



JÖNKÖPING UNIVERSITY

School of Health and Welfare

PRIN

Practical instructions for doctoral students and supervisors at the Research School of Health and Welfare

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Contents

1	Abbreviations	4
1.1	Abbreviations.....	4
2	Admission to third-cycle education	5
2.1	Admission periods	5
2.2	The admission process.....	5
3	Introduction to third-cycle education	6
3.1	Third-cycle subject areas	6
3.2	Higher education credits and credit calculation	6
3.3	Conference participation.....	6
3.4	Registration meeting	7
3.5	Introduction day for new doctoral students and supervisors.....	7
3.6	Doctoral student and supervisor day	7
3.7	Research page.....	7
3.8	Doctoral progress meeting	7
4	Supervision	8
4.1	Supervisor replacement	8
4.2	Supervision time	8
4.3	Withdrawal of the right to supervision and other resources.....	9
5	Individual study plan.....	9
6	Courses in third-cycle education	10
6.1	Compulsory and elective third-cycle courses.....	10
6.2	Credit transfer	10
	Credit transfer of third-cycle courses before admission	10
	Credit transfer of third-cycle courses during the programme	10
7	Seminar activities.....	11
7.1	Booking	11
7.2	Guidelines for presenting and reviewing research study plan seminars	11
7.3	Guidelines for reviewing midway and final seminars	13
8	Licentiate/doctoral thesis	16
8.1	Licentiate/doctoral thesis structure	16
8.2	Licentiate/doctoral thesis layout.....	16
8.3	Distribution	17
9	Licentiate seminar/defence of doctoral thesis.....	18
9.1	Degree requirements	18

9.2	Booking a date and time.....	18
9.3	Selection of chair, external reviewer and examining committee	19
9.4	Notification of licentiate seminar/application for defence of doctoral thesis	19
9.5	Preliminary opinion	20
9.6	“Nailing” (notification) of the licentiate/doctoral thesis	20
9.7	Press release	20
9.8	Seminar/defence structure	21
9.9	Remuneration for the external reviewer and examining committee	22
9.10	Degree certificate	23
10	Documents	24
10.1	Forms	24
11	Appendices	25
11.1	Guidelines for developing an RSP.....	25
11.2	Checklist for entire third-cycle education	27
11.3	Checklist before seminars	28
	Research study plan seminars	28
	Midway seminars.....	29
	Final seminars	29
11.4	Checklist for the final year of a third-cycle programme	29
11.5	Timetable for the summarising chapter	31

This document gives doctoral students and supervisors practical information about third-cycle education at the Research School of Health and Welfare, which is part of Jönköping University's School of Health and Welfare. In this document, the term doctoral student covers those preparing for a licentiate degree and those preparing for a doctoral degree. Similarly, the term "thesis" here covers the two different types of dissertation that the Swedish system demarcates, at least terminologically, for licentiate degrees (on the one hand) and doctoral degrees (on the other). Hereinafter, the term "dissertation" covers both types of text under the Swedish system/nomenclature. The term "licentiate/doctoral thesis" is maintained to emphasise that, where used, the same provisions apply to the two different degrees. Also maintained are the terms "licentiate seminar" and "defence of doctoral thesis" for the final step in which an examining committee decides on the award of the two different degrees. The document sets out what doctoral students and supervisors shall do before and throughout the third-cycle courses and study programmes undertaken by doctoral students. It also explains the requirements that shall be fulfilled to qualify for a licentiate/doctoral degree at the School of Health and Welfare. Thus, it is vital that doctoral students and supervisors alike are thoroughly conversant with the contents of this document.

PRIN is a living document that is updated annually. If you have any questions or comments about this document, please contact the school director or research coordinator.

The [research school's website](#) has further details about third-cycle education at the school.

1 Abbreviations

1.1 Abbreviations

RGJU

Regulations and guidelines for first-cycle, second-cycle and third-cycle courses and study programmes at Jönköping University.

ISP

Individual study plan.

BERE

The Board of Education and Research Education.

2 Admission to third-cycle education

Applications from prospective doctoral students may be received as set out below.

- **Option 1:** In accordance with the instructions in a School of Health and Welfare doctoral position advertisement, a prospective student submits an application (internal financing).
- **Option 2:** A prospective doctoral student submits documentary proof that he or she has external research funding (external financing) equating to two or four years' full-time education for, respectively, a licentiate degree or a doctoral degree.

To apply for third-cycle education at the Research School of Health and Welfare, a prospective doctoral student shall have:

- Completed a second-cycle degree or met the requirements of courses awarding 240 higher education credits (at least 60 of these being second-cycle) or otherwise acquired equivalent knowledge.
- Internal or external financing equating to two or four years' full-time work for, respectively, a licentiate degree or a doctoral degree.

2.1 Admission periods

Admission to third-cycle education is possible in the following periods:

- 1 September – 22 December.
- 10 January – Friday of the week before Midsummer.

2.2 The admission process

Before submitting an admission application, a prospective doctoral student satisfying the above requirements shall, along with his/her principal supervisor, contact the research school director and present the project and himself/herself.

If there is still interest after this meeting, and the school director is positive as regards admission, the following shall be submitted to the research coordinator at the Research School of Health and Welfare:

1. Admission to third-cycle education form.
2. A covering letter stating that the person is applying to be a doctoral student.
3. A CV detailing degrees, work experience and other relevant qualifications.
4. An attested document verifying completed courses and study programmes as well as satisfaction of the entry requirements for third-cycle education.
5. Documentary proof of financing by an employer or backer (i.e. internal or external financing).
6. A preliminary research study plan (RSP).
7. Scholarly publications (if any).

The research school director then examines the completeness of the application. In consultation with the school director and, if necessary, the head of subject, the dean decides on admission. If the application is complete when it is received by the research school, the admission process usually takes two weeks.

3 Introduction to third-cycle education

3.1 Third-cycle subject areas

Third-cycle education at the Research School of Health and Welfare is conducted in the disciplinary research domain of humanities and the social sciences (HumSam). Said third-cycle education leads to either a Licentiate of Philosophy or a Doctor of Philosophy degree in one of the following subjects:

- Health and care sciences.
- Welfare and social sciences.
- Disability research.

A licentiate/doctoral thesis is written in the subject to which the doctoral student is admitted. Usually, it is written as a compilation thesis. However, it may also be written as a monograph.

3.2 Higher education credits and credit calculation

The award of a licentiate degree requires 120 higher education credits (HECs) from third-cycle education. Of these, 30 are to be for third-cycle courses and 90 for a licentiate thesis. A licentiate degree normally requires two years of full-time study.

The award of a doctoral degree requires 240 HECs from third-cycle education. Of these, 60 are to be for third-cycle courses and 180 for a doctoral thesis. A doctoral degree normally requires four years of full-time study.

Third-cycle courses and study programmes may be undertaken part-time (minimally 50% of full-time study). Amassing 60 HECs a year on a full-time doctoral studentship is reasonable. This should feature in the ISP. The credits for work on the licentiate/doctoral thesis are to be decided jointly by the doctoral student and the principal supervisor and are to be updated annually in the ISP. For those with doctoral studentships, these credits are the basis for increments as per the doctoral pay scale at the School of Health and Welfare. As regards articles, data collection and the summarising chapter of a compilation dissertation, an assessment is made of how many credits have been earned. For example, if a doctoral student has reached the halfway point of an article, this corresponds to 15 HECs.

Credits for licentiate/doctoral theses are calculated (respectively) as follows:

- Articles – 30 HECs per article. (submitted/accepted)
- Data collection – 15 or 30 HECs.
- Summarising chapter – 15 or 30 HECs.
- Courses – 30 or 60 HECs.

The research school documents each doctoral student's level of activity, course credits, progress, etc. in the ISP and Ladok.

3.3 Conference participation

Each year, the doctoral student shall be encouraged to participate in and present own findings at national and international conferences, congresses, workshops and similar events. Besides eliciting critical reaction, conference participation also enables networking that can be beneficial for the doctoral student's career.

3.4 Registration meeting

After admission, the principal supervisor shall book a registration meeting with the doctoral student, school director and research coordinator. Assistant supervisors are also to be welcomed to the meeting. At this meeting, a suitable date for a research study plan seminar is to be discussed (see also section 5.1).

No later than three months after admission, the doctoral student and principal supervisor shall submit the doctoral student's first ISP (see also section 3.4).

On completion of the admission process, the doctoral student receives:

- A Jönköping University (JU) account.
- A pass card (used in photocopiers and, if the doctoral student chooses to join the student union, as a Mecenat card).
- A room key (for doctoral students with a workplace at the research school).
- Technical equipment such as a computer and a mobile phone (for doctoral students employed at the School of Health and Welfare).

3.5 Introduction day for new doctoral students and supervisors

Each semester, the Research School of Health and Welfare organises an introduction day for newly admitted doctoral students and their supervisors. On this day, there are presentations of: what being a doctoral student or mentor entails; and, practical and administrative functions in third-cycle education.

3.6 Doctoral student and supervisor day

So that all doctoral students and supervisors at the Research School of Health and Welfare can meet, discuss and reflect on issues regarding the content of supervision and the process itself, this day is held annually. It alternates between the School of Health and Welfare and partner universities or partner organisations and provides good opportunities for doctoral students and supervisors to build networks.

Each doctoral student and supervisor day is evaluated. In the evaluation, participants can make suggestions for the content of next year's doctoral student and supervisor day. At each doctoral student and supervisor day hosted by a partner university/organisation, said partner is given good opportunities to raise the profiles of its specific doctoral student and supervisor strengths.

3.7 Research page

Throughout third-cycle education, the doctoral student shall actively update the research text and personal details on his/her research page on Jönköping University's website. Said text should contain details about educational background and ongoing work for the licentiate/doctoral thesis. It is also desirable that the doctoral student has his/her photograph on the page. The marketing department regularly offers portrait photo opportunities (for which all doctoral students can register).

3.8 Doctoral progress meeting

Every year the research school director offers all doctoral students a meeting based on the ISP. How work with the licentiate/doctoral thesis is progressing and how the student feels about his/her psychosocial work situation are discussed. This meeting is compulsory for doctoral students with studentships at the School of Health and Welfare. In nature, it resembles a performance review.

4 Supervision

Decisions on supervisors are taken by the school director in consultation with the Research Council and any partner university/organisation. Preparing any such decision involves taking into account the intended supervisor's: expertise in the research field and research subject; methodology; didactics; availability to provide supervision; and, interdisciplinarity. Normally, the supervisor group comprises three supervisors, i.e. a principal supervisor and two second supervisors. The principal supervisor shall have at least associate professor qualifications and the second supervisors at least doctoral degrees. The principal supervisor shall be employed at the School of Health and Welfare or by the partner university/organisation that is financing the doctoral student's third-cycle programme. However, at least one of the supervisors shall belong to the School of Health and Welfare.

It is the supervisor group's responsibility to support and guide the doctoral student throughout third-cycle education. The principal supervisor is the person who was offered, and accepted, prime responsibility for the doctoral student's third-cycle programme and, in consultation with the second supervisors, the student's progress. This entails the doctoral student being given the time, support and help that are necessary and which are assessed as being adequate. The second supervisors are responsible for any tasks agreed with the doctoral student and the principal supervisor. In practice, this can mean that a second supervisor takes prime responsibility for various parts of the doctoral student's: study courses and programmes; and, licentiate/doctoral thesis (e.g. a substudy).

4.1 Supervisor replacement

Both principal and second supervisors may change in the course of doctoral studies. A supervisor change shall always be based on the doctoral student's best interests and be anchored throughout the supervisor group. Any change in supervisors shall take place no later than one year before the licentiate seminar or defence of doctoral thesis. It is to be effected by the principal supervisor submitting the *Supervisor change request* form to the research school. The foregoing are vital from the point of view of the supervisor group's stability.

4.2 Supervision time

Supervision covers all the work involved from the drawing up of a research study plan to the finalisation of the academic licentiate/doctoral thesis. How much time each supervisor can offer the doctoral student is an individual matter. Of the standard 1,700-hour work year, the supervisor group can annually allocate 8% (136 hours) to a student (i.e. 272 hours in total for a licentiate student and 544 for a doctoral student). This time includes:

- Supervision meetings with the doctoral student.
- Preparation in the form of the reading of material, contact via telephone, emails, etc.
- Participation in seminars.
- Administration and contact with expert reviewers before and at seminars and the licentiate seminar or defence of doctoral thesis.
- Own continuing professional development for the supervisor.
- Auditing the quality of operations and supporting the school director and other supervisors (e.g. participation in, and holding of, doctoral student and supervisor days, supervisor training, supervisor seminars, doctoral student seminars and individual supervision).

Allocation of supervision time between the supervisors shall be set out in the ISP and updated annually.

The number of supervision sessions can vary from student to student and with the student's stage in the process. Thus, at the end of each semester, it may be a good idea to establish a supervision plan for the next

semester and have a supervision session once a month (for example). The doctoral student is responsible for supervision sessions being booked and held, as well as for material before each session being made available to the supervisors in good time as agreed. Doctoral student and supervisors alike shall read up and prepare before each supervision session. After each supervision session, the doctoral student documents (in the form of notes and in a logbook) what has been agreed. All confirmed supervision sessions are compulsory.

Should any problem seriously affect progress in the third-cycle programme, the doctoral student and supervisors shall discuss this to find meaningful solutions. Any evident problems and conflicts between doctoral student and supervisor shall be noted in the ISP and, to find alternative solutions, discussed with the school director.

4.3 Withdrawal of the right to supervision and other resources

If a doctoral student significantly neglects his/her commitments under the ISP, the principal supervisor shall notify the school director, who then consults with the head of subject and dean. It is the dean who decides if the doctoral student is no longer to be entitled to supervision and other resources for third-cycle education. For more detailed information, see RGJU.

5 Individual study plan

All doctoral students registered at the Research School of Health and Welfare shall annually update their ISPs jointly with their principal supervisors. The individual ISP shall be a living document and a tool for showing the doctoral student's progress and where and why there are any deviations.

Before the individual ISP is sent to the school director for approval and signing, it is to be reviewed and signed by the doctoral student and all supervisors. The school director's signature extends the time for third-cycle courses and study programmes. For internally financed doctoral students, it also extends the studentship at the research school for 12 months (or for as long as financing is available).

Regardless of financing, the ISP shall be updated no later than 15 September each year.

The individual study plan aims to ensure the quality and legal soundness of the doctoral student's third-cycle programme. Via annual evaluation, it also aims to enhance quality.

The prime aim of the ISP is to monitor:

- Planned and completed activities (courses, research projects, etc.) in the third-cycle programme.
- Goal attainment vis-à-vis the system of qualifications.
- How supervision is working.

Said monitoring takes place via, amongst other things, discussions between the doctoral student and heads of subject for the third-cycle subject areas in question.

6 Courses in third-cycle education

6.1 Compulsory and elective third-cycle courses

Course content and dissertation work should be carried out in parallel. The compulsory course content comprises 22.5 HECs and 45 HECs for, respectively, licentiate and doctoral degrees.

In addition to compulsory courses, further courses within the subject, or of significance for the research field, are required. These must comprise 7.5 HECs or 15 HECs for, respectively, a licentiate or a doctoral degree.

The doctoral student chooses the courses jointly with the principal supervisor. If a course is studied outside the School of Health and Welfare, awarded credits shall be transferred (see 6.2). Before presenting a licentiate/doctoral thesis, the doctoral student shall have gained all the course credits involved in the study courses and programmes. Exceptions are granted in exceptional cases only.

Further information about third-cycle courses can be found in the general syllabus for each third-cycle subject area.

6.2 Credit transfer

First-cycle (or equivalent) courses may not have their credits transferred into third-cycle study courses and programmes. Completed second-cycle courses may only have their credits transferred if they were not included in the previous award of a degree.

Credit transfer of third-cycle courses before admission

Credit transfer is possible for courses studied before commencing the third-cycle programme in question. If the applicant would like such transfer, he/she shall discuss this, before admission, with the principal supervisor, head of subject and school director. However, courses completed before admission can only have their credits transferred if this can be justified on the basis of the applicant's future research projects and subjects. If course credits are transferred before admission, this shall be stated in the admission decision (along with any impact on the stipulated period for doctoral studies). If credits are transferred before admission, a position shall be taken on whether a corresponding period is to be deducted from the period for doctoral studies.

Credit transfer of third-cycle courses during the programme

Credits for courses that the doctoral student studies outside the Research School of Health and Welfare during his/her third-cycle programme can be transferred. The doctoral student and his/her principal supervisor jointly discuss which courses shall have their credits transferred. The principal supervisor shall also discuss credit transfer of the doctoral student's courses with the head of subject. It is important that this is done before the doctoral student studies the courses in question. When the doctoral student has completed the course, he/she applies for credit transfer via an intended form.

7 Seminar activities

On Thursdays of even-numbered weeks, the Research School of Health and Welfare holds two or three scheduled seminars at 09.30 – 11.30, 12.30 – 14.30 and 15.00–17.00. Doctoral students participate in these along with senior researchers and supervisors. The aim of these seminars is that doctoral students should not only present and defend their own research study plans and “midway” and “final” summarising chapters, but also reflect on and criticise the plans and chapters of other doctoral students. Seminar activities also include other types of seminars (e.g. seminars on writing articles and summarising chapters).

Seminar activities involving reviews make up an important part of doctoral students’ third-cycle programmes. These review seminars, train doctoral students in presenting (describing) and defending (explaining) their texts when participants offer criticism.

The goal is that the seminars should provide meaningful exchanges. This demands that all participants critically read the materials in question before the seminar. All doctoral students are expected to attend at least six to eight seminars per semester at full-time studies (if there are no special reasons for greater absence). Doctoral students are primarily expected to take part not only in the research school’s seminars, but also in the seminars arranged by the research environments of which they are part.

A doctoral student taking a licentiate degree shall be a reviewer in at least three seminars. One of these shall be a research study plan seminar, one a midway seminar and one a final seminar.

A doctoral student taking a doctoral degree shall be a “reviewing doctoral student” in at least four seminars. Two of these shall be research study plan seminars, one a midway seminar and one a final seminar.

Additionally, the main points of any views a reviewing doctoral student plans to present at a seminar shall be documented in one to two A4 pages that are to be sent to the research school director at least one day before the seminar.

7.1 Booking

The principal supervisor is responsible for: booking times for all seminars; appropriate expert reviewers and reviewing doctoral students being appointed and informed of the formalities; and, ensuring that said formalities are observed in accordance with the research school’s instructions.

7.2 Guidelines for presenting and reviewing research study plan seminars

Content and purpose

The purpose of research study plan seminars is that doctoral students presenting their research study plans should get a first review of these plans. Said seminars shall be held in the six months following admission. Their aims include giving doctoral students: insight into strengths and weaknesses in their work; and, help with improvement implementation. A further aim is to give doctoral students experience of the thesis author and external reviewer roles in the defence of third-cycle dissertations.

It is the reviewers’ role to give structure to discussion by initiating questions and providing criticism of each research study plan. They also have to ensure all participants have a fair say. Interdisciplinary and subject-specific views are important in such discussion. Thus, an interdisciplinary selection of reviewers is advantageous.

Seminar reviewers

The reviewers comprise: a researcher with a doctoral degree (the “senior reviewer”) from the School of Health and Welfare or from one of the partner universities/organisations; and, two or three reviewing doctoral students registered at the Research School of Health and Welfare. The principal supervisor and

doctoral student appoint the reviewers and inform the research coordinator. The main responsibility for the review lies with the senior reviewer, but it is important that the reviewing doctoral students also are given the opportunity to present their comments. This arrangement is suitably discussed during a meeting before the seminar.

No later than two weeks before the seminar, the doctoral student sends the research study plan to the reviewers and the research coordinator. Around one week before the seminar, the research coordinator then sends the research study plan to others who have registered for the seminar.

Seminar structure

Each seminar lasts one and a half to two hours. It is led by a principal supervisor or a second supervisor. The review itself is led by the senior reviewer.

The process begins with the doctoral student presenting his/her research study plan for 15 – 20 minutes (preferably with the aid of PowerPoint). This is to include a brief summary of the current status of commenced substudies.

The senior reviewer then presents the structure of the review. It is essential that the reviewers form a common perception of the research project's content (i.e. both framework and substudies). In the seminar, it is important that there is a dialogue between the reviewers and the doctoral student. Criticism (which should be evenly divided between the reviewers) is to be given in a balanced manner, the reviewers showing respect for both the doctoral student and the research study plan. This demands that the doctoral student is given opportunity to respond to criticism or to use the occasion to develop a discussion with the reviewers and thereby crystallise the criticism. Thus, the reviewers' criticism is a valuable aid in the further structuring and implementation of the research study plan.

Based on revealed needs, the reviewers provide relevant and reasonable criticism for around 60 minutes.

The senior reviewer then ensures that the audience is given around 20 minutes to actively participate in the review by asking the doctoral student questions about the research study plan's structure and content.

Finally, the senior reviewer gives an oral opinion comprising comments on: strengths and weaknesses; improvement implementation; and, the doctoral student's own pedagogical and factual input. After the principal supervisor or equivalent has officially terminated the review, there may be continued discussion between reviewers, doctoral student and supervisors.

Guidelines for reviewing of research study plans

The reviewers shall evaluate:

- The doctoral student's ability to orally present his/her research study plan.
- The pedagogical quality of the doctoral student's presentation.
- The scholarly quality of the research study plan's structure and content.
- The research study plan's references (based on subject choices).
- The doctoral student's ability to put his/her own research into a wider, subject context.
- The doctoral student's ability to reflect on the research study plan's overall aim, as well as on the relevance and usefulness of the aims of the substudies.
- The doctoral student's ability to reflect, critically and from the perspective of ethics, on the choice of examples, design and methods.
- The doctoral student's ability to reflect on a possible, overall, theoretical framework/structure.
- The doctoral student's ability to evaluate the project plan's common and coherent structure and unifying theme.
- The doctoral student's ability to see the research study plan's importance from individual, educational, organisational and societal perspectives.

The reviewers may also give suggestions for: additional, relevant literature in the subject; and, new or more in-depth theories, designs and methods.

Guidelines for developing of research study plans

In the *Appendices* section of this document, there is an English guide on how research study plans (RSPs) are to be written and presented. See *Guidelines for developing an RSP*.

7.3 Guidelines for reviewing midway and final seminars

Content and purpose

The purpose of a midway or final seminar is to review and evaluate progress in a licentiate/doctoral thesis. This provides the doctoral student with input for improving the theoretical framework of the licentiate/doctoral thesis and deepening his/her own expertise. The same applies to reviewing of the substudies (articles) that shall be included in the licentiate/doctoral thesis. A further aim is to give the doctoral student experience of the thesis author and external reviewer roles at a licentiate seminar or defence of doctoral thesis.

The midway/final seminar should give the doctoral student understanding of, and insight into, the strengths and weaknesses of his/her licentiate/doctoral thesis. Especially at final seminars, it is essential that reviewers (internal, external and reviewing doctoral students) form a common perception of how far the planned date of the licentiate seminar or defence of doctoral thesis is realistic.

Midway seminars occur only in doctoral degrees and are held when roughly half of the substudies (or equivalent) are assessed to have been completed and there is a thesis framework that can be the subject of criticism (i.e. two substudies are complete and around 20% or more of the summarising chapter has been written).

Final seminars are held when substudies and thesis framework are almost complete (at least half the substudies have been accepted/published, the remainder are in manuscript form and about 80 – 90% of the summarising chapter has been written).

Seminar reviewers

At each midway seminar, there are two senior reviewers (one external) and one or two reviewing doctoral students. It is a requirement that at least one of the senior reviewers has at least associate professor qualifications.

At each final seminar, there are two senior reviewers (one external) and one or two reviewing doctoral students. Where a doctoral degree is being taken, it is a requirement that the senior reviewers have at least associate professor qualifications.

In the final seminar for a licentiate degree, at least one of the senior reviewers must have at least associate professor qualifications.

The senior reviewers sign the review report. This contains the reviewers' opinions and suggested improvements. An external reviewer from either the midway or final seminar can advantageously be a member of the examining committee at the licentiate seminar or defence of doctoral thesis. However, no more than one reviewer from the midway or final seminar may sit on the examining committee at the licentiate seminar or defence of doctoral thesis.

External reviewers at final seminars for licentiate and doctoral degrees are remunerated. External reviewers at final and midway seminars also receive reimbursement for travel and any accommodation.

At least two weeks before a midway seminar and three before a final seminar, the principal supervisor sends the material (manuscripts in progress included therein) to the reviewers and research coordinator. Around one week before the seminar, the research coordinator then sends the research plan to others who have registered for the seminar.

Seminar structure

Each seminar lasts two hours and is led by a principal supervisor or a second supervisor.

The doctoral student begins by presenting his/her nascent licentiate/doctoral thesis for around 15 – 20 minutes (preferably with the aid of PowerPoint).

Next, the external reviewer presents the structure of the review and clarifies which parts will and will not be discussed and the times allocated for these parts. In the seminar, it is important that there is a dialogue between the reviewers and the doctoral student, the external reviewer having and taking prime responsibility here. Suitably, the internal reviewer invites all the reviewers to discuss the seminar structure during a meeting prior to the seminar.

Based on revealed needs, the reviewers provide relevant and reasonable criticism for around 80 minutes. In the midway seminar, the emphasis is to be on completed and planned substudies. In the final seminar, it is to be on the structure of the thesis framework and, in particular, the concluding theoretical reflection. Criticism is to be given in a balanced manner, the reviewers showing respect for both the doctoral student and the nascent licentiate/doctoral thesis. This demands that the doctoral student is given opportunity to respond to criticism or to use the occasion to develop a discussion with the reviewers and thereby crystallise the criticism.

The principal supervisor then ensures that the audience is given around 20 minutes to actively participate in the review by asking the doctoral student questions about the structure and content of the licentiate/doctoral thesis.

After the principal supervisor or equivalent has officially terminated the review, the reviewers, doctoral student, principal and second supervisors discuss, in varying degrees of depth, what needs to be implemented for the licentiate/doctoral thesis to make good progress.

Finally, the external reviewer and the internal reviewer each give a written opinion in the review report. Said opinions comprise: comments on improvement implementation; and, a pass or fail assessment as regards both the doctoral student and the licentiate/doctoral thesis. The form for midway and final seminar reports is to be obtained from the research coordinator.

Guidelines for reviewing

The reviewers shall evaluate:

- The doctoral student's ability to orally present and defend his/her nascent licentiate/doctoral thesis.
- The pedagogical quality of the doctoral student's presentation.
- The scholarly quality of the structure and content of the nascent licentiate/doctoral thesis.
- The references in the nascent licentiate/doctoral thesis (based on subject choices).
- The doctoral student's ability to put his/her own research into a wider, subject context.
- The doctoral student's ability to reflect on the relevance and usefulness of the aims, questions and hypotheses in the licentiate/doctoral thesis.
- The doctoral student's ability to reflect, critically and from the perspective of ethics, on the choice of examples, design and methods.
- The doctoral student's ability to develop his/her findings via analysis and discussion.
- The doctoral student's ability to compare, and reflect on, his/her findings in the light of own and others' studies and thereby engender meaningful discussion.
- The doctoral student's ability to reflect and thereby develop an overall, theoretical framework or structure with the intention of both deepening and abstracting a coherent licentiate/doctoral thesis.

Specific advice for the midway seminar:

- To enhance the quality of constituent component works and the thesis framework, provide specific and direct suggestions for improvements in both already published substudies and those that are still in manuscript form.

- If possible, suggest additional relevant literature in the subject area.
- If possible, suggest new or improved or deeper theories, designs and methods.

Specific advice for the final seminar:

- Evaluate the doctoral student's ability to independently draw conclusions and, from individual, organisational and/or societal perspectives, detail implications for clinical practice and research.
- Evaluate the common and coherent structure and unifying theme of the licentiate/doctoral thesis.
- If possible, suggest additional relevant literature in the subject area.
- With emphasis on quality and improvement potential, evaluate the thesis framework.
- To enhance the coherence of the licentiate/doctoral thesis, provide specific and direct suggestions for improvements in the thesis framework.
- Place particularly great emphasis on the doctoral student's ability to demonstrate independence in respect of all the above points.

8 Licentiate/doctoral thesis

8.1 Licentiate/doctoral thesis structure

The doctoral student shall discuss the format of the licentiate/doctoral thesis with supervisors.

Summarising chapter

The summarising chapter comprises a description of the doctoral project. It includes an introduction, background, theoretical framework, aims, methodology, findings and discussion. The summarising chapter is usually written in English. If there are especial reasons, it may be written in Swedish. The title should then also be in Swedish.

Jönköping University provides a template for the summarising chapter. As it is this template that is finally sent to the printer, the doctoral student can advantageously enter his/her summarising chapter directly therein. The template can be downloaded from [the research school's website](#).

Articles

At least half of the articles must have been accepted or published. Of the remaining substudies, at least one shall have been submitted for publication and the other manuscripts shall be in a condition in which they can be sent to a scholarly journal.

For a licentiate degree, the doctoral student shall be the first author of at least one accepted or published substudy and may be the second or final author of the other substudy.

For a doctoral degree, the doctoral student shall be the first author of at least three of the substudies and may be the second or final author of the remaining substudies.

8.2 Licentiate/doctoral thesis layout

Cover

All covers are to be designed in conformity with a set template. The aim of this is to make it clear that the licentiate/doctoral thesis has been written by a doctoral student at Jönköping University.

For a doctoral thesis (and not for a licentiate thesis), there shall, on the back page, be a short text about the doctoral student and his/her research. A portrait picture is optional.

Summarising chapter and notification of submission of a doctoral thesis templates

There are guidelines for the layout of the summarising chapter. These guidelines shall be followed in order to ensure the uniform layout of licentiate/doctoral theses at Jönköping University. Before writing the summarising chapter, the following documents are of use for the doctoral student:

- Summarising chapter template.
- Short, basic course on Microsoft Word in the writing of summarising chapters.
- *Information for the printer.*
- Template for notification of submission of a doctoral thesis.

The doctoral student completes a loose title page (the notification of submission of a doctoral thesis) for the licentiate/doctoral thesis. On the reverse of this, there shall be a summary of the licentiate/doctoral thesis. If the licentiate/doctoral thesis is in English, the notification of submission of a doctoral thesis and the title are to be in English. If the licentiate/doctoral thesis is in Swedish, the notification of submission of a doctoral thesis and the title shall be in Swedish.

The summarising chapter shall include a longer (5 – 10 pages) summary that has a popular science format. If the licentiate/doctoral thesis is in English, said summary shall be in Swedish (and vice versa).

The licentiate/doctoral thesis shall have an international standard book number (ISBN) an international standard serial number (ISSN) and a dissertation series number. To get all these numbers, the doctoral student contacts the research coordinator around two months before the licentiate seminar or defence of doctoral thesis.

8.3 Distribution

Printer

As soon as the date of the licentiate seminar or defence of doctoral thesis is fixed, the doctoral student shall contact the printer to plan the upcoming print run. The doctoral student asks the research coordinator for the contact details. Currently, the printer is Brand Factory AB in Gothenburg.

Before printing, the printer will require all documents as PDF files:

- Articles.
- Dissertation series (a list of all published licentiate and doctoral theses at the research school – provided by the research coordinator).
- Summarising chapter.
- Notification of submission of a doctoral thesis.

The doctoral student shall also submit:

- *Information for the printer.*
- A portrait photograph (if so required).

Financing and distribution

Depending on expected needs, the School of Health and Welfare finances up to 150 copies of licentiate/doctoral theses. Fifty of these are for the doctoral student's personal use. Printing is monochrome. The cost of any colour printing is to be discussed with the research school director. Additional copies are to be paid for by the doctoral student.

For doctoral students financed by a partner university, the relevant agreement contains the applicable rules.

The doctoral student is responsible for sending a copy of his/her thesis to the external reviewer, the examining committee and the chair at least three weeks before the licentiate seminar or defence of doctoral thesis. The doctoral student shall also ensure that the external reviewer receives the spiral-bound copy prepared specifically for this recipient.

On notification of the date of the licentiate seminar/defence of doctoral thesis, the research coordinator sends five copies of the thesis to the school's library. The doctoral student is responsible for distributing copies to his/her: research environment; centre of expertise and research; and, associated department.

The research coordinator sends some 15 copies to partner universities/organisations. Fifty to sixty copies are to be made available to people attending the licentiate seminar or defence of doctoral thesis. The School of Health and Welfare saves three copies. Remaining copies are to be taken care of by the doctoral student himself/herself. If so wished, the research school can save them for one year. After that, the research coordinator asks the former doctoral student if he/she wishes to collect them. If he/she does not, they are sent for recycling three months after the enquiry.

9 Licentiate seminar/defence of doctoral thesis

9.1 Degree requirements

Licentiate degree requirements

For the doctoral student to be awarded a licentiate degree, the following requirements shall be satisfied:

- Monitoring of ISP at least once a year.
- Presentation and review of research study plan.
- Passes totalling 30 HECs on third-cycle courses.
- A pass grade in the final seminar.
- A positive preliminary opinion from the proposed examining committee.
- Reviewing of three seminars.
- Notification of the date of the licentiate seminar.
- Electronically published thesis.
- Approved notification of licentiate seminar.
- A pass grade in the licentiate seminar.

Doctoral degree requirements

For the doctoral student to be awarded a doctoral degree, the following requirements shall be satisfied:

- Monitoring of ISP at least once a year.
- Presentation and review of research study plan.
- A pass grade in the midway seminar.
- Passes totalling 60 HECs on third-cycle courses.
- A pass grade in the final seminar.
- A positive preliminary opinion from the proposed examining committee.
- Reviewing of four seminars.
- Notification of the date of the defence of doctoral thesis.
- Electronically published thesis.
- Approved application for defence of doctoral thesis.
- A pass grade in the defence of doctoral thesis.

9.2 Booking a date and time

A licentiate seminar or defence of doctoral thesis is to be booked in consultation with the principal supervisor and school director. It may take place in the following periods:

- 1 September – 22 December.
- 10 January – Friday of the week before Midsummer.

The periods 16 June – 15 August and 24 December – 6 January may not be included in the so-called period for the notification of the date of the licentiate seminar/defence of doctoral thesis.

The doctoral student notifies the time and place of the licentiate seminar or defence of doctoral thesis to the research coordinator. This latter is responsible for booking a suitable venue. Doctoral students financed by partner universities/organisations may hold said seminar or defence at their home university or institution. Where the student takes advantage of this, the partner university/organisation is responsible for the costs and arrangement of the seminar/defence (in accordance with the separate agreement). However, the School of Health and Welfare provides the examining committee report form.

9.3 Selection of chair, external reviewer and examining committee

Chair

The licentiate seminar or defence of doctoral thesis is to be led by a chair who is head of subject for the third-cycle subject area in question.

The principal supervisor ensures that a chair is appointed for the licentiate seminar or defence of doctoral thesis. Should it not be possible for a head of subject to attend, the principal supervisor is to approach a replacement. However, this may not be any of the doctoral student's supervisors.

Examining committee

At a licentiate seminar, the examining committee comprises three members (plus a deputy) with adequate knowledge of methodology and subject area. At least one member of the examining committee shall be external and at least one shall have associate professor qualifications. The external member serves as the external reviewer.

At a defence of doctoral thesis, the examining committee comprises three members (plus a deputy) with adequate knowledge of methodology and subject area. At least two members of the examining committee shall be external and all shall have at least associate professor qualifications.

One member is to be chosen from the School of Health and Welfare. The member from the School of Health and Welfare is to be chair of the examining committee. There must be no question of conflict of interests as regards members of the examining committee. The School of Health and Welfare likes there to be both men and women on the examining committee. If a proposed examining committee does not have representatives of both genders, justification for this must be provided. An external reviewer (from either the midway or final seminar) can advantageously be a member of the examining committee at the licentiate seminar or defence of doctoral thesis. However, no more than one reviewer from the midway or final seminar may sit on the examining committee.

The deputy(s) shall be appointed with the ambition that the requirements for the final composition of the grading committee can be met.

External reviewer

An external reviewer is appointed from another faculty or higher education institution. If the doctoral student has any connection with another faculty or higher education institution, the external reviewer shall not have any connection with this faculty or higher education institution. The external reviewer shall have at least associate professor qualifications. Here also, the conflict of interests issue is to be considered.

The principal supervisor is responsible for coordination and for the licentiate seminar or defence of doctoral thesis day suiting the proposed examining committee members and external reviewer.

If the external reviewer cannot attend, one of the external members of the examining committee is to be approached. Should none of these consider themselves prepared to take the role of external reviewer, this responsibility is to be shared amongst the examining committee members.

9.4 Notification of licentiate seminar/application for defence of doctoral thesis

It is the principal supervisor's responsibility to ensure that the notification of licentiate seminar or application for defence of doctoral thesis form is completed correctly and in good time. These forms are available on the intranet and the research school's website.

The principal supervisor sends the form to the research coordinator who, after a review in consultation with the research school director, forwards it to the registrar.

In the notification of licentiate seminar or application for defence of doctoral thesis, the principal supervisor submits proposals for the examining committee and external reviewer.

The notification of licentiate seminar should be received by the BERE no later than four weeks before the planned seminar.

The application shall reach the Board of Education and Research Education no later than ten days before the scheduled meeting that falls two months before the planned public defence.

A notification or application that is not entirely complete is to be sent back for completion. This may result in the date of the seminar or defence needing to be postponed.

9.5 Preliminary opinion

The principal supervisor is responsible for the proposed examining committee reviewing the substudies (articles) before the licentiate seminar or defence of doctoral thesis. He/she is also responsible for the thereto relevant form and articles being sent to the proposed examining committee no later than three months before the licentiate seminar or defence of doctoral thesis.

The proposed examining committee reviews whether the substudies are of a quality and quantity that provides a sufficient basis for a licentiate/doctoral thesis. It also certifies that there are no conflicts of interest in relation to the doctoral student or supervisor. The chair of the proposed examining committee is responsible for all the proposed ordinary members of the examining committee receiving and backing the preliminary opinion. After this, and no later than two months before the licentiate seminar or defence of doctoral thesis, the chair sends the form to the research coordinator and principal supervisor.

9.6 “Nailing” (notification) of the licentiate/doctoral thesis

Nailing takes place in the “Red Room” no later than three weeks before the licentiate seminar or defence of doctoral thesis. The printer sends a thesis which, so that it can be nailed, has a punched hole.

Nailing is a ritual that serves as publication of the licentiate/doctoral thesis. Before the licentiate/doctoral thesis is nailed, the research coordinator ensures that it is signed by the dean and that a signed copy is archived. The research coordinator takes care of advertising of the ceremony and the provision of a hammer and nail.

Notification of the licentiate/doctoral thesis is also handled electronically. This entails the research coordinator sending the final PDF file from the printer to the library of Jönköping University. The library sends the link for the licentiate/doctoral thesis to the research coordinator, who is responsible for disseminating notification and the licentiate seminar or defence of doctoral thesis via Jönköping University’s calendar. The marketing department is responsible for writing an intranet news article about the doctoral student.

9.7 Press release

Around one month before the defence of doctoral thesis (does not apply to licentiate seminar), the marketing department contacts the doctoral student for an interview (either email or personal). This interview is then the basis of the press release issued by Jönköping University.

9.8 Seminar/defence structure

Licentiate seminar/defence of doctoral thesis

The licentiate seminar or defence of doctoral thesis takes place in Swedish or English. The licentiate/doctoral thesis in question is presented by the external reviewer or thesis author for no more than 15 minutes in a licentiate seminar and no more than 20 minutes in a defence of doctoral thesis. This is decided in consultation between principal supervisor and external reviewer.

Review then begins. It can be free in form and the audience may participate. The licentiate seminar or defence of doctoral thesis should primarily be a dialogue between doctoral student and external reviewer, thereby providing the doctoral student with an opportunity to demonstrate his/her knowledge of the subject.

There is no time limit for a licentiate seminar or a defence of doctoral thesis. They continue until all questions from the external reviewer, examining committee and audience have been fully discussed. A licentiate seminar usually lasts around one and a half hours and a defence of doctoral thesis 2 to 3 hours.

Chair

The chair welcomes everyone and gives brief presentations of himself/herself, the external reviewer, the thesis author, the examining committee and the supervisor. He/she then gives details of the licentiate seminar or defence of doctoral thesis process. The chair also states how long the process usually takes.

External reviewer

The external reviewer leads a dialogue with the thesis author. Here, the focus is on the work's scholarly quality and the quality of the thesis author's (and external reviewer's) communication. It is important that all parts of the work are critically reviewed. The thesis author is expected to devote much time to detailing and explaining his/her questions and hypothesis, as also how these have been resolved and the effects and consequences this has had. It is also important that the thesis author is given time to respond to the external reviewer's comments.

The external reviewer concludes with a summary opinion of both the scholarly quality of the thesis and the author's communicative ability.

Guidelines for external reviewing

The external reviewer evaluates:

- The doctoral student's ability to orally present his/her licentiate/doctoral thesis.
- The pedagogical quality of the doctoral student's presentation.
- The scholarly quality of the structure and content of the licentiate/doctoral thesis.
- The references in the licentiate/doctoral thesis (based on subject choices).
- The doctoral student's ability to put his/her own research into a wider, subject context.
- The doctoral student's ability to reflect on the relevance and usefulness of the aims, questions and hypotheses in the licentiate/doctoral thesis.
- The doctoral student's ability to reflect, critically and from the perspective of ethics, on the choice of examples, design and methods.
- The doctoral student's ability to develop his/her findings via analysis and discussion.
- The doctoral student's ability to compare, and reflect on, his/her findings in the light of other studies and thereby engender meaningful discussion.
- The doctoral student's ability to reflect and thereby produce an overall, theoretical framework or structure with the intention of both deepening and abstracting a coherent licentiate/doctoral thesis.

Chair

The chair thanks the external reviewer and the thesis author for their input in the review of the licentiate/doctoral thesis and gives the floor to the examining committee.

Examining committee

Based on the review conducted by the external reviewer, the examining committee puts supplementary questions to the thesis author.

Chair

The chair then opens the floor to the audience for any questions to the thesis author.

After that, the chair declares that there are no further questions for the thesis author.

The chair concludes and thanks everyone (the thesis author and external reviewer in particular) for their participation and commitment.

The chair, examining committee, external reviewer and supervisor go to another room for the examining committee's deliberations.

The chair hands over responsibility to the examining committee's chair (the member from the higher education institution in question).

The examining committee's chair

The examining committee's chair states that the supervisors of the licentiate/doctoral thesis, as also the external reviewer, are entitled to attend the meeting that the examining committee holds after the licentiate seminar or defence of doctoral thesis. They may take part in the deliberations, but not in the decision.

The examining committee's chair gives the floor to the external reviewer for any comments on the licentiate/doctoral thesis in general and the thesis author's communicative ability in particular.

The examining committee's chair then gives the floor to the supervisors for views on the thesis author's independence, gathering of knowledge and research attitude.

Next, the examining committee's chair gives the floor to each of the examining committee's members for views on the quality of the licentiate/doctoral thesis and the thesis author's communicative ability.

The examining committee's chair asks each member to answer yes or no to whether the author's licentiate/doctoral thesis, as well as the author's defence (communicative ability), can be awarded a pass. In assessing this, regard is had to the quality and extent of the licentiate/doctoral thesis, the defence thereof and the doctoral student's improving independence throughout his/her doctoral studies. A pass or a fail is awarded.

The examining committee's chair records the answers and signs the committee's decision on the printed form supplied by the research coordinator.

The examining committee's chair announces the result to the thesis author and the audience.

9.9 Remuneration for the external reviewer and examining committee

The external reviewer's remuneration (fee, travel and accommodation) is to be paid for by the School of Health and Welfare. Where the licentiate seminar or defence of doctoral thesis takes place at a partner university/organisation, the rules of the separate agreement apply.

Members of the examining committee are reimbursed for travel and accommodation, but do not receive any fees. A fees form is handed to the external reviewer by the research coordinator. The total cost of the external reviewer's fee, travel and accommodation and the committee members' travel and accommodation may not exceed SEK 20,000 for a licentiate seminar and SEK 30,000 for a defence of doctoral thesis.

9.10 Degree certificate

The doctoral student himself/herself applies for a degree certificate via a form that the school director shall sign. This form can be downloaded from [the research school's website](#). The degree application cannot be submitted before all courses have been registered in Ladok and a licentiate seminar or defence of doctoral thesis has resulted in a pass grade.

Degree certificates are issued by the degrees unit of University Services, Jönköping University. Processing usually takes 6 – 10 weeks.

Award ceremony (doctoral degrees only)

There is an award ceremony for all doctoral students who are awarded doctoral degrees at Jönköping University. Contact the research coordinator for more information about the next award ceremony. Usually, there is an award ceremony every third semester.

10 Documents

10.1 Forms

Forms regarding third-cycle education:

- Admission application.
- Doctoral student expenses application.
- Third-cycle degree certificate application.
- Approved leave from third-cycle education application.
- Third-cycle course credit transfer application.
- Literature course credit transfer application.
- Third-cycle education interruption request.
- Change of intended degree request.
- Change of supervisor for third-cycle student request.
- Preliminary opinion.
- Individual study plan.

All forms are registered and archived once an approval or rejection has resulted.

11 Appendices

11.1 Guidelines for developing an RSP

As the majority of theses are written in English, these guidelines are also in English. However, even where the licentiate/doctoral thesis is in Swedish, the RSP should be in English.

The starting point of these guidelines is the “compilation thesis”. This is normally structured as two (licentiate degree) or four (doctoral degree) substudies (or their equivalents) compiled into a thesis. Said thesis also has a summary chapter in which the studies are abstracted, structured and discussed.

These guidelines aim to provide general support for writing an RSP. However, they should not be viewed as a template. They also aim to promote the uniformity of all RSPs and ensure that they are easy to read. Keeping an RSP succinct and short is one way of enhancing readability. These guidelines should be seen as recommendations rather than strict rules. Nonetheless, any departures from the guidelines should only be made after careful consideration. They must also be approved by the principal supervisor and/or the school director.

The Research School of Health and Welfare has a clear and broad interdisciplinary profile. Consequently, an RSP that results in a thesis should be significant (i.e. beneficial and useful) for health personnel and welfare personnel alike.

Contents

The entire RSP should not exceed 10 pages (front page, abstract and references excluded therefrom).

Front page

This page should display: the RSP’s preliminary title; the names of the doctoral student and all supervisors (preferably no more than three, principal supervisor included therein); the wording “Jönköping University, School of Health and Welfare, the Research School of Health and Welfare”; the research subject; and, the research period.

Abstract

On page 2, there should be an abstract of up to 200 words describing the RSP (background, overall aim, design and importance of the thesis). Individual studies should not be described.

Introduction

The addressed phenomenon and/or problem should be presented in terms of *what* it is. This presentation should be succinct, short and structured. Showing *why* the research is needed (and is thus justifiable), it is to include all concepts and terms and their interrelationships.

Background

All concepts, terms and any theory should be described in-depth and should be explained in chronological order. This explanation could, if appropriate, end with a review of the literature addressing the phenomenon/problem.

Aims

The overall aims should be stated, preferably as briefly as possible. Specific research questions or hypotheses could be set out below the presentation of the aims.

Ethical considerations

Ethical considerations should be addressed for the entire thesis. It is not enough to simply state that “an ethical approval according to the Declaration of Helsinki will be applied for”. The doctoral student must

reflect independently on research ethics principles such as autonomy, beneficence, non-maleficence and justice. He/she must then explain how these principles will be addressed in the thesis.

Presentation of each substudy

Each substudy (numbered 1 – 2 for a licentiate degree and 1 – 4 for a doctoral degree) should be presented under the following headings:

Preliminary title

Without losing any information, the preliminary title should preferably be short (see *Aims*). If possible, identify the authors of the substudy and their interrelationships.

Aims

The presentation of the substudy's aims should minimally include (as appropriate): verbs emphasising the scholarly objective (e.g. explore, describe and evaluate); the addressed phenomenon/problem; the target group; the context; and, the activities.

Design

The design of the substudy should be stated as observational, descriptive, explorative, evaluative, experimental, prospective or longitudinal, etc.

Clinical interventions (if any)

Details of any interventions should minimally include: intervention content; target group; period; (didactical) strategy; and, the personnel involved.

Participants (or equivalent)

This section should detail those involved and those concerned (the target group). The latter could be citizens, patients, families, organisations, societies, etc.

Data collection

This section should detail: the methods used (interviews, observations, instruments, etc.); how/if the data collection results were communicated to the target group; and, if appropriate, how often such communication took place.

Expected findings

Presentation of the expected findings should be from the perspective of a successful primary outcome (or equivalent) for the individual, family, education, health and social care, organisation and/or society (i.e. micro, meso and macro perspectives).

Theoretical structure

Each thesis should have a theoretical structure (concept, model, theory, etc.) in which the substudies are reflected on, or even analysed, in the summarising chapter of the thesis. It is essential to keep this in mind from the beginning. The theoretical structure is also an important tool for ensuring the substudies remain connected to each other. The Research School of Health and Welfare feels that, besides presenting the findings of the substudies, an important goal of any thesis is that, by connecting and reflecting upon the findings, it should create a more comprehensive understanding of the addressed phenomenon/problem. The theoretical structure is a great help here. However, in the initial development of the RSP, it is good to consider how the substudies can be reflected on via the proposed theoretical structure. This can serve as the embryo of the deeper knowledge and understanding finally abstracted in the thesis.

Timetable

The theoretical (research courses, seminars, etc.) and empirical (different stages of the substudies) elements are to be described on a year-by-year basis as regards substudies and the thesis. The doctoral student is urged to produce, if possible, a graphical presentation of the timetable.

Conflicts of interest

The doctoral student and the supervisors should reflect on any possible conflicts of interest that may jeopardise the RSP.

References

In order for them to be succinct and chronological, it is advised that references are given in the APA format.

11.2 Checklist for entire third-cycle education

Before application

- 1) Before submitting an application, the principal supervisor and prospective doctoral student book a meeting for a first informal discussion with the director of the Research School of Health and Welfare.
- 2) The prospective doctoral student sends the following documents to the Research School of Health and Welfare:
 - An admission application.
 - A covering letter.
 - An attested CV detailing degrees, work experience and other qualifications.
 - An attested document verifying completed courses and study programmes and satisfaction of the entry requirements for third-cycle education.
 - Documentary proof of financing.
 - A preliminary research study plan (RSP).
 - Any scholarly publications.

After admission

The principal supervisor is responsible for booking a registration meeting with the prospective doctoral student, school director and research coordinator.

The doctoral student asks the research coordinator about:

- A Jönköping University (JU) account.
- A pass card.
- A room key.
- Technical equipment.

No later than 3 months after admission

The doctoral student submits a signed ISP to the research coordinator.

No later than 6 months after admission

The doctoral student presents his/her research study plan at a research study plan seminar. The principal supervisor is responsible for arranging reviewers.

After 50% of the third-cycle programme

The doctoral student holds his/her midway seminar (doctoral degrees only). The principal supervisor is responsible for arranging reviewers.

No later than 3 months before the licentiate seminar or defence of doctoral thesis

The doctoral student holds his/her final seminar. The principal supervisor is responsible for arranging reviewers.

2 – 4 years of full-time study after admission

Licentiate seminar (2 years).

Defence of doctoral thesis (4 years).

Check that all courses have been taken

Compulsory courses for a doctoral degree (45 HECs)

- Health and Welfare (an interdisciplinary research field).
- Theory of Science.
- Research Strategies and Design Problems.
- Research Ethics.
- Qualitative Methods.
- Statistical Methods.

Elective courses, 15 HECs

Compulsory courses for a licentiate degree (22.5 HECs)

- Health and Welfare (an interdisciplinary research field).
- Research Ethics.

And one of the following courses:

- Theory of Science.
- Research Strategies and Design Problems.
- Qualitative Methods.
- Statistical Methods.

Elective courses, 7.5 HECs

Check that the doctoral student has been a reviewer at 3 – 4 seminars

- 2 research study plan seminars (only 1 for a licentiate degree).
- 1 midway seminar.
- 1 final seminar.

11.3 Checklist before seminars

Research study plan seminars

No later than 2 months before a research study plan seminar

- The principal supervisor and doctoral student book, with the research coordinator, a time for the research study plan seminar.
- The principal supervisor appoints reviewers and notifies the research coordinator.

2 weeks before a research study plan seminar

- The doctoral student sends the research study plan to the research coordinator and the reviewers.
- The principal supervisor sends invitations to the reviewers.

Midway seminars

No later than 3 months before a midway seminar

- The principal supervisor and doctoral student book, with the research coordinator, a time for the midway seminar.
- The principal supervisor appoints reviewers and notifies the research coordinator.

2 weeks before a midway seminar

- The principal supervisor sends the material to the research coordinator and the reviewers.
- The principal supervisor sends invitations to the reviewers (the research coordinator has an invitation template).
- The research coordinator prepares a folder containing a review report form and a Ladok extract. The principal supervisor is responsible for the report being returned to the research coordinator.

Final seminars

No later than 3 months before a final seminar

- The principal supervisor and doctoral student book, with the research coordinator, a time for the final seminar.
- The principal supervisor appoints reviewers and notifies the research coordinator.

3 weeks before a final seminar

- The principal supervisor sends the material to the research coordinator and the reviewers.
- The principal supervisor sends invitations to the reviewers (the research coordinator has an invitation template).
- The research coordinator prepares a folder containing a fees form for the external reviewer, a review report form and a Ladok extract. The principal supervisor is responsible for the report being returned to the research coordinator.

After a final seminar

- The principal supervisor is responsible for the proposed examining committee submitting, no later than two months before the licentiate seminar or defence of doctoral thesis, a preliminary opinion on the articles.

11.4 Checklist for the final year of a third-cycle programme

12 months before a licentiate seminar or defence of doctoral thesis

- The principal supervisor contacts the external reviewer and examining committee before the licentiate seminar/defence of doctoral thesis. The principal supervisor is also to approach a head of subject about being the chair for the licentiate seminar/defence of doctoral thesis.

9 months before a licentiate seminar or defence of doctoral thesis

- The doctoral student and principal supervisor contact the research coordinator to discuss a date and time for the licentiate seminar/defence of doctoral thesis. They are also to book a preliminary notification date.
- The doctoral student and the principal supervisor plan a day and time for the final seminar.
- When the date of the licentiate seminar/defence of doctoral thesis has been set, the doctoral student

contacts the printer.

4 months before a licentiate seminar or defence of doctoral thesis

- The principal supervisor gives the research coordinator the names of external reviewer, chair and examining committee members as well as the title of the licentiate/doctoral thesis.

No later than 3 months before a licentiate seminar or defence of doctoral thesis

- The doctoral student is to achieve a pass grade in the final seminar.
- The principal supervisor is responsible for the proposed examining committee reviewing the substudies (articles) before the licentiate seminar or defence of doctoral thesis. The principal supervisor is also responsible for the preliminary opinion form and the articles being sent to the proposed examining committee. The principal supervisor ensures that the chair of the proposed examining committee sends a preliminary opinion to the research coordinator.
- The doctoral student and principal supervisor check that all courses have been registered in Ladok and that the number of credits is correct.
- The principal supervisor and doctoral student check entitlement to publish extracts of any journals concerned.

2 months before a defence of doctoral thesis

- The principal supervisor is responsible for submitting a defence of doctoral thesis application to the research coordinator (this latter ensures that it gets to the registrar and then the BERE). The application shall reach the Board of Education and Research Education no later than ten days before the scheduled meeting that falls two months before the planned public defence.

7 weeks before a licentiate seminar or defence of doctoral thesis

- The doctoral student contacts the research coordinator for an ISBN, an ISSN and a dissertation series number. The doctoral student sends the following to the printer:
 - Articles.
 - Summarising chapter.
 - Dissertation series.
 - Notification of submission of a doctoral thesis.
 - *Information for the printer.*
 - A portrait photograph (if so required).

5 weeks before a licentiate seminar or defence of doctoral thesis

- The principal supervisor is responsible for submitting a notification of licentiate seminar to the research coordinator (this latter ensures that it gets to the registrar and then the BERE).
- In consultation with the principal supervisor and research coordinator, the doctoral student approves printing of the licentiate/doctoral thesis.

4 weeks before a licentiate seminar or defence of doctoral thesis

- The principal supervisor is responsible for sending invitations to the external reviewer, examining committee and chair (the research coordinator has an invitation template).
- The doctoral student sends the licentiate/doctoral thesis manuscript as a PDF file to the external reviewer and the examining committee.
- The marketing department contacts the doctoral student for a press release.

3 weeks before a licentiate seminar or defence of doctoral thesis

- The doctoral student “nails” (gives notification of) his/her licentiate/doctoral thesis at the School of Health and Welfare and the research coordinator publishes it electronically.
- The doctoral student is responsible for mailing the dissertation to the external reviewer, examining committee and chair.

2 weeks before a licentiate seminar or defence of doctoral thesis

- The principal supervisor contacts the research coordinator for practical information (lunch, refreshments, venue, etc.) about the licentiate seminar or defence of doctoral thesis.
- The research coordinator is responsible for preparing a fees form for the external reviewer and two report forms for the examining committee. The principal supervisor ensures that both reports are signed and that, after the licentiate seminar or defence of doctoral thesis, one is sent to the research coordinator. When the examining committee has announced its opinion, the other is to be handed to the doctoral student.

After a licentiate seminar or defence of doctoral thesis

- The doctoral student completes a degree certificate application form and sends it to the research coordinator.

11.5 Timetable for the summarising chapter

As soon as a date for a licentiate seminar or defence of doctoral thesis has been set

- The doctoral student contacts the printer to plan the upcoming printing of the dissertation (the research coordinator has the contact details).

6 – 7 weeks before a licentiate seminar or defence of doctoral thesis

- The doctoral student asks the research coordinator for an ISBN, an ISSN and a dissertation series number.
- The doctoral student sends the following documents (as PDF files) to the printer:
 - Articles.
 - Dissertation series (a list of all published licentiate and doctoral theses at the research school – provided by the research coordinator).
 - Summarising chapter.

The doctoral student shall also submit:

- *Information for the printer* (MS Word file).
- A portrait photograph (if so required).

4 – 5 weeks before a licentiate seminar or defence of doctoral thesis

- In consultation with the principal supervisor and research coordinator, the doctoral student approves the licentiate/doctoral thesis for printing.

4 weeks before a licentiate seminar or defence of doctoral thesis

- The marketing department contacts the doctoral student for an interview for a press release.

3 weeks before a licentiate seminar or defence of doctoral thesis

- “Nailing” (notification) of the dissertation. Remember that the dissertation shall be delivered to the School of Health and Welfare around 4 days before “nailing”.

2–3 weeks before a licentiate seminar or defence of doctoral thesis

- Distribution of the dissertation. The doctoral student sends the dissertation to the external reviewer, examining committee and chair.



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