский продукт и как результат – своевременная и качественная защита диссертации PhD-аспиранта. Ответственность за качественную докторскую подготовку распределяют между аспирантом, административными подразделениями и научными руководителями, обязанностям и роли которых уделяют особое внимание.

Ключевые слова: академическая честность; внутренняя система обеспечения качества высшего образования; качество докторской подготовки; оценивание качества подготовки докторов философии; принципы и процедуры обеспечения качества высшего образования; система оценивания.

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