

REPORT ON HERE STUDY VISIT
„BUILDING CAPACITY AND QUALITY ASSURANCE FOR DOCTORAL STUDIES“
Malmo University – May 31st – June 1st, 2016.
Prof. dr Saša Milić

Developing and transforming doctoral education is increasingly seen as a means to bolster both the research and teaching agenda. In many developing and emerging countries, it is a strategic national priority, that is a key component for creating knowledge societies, and generally upgrading the teaching staff at the higher education level. In Europe, it has been a focal area of the Bologna Process and also emerged as a fundamental component of the European Research Area. As a result, doctoral education – both in how it is delivered, structured and viewed – has changed dramatically over the last decade.

Malmo University is a modern and international university, with approximately 1/3 students with international background. The subjects of Malmo University's educational programmes and research projects cover a spectrum encompassing education, health and welfare, new media, sports, migration and urban studies. It is young as an institution of higher education, founded in 1998, and characterized by flexible and very alive study programmes at all three levels – BA, MA and PhD.

Study visit was very well prepared, organized and conducted by Malmo University and covered all important issues, such as: planning and design of doctoral programmes, structure to support the organisation of doctoral studies, such as doctoral schools, quality assurance in doctoral education and international collaboration and networks in doctoral education, as well as generally building research capacity.

All presentations from Malmo study visit have been uploaded to the Sphere website: <http://supporthere.org/malmo-2016/page/documents-1> and I really think there is no need to repeat that in my report. So, I will stress only some general impressions and conclusions from this study visit:

- Most of universities in Sweden are state/public universities and their are funded with more that 2/3 from the state budget. The approving procedure of all study programmes,

including doctoral studies, is similar like our procedure in Montenegro. As an integral part of doctoral studies in Sweden they have internalisation, as research is an international activity. This element becoming more important as research becomes more collaborative and more complex.

- The most important part of doctoral programmes is not teaching and courses, but research, and in that sense some of universities in Sweden don't have ECTS in doctoral studies. It is interesting that BA and MA from all study programmes (academic and applied) are eligible to enrol doctoral studies in Sweden.
- The new thing we've heard in Sweden that all doctoral candidates have individual study plans which are created and signed together with candidates and revised once a year, at least.
- One of the bigger differences from Montenegrin experience is that in Sweden more than 70% dissertations are compilation of research papers and less than 30% are monograph papers/books. More than 80% of dissertations are in English and more than 50% graduated PhD are employed out of academia.
- It is very important to stress that at Swedish universities they put a lot of efforts to improve supervision of dissertations and in that sense they establish several procedures: all supervisors must attend course on doctoral supervision, even supervisors with long experience in this; supervisors must have at least one scientific paper published in WoS.

As a conclusion, I can say this. From my point of view, the most important message of Malmo study visit is that the main goal of doctoral education is to support doctoral students to become independent researchers.

Podgorica, June 8th, 2016.

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