



DOI: <https://doi.org/10.59503/29538009-2023.si-1-111>

AUDIT OF EDUCATIONAL PROGRAMES IN DOCTORAL STUDIES

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Abstract: The evaluation of the effectiveness implementation doctoral programs has an informative demand among the beneficiaries of university education. As a rule, in practice, it is carried out by rating processing of scientific education programs, when the doctorate programs of the university are presented in the published ranking scales.

The article argues, that this is not satisfactory to evaluate the effectiveness of the doctorate organizing only in this way, and suggests to carry out accountability audit evaluations of on going doctoral programs.

JEL code: M40

Keywords: competitive doctorate programs, postgraduate reports, education program audit, educational services providing ranking

Research objectives: to identify informative ways of evaluating the effectiveness of doctoral programs implemented in universities

Research novelty: it was justified that it is not possible to be informed about the effectiveness of research activities only by the external rating of doctoral programs, and in that sense, in parallel it was suggested to use the audit of the reports on the implementation of doctoral studies.

Introduction

The evaluation of the implementation of doctoral programs is mainly carried out through rating, when outsourcing organizations prepare and publish rating tables of research programs implemented in universities. However, when an audit of the effectiveness of doctoral scientific and educational programs is carried out, the most emphasis is placed on the accountability of the implementation of the programs, presenting the degree of realization of research goals, the possibilities of funding sources, the effectiveness of the cooperation of scientific supervisors and students. In this regard, the ranking of doctoral studies is not definitely accepted by the beneficiaries of the education sector, who are more inclined to audit evaluations of the implementation of doctoral programs submitted reports.

Research results

In doctoral studies, scientific research work is planned both in terms of the type of activities and the schedule of implementation. After admission, the doctoral student draws up an individual work plan with his academic supervisor for the entire period of study,

indicating the distribution of accumulated academic credits according to semesters, as well as the expected results of scientific research work (publication of articles). research, participation in conferences, travel, research visits to other universities, qualification exams, etc.).

In fact, from the beginning, the doctoral student is presented with the trajectory and schedule of the expected scientific and educational activity during the years of his studies, following which becomes one of the primary guarantees of reaching the final results. However, experience shows that doctoral students do not always consistently maintain the implementation of planned research works, which is conditioned by a number of circumstances.

Accountability is given a big place in the work of organizing doctoral studies. Moreover, reports are presented by both the doctoral students and their scientific supervisors. If the reports of the scientific supervisors are mainly related to the results of the research team works that he directs, then the doctoral students present annual reports on the individual scientific and educational results, which become the basis for their transfer to the next year [1].

The reports of the scientific supervisors are also the basis for the information on the evaluation of the competitiveness of doctoral studies, because they indicate not only the dissertations defended during the reporting period, but also the grants won, scientific research concluded in the labor market.

Accountability of universities requires not only direct, but also alternative information from doctoral students and academic

supervisors, which is obtained on the basis of sociological surveys. Sociological surveys have not yet been conducted among post-graduate students in RA regarding the satisfaction of the third level of professional education, as a result, it is not possible to evaluate the research work from the students' point of view. However, this practice is already visible in Western European countries.

Thus, the European Council of Young Researchers and Doctoral Students (Euorodoc) carried out a study to find out the compatibility of doctoral studies with the Bologna process. Surveys conducted among doctoral students indicate that young researchers are not always satisfied with the support of scientific supervisors, in the event that management and evaluation issues are based on the scientific supervisors of post-graduate students and academics. on a transparent agreement on joint obligations concluded between the parties [2].

The planned results of the research work are not always formed at the specified time points, and it turns out that the doctoral students, based on the characteristics and complexity of the specific research, are delayed in terms of time. However, the important thing is that the time deviations in the implementation of the planned research works do not negatively affect the results of the scientific and educational activities and the doctoral student defends the thesis within the specified time.

The functions of scientific managers are not limited only to the implementation of duties related to program works and the regulation of contractual financing. Scientific supervision should reflect the changing circumstances and conditions of doctoral education, such as, for example, global competition, limited

funding, the changing nature of the student body, and evaluation standards [3].

With the urgency of the audit, they suggest:

- ✓ to make the discussions of social issues more frequent by carrying out quantitative and qualitative analyses,
- ✓ to solve the problems of full reimbursement of student tuition fees and living expenses with public finances as much as possible, balancing student expenses and their directed financial flows, making legislative interventions,
- ✓ to expand the financial privileges given to students in the case of travel, purchase of literature, household expenses (see table 1).

Table 1. Results of surveys on financial privileges among Ph.D. students in case of travel, purchase of literature and household expenses (%) [5]

Countries	gender	Yes	No	I don't know	Respondents
Austria	male	37.5	38.5	24	104
	female	41.8	30.4	27.8	108
Belgium	male	50	33.3	16.7	66
	female	39.6	33.3	31.8	107
Croatia	male	29	39.3	31.8	107
	female	23.3	36.7	40	60
Finland	male	38	38	24	187
	female	43.2	36.3	20.5	146
France	male	37.1	37.5	31.5	197
	female	46.4	27.9	25.7	183

Germany	male	35	45.5	19.5	200
	female	40.2	45.8	17	179
Holland	male	46.9	26.9	26.2	145
	female	46.6	30.8	22.6	208
Norway	male	46.6	30.8	22.6	208
	female	37.7	30.9	31.4	220
Sweden	male	33.1	33.1	33.9	127
	female	42.4	31.1	26.5	132

In order to evaluate the competitiveness of the provision of professional educational services, it has already become a tradition to publish rating scales based on the accountability of universities, which has been used in international practice for several decades in various accreditation processes [5]. The practice of ranking universities in RA has been applied since 2013, which pursues several goals.

- ✓ evaluate the competitive positions of universities and improve university accountability,
- ✓ to expand the awareness of the beneficiaries of the university system - students, applicants, employers, professors and lecturers - about the quality and effectiveness of educational services,
- ✓ promote universities in the foreseeable future with the motivational aspect of favorable competitive positions.

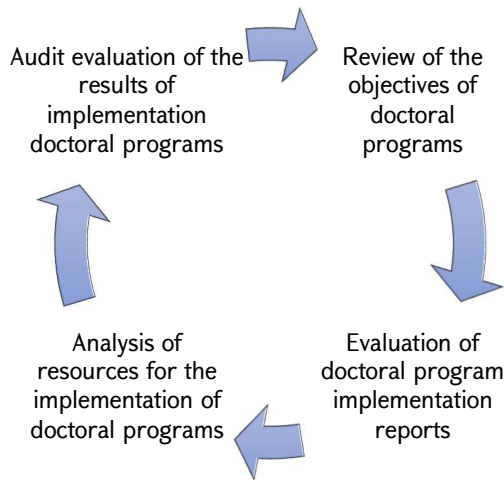


Figure 1. The cycle of conducting an audit of the implementation of doctoral programs¹⁵

The audit of the implementation of doctoral programs has a special cycle (see Figure 1), during which the end planned outcomes by the programs are reviewed, then the progress of their implementation is evaluated, taking into account the availability of the necessary research resources, and finally, an audit assessment of the effectiveness of the doctoral programs is given.

Conclusion

However, the beneficiaries of the education sector definitely do not accept the ranking of the universities. Thus, the Union of European Students adopted a declaration highlighting the shortcomings of the ranking [6].

¹⁵ Created by author

The students believe that the focus should be on the accountability of quality assurance by the universities, rather than on the ranking. If the quality information becomes a guideline for students, then the ranking exacerbates the polarization between the West and the East and emphasizes the inequality of the educational field.

In addition, students oppose the marketization of universities, seeing rankings as a factor in the increasing marketization of higher education. They find that rankings are a threat from the point of view of social orientation and cannot play a valid guiding role in choosing a university, because the ranking targets the advertisement of the university's reputation in the educational market and does not comprehensively reflect the interests of the student and the applicant.

Therefore, those doctoral programs that are addressed to the beneficiaries of the learning process and satisfy their requirements, rather than ranking the various assessment activities with high qualities, can be considered competitive.

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ԿՐԹՈՒԹՅԱՆ ԿԱԶՄԱԿԵՐՊՄԱՆ ԱՌԻԴԻՏԸ ԴՈԿՏՈՐԱՆՏՈՒՐԱՅՈՒՄ

Սահականուշ Ավետիսյան

Հայաստանի պետական տնտեսագիտական համալսարան,
տնտեսագիտության թեկնածու

Բանալի բառեր - մրցունակ դոկտորանտուրա, ասպիրանտի հաշվետվություն, կրթության աուդիտ, կրթական ծառայությունների վարկանիշավորում

Դոկտորական ծրագրերի իրականացման գնահատումը հիմնականում իրականացվում է վարկանիշավորման միջոցով, երբ վարկանիշավորող կազմակերպությունների կողմից կազմվում և հրապարակվում են բուհերում իրականացվող հետազոտական ծրագրերի ռեյտինգային աղյուսակներ: Սակայն, երբ իրականացվում է դոկտորական գիտակրթական

ծրագրերի արդյունավետության աուդիտ, ապա առավելապես շեշտադրումներ են կատարվում ծրագրերի իրագործման հաշվետվողականությանը, ներկայացնելով հետազոտությունների նպատակադրումների իրականացման աստիճանը, ֆինանսավորման աղբյուրների հնարավորությունները, գիտական ղեկավարների և ուսանողների համագործակցության արդյունավետությունը:

Այս առումով, դոկտորնտուրայի վարկանիշավորումը միանշանակ չի ընդունում կրթության ոլորտի շահառուների կողմից: Նախ՝ շահառուները գտնում են, որ առավելապես պետք է կենտրոնանալ համալսարանների կողմից որակի ապահովման հաշվետվողականության աուդիտին, այլ ոչ թե վարկանիշավորմանը: Եթե որակի տեղեկատվությունը կողմնորոշիչ է դառնում աուդիտի կողմից տրվող գնահատումների համար, ապա վարկանիշավորումը առավելապես սրում է կարծիքների բևեռացումը և ավելորդ անգամ ընդգծում կրթական դաշտի անհավասարությունը:

Բացի այդ, վարկանիշները սպառնալիք են սոցիալական ուղղվածության տեսակետից և չեն կարող հիմնավոր կողմնորոշիչ դեր կատարել դոկտորանտուրայի արդյունավետության աուդիտի գնահատման գործում, քանի որ վարկանիշավորումը կրթական շուկայում թիրախավորում է բուհի հեղինակության գովազդը և համապարփակ չի արտացոլում հետազոտող ուսանողի շահերը:

Հետևաբար, աուդիտի գնահատման տեսանկյունից մրցունակ կարող են համարվել դոկտորական այն ծրագրերը, որոնք հասցեագրված են գիտակրթական գործընթացի շահառուներին և բավարարում են վերջիններիս պահանջները, այլ ոչ թե բարձր որակներով վարկանիշավորվում են գնահատման տարբեր գործակալությունների կողմից:

Submitted: 13.11.2023; Revised: 08.12.2023; Accepted: 14.12.2023