

# Development of best practice model Doctoral Schools for structured PhD programme implementation in Ukraine and Georgia (Asp2PhD)

October 2010 – October 2013

<http://asp2phd.ukma.edu.ua> and <http://gradschool.ukma.edu.ua>

## Project Partners:

Grant-holder: Maastricht University (NL)  
Universite Paris-Est (FR)  
University of Glasgow (UK)

### Georgia

Ilia State University (Georgian coordinator)  
Tbilisi State Medical University  
Ministry of Education and Science of Georgia

### Ukraine

**National University “Kyiv-Mohyla Academy”** (Ukrainian coordinator)  
Ukrainian Catholic University (Lviv)  
Petro Mohyla Black Sea State University (Mykolayiv)  
Institute of Literature (NASU)  
Institute of Botany (NASU)  
Ministry of Education and Science of Ukraine

# Specific Objectives of the Project

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- 1) Establishment of best practice principles and workflow procedure (including software) implementation for Doctoral School operations in Georgia and Ukraine – **one best practice model Doctoral School for each partner country**
- 2) Pre-accreditation of 5 functioning EHEA-compliant structured PhD programmes in each Doctoral School.
- 3) Establishment of 5 functioning thematic research groups that are integrated into the ERA.
- 4) Development of doctoral-level curricula for research methods, transferable skills, joint thematic courses adapted to each country.
- 5) Training of administrative staff in efficient doctoral school operations and academic staff in supervision and doctoral-level teaching.
- 6) Doctoral School Best Practice Model dissemination to Georgian and Ukrainian Ministries of Education, private sector stakeholders, and other Research and Higher Education Institutions.

## Результати проекту Темпус Asp2PhD

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- Роз аспір вида
- Мо унів “Рег
- Ств досл екол
- Мо рефо



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<http://gradschool.ukma.kiev.ua>

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# Spin-off activities and results

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- Established thematic research groups, introduced curricula and co-teaching experiences result in lasting cooperation between NaUKMA and EU Partners
  - Co-supervision (double PhD degrees) + Joint Masters
- Drafting administrative procedures & lobbying results in adoption of structural reforms:
  - Article 5 of 2014 Law on “Higher Education” introduces 30-60 ECTS credit requirement for PhD level
  - Cabinet of Ministers Decree №261 (adopted 23 March 2016) defines content of classroom component of PhD programme, and allows co-supervision, transfer credits, joint programming by multiple HEIs (aggregation of “critical mass”)

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Structuring cooperation in doctoral  
research, transferrable skills training,  
and academic writing instruction in  
Ukraine's regions

**DocHub**

October 2016 – October 2019



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**Vilnius University (VU)**, Vilnius,  
Lithuania (grant-holder)



**Lumiere University Lyon-2 (ULL2)**, Lyon,  
France

**Limerick Institute of Technology (LIT)**,  
Limerick, Ireland

**University of Tampere (UTA)**, Tampere,  
Finland

- **National University "Kyiv-Mohyla Academy" (NaUKMA)**, Kyiv, Ukraine
- **Lviv Polytechnic National University (LPNU)**, Lviv, Ukraine
- **Simon Kuznets Kharkiv National University of Economics (KhNUE)**, Kharkiv, Ukraine
- **Dnipropetrovsk National University (DNU)**, Dnipro, Ukraine
- **Mykolayiv National University (MNU)**, Mykolayiv, Ukraine
  
- **Institute of Higher Education (IHE)**, Kyiv, Ukraine
- **Institute for Economics and Forecasting**, Kyiv, Ukraine
- **Institute of Condensed Matter Physics (ICMP)**, Lviv, Ukraine
- **Institute of Social and Political Psychology (ISPP)**, Kyiv, Ukraine
- **Institute of Macromolecular Chemistry (IMC)**, Kyiv, Ukraine
  
- **Ministry of Education and Science**, Kyiv, Ukraine

# DocHub Objectives:

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1. To establish 5 regional DocHubs as national centers of excellence in PhD training; to agree their Codes of Practice; to install infrastructure for tracking enrolment, student progress, supervision, mobility, coursework, research results and publications
2. To draft state-level regulatory frameworks (MinEdu, Cabinet of Ministers, NAQAHE) for the functioning of inter-institutional cooperation in PhD training. Specifically, regulations enabling inter-HEI transfers of state funds (payments for courses, co-supervision of students from non-host HEIs), recognition of transfer credits (both domestic and international), licensing and accreditation of inter-HEI joint PhD programs.
3. To establish 5 inter-HEI subject-specific research networks (political sciences, education policy, finance, informatics, and biochemistry) that are integrated through regular seminars and co-supervision of PhD students. Each network to produce 3-4 speciality courses for PhD student teaching. Each network will launch one inter-HEI joint PhD program during the project.
4. To establish infrastructure and systems for training in advanced academic writing in each of the DocHubs, in blended learning format. Course curricula will be aimed at improving students' proficiency from B2 to C1 level, and will be validated with Cambridge Advanced English testing tools.
5. To design and pilot transferrable skills (e.g. research management, presentation, teaching skills, etc.), and speciality courses (3 for each inter-HEI subject-area group) according to EC “Principles for Innovative Doctoral Training” quality standards.

# Potential Risks and Challenges

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- Lack of understanding of need for aspirantura reform among stakeholders, lack of acceptance of structured PhD model (i.e. courses, multiple supervisors, HEI responsibility for quality of graduates)
  - Concept of “Code of Practice” is not easily accepted
  - Strong tradition of mentorship in research training
  - Continued reliance on the state as “approver” of PhD-level degrees
- Project success is dependent on adoption of amendments to regulations governing state financing of HEIs & on cooperation of NAQAHE (accreditation of joint programmes, new thesis defense system)
  - Need for cooperation with/between multiple agencies: MinEdu, Cabinet of Ministers (other Ministries), National Quality Assurance Agency, Presidium of the National Academy of Sciences (and sectoral academies), Parliamentary Committee for Education and Science and other Committees
- Creating student demand for English & Transferrable Skills courses will be key to success in short term – dissemination, road shows, etc.