



JÖNKÖPING UNIVERSITY

*School of Education and  
Communication*

# Study manual

Third-cycle education at the School of Education and  
Communication (HLK)

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# 1 Introduction

The purpose of this study manual is to provide those who apply to or are admitted to third-cycle education at the School of Education and Communication (HLK) at Jönköping University (JU) and supervisors with information about regulations, structures and processes that are of relevance for third-cycle education at HLK. The information is based on the *Higher Education Act*, the *System of Qualifications* (Annex 2 of the Higher Education Ordinance), *Regulations and guidelines for first-, second- and third-cycle education at JU* (BRJU) and other relevant policy documents.

Links to the full version of some of these policy documents can be found below.

- [The Higher Education Act](#)
- [Annex 2 of the Higher Education Ordinance, the System of Qualifications](#)
- [Regulations and guidelines for first-, second- and third-cycle education at Jönköping University](#)

The study manual will be regularly reviewed and revised as required.

## 1.1 Policy documents

At national level, the Higher Education Act states that:

*9 a § Third-cycle courses and study programmes shall [...] develop the knowledge and skills required to be able to undertake autonomous research.* (The Swedish Code of Statutes (SFS) 2006:173)

The qualitative targets of third-cycle education can be found in Annex 2 of the Higher Education Ordinance (see Annex 1 in the study manual). Otherwise, as a foundation university, JU does **not** have to comply with the Higher Education Ordinance. However, many of the wordings in the ordinance are included in JU's BRJU policy document. In addition to BRJU, the document *Admission and employment regulations for doctoral students at Jönköping University* provides important information on third-cycle education.

Finally, the third-cycle education at HLK is governed by administrative procedures and individual decisions based on the national policy documents and JU's university-wide policy documents.

## 1.2 General syllabus

For each third-cycle subject area, there is a general syllabus that provides information on the structure and content of the third-cycle programmes in the subject area.

The general syllabus for each third-cycle subject area is found on [the third-cycle education website](#).

### Change of general syllabus or third-cycle subject area

In general, the doctoral student will follow the general syllabus that applies at the time of admission. The student may switch to the latest version of the syllabus after consultation with the principal supervisor. The relevant form is available from the research coordinator. The decision is taken by the manager of doctoral education.

An application to change third-cycle subject area is made to the research coordinator for preparation by the Research Council Executive Committee. Any specific entry requirements in the general syllabus of the new

third-cycle subject area must be met. The vice dean of research takes the decision on admission, but the full admission procedure is not required. The individual study plan must be updated.

## 2 Organisation and management of third-cycle education

During your third-cycle studies, it may be useful for you to understand the framework of third-cycle education and to know something about how the education is managed at JU and HLK level.

### 2.1 Qualifications and third-cycle subject areas at HLK

JU has the right to award licentiate and doctoral degrees in the field of humanities and social sciences (SFS 2004:111; SFS 2007:5).

At HLK, doctoral students can pursue licentiate and doctoral degrees in the following third-cycle subject areas:

- Media and Communications
- Education

### 2.2 Management at JU level

#### **Board of Education and Research Education (NUF)**

The Board of Education and Research Education (NUF) is responsible for the overall quality assurance of the university's qualifications at all levels. For more details on NUF's mission, responsibilities and powers, see *Rules and Regulations for the Board of Education and Research Education at Jönköping University*.

#### **Strategic Committee for Research**

The Strategic Committee for Research is tasked with coordinating issues related to third-cycle education among the companies. The committee also has an advisory role to the president on university-wide strategic issues in the field of research and third-cycle education.

### 2.3 Management at HLK level

#### **Managing Director (MD)**

The managing director is HLK's principal academic officer.

#### **Vice Dean of Research**

HLK's vice dean of research has overall responsibility for research and third-cycle education.

## **Research Council**

HLK's Research Council handles matters related to the development and delivery of third-cycle education at HLK. The council is also responsible for the continuous quality assurance of third-cycle education at HLK.

## **Manager of Doctoral Education**

The manager of doctoral education leads the day-to-day work on third-cycle education at HLK and is the contact person for any questions about third-cycle education. Among other things, the manager's responsibilities include course offerings, admission to third-cycle education, individual study plans, accreditations and other matters related to doctoral students. The manager is also responsible for the work environment of those involved in the third-cycle education.

## **Research Coordinator**

The research coordinator assists with practical matters related to third-cycle education, for example administration, information about doctoral studies and coordination of public defences of doctoral theses, licentiate seminars and compulsory seminars.

### 3 Admission to third-cycle education at HLK

Those accepted to third-cycle education at HLK are admitted to a programme leading to a licentiate degree or a programme leading to a doctoral degree. A person who has completed a licentiate degree at HLK or another higher education institution can be admitted to the “latter part” of a programme that leads to a doctoral degree.

The procedure for the admission of doctoral students is set out in *Admission and employment regulations for doctoral students at Jönköping University* and *Administrative procedure for admission and employment of doctoral students at HLK*.

Once a doctoral student has been admitted to the third-cycle education at HLK, the doctoral student and their supervisors are invited to an introductory meeting with the manager of doctoral education and the research coordinator to receive an overview of the third-cycle education and its main components.

#### 3.1 Employment as a doctoral student at HLK

Only a person admitted to third-cycle education at HLK can be employed as a doctoral student at the school.

A person can be employed as a doctoral student for a total of no more than eight years. However, the total period of employment cannot exceed the equivalent of four years of full-time third-cycle studies. In the case of studies leading to a licentiate degree, the total period of employment must not exceed the equivalent of two years of full-time third-cycle studies. If previous studies are accredited in connection with admission to third-cycle education, the periods stated above are reduced accordingly.

The total period of employment may, however, be longer than stated above if there are special reasons, such as sickness absence, military service, elected positions within trade unions and student organisations or parental leave.

A person who is employed as a doctoral student must primarily devote themselves to their own studies.

However, a person employed as a doctoral student may engage in teaching, research and administration to a limited extent. Such work must not constitute more than 20% of full-time employment. The principal supervisor has special responsibility to ensure that this percentage is not exceeded in total during the third-cycle programme and that the work is positive for the doctoral student's third-cycle studies. The doctoral student's working hours are planned in consultation between the supervisors, the doctoral student and the head of department. The head of department has full responsibility for the doctoral student as an employee, including responsibility for managing and allocating work that is not part of the third-cycle programme.

Doctoral students are generally employed full-time. If a doctoral student so requests, they may be employed part-time but never less than 50% of full-time in total during the third-cycle studies.

The first period of employment may not exceed one year. The contract may be renewed for a maximum of two years at a time, after a review of the doctoral student's progress on the third-cycle programme.

#### **Salary ladder for doctoral students with a doctoral studentship at HLK**

The salary ladder for doctoral students with a doctoral studentship at HLK is adjusted in conjunction with the salary audit. The process for advancement on the salary ladder is regulated by two different decisions of the managing director. For doctoral students admitted before 2025-01-01, decision §25/018 applies. For doctoral students admitted from 2025-01-01 onward, decision §25/016 applies. Please contact the research coordinator if you have any questions.

## 4 Structure of the third-cycle education

The scope of the third-cycle education depends on the type of degree, and the distribution of credits within the degree depends on the chosen third-cycle subject area.

### 4.1 Scope

The licentiate degree comprises a total of 120 credits divided into 45 course credits and 75 thesis credits (with the exception of disability research, see below).

The doctoral degree comprises a total of 240 credits divided into 75 course credits and 165 thesis credits (with the exception of disability research, see below).

For disability research, the licentiate degree comprises a total of 120 credits divided into 30 course credits and 90 thesis credits, while the doctoral degree comprises a total of 240 credits divided into 60 course credits and 180 thesis credits.

The way the qualitative targets of the System of Qualifications are fulfilled within the framework of HLK's third-cycle education is shown in a matrix for each third-cycle subject area. The matrixes are available from the research coordinator.

### 4.2 Individual study plan

The structure of third-cycle education for the individual doctoral student is governed by the general syllabus (see "1.2 General syllabus") and the individual study plan (ISP).

The Individual Study Plan (ISP) is managed in Ladok and contains information on, among other things:

- personal information
- employer
- supervisors
- planning and follow-up
- achievement of the qualitative targets of the System of Qualifications

The principal supervisor is responsible for drawing up an ISP together with the doctoral student no later than three months after admission and for revising the plan in consultation with the student on an annual basis. The first version of the ISP should include plans for the first year.

The ISP is digitally signed in Ladok by the doctoral student and the principal supervisor and is then approved by the manager of doctoral education. Before this is done, both the assistant supervisor(s) and the employer must have reviewed the latest version.

#### **The individual study plan as a tool for follow-up**

The individual study plan is intended to provide the principal supervisor and doctoral student with a clear overview of...and thereby facilitate the planning of the remaining work. The ISP also constitutes the basis for the assessment of qualitative target achievement at the end of the third-cycle programme.

The doctoral student is expected to amend and make additions to the ISP during the course of the programme and continuously report on their progress in relation to the ISP to the supervisors.

A draft of the revised ISP must be available in Ladok **no later than November 15**.

At an individual meeting with the manager of doctoral education in November or December, the doctoral student and the manager go through the ISP together and note any additional needs for adjustment.

After the final amendments, the doctoral student ensures that the supervisors and the employer who leads and allocates most of the doctoral student's work are given access to the amended ISP. Hereafter, the ISP is digitally signed in Ladok by the doctoral student and the principal supervisor and is finally approved by the manager of doctoral education.

At the annual revision meeting, the doctoral student's progress is checked in relation to the ISP, and any deviations from the previous ISP are noted. If there are deviations that could imply a risk that the doctoral student will not be able to complete the programme within the planned period of time, the principal supervisor will inform the manager of doctoral education. The principal supervisor then initiates an action plan, which is drawn up together with the doctoral student and the manager of doctoral education.

## 5 Content of the third-cycle education

The third-cycle education includes many different activities which are intended to help the doctoral student meet the qualitative targets (see Annex 1 in the study manual). In addition, it aims to contribute to the student's identity as a researcher, reinforce the student's confidence in their own subject area and foster a multidisciplinary mindset.

Supervision, courses and seminars are important components of the third-cycle education. In the design and delivery of these components, JU's gender equality and diversity policies are considered.

### 5.1 Supervision

At least two supervisors must be appointed for each doctoral student. One must be appointed as the principal supervisor and be a docent or professor. The other supervisor(s) must have a doctoral degree. Before the appointment of a supervisor and a change of supervisors, the doctoral student/supervisors must contact the manager of doctoral education. Supervisors are to be chosen in view of all fields/subjects/methods intended to be covered by the doctoral student's work. Gender equality and diversity must be considered when appointing the supervisory team.

The principal supervisor is appointed by the dean in conjunction with the doctoral student being admitted. Assistant supervisors are to be appointed as soon as possible after admission but at the latest within six months. Decisions are made by the vice dean of research.

Subsequent appointment of an additional assistant supervisor may be necessary to cover all the fields relating to the licentiate/doctoral thesis in terms of supervisor competence.

#### **Roles and responsibilities of the supervisors**

The main task of the supervisors is to help the doctoral student reach the qualitative targets (see Annex 1 in the study manual). They are also to promote the doctoral student's development into an independent researcher with a scientific mindset by supporting the student in common academic activities, for example in writing research applications and organising conferences.

In addition, the supervisors are to:

- support the doctoral student with the task of designing and conducting good quality research
- set good examples by complying with research ethics guidelines and demonstrating a professional approach when collaborating with other researchers
- ensure the doctoral student has a reasonable workload
- guide the doctoral student with regard to different career paths
- invite the doctoral student to join networks and pass on useful contact information.

The principal supervisor has a special responsibility to:

- clearly communicate the qualitative targets
- monitor the doctoral student's progress
- annually revise the individual study plan together with the doctoral student
- put together expert review groups for the compulsory seminars
- find an external reviewer, a chair and an examining committee for the public defence of the doctoral thesis (or an examiner for the licentiate seminar).

During the course of the programme, the doctoral student will receive support through regular meetings with their supervisors. Individual supervision can be supplemented with group supervision where several doctoral students participate. During these meetings, the doctoral student has the opportunity to discuss parts of their work.

The need for supervision may vary over time. Both the supervisor and the doctoral student are responsible for ensuring that supervision sessions take place and that the actions decided on such occasions are followed up regularly.

The doctoral student is entitled to supervision throughout the period of time considered necessary for the programme in question.

The supervisor and the doctoral student must continuously evaluate the supervision process. In this context, the individual study plan is an important tool.

All supervisors and doctoral students must keep up to date with HLK's routines and regulations for third-cycle education.

The doctoral students are also responsible for:

- carrying out planned activities in accordance with the individual study plan and reporting on their progress
- demonstrating a professional approach in all parts of the third-cycle education
- complying with research ethics guidelines
- contributing to an intellectually stimulating research environment.

### **Distribution of supervision time**

Full-time doctoral students receive 120 hours of supervision per year. Part-time (50%) doctoral students receive 64 hours. The number of hours may, however, vary from year to year depending on the doctoral student's rate of study. The distribution of supervision time among the doctoral student's supervisors may also vary depending on which part of the process the student is at and what need the student has for the expertise of the different supervisors. Once every calendar year, having consulted the supervisory team, the principal supervisor reports the amount of supervision to the manager of doctoral education. The report must be submitted no later than 31 October to facilitate budget management and include an estimate of planned supervision during the latter part of the autumn semester. The manager of doctoral education sends out a reminder of this in good time.

## Remuneration for supervisors

|                                               | Principal supervisor                                                                                                                                                                                                                           | Assistant supervisor                                                                                                                                                                                                                           |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Professor employed at HLK</b>              | Included in the duties of the position                                                                                                                                                                                                         | Included in the duties of the position                                                                                                                                                                                                         |
| <b>Docent employed at HLK</b>                 | <b>Full-time doctoral student:</b><br>80 hours per doctoral student and year<br><br><b>Part-time (50%) doctoral student:</b><br>40 hours per doctoral student and year                                                                         | <b>Full-time doctoral student:</b><br>40 hours per doctoral student and year<br><br><b>Part-time (50%) doctoral student:</b><br>24 hours per doctoral student and year                                                                         |
| <b>Senior lecturer with a doctoral degree</b> |                                                                                                                                                                                                                                                | <b>Full-time doctoral student:</b><br>40 hours per doctoral student and year<br><br><b>Part-time (50%) doctoral student:</b><br>24 hours per doctoral student and year                                                                         |
| <b>External supervisor</b>                    | <b>Full-time doctoral student:</b><br>The equivalent of 80 hours in Swedish crowns per doctoral student and year<br><br><b>Part-time (50%) doctoral student:</b><br>The equivalent of 40 hours in Swedish crowns per doctoral student and year | <b>Full-time doctoral student:</b><br>The equivalent of 40 hours in Swedish crowns per doctoral student and year<br><br><b>Part-time (50%) doctoral student:</b><br>The equivalent of 24 hours in Swedish crowns per doctoral student and year |

In addition, remuneration is paid for travel in connection with research plan, mid-way review and final review seminars, licentiate seminars, public defences of a doctoral thesis and occasional supervision sessions of particular importance for the progress of the thesis work. HLK's policy is that, as far as possible, long journeys should be replaced by virtual meetings. If a journey is to be made, the supervisor must consider the possibility of travelling by public transport.

A journey for a single supervision session that will cost more than SEK 1,500 must be approved in advance by the manager of doctoral education.

## 5.2 Courses

Course syllabi for third-cycle courses provided by HLK are prepared by the intended course coordinator in consultation with the manager of doctoral education and the Research Council Executive Committee in the order mentioned and adopted by the vice dean of research. When planning course content and allocating course coordinators, examiners and teaching staff, gender equality and diversity must be considered.

Information on planned third-cycle courses can be found on [the third-cycle education website](#). Courses provided by HLK are also advertised via email to the doctoral students admitted to HLK's third-cycle education. Application for HLK's courses is made via the third-cycle education website.

The courses offered at HLK are also open to doctoral students enrolled at other schools at JU and at other higher education institutions as well as to others who satisfy the general entry requirements for third-cycle education. When the number of applicants is greater than the number of available places, the order of priority is as follows:

1. doctoral students at HLK
2. doctoral students at other schools at JU
3. doctoral students at other higher education institutions
4. staff at HLK who satisfy the general entry requirements for third-cycle education
5. other eligible applicants.

### Compulsory courses

At HLK, the following courses or equivalent are compulsory for a doctoral degree:

- Working Process and Writing in Research, 7.5 credits
- Research Design I, 7.5 credits
- Research Design II, 7.5 credits
- Research Ethics, Reflections and Practices, 4.5 credits
- Systematic Searches and Scholarly Publishing, 3 credits

At HLK, the following courses or equivalent are compulsory for a licentiate degree:

- Research Design I, 7.5 credits
- Research Ethics, Reflections and Practices, 4.5 credits
- Systematic Searches and Scholarly Publishing, 3 credits

In addition, at least 7.5 credits of the compulsory course component for a licentiate degree and at least 15 credits of the compulsory course component for a doctoral degree must be within the fields described in the general syllabus for the third-cycle subject area in question. The requirements for the third-cycle subject area of disability research differ from the above (see the general syllabus for this subject area).

### Elective courses

In addition to the compulsory courses, doctoral students must do elective courses to make up the required number of credits for the degree in question. These courses must comprise in-depth study within the chosen subject area. If possible, priority should be given to courses studied together with other doctoral students.

## **Courses at other higher education institutions**

Doctoral students can also choose to take courses at other higher education institutions. A certificate will be issued by the higher education institution in question after the student has passed the course. If the doctoral student wants to include such a course in their degree at HLK, the course must be accredited (see below for more information). In order to ensure that the course can be included in the degree, the doctoral student must consult with their principal supervisor in advance.

## **Individually designed courses**

An individually designed course can be taken as an elective course. Such a course can be taken upon agreement with the principal supervisor but must carry a maximum of 7.5 credits and be clearly linked to the thesis. The principal supervisor or a course coordinator proposed by the principal supervisor will prepare the course syllabus and reading list in consultation with the manager of doctoral education and the Research Council Executive Committee in the order mentioned. The syllabus and reading list will be adopted by the vice dean of research. The principal supervisor is normally the course coordinator.

## **Course evaluation**

A course evaluation must be carried out at the end of each third-cycle course at HLK. At JU, all course evaluations are processed automatically in a university-wide system. The course coordinator is responsible for compiling the results of the evaluation and for producing a course evaluation report. If the course coordinator is an external party, the examiner at HLK is responsible for compiling the results of the course evaluation. The doctoral students who took the course are informed of the results of the evaluation via the learning management system. At the start of each course, the course coordinator must inform the participants about the results of previous course evaluations and the actions that they prompted. The course coordinator must submit the course evaluation report to the research coordinator for archiving.

## **Accreditation of courses**

First-cycle courses or equivalent may not be accredited towards a third-cycle programme.

Second-cycle courses or equivalent may only be accredited if they are not part of the third-cycle entry requirements stated in the general syllabus.

If any courses successfully completed prior to admission to a third-cycle programme are to be accredited towards the programme, this must be stated in the admission decision. However, such courses can only be accredited if it can be justified with reference to the research outline submitted by the applicant as part of their application to the third-cycle programme. This means that routine transfer of credits from previous studies is not permitted. The intended principal supervisor provides supporting documentation for the decision after consultation with the manager of doctoral education.

Courses taken within the framework of a licentiate degree can be accredited if the doctoral student transfers to a doctoral degree programme with the same specialisation.

A doctoral student who has taken courses at another higher education institution may, after examination, be granted the right to count those credits towards the pursued degree. The principal supervisor specifies how many credits can be accredited for a course passed at another higher education institution. The decision on

accreditation is taken by the manager of doctoral education. In case of doubt, the vice dean of research is consulted.

The form “Application for accreditation of third-cycle course” must be completed for all non-HLK courses.

### **5.3 Seminars**

Seminars are an important part of third-cycle education.

#### **Research group and research environment seminars**

Doctoral students are expected to participate as much as possible in the research seminars organised by the research team and research environment to which they belong. The doctoral student belongs to the same research team as one of their supervisors.

Doctoral students are also welcome to take part in research seminars organised by other research teams/environments. Seminars that are not directly related to their own subject can still give a useful insight into scientific theory and method and academic discussions.

#### **Doctoral student seminars**

In addition, there are 6–7 doctoral student seminars per semester. At these seminars, doctoral students meet and discuss questions linked to their research projects without the need for finished results or advanced presentations. Each seminar will have a main theme, but that does not preclude other issues from being addressed as well.

The doctoral students serve as interlocutors for each other, but also present is a senior researcher (a different one each time) who can help raise the content of the seminar to a more general level so that everyone, regardless of specialisation, can benefit from discussions on, for example, literature searches, ethics, source criticism, approaches to knowledge, methods and validity.

Doctoral students who cannot participate in person can do so remotely.

#### **Compulsory seminars**

Some seminars are compulsory; the number differs depending on the pursued degree. The compulsory seminars contribute to the doctoral student’s identity as a researcher and help the student achieve the qualitative target “demonstrate the ability in both national and international contexts to present and discuss research and research findings authoritatively in speech and writing and in dialogue with the academic community and society in general”.

Information on compulsory seminars is published on [the third-cycle education website](#) and in HLK’s calendar.

## *Seminars for doctoral students aiming for a licentiate degree*

### **Research plan seminar**

No later than six months after the admission of a full-time doctoral student, a research plan seminar should be held in the research environment to which the student belongs. On this occasion, the doctoral student gives a brief oral presentation of their research plan, which is then discussed by an appointed expert review group in order for the doctoral student to be given feedback and guidance on how to proceed. More information on the research plan and the research plan seminar procedures is available in “Instructions for the expert review group at the research plan seminar”.

### **Mid-way review seminar**

If necessary, a doctoral student who is aiming for a licentiate degree can be given the opportunity to hold a mid-way review seminar. At the seminar, the thesis is discussed by an appointed expert review group. A request for a mid-way review seminar is made to the research coordinator.

### **Final review seminar**

For doctoral students who are aiming for a licentiate degree, a public final review seminar must be held when the student and supervisors regard the thesis as being 90% completed (see Annex 2 in the study manual).

## *Seminars for doctoral students aiming for a doctoral degree*

### **Research plan seminar**

No later than six months after the admission of a full-time doctoral student, a research plan seminar should be held in the research environment to which the student belongs. On this occasion, the doctoral student gives a brief oral presentation of their research plan, which is then discussed by an appointed expert review group in order for the doctoral student to be given feedback and guidance on how to proceed. More information about the research plan and the research plan seminar procedures is available in “Instructions for the expert review group at the research plan seminar”.

### **Mid-way review seminar**

For doctoral students who are aiming for a doctoral degree, a public mid-way review seminar must be held when the student and supervisors consider the thesis as being 50% completed (see Annex 2 in the study manual). At the seminar, the thesis is discussed by an appointed expert review group.

### **Final review seminar**

For doctoral students who are aiming for a doctoral degree, a public final review seminar must be held when the student and supervisors regard the thesis as being 90% completed (see Annex 2 in the study manual).

## **Expert review groups at compulsory seminars**

In conjunction with both mid-way review and final review seminars, a specially appointed expert review group reviews the work and gives an oral and written statement. The principal supervisor selects the members of the expert review group, considering gender equality and diversity. The principal supervisor must contact the head of department of the internal reviewers to make sure that they have sufficient time

for the review. Information about the seminars is given to the research coordinator, who ensures it is posted on the third-cycle education website.

More information about preparations for the mid-way review and final review seminars can be found in the checklist for each seminar (see [the third-cycle education website](#)).

### *The composition of expert review groups for doctoral students aiming for a licentiate degree*

#### **Expert review group at the research plan seminar**

- discussant: a researcher from the research environment to which the doctoral student belongs – receives remuneration
- if possible, one or more doctoral students at HLK – no remuneration.

#### **Expert review group at the mid-way review seminar (if applicable)**

- discussant: PhD-holder (internal) – receives remuneration
- if possible, one or more doctoral students at HLK – no remuneration.

#### **Expert review group at the final review seminar**

- discussant: PhD-holder (internal or external) – receives remuneration
- reviewer 1: PhD-holder (internal or external) – receives remuneration
- reviewer 2: doctoral student(s) from HLK (if possible) – no remuneration.

The expert review group must include at least one internal PhD-holder.

### *The composition of expert review groups for doctoral students aiming for a doctoral degree*

#### **Expert review group at the research plan seminar**

- discussant: a researcher from the research environment to which the doctoral student belongs – receives remuneration
- if possible, one or more doctoral students at HLK – no remuneration.

#### **Expert review group at the mid-way review seminar**

- discussant: at least a PhD-holder and specialised within a relevant field (internal or external) – receives remuneration
- reviewer 1: professor or docent (internal) – receives remuneration (if a docent)
- reviewer 2: PhD-holder (internal or external) – receives remuneration
- reviewer 3: doctoral student(s) from HLK (if possible) – no remuneration.

#### **Expert review group at the final review seminar**

- discussant: professor or docent (external) – receives remuneration
- reviewer 1: professor or docent (internal) – receives remuneration (if a docent)
- reviewer 2: PhD-holder (internal or external) – receives remuneration
- reviewer 3: doctoral student(s) from HLK (if possible) – no remuneration.

At the public defence, maximum one of the members of the expert review group at the mid-way review seminar and one of the members of the expert review group at the final review seminar can be included in the examining committee, on condition that a broad search for competent examining committee members has been conducted and that conflict of interest rules have been observed. However, no more than one member of the examining committee can be employed at or salaried by HLK.

### **Participation as a doctoral student in an expert review group**

**Doctoral students who are aiming for a licentiate degree are expected to be part of the expert review group at:**

- a research plan seminar
- a final review seminar.

**Doctoral students who are aiming for a doctoral degree are expected to be part of the expert review group at:**

- a research plan seminar
- a mid-way review seminar
- a final review seminar.

Full participation in an expert review group is noted in the individual study plan with the following details: type of seminar (research plan/mid-way review/final review seminar) and author of the reviewed work.

### **Expert review group instructions**

The expert review group is expected to put forward constructive views on the various parts of the work (purpose, background, theory, method, results, discussion), the interaction between these parts and the linguistic character of the work. The group's comments must include an assessment of the current situation in terms of strengths and weaknesses and guidance on how to proceed.

The expert review group is also to assess whether the work meets the requirements of the seminar in question<sup>1</sup>, indicate how far work on the thesis seems to have progressed (stated as a percentage) and, at the final review seminar, state the earliest possible date when the thesis can be presented at a licentiate seminar/public defence.

More detailed instructions for the expert review group at the mid-way review and final review seminars can be found on [the third-cycle education website](#). The principal supervisor must inform the expert review group about these instructions.

At the final review seminar, in the event that the thesis is not considered to be 90% completed, the internal expert review group member must monitor the doctoral student's progress in consultation with the principal supervisor. When 90% has been completed, the internal expert review group member must issue a written statement. The final review minutes and statement are submitted to the research coordinator. The written statement and final review minutes are appended when the notification of the licentiate seminar/application for the public defence is made.

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<sup>1</sup> 50% and 90% respectively must have been completed (of the thesis, not the third-cycle programme as a whole).

## 5.4 Other activities that support target achievement

### **Participation in conferences or other academic contexts**

In order to support the doctoral student's development as a researcher and to reach the qualitative target "to demonstrate the ability in both national and international contexts to present and discuss research and research findings authoritatively in speech and writing and in dialogue with the academic community and society in general", doctoral students are expected to participate and present their work in academic contexts other than the research seminars at HLK.

Doctoral students who are aiming for a licentiate degree must participate and present their work in an external academic context at least once in Sweden and once abroad, preferably at conferences.

Doctoral students who are aiming for a doctoral degree must participate and present their work in an external academic context at least three times, at least once in Sweden and once abroad, preferably at conferences.

A completed presentation in an academic context is noted in the individual study plan with the following details: the title of the presentation, name of the conference or the equivalent, date and location.

### **Ethical review, etc.**

Other activities that support the achievement of targets, such as completed ethical review processes, teaching, delivery of continuing education and assignments as an expert are noted in the individual study plan.

## 6 Working life perspective

There should be ongoing discussions between the doctoral student and their supervisor(s) and employer about how the future is envisaged and how the research project can benefit both the doctoral student and the employer (e.g. school, university or trade and industry).

Approximately six months before the licentiate seminar and one year before the public defence, the doctoral student must be given the opportunity to discuss future career paths at a meeting with the managing director and the vice dean of research. It is the doctoral student who initiates such a meeting.

The following points may form a basis for the discussion:

- the doctoral student's own position regarding career paths
- application for a postdoctoral scholarship for research at a higher education institution in Sweden or abroad
- application for a postdoctoral appointment, for example a national postdoctoral appointment within the Swedish Research Council's programme or a position as a postdoctoral research fellow
- application for research funding
- career paths at HLK and other higher education institution
- career paths in the private sector, at specific research institutes and in the public sector
- affiliation.

Significant points that come up during the discussion can be noted in the individual study plan.

## 7 Doctoral student organisation

The interests of doctoral students are provided for at both HLK and JU level.

### 7.1 HLK's doctoral student organisation

There is a doctoral student organisation at HLK whose purpose is to facilitate contacts between doctoral students and HLK's management.

In addition, the doctoral student organisation is to ensure that doctoral students have insight and influence, especially in activities at HLK and the rest of JU that have a bearing on the students' study and work situation.

Doctoral students elected to work for HLK's doctoral student organisation may have the time that they spend working for the organisation, up to 85 hours, added at the end of their third-cycle programme. This is followed up in the individual study plan. Externally employed doctoral students are paid for work that they carry out for HLK's doctoral student organisation. At the beginning of each semester, the manager of doctoral education and the research coordinator hold a follow-up meeting with the doctoral student representatives.

The doctoral student organisation appoints doctoral student representatives to the Research Council. The representatives are compensated for this work according to decision of the managing director § 21/039.

### 7.2 JU's doctoral student council

HLK's doctoral student organisation collaborates with other doctoral students at JU in a university-wide doctoral student council. There is a maximum of 5 meetings a year (a total of about 10 hours). Doctoral student representatives from HLK are given time as compensation by HLK. The regular members of the council each receive 10 hours a year.

The chairperson of JU's doctoral student council is paid the equivalent of 20 hours/year by Jönköping University Foundation. The remuneration is based on the doctoral student's salary.

JU's doctoral student council appoints doctoral student representatives to JU's Strategic Committee for Research and the Board of Education and Research Education. The work is financed by Jönköping University Foundation with 50 hours/year and committee/board through remuneration based on the doctoral student's salary.

## 8 Licentiate and doctoral thesis

### 8.1 Rules for a licentiate thesis

The licentiate thesis must be prepared individually by the doctoral student.

The thesis must:

- be designed either as a coherent work (monograph) or as a summary of scientific articles or book chapters that the doctoral student has written alone or together with co-authors (compilation thesis)
- be written in Swedish or English
- include a brief summary in Swedish and English.

A compilation thesis must include at least two publishable works. The doctoral student's own contribution to the different elements of such a thesis must be clearly distinguishable. This is made clear by the doctoral student filling in a co-author form for each article of the compilation thesis. This applies to articles submitted or published after 1 January 2020, but, if possible, a co-author form should also be filled in for articles published previously.

The doctoral student must be the first author of at least one of the works, which must be refereed and accepted. Exceptions to these guidelines can be made if justifiable.

The licentiate thesis can include data from the doctoral student's master's thesis (120 credits), provided that the material has been re-processed/re-analysed in line with the purpose and research questions of the licentiate thesis.

The articles of a compilation thesis must be accompanied by a summarising chapter. Together, these constitute the thesis. Advice on how to use Word when writing your summarising chapter and a template for the summarising chapter can be found on [the third-cycle education website](#). On the website, there is also a form to be completed and sent to the printing house.

### 8.2 Rules for a doctoral thesis

The doctoral thesis must be prepared individually by the doctoral student.

The thesis must:

- be designed either as a coherent work (monograph) or as a summary of scientific articles or book chapters that the doctoral student has written alone or together with co-authors (compilation thesis)
- be written in Swedish or English
- include a brief summary in Swedish and English.

A compilation thesis must consist of three to four original articles, depending on quality and scope. At least two must have been accepted for publication in refereed journals and another one or two must be ready to be submitted for publication at the latest when the examining committee is appointed. The doctoral student's own contribution to the different elements of a compilation thesis must be clearly distinguishable. This is made clear by the doctoral student filling in a co-author form for each article of the thesis. This applies to articles submitted or published after 1 January 2020, but, if possible, a co-author form should also be filled in for articles published previously.

The doctoral student should be the first author of at least two of the original articles. Exceptions to these guidelines can be made if justifiable.

The doctoral thesis can include data from the doctoral student's master's thesis (120 credits), provided that the material has been re-processed/re-analysed in line with the purpose and research questions of the doctoral thesis.

If the doctoral student is doing the latter part of a third-cycle programme and has already written a licentiate thesis, the doctoral thesis can build on the licentiate thesis. For example, the licentiate thesis can be recast into an article in a compilation thesis or broadened and deepened in the form of a monograph. The licentiate thesis, as is, can also form part of a compilation thesis together with complementary articles.

The articles of a compilation thesis must be accompanied by a summarising chapter. Together, these constitute the thesis. Advice on how to use Word when writing your summarising chapter and a template for the summarising chapter can be found on [the third-cycle education website](#). On the website, there is also a template for the notification of the date of the defence of the doctoral thesis and a form to be completed and sent to the printing house.

### 8.3 Guidelines for the summarising chapter

While the different articles in a compilation thesis may be the result of more or less independent research the summarising chapter must always be the doctoral student's own text, written in their own words.

The summarising chapter must link the various studies in the compilation thesis and place them in a larger context. In that way, the summarising chapter can be said to "raise" the studies to a general level. The summarising chapter must describe the field of knowledge in question and analyse the results of the doctoral student's research in relation to that field. The summarising chapter must also highlight and explain in what way the thesis contributes new knowledge and discuss the significance of this.

The structure and scope of the summarising chapter may vary depending on the subject area. The chapter should at least contain the following elements:

- introduction and problematisation
- purpose
- research questions and limitations
- previous research
- theoretical starting points
- method
- results
- conclusions and discussion.

### 8.4 Printing a licentiate/doctoral thesis

#### **ISBN number and number in the publication series**

Licentiate and doctoral theses are published in a series with ISBN numbers issued by HLK. Licentiate and doctoral theses are also published in full in the digital publishing system DiVA. In the case of a compilation thesis, "in full" refers only to the summarising chapter.

The doctoral student contacts the research coordinator to obtain an ISBN number and a number in the publication series for their thesis.

## Printing costs and distribution

Any costs for editing and language review are financed by the doctoral student allowance.

### *Number of copies of the licentiate thesis*

HLK funds 34 copies of the licentiate thesis.

- 20 copies for the doctoral student's personal use
- 2 ring binder copies for the external reviewer and doctoral student
- 1 copy for the examiner
- 1 copy for the chair
- 5 legal deposit copies for the University Library
- 5 legal deposit copies (one for the manager of doctoral education, one for the managing director, two for the research coordinator and one archive copy signed by the examiner).

If the doctoral student wishes to print additional copies, this must be negotiated separately with the printing house, and the additional cost must be paid by the doctoral student.

### *Number of copies of the doctoral thesis*

HLK funds 48 copies of the doctoral thesis.

- 30 copies of the thesis for the doctoral student's personal use
- 2 ring binder copies for the external reviewer and doctoral student
- 4 copies (one each for the members of the examining committee and the deputy)
- 1 copy for the chair
- 1 punched copy for the notification ceremony
- 5 legal deposit copies for the University Library
- 5 legal deposit copies (one for the manager of doctoral education, one for the managing director, two for the research coordinator and one archive copy signed by the vice dean of research).

If the doctoral student wishes to print additional copies, this must be negotiated separately with the printing house, and the additional cost must be paid by the doctoral student.

### *Policy regarding the dissemination of texts that constitute the basis of a licentiate/doctoral thesis*

Many journals refuse to accept manuscripts that have been published previously – in whole or in parts – on university websites.

Therefore, in order to avoid making future publication more difficult or impossible, articles that have not already been accepted for publication and which will form the basis for the thesis should not be posted on HLK's (or any other university) website. Such texts should instead be disseminated by email or as hard copies.

## 9 Licentiate seminar

Before presenting a licentiate thesis, the doctoral student must have gained all the course credits required for a licentiate degree. Exemptions are granted only in exceptional cases.

Preparations for the licentiate seminar should begin no later than six months before the seminar. The doctoral student is responsible for the publication process, including language review. The principal supervisor is responsible for making preparations for the actual seminar.

More detailed information about preparations is provided in the document “Points to consider before the licentiate seminar” on [the third-cycle education website](#).

### 9.1 Notification of a licentiate seminar

Notification of a licentiate seminar must be made to NUF no later than four weeks before the seminar.

Notification procedures at HLK:

1. The principal supervisor fills in the form “Notification of licentiate seminar”.
2. The following documents are to be appended to the form:
  - a. Signed minutes of the final review including a summary of the expert review group’s comments
  - b. co-author statement form which clarifies the contributions of the doctoral student and co-authors if the thesis was co-authored<sup>2</sup>. The form is available on the [third-cycle education website](#).
  - c. extract from Ladok confirming the number of course credits gained.
3. The principal supervisor submits the notification to the research coordinator.
4. The notification is signed by the vice dean of research.
5. The research coordinator sends the notification to the registrar, who forwards a registered copy to the Board of Education and Research Education and the research coordinator. The research coordinator forwards the copy to the manager of doctoral education and the principal supervisor for their information.
6. The notification is announced in the NUF minutes.
7. In conjunction with the announcement, the principal supervisor contacts the external reviewer, examiner and chair and sends a formal invitation to the licentiate seminar and the preceding lunch. A template for the invitation is available from the research coordinator. Together with the invitation, the principal supervisor also appends instructions for the external reviewer at the licentiate seminar.

### 9.2 Chair, external reviewer and examiner

#### Chair

The licentiate seminar is led by a chair. The role of chair cannot be held by any of the doctoral student’s supervisors or any other person who already has an official role at the seminar.

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<sup>2</sup> This applies for doctoral students admitted after 6 November 2018. Doctoral students admitted before 6 November 2018 are recommended to follow the same procedure.

## External reviewer

At a licentiate seminar, there must be an external reviewer appointed by HLK. When appointing the external reviewer, gender equality and diversity must be considered. The external reviewer must hold a doctoral degree and be employed at a higher education institution other than JU or within private industry or some other non-academic organisation. HLK is responsible for ensuring there is no breach of conflict of interest rules when the external reviewer is selected.

## Examiner

The examiner must be qualified as a principal supervisor and can be a JU employee. A doctoral student's supervisor cannot be the examiner of the same student's licentiate thesis.

### 9.3 Licentiate seminar procedures

The external reviewer and examiner must be physically or virtually present at the licentiate seminar.

If it becomes clear in advance that the external reviewer will not be able to attend in person, the vice dean of research decides either to conduct the seminar via a link or to postpone the seminar until a later date.

If the external reviewer or examiner is delayed on the day of the seminar, the chair may decide to postpone the start of the licentiate seminar but for maximum two hours. In the event of further delay, the seminar is to be postponed until a later date.

For more detailed information about the seminar procedures, please refer to "Licentiate seminar instructions".

### 9.4 Social gathering after the licentiate seminar

The research coordinator is responsible for the social gathering that takes place after the seminar, at which a non-alcoholic beverage and snacks are served. HLK will pay a certain amount for the purchase of refreshments based on the estimated number of participants. Purchases in excess of the standard amount must be paid for by the doctoral student. Contact the research coordinator for further information.

### 9.5 Degree certificate

A doctoral student who meets the requirements for a licentiate degree should apply for a degree certificate from the University. The student fills in the relevant form and submits it to the research coordinator. The manager of doctoral education and the research coordinator check that all elements of the general syllabus have been completed and that the thesis has been passed. They do so based on the individual study plan, an extract from Ladok, any co-author statements and the minutes from the licentiate seminar.

As of 1 April 2024, Jönköping University only issues digital degree certificates. The degree certificate is an e-sealed PDF file. Because it has been e-sealed, the document cannot be altered after being retrieved from Ladok.

The digital degree certificate can be retrieved and printed via Ladok for students/alumni at any time. The degree certificate's authenticity can be verified by uploading the document to Ladok's verification page. The e-seal can also be verified via Adobe.

The degree certificate is written in two languages: Swedish and English. The certificate will be accompanied by an attachment in English, a diploma supplement (DS). The DS provides information on, among other things, the content and scope of the third-cycle programme and the programme's place in the Swedish education system. The DS is issued free of charge.

## 10 Public defence of a doctoral thesis

Before the public defence, the doctoral student must have gained all the course credits required for a doctoral degree. Exemptions are granted only in exceptional cases.

Preparations for the public defence should begin no later than six months in advance. The doctoral student is responsible for the publication process, including language review. The principal supervisor is responsible for making preparations for the actual public defence.

More detailed information about preparations is provided in the document “Points to consider prior to notification of the date of the defence of a doctoral thesis and the public defence” on [the third-cycle education website](#).

### 10.1 Application for a public defence

The application for a public defence must reach NUF no later than 10 days before the regular meeting which takes place two months before the planned public defence.

How to apply for a public defence at HLK:

1. The principal supervisor fills in the form “Application for public defence of doctoral thesis”.
2. The following documents are to be appended to the form:
  - a. signed final review minutes from the final review seminar including a summary of the expert review group’s comments
  - b. co-author statement form which clarifies the contributions of the doctoral student and co-authors if the thesis was co-authored<sup>3</sup>. The form is available on the [third-cycle education website](#).
  - c. form titled “Declaration of conflicts of interest to be completed before the defence of a doctoral thesis”
  - d. extract from Ladok confirming the number of course credits gained.
3. The principal supervisor submits the application to the research coordinator.
4. The application is signed by the vice dean of research.
5. The research coordinator sends the application to the registrar, who forwards a registered copy to the Board of Education and Research Education and the research coordinator.
6. The decision is taken by NUF at its regular meeting. NUF sends the decision to the research coordinator and registrar. The minuted decision from NUF is registered in the official register together with the application. The research coordinator forwards the decision to the manager of doctoral education and the principal supervisor for their information.
7. After a decision has been taken by NUF, the principal supervisor contacts the external reviewer, examining committee and chair and sends a formal invitation to the public defence and the preceding lunch. A template for the invitation is available from the research coordinator. Together with the invitation, the principal supervisor also appends instructions for the external reviewer at the public defence.

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<sup>3</sup>This applies for doctoral students admitted after 6 November 2018. Doctoral students admitted before 6 November 2018 are recommended to follow the same procedure.

## 10.2 Notification of the date of the defence of a doctoral thesis and distribution of the thesis

No later than three weeks before the public defence, the thesis is nailed to HLK's noticeboard. The notification ceremony is led by the principal supervisor. The vice dean of research writes "May be nailed to the noticeboard" on two copies of the thesis, the copy to be nailed to the noticeboard and an archive copy.

No later than three weeks before the public defence, the electronic publication takes place when the thesis is made available in full in DiVA. "In full" refers only to the summarising chapter of the thesis.

Information material about DiVA can be found on the University Library's website. The University Library helps with registration in DiVA.

## 10.3 Chair, external reviewer and examining committee

### Chair

The public defence is led by a chair. The role of chair cannot be held by any of the doctoral student's supervisors or any other person who already has an official role at the defence. The chair is appointed by the Board of Education and Research Education following a proposal from HLK.

### External reviewer

There must be an external reviewer at the public defence. The external reviewer must be a docent or professor in the field in question. The external reviewer may not be employed by or work for JU. The external reviewer is appointed by the Board of Education and Research Education following a proposal by HLK. HLK is responsible for ensuring there is no breach of conflict of interest rules when the external reviewer is selected.

### Examining committee

The grade for a doctoral thesis is determined by an examining committee consisting of three members who are docents or professors. In exceptional cases, a person who has equivalent scholarly competence may be appointed to the committee.

Maximum one member of the committee can be employed by and/or work for HLK. A person who has been a supervisor of the doctoral student cannot be a member of the examining committee. The members are appointed by the Board of Education and Research Education following a proposal from HLK.

Maximum one of the members of the expert review group at the mid-way review seminar and one of the members of the expert review group at the final review seminar can be included in the examining committee, on condition that a broad search for competent examining committee members has been conducted and that conflict of interest rules have been observed.

A deputy must be appointed with the aim of meeting the requirements for the final composition of the examining committee. The deputy should come from JU to simplify the process but, if possible, from one of the other schools. The appointed deputy can replace a regular member of the examining committee who is unable to attend the public defence. If one of the regular members is from HLK/JU, the deputy should come from another higher education institution.

HLK is responsible for ensuring there is no breach of conflict of interest rules when the examining committee is selected.

Gender equality and diversity must be considered when proposing the external reviewer and the members of the examining committee.

## 10.4 Public defence procedures

The external reviewer and the entire examining committee must be physically or virtually present at the public defence.

If it becomes clear in advance that the external reviewer will not be able to attend in person, the vice dean of research decides either to conduct the public defence via a link or to allow an external member of the examining committee to replace the external reviewer.

If the external reviewer is delayed on the day of the public defence, the chair may decide to postpone the start of the public defence but for maximum two hours. In the event of further delay, an external member of the examining committee may replace the external reviewer.

If a regular member of the examining committee is delayed, the chair may decide to postpone the start of the public defence but for maximum two hours. If one of the members of the examining committee is unable to attend, the deputy will take their place.

For more detailed information about the public defence procedures, please refer to “Instructions for the public defence of a doctoral thesis”.

## 10.5 Social gathering after the public defence

The research coordinator is responsible for the social gathering that takes place after the public defence, at which a non-alcoholic beverage and snacks are served. HLK will pay a certain amount for the purchase of refreshments based on the estimated number of participants. Purchases in excess of the standard amount must be paid for by the doctoral student. Contact the research coordinator for further information.

## 10.6 Degree certificate

A doctoral student who meets the requirements for a doctoral degree should apply for a degree certificate from the University. The doctoral student fills in the relevant form and submits it to the research coordinator. The manager of doctoral education and the research coordinator check that all elements of the general syllabus have been completed and that the thesis has been passed. They do so based on the individual study plan, an extract from Ladok, any co-author statements and the minutes from the public defence.

As of 1 April 2024, Jönköping University only issues digital degree certificates. The degree certificate is an e-sealed PDF file. Because it has been e-sealed, the document cannot be altered after being retrieved from Ladok.

The digital degree certificate can be retrieved and printed via Ladok for students/alumni at any time. The degree certificate's authenticity can be verified by uploading the document to Ladok's verification page. The e-seal can also be verified via Adobe.

The degree certificate is written in two languages: Swedish and English. The certificate will be accompanied by an attachment in English, a diploma supplement (DS). The DS provides information on,

among other things, the content and scope of the third-cycle programme and the programme's place in the Swedish education system. The DS is issued free of charge.

## 10.7 Doctoral hat and doctoral degree conferment ceremony

HLK pays for the doctoral hat. The doctoral degree conferment ceremony takes place at the academic ceremony that is organised every three semesters. Doctoral students who have graduated no later than three months before the academic ceremony can be conferred. Those who have graduated more recently have to wait until the next time the academic ceremony is held.

## 11 Evaluation and quality assurance of third-cycle education

HLK evaluates and assures the quality of its third-cycle education in a number of ways.

- a. Course evaluation after each course. Views from course participants are collected anonymously and compiled by the course coordinator. A report of the outcome is submitted to the research coordinator for archiving and presented to and discussed by the Research Council Executive Committee. The course evaluation must be referred to the next time the course is planned. The evaluation results are communicated to the current course participants via the learning management system and to future participants at the start of the course.
- b. The individual study plan is revised once a year (see above under Individual study plan). It is intended to provide the principal supervisor and doctoral student with a clear overview of completed and planned activities and their relation to the qualitative targets and thereby to facilitate the planning of the remaining work. The individual study plan also provides the manager of doctoral education with documentation for the planning of HLK's offering of third-cycle courses.
- c. After the individual study plan has been submitted, the manager of doctoral education has an individual meeting with each doctoral student on the basis of the study plan. At that meeting, views on the study programme that may be difficult to put in writing can be expressed. The manager of doctoral education is responsible for ensuring that measures are taken if necessary.
- d. Twice a year, the doctoral student's study activity and funding must be reported to Statistics Sweden (SCB). The research coordinator is responsible for this process.
- e. The manager of doctoral education also invites all doctoral students to a group meeting once a semester to impart information and hear the doctoral students' views. The manager of doctoral education is responsible for ensuring that measures are taken if necessary.
- f. At HLK, all active supervisors are expected to participate in the supervisor seminar that takes place once a semester. The purpose of those meetings is to contribute to both competence development and quality assurance of the third-cycle education. A wide range of themes are addressed, such as the structure and quality of third-cycle education, seminars, the individual study plan and the planning of third-cycle courses.
- g. A doctoral student survey is conducted once a year to provide regular input to the quality enhancement of the third-cycle education.
- h. Shortly after the doctoral students have graduated, they are asked to complete a questionnaire evaluation of the programme, which forms the basis for the further development of the third-cycle education. The manager of doctoral education is responsible for ensuring that views put forward are taken into account in the further development of the third-cycle education at HLK.
- i. An alumni survey is sent out every three years to maintain contact with former doctoral students. The results are compiled and presented to the Research Council. The information gathered through the survey is meant to contribute to the quality assurance of third-cycle education at HLK and to a mutual exchange between alumni, current doctoral students and HLK.
- j. An annual quality report (QR) for third-cycle education at HLK is compiled on the basis of

doctoral student and staff data, surveys and other relevant supplementary information from the above follow-up channels. The quality report forms the basis for a quality improvement plan (QIP) for third-cycle education at HLK, which in turn forms the basis for HLK's joint quality improvement plan and operational plan.

## 12 Deviations from the planned study route

### 12.1 Short periods of illness, care of a sick child, etc.

The doctoral student must report short periods of absence to his/her employer so that the corresponding time can be added at the end of the third-cycle programme. This is also necessary to be able to submit accurate figures on study activity and funding to Statistics Sweden twice a year.

### 12.2 Approved leave from studies

If leave from studies is needed due to illness, other work, parental leave or for any other reason, the doctoral student must apply for approved leave from studies by completing a form available on the [third-cycle education website](#). The application is to be submitted to the manager of doctoral education before the studies are interrupted.

### 12.3 Overrun of funded time

HLK cannot give funding for the completion of third-cycle education after the funded time has ended. Should the funding run out before the doctoral student has graduated, the manager of doctoral education must be informed, whether it is because of withdrawn external funding or because the third-cycle studies have taken longer than planned.

However, if funding has ended, the doctoral student can apply to the managing director for additional supervision resources (see decision of the managing director § 19/014).

### 12.4 Premature termination of supervision relationship

#### **Change of supervisor**

A doctoral student who wishes to change supervisors can contact the manager of doctoral education. The doctoral student has the right to change supervisors. The form should be submitted to the research coordinator. It is not necessary to state a reason.

#### **Withdrawal of the right to supervision and other resources**

Should problems arise during the supervision process so the relationship between doctoral student and supervisor is challenged, in the first instance, the manager of doctoral education must be contacted for consultation.

If a doctoral student fails substantially to fulfil their obligations under the individual study plan, the principal supervisor must report this to the manager of doctoral education for consultation with the vice dean of research. The managing director may decide that the doctoral student should no longer be entitled to supervision and other programme resources.

Before such a decision is made, both the doctoral student and the principal supervisor must be given the opportunity to express their views. The matter must be examined on the basis of their statements and any

other information available. The assessment must take into account whether HLK has fulfilled its obligations under the individual study plan. The decision and its grounds must be put in writing.

A decision on withdrawal of the right to supervision and other resources may be appealed to the JU Board of Appeals within 3 weeks after the date the decision was announced.

More detailed information on this can be found in BRJU.

## 12.5 Non-completion

Non-completion of third-cycle education is documented by the doctoral student submitting a designated form requesting non-completion.

The research coordinator registers the non-completion in Ladok. If a doctoral student has terminated their doctoral studies completely and non-completion has been registered in Ladok, a new admission decision is required in order for the studies to be resumed.

## 13 Annexes

### 13.1 Annex 1 - Third-cycle qualitative targets

#### Degree of Licentiate

**Scope**

A licentiate degree is awarded:

- either after the doctoral student has completed a programme of at least 120 credits in a third-cycle subject area,
- or after the doctoral student has completed at least 120 credits of a programme leading to a doctoral degree, if the university decides that such a licentiate degree can be awarded at the university.

**Outcomes****Knowledge and understanding**

For a licentiate degree, the doctoral student must:

- demonstrate knowledge and understanding in the field of research including current specialist knowledge in a limited area of this field as well as specialised knowledge of research methodology in general and the methods of the specific field of research in particular.

**Competence and skills**

For a licentiate degree, the doctoral student must:

- demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake a limited piece of research and other qualified tasks within predetermined time frames in order to contribute to the formation of knowledge as well as to evaluate this work
- demonstrate the ability in both national and international contexts to present and discuss research and research findings in speech and writing and in dialogue with the academic community and society in general, and
- demonstrate the skills required to participate autonomously in research and development work and to work autonomously in some other qualified capacity.

**Judgement and approach**

For a licentiate degree, the doctoral student must:

- demonstrate the ability to make assessments of ethical aspects of his or her own research
- demonstrate insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used, and
- demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her ongoing learning.

**Thesis**

For a licentiate degree, the doctoral student must have gained a Pass for a thesis of at least 60 credits.

**Other information**

For a licentiate degree with a specific specialisation, the specified requirements that each higher education institution itself determines within the framework of this qualification descriptor also apply.

## Degree of Doctor

### Scope

A doctoral degree is awarded after the doctoral student has completed a programme of 240 credits in a third-cycle subject area.

### Outcomes

#### Knowledge and understanding

For a doctoral degree, the doctoral student must:

- demonstrate broad knowledge and systematic understanding of the research field as well as advanced and up-to-date specialised knowledge in a limited area of this field, and
- demonstrate familiarity with research methodology in general and the methods of the specific field of research in particular.

#### Competence and skills

For a doctoral degree, the doctoral student must:

- demonstrate the capacity for scholarly analysis and synthesis as well as to review and assess new and complex phenomena, issues and situations autonomously and critically
- demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames and to review and evaluate such work
- demonstrate through a dissertation the ability to make a significant contribution to the formation of knowledge through his or her own research
- demonstrate the ability in both national and international contexts to present and discuss research and research findings authoritatively in speech and writing and in dialogue with the academic community and society in general
- demonstrate the ability to identify the need for further knowledge and
- demonstrate the capacity to contribute to social development and support the learning of others both through research and education and in some other qualified professional capacity.

#### Judgement and approach

For a doctoral degree, the doctoral student must:

- demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics, and
- demonstrate specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used.

### Thesis

For a doctoral degree, the doctoral student must have gained a Pass for a thesis of at least 120 credits.

**Other information**

For a doctoral degree with a specific specialisation, the specified requirements that each higher education institution itself determines within the framework of this qualification description also apply.

## 13.2 Annex 2 – Matrices of progression in third-cycle education

The following matrices are intended to clarify the progression of third-cycle education. They include the compulsory seminars and other progress checkpoints.

### Third-cycle education leading to a licentiate degree

|                                     | <b>Point in time</b><br>(for full-time studies)                                                              | <b>Guidelines for a compilation thesis</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Guidelines for a monograph</b>                                                                                                                                                      |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Research plan seminar</b>        | To take place within 6 months after admission.<br><br>Is organised by the research team/ environment.        | A proposal for a research plan is presented.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | A proposal for a research plan is presented.                                                                                                                                           |
| <b>Mid-way review seminar (50%)</b> | Can take place after just over 1 year (not compulsory).<br><br>The seminar must have an expert review group. | One article must have been submitted for assessment, and there must be a plan for a second article.<br><br>The summarising chapter is not the primary focus of the review, but it should be available at least in a skeletal form to indicate the overall direction of the study and how the individual articles relate to the study's purpose. Even if all sections are not yet fully written, the text should clearly outline the intended structure and content.<br><br>Approximately 50% of the course credits must have been passed*. | Approximately half of the thesis is finished (regardless of content). Must be in the process of analysing data.<br><br>Approximately 50% of the course credits must have been passed*. |
| <b>Final review seminar (90%)</b>   | To take place after just over 1½ years.<br><br>The seminar must have an expert review group.                 | The thesis must be very close to completion.<br><br>The review is focused mainly on the summarising chapter in relation to submitted and published articles and, to some extent, manuscripts that have not been submitted for publication.                                                                                                                                                                                                                                                                                                 | The thesis is very close to completion and includes a concluding discussion, at least in the form of a first draft.<br><br>If possible, all course credits have been passed.           |

|  |  |                                                      |  |
|--|--|------------------------------------------------------|--|
|  |  | If possible, all course credits<br>have been passed. |  |
|--|--|------------------------------------------------------|--|

*\* A certain degree of flexibility should be allowed so that a slightly lower number of course credits can be compensated with greater progress on the thesis, and vice versa.*

### Third-cycle education leading to a doctoral degree

The purpose of the first checkpoint (25%) is to ensure that the doctoral student is well on the way with their third-cycle studies, while the second checkpoint (75%) is directly linked to the review of the individual study plan when one year remains.

|                                     | <b>Point in time</b><br>(for full-time studies)                                                       | <b>Guidelines for a compilation thesis</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Guidelines for a monograph</b>                                                                                                                                                          |
|-------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Research plan seminar</b>        | To take place within 6 months after admission.<br><br>Is organised by the research team/ environment. | A proposal for a research plan is presented.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | A proposal for a research plan is presented.                                                                                                                                               |
| <b>Mid-way review seminar (50%)</b> | To take place after approximately 2 years.<br><br>The seminar must have an expert review group.       | One article must have been submitted for assessment, and there should be at least a draft of a second article.<br><br>The summarising chapter is not the primary focus of the review, but it should be available at least in a skeletal form to indicate the overall direction of the study and how the individual articles relate to the study's purpose. Even if all sections are not yet fully written, the text should clearly outline the intended structure and content.<br><br>Approximately 50% of the course credits must have been passed*. | Approximately half of the thesis is completed (regardless of content). Should be in the process of collecting data.<br><br>Approximately 50% of the course credits must have been passed*. |
| <b>Final review seminar (90%)</b>   | To take place after approximately 3½ years.<br><br>The seminar must have an expert review group.      | The thesis is very close to completion.<br><br>The review is focused mainly on the summarising chapter in relation to submitted and published articles and, to some extent, manuscripts that have not been submitted for publication.                                                                                                                                                                                                                                                                                                                 | The thesis is very close to completion and includes a concluding discussion, at least in the form of a first draft.<br><br>If possible, all course credits have been passed.               |

|  |  |                                                      |  |
|--|--|------------------------------------------------------|--|
|  |  | If possible, all course credits<br>have been passed. |  |
|--|--|------------------------------------------------------|--|

*\* A certain degree of flexibility should be allowed so that a slightly lower number of course credits can be compensated with greater progress on the thesis, and vice versa.*

### 13.3 Annex 3 - Remuneration levels for discussants, reviewers, examiners and examining committee members

Below is an excerpt from decision of the managing director § 19/127 regarding remuneration for various academic assignments at HLK.

| Assignment                                                                        | Fee/remuneration        |
|-----------------------------------------------------------------------------------|-------------------------|
| <b>Third-cycle education for doctoral students aiming for a licentiate degree</b> |                         |
| Discussant at the research plan seminar                                           | 1,900                   |
| Discussant at the mid-way review seminar (licentiate)                             | 2,500                   |
| Discussant at the final review seminar (licentiate)                               | 3,200                   |
| Reviewer at the final review seminar (licentiate)                                 | 2,200                   |
| External reviewer at the licentiate seminar                                       | 5,400                   |
| Examiner at the licentiate seminar                                                | 3,800                   |
| <b>Third-cycle education for doctoral students aiming for a doctoral degree</b>   |                         |
| Discussant at the research plan seminar                                           | 1,900                   |
| Discussant at the mid-way review seminar (doctorate)                              | 4,300                   |
| Reviewer at the mid-way review seminar (doctorate)                                | 3,000                   |
| Discussant at the final review seminar (doctorate)                                | 5,400                   |
| Reviewer at the final review seminar (doctorate)                                  | 3,800                   |
| External reviewer at the public defence                                           | 9,800                   |
| Examining committee member and opponent                                           | Travel & overnight stay |