



JÖNKÖPING UNIVERSITY

*School of Education and  
Communication*

# Study manual

Third-cycle education at the School of Education and  
Communication

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## List of contents

<b>1</b>	<b>Introduction.....</b>	<b>1</b>
1.1	Policy documents .....	1
1.2	General study plan .....	1
<b>2</b>	<b>Organisation and management of third-cycle education .....</b>	<b>2</b>
2.1	Qualifications and third-cycle subject areas at HLK.....	2
2.2	Management at JU level.....	2
	Board of Education and Research Education (NUF) .....	2
	Strategic Research Council.....	2
2.3	Management at HLK level .....	2
	MD .....	2
	Director of research.....	3
	Research Board .....	3
	Director of third-cycle education.....	3
	Research coordinator.....	3
<b>3</b>	<b>Application and admission to third-cycle education at HLK.....</b>	<b>4</b>
3.1	Funding.....	4
3.2	Eligibility requirements .....	4
3.3	Application .....	5
3.4	Assessment of eligibility and suitability .....	5
	Basic assessment .....	5
	Scholarly review.....	6
	Examination .....	6
	Selection .....	6
3.5	Admission .....	6
	Transfer of a doctoral student from another higher education institution .....	7
	Registration for third-cycle education.....	7
	Change of general study plan or third-cycle subject area .....	7
3.6	Employment as a doctoral student at HLK.....	7
	Salary ladder for doctoral students with a doctoral studentship at HLK.....	8
<b>4</b>	<b>Structure of the third-cycle programme .....</b>	<b>9</b>
4.1	Scope .....	9
4.2	Individual study plan .....	9
	The individual study plan as a tool for follow-up .....	9
<b>5</b>	<b>Content of the third-cycle programme .....</b>	<b>11</b>
5.1	Supervision .....	11
	The role of the supervisors .....	11
	Remuneration for supervisors .....	12

	Distribution of supervision time .....	14
5.2	Courses .....	14
	Compulsory courses.....	14
	Elective courses .....	14
	Courses at other higher education institutions .....	15
	Individually designed courses .....	15
	Course evaluation .....	15
	Accreditation of courses .....	15
5.3	Seminars .....	16
	Research team and research environment seminars .....	16
	Doctoral student seminars.....	16
	Compulsory seminars .....	16
	Reading groups at compulsory seminars.....	17
	Participation as a doctoral student in a reading group .....	18
	Reading group instructions.....	19
5.4	Other activities that support target achievement .....	19
	Participation in conferences or other academic events.....	19
	Ethical review, etc.....	20
<b>6</b>	<b>Working life perspective .....</b>	<b>21</b>
<b>7</b>	<b>Doctoral student organisation.....</b>	<b>22</b>
7.1	HLK's doctoral student organisation .....	22
7.2	JU's doctoral student council .....	22
<b>8</b>	<b>Licentiate thesis and doctoral thesis.....</b>	<b>23</b>
8.1	Rules for a licentiate thesis .....	23
8.2	Rules for a doctoral thesis.....	23
8.3	Guidelines for the summarising chapter.....	24
8.4	Printing a licentiate/doctoral thesis.....	24
	ISBN number and number in the publication series.....	24
	Printing costs and distribution.....	25
<b>9</b>	<b>Licentiate seminar.....</b>	<b>26</b>
9.1	Application for a licentiate seminar .....	26
9.2	Chair, faculty examiner and examiner .....	27
	Chair.....	27
	Faculty examiner.....	27
	Examiner .....	27
9.3	The licentiate seminar .....	27
9.4	Social gathering after the licentiate seminar .....	28
9.5	Degree certificate.....	28
<b>10</b>	<b>Public defence .....</b>	<b>29</b>

10.1	Application for a public defence .....	29
10.2	Notification of public defence and distribution of the thesis .....	29
10.3	Chair, faculty examiner and examining committee .....	30
	Chair .....	30
	Faculty examiner .....	30
	Examining committee .....	30
10.4	The public defence procedure .....	31
10.5	Social gathering after the public defence .....	31
10.6	Degree certificate .....	32
10.7	Doctoral cap and the doctoral degree conferment ceremony .....	32
<b>11</b>	<b>Evaluation and quality assurance of third-cycle education .....</b>	<b>33</b>
<b>12</b>	<b>Deviations from the planned study route .....</b>	<b>34</b>
12.1	Shorter periods of illness, care of a sick child, etc. ....	34
12.2	Approved leave from studies .....	34
12.3	Overrun of funded time .....	34
12.4	Premature termination of supervision relationship .....	34
	Change of supervisor .....	34
	Withdrawal of the right to supervision and other resources .....	34
12.5	Non-completion .....	35
<b>13</b>	<b>Attachments .....</b>	<b>36</b>
13.1	Attachment 1 - Third-cycle qualitative targets .....	36
13.2	Annex 2 – Matrices of progression in third-cycle education .....	39
13.3	Annex 3 - Remuneration levels for internal reviewer, reviewer, faculty examiner, examiner and examining committee member .....	42

# 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 Learning 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 *National System of Qualifications* (Appendix 2 of the Higher Education Ordinance) and *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](#)
- [Appendix 2 of the Higher Education Ordinance, the National 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 education shall [...] develop the knowledge and skills needed to conduct independent research. (SFS 2006:173)*

The qualitative targets of third-cycle education can be found in Appendix 2 of the Higher Education Ordinance (see Appendix 1 in the study manual). Otherwise, as a foundation university, JU does **not** comply with the Higher Education Ordinance but 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 for third-cycle education.

Finally, the rules for third-cycle education at HLK are specified in the administrative procedures and individual decisions based on national policy documents and JU's general policy documents.

## 1.2 General study plan

For each third-cycle subject area, there is a general study plan that provides information on the structure and content of that specific third-cycle programme.

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

## 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 how it is managed at JU and HLK level.

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

JU has the right to issue the Degree of Licentiate and Degree of Doctor in the field of humanities and social sciences (SFS 2004:111; SFS 2007:5).

At HLK, the following third-cycle subject areas are represented with the Degree of Licentiate and the Degree of Doctor as their goal:

- (Didactics; for students registered latest in the autumn term of 2015)
- Disability Research
- Media and Communication Science
- Education
- (Education specialising in didactics; for students registered latest in the autumn term of 2018)
- (Education specialising in special educational needs; for students registered latest in the autumn term of 2018)
- (Special educational needs; for students registered latest in the autumn term of 2015).

### 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 the instructions for the Board.

#### **Strategic Research Council**

The Strategic Research Council is tasked with coordinating educational issues in third-cycle education among the companies. The Council also has an advisory role vis à vis the Vice-Chancellor on strategic issues in the field of research and third-cycle education that are common to all universities.

### 2.3 Management at HLK level

#### **MD**

The MD is HLK's academic manager.

## **Director of research**

HLK's director of research has overall responsibility for third-cycle education, including quality assurance and quality development.

## **Research Board**

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

## **Director of third-cycle education**

The director of third-cycle 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.

## **Research coordinator**

The research coordinator assists with practical matters linked to third-cycle education.

### 3 Application and admission to third-cycle education at HLK

Admission to third-cycle education at HLK is possible for students aiming for a degree of Licentiate or a degree of Doctor. A person who has completed a Degree of Licentiate at HLK or another higher education institution can be admitted to the "latter part" of the programme that leads to the Degree of Doctor.

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

The process can be initiated by HLK or by request from an external stakeholder. When a request is made by an external stakeholder, the MD will decide whether to continue the recruitment process on the basis of strategic considerations, the intended funding and access to suitable supervisors.

The student can only be admitted if HLK deems that:

1. funding can be secured for the entire third-cycle programme
2. the applicant can devote so much of his/her time to the programme that it can be completed within four years in the case of a degree of Licentiate and eight years in the case of a degree of Doctor. The planned degree of activity for the third-cycle programme must be at least 50%.

#### 3.1 Funding

There are two models of funding for doctoral students:

1. through employment at one of Jönköping University's schools
2. through some other employment or a scholarship.

In addition to employment through doctoral studentship (*doktorandtjänst*), other forms of employment are:

- other form of employment at a school, Jönköping University, as a special initiative to facilitate third-cycle studies
- employment at another higher education institution, or
- employment at an institution, company, authority or similar organisation.

#### 3.2 Eligibility requirements

To be admitted to third-cycle education, the applicant must have the general qualifications and the specific qualifications that may have been prescribed for the subject area in question.

A person has general eligibility for third-cycle education if he/she has

- completed a second-cycle qualification
- completed course requirements of at least 240 credits, of which at least 60 credits at second-cycle level,  
or
- otherwise acquired equivalent knowledge in Sweden or abroad.

For information on specific eligibility, see the general study plan for each third-cycle subject area.



### 3.3 Application

If a doctoral studentship has been advertised, applications to third-cycle education must be submitted via the Varbi recruitment system. Otherwise, applications are made to the Research Board at HLK through the research coordinator and addressed to the registrar at Jönköping University.

The application must include:

- third-cycle subject area
- documentation certifying there is funding secured for the entire duration of the third-cycle programme (does not apply in the case of advertised doctoral studentships). A standard form is available from the director of third-cycle education.
- CV
- documented and certified academic qualifications of the applicant
- the applicant's email address
- an outline of the research, approximately five pages long, which includes the research question(s), theoretical and methodological points of departure and a time plan for the research.  
In order to improve the quality of the research outline, the subject area representative at HLK can help by giving feedback on the research outline before the application is submitted. The director of third-cycle education will mediate such contact.
- papers and any other scholarly works the applicant wishes to refer to.

### 3.4 Assessment of eligibility and suitability

The assessment of applications takes place in three stages: basic assessment, scientific review and examination.

The assessment takes into account the applicant's ability to complete third-cycle education, the proposed research project's connection to HLK's research environments and, if applicable, the external party's prioritisation of the subject area the applicant intends to work on according to the research outline.

#### **Basic assessment**

The following aspects are checked:

1. completeness of the application
2. basic eligibility for third-cycle education in accordance with the requirements of *Admission and Employment Regulations for Doctoral Students at Jönköping University* through consultation with the admissions unit at JU
3. special eligibility in accordance with the general study plan in question
4. secured funding for third-cycle education (funding certificate and certificate or agreement on doctoral student "funding backpack").

If the number of remaining applications exceeds the number that HLK can have reviewed (four applications), a second sorting will be done on the basis of the criteria stated in the call.

## Scholarly review

For the remaining applications, the Research Board selects and ranks a number of possible internal and external reviewers (who have at least a doctoral degree and are specialists in the relevant field) following a proposal by the research environment manager or the subject area coordinator for the subject area in question.

The applications are reviewed using instructions and assessment documents from HLK. When assessing an application to third-cycle education, special consideration shall be given to the applicant's potential to complete third-cycle studies. Papers and any other scholarly works the applicant wishes to refer are of special importance.

The reviewers provide a written statement to the Research Board containing their assessment and (if applicable) the suggested ranking of the applicants.

## Examination

On the basis of the information provided by the reviewers, selected applicants are examined through:

- a) work samples
- b) an English test if the applicant does not meet the requirements for English proficiency by means of his or her upper secondary school grades or earlier university studies ([See the information on the language test on the website.](#))
- c) interview
- d) references.

## Selection

In the light of the review, examination and JU's equality policy, the recruitment team proposes which applicant should be admitted.

If applicants are equal in other respects, the under-represented gender will be given priority.

The recruitment team is responsible for making the offer to the top candidate. If the top candidate declines, the offer goes to the next person in the ranking.

When the selection process is completed and an applicant has accepted an offer of admission, the admission can be carried out.

## 3.5 Admission

The recruitment group describes how the selection process has been carried out to the Research Board and presents the top candidates and the one selected.

In the light of the review, examination and JU's equality policy, the Research Board makes a proposal for admission or refusal to the MD.

The MD takes the decision on admission or refusal. The decision cannot be appealed.

The basis for the MD's decision on admission is prepared by the director of third-cycle education and shall state:

- which general study plan the doctoral student will follow

- information about the main supervisor
- information about the courses to be accredited in the intended degree
- the stipulated length of time as a doctoral student, which is affected by accredited courses
- funding certificate
- a funding agreement which the applicant signs, thereby confirming he/she has been informed that HLK will not fund third-cycle education that extends beyond the normal study period for the degree in question
- certificate or agreement on a doctoral student “funding backpack”. The doctoral student’s “funding backpack” shall cover the doctoral student's "expenses" (conferences, travel, literature, copying costs, language review, etc.). The amount is currently SEK 12,000 per year for a part-time doctoral student and SEK 24,000 per year for a full-time doctoral student. The full amount of the doctoral student’s “funding backpack” is made available to the doctoral student during the period of third-cycle education.
- funding type according to Statistics Sweden's coding.

All applicants are notified in writing about the decision.

### **Transfer of a doctoral student from another higher education institution**

A doctoral student who wishes to be transferred from another higher education institution must apply according to the procedures described under "3.3 Application". Admission requires a decision by the MD on the strategic relevance of the research project for HLK. Assessment of eligibility and suitability is carried out with a focus on connections to HLK's research environments, availability of supervisors and funding.

### **Registration for third-cycle education**

The research coordinator is responsible for registering the doctoral student for third-cycle education at HLK and provides the relevant form.

The research coordinator is responsible for handling any accreditation process.

### **Change of general study plan or third-cycle subject area**

In general, the doctoral student will follow the general study plan that applies at the time of admission. Switching to the latest version of the general study plan can be done after consultation with the main supervisor. The relevant form is available from the research coordinator. The decision is taken by the director of third-cycle education.

An application to change third-cycle subject area is made to the research coordinator for preparation in the Research Board's presidium. Any special eligibility requirements in the new third-cycle subject area as stated in the general study plan must be met. The MD takes the decision on admission but the full admission procedure is not required. The individual study plan must be updated.

## **3.6 Employment as a doctoral student at HLK**

Only a person who is offered admission or has already been admitted to third-cycle education at HLK can be employed as a doctoral student at HLK.

A person can be employed as a doctoral student for a maximum of eight years. However, the total length of employment cannot be longer than the equivalent of four years of full-time third-cycle studies. For studies leading to a degree of Licentiate, the total length of employment cannot be longer than the equivalent of two years of full-time third-cycle studies. If previous studies were accredited when the student was admitted to third-cycle education, the periods stated above will be reduced accordingly.

However, the total period of employment may be longer than that stated above if there are special reasons. Such reasons may include leave on account of illness, leave for service in the total defence or for positions of trust within trade unions and student organisations or parental leave.

A person who is employed as a doctoral student must primarily devote himself/herself to his/her own studies.

However, an employed doctoral student may work with teaching, research and administration to a limited extent. Such work must not constitute more than 20 % of full-time employment. The main supervisor has special responsibility to ensure that this percentage is not exceeded in total during the third-cycle study period and that the work is positive for the doctoral student's third-cycle education. The doctoral student's working hours shall be planned by the supervisor, the doctoral student and the head of department in consultation. The head of department has full responsibility for the doctoral student as an employee, including managing and allocating work duties that do not constitute third-cycle education.

Employment as a doctoral student means full-time work. If a doctoral student so requests, part-time employment is possible but never less than 50% of full-time in total during the third-cycle study period.

The first period of employment may not exceed one year. The position may be renewed for a maximum of two years at a time, after an examination is made of the doctoral student's progress in 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. Any adjustment will be based on extracted data from Ladok and information from the main supervisor on the doctoral student's progress with his/her licentiate/doctoral thesis.

Certificates for courses that are to be accredited for possible advancement on the salary ladder must be received by the research coordinator no later than 15 February and 15 September respectively. This process is regulated by MD decision §19/068. Course results and study results for work relating to the thesis must be for the most recent term. If granted, the new salary will be paid as of March and October respectively.

## 4 Structure of the third-cycle programme

The scope of the third-cycle programme 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 60 credits of course work and 60 credits of thesis work (with the exception of Disability Science, see below).

The doctoral degree comprises a total of 240 credits divided into 90 credits of course work and 150 credits of thesis work (with the exception of Disability Science, see below).

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

The way the qualitative targets of the national 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.

### 4.2 Individual study plan

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

The individual study plan contains information on, among other things:

- personal data
- employer
- general information about third-cycle education
- resources and practical prerequisites linked to the third-cycle programme
- supervisors
- planning and follow-up
- target achievement in compliance with the System of Qualifications
- evaluation of the execution of the studies and supervision and a plan for possible changes regarding the research-related part of the third-cycle programme.

The main supervisor is responsible for ensuring that he/she and the doctoral student draw up an individual study plan together which is revised annually.

The ISP is signed by the doctoral student and supervisor, as well as by the employer to ensure he/she is kept up to date on the doctoral student's work and progress.

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

The individual study plan is intended to provide a basis for discussion so the main supervisor and doctoral student have a proper overview of completed and planned activities in relation to the qualitative targets and can plan the remaining work. At the end of the third-cycle programme, the ISP is the document on which the assessment of whether all qualitative targets have been reached is based.

The doctoral student is expected to amend and make additions to the ISP during the course of the programme and continuously keep the supervisors informed of his/her progress in relation to the ISP.

A draft version of the revised ISP is to be submitted digitally to the director of third-cycle education **by 15 November**.

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

After the final amendments, the doctoral student ensures that the supervisor and the employer who is in charge of leading and allocating the doctoral student's work are given access to the amended ISP. The ISP is signed by the supervisor(s), doctoral student and employer.

A paper version of the ISP must be submitted no later than Friday of the third week of the calendar year (week 3) to the research coordinator. The papers must not be stapled together and must be printed on one side only. The plan is established by the MD and then registered.

At the annual revision meeting, the doctoral student's progress in relation to the ISP is checked and any deviations from the previously established 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 main supervisor will inform the director of third-cycle education. The main supervisor then initiates an action plan which is drawn up together with the doctoral student and the director of third-cycle education.

## 5 Content of the third-cycle programme

The third-cycle programme includes many different activities which are intended to help the doctoral student reach the qualitative targets (see Appendix 1 in the study manual). In addition to these targets, third-cycle education at HLK shall support the student in finding his/her identity as a researcher, gaining confidence within the chosen subject area, and developing a multidisciplinary approach.

Supervision, courses and seminars are important components of the third-cycle programme.

### 5.1 Supervision

At least two supervisors shall be appointed for each doctoral student. One shall be appointed as the main supervisor and hold the position of docent or professor. The other supervisor(s) shall have a doctoral degree or be qualified as docent or professor. The choice of supervisors shall be made in view of all fields/subjects/methods intended to be covered by the doctoral student's work.

The main supervisor is appointed by the MD in conjunction with the doctoral student being admitted. The second supervisor is to be appointed as soon as possible after admission, but latest within six months. Decisions are made by the director of research.

The appointment of an additional assistant supervisor may be necessary if it transpires during the third-cycle programme that another supervisor is needed so all the fields/subjects/ methods relating to the licentiate/doctoral thesis are covered in terms of supervisor competence.

Regarding the supervision of doctoral students linked to HLK through an agreement with another higher education institution, the main supervisor shall be selected from one of the researchers at the other higher education institution while the second supervisor will be an employee at HLK. If the other higher education institution cannot provide a main supervisor with the necessary competence, the main supervisor shall be selected at HLK instead and the second supervisor at the other higher education institution.

#### **The role of the supervisors**

The main task of the supervisors is to help the doctoral student reach the qualitative targets (see Appendix 1 in the study manual). They shall also promote the doctoral student's development into an independent researcher with a scientific approach.

In addition, the supervisors shall:

- support the doctoral student with the task of designing and conducting good quality research
- 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.

During the course of the programme, the doctoral student will receive support through regular meetings with his/her 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 his/her 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 student is entitled to supervision throughout the period of time considered necessary for the study programme in question.

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

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

### Remuneration for supervisors

	Main supervisor	Second 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> Maximum 10 days per doctoral student and year	<b>Full-time doctoral student:</b> Maximum 5 days per doctoral student and year
	<b>Part-time (50%) doctoral student:</b> Maximum 5 days per doctoral student and year	<b>Part-time (50%) doctoral student:</b> Maximum 3 days per doctoral student and year
<b>Senior lecturer</b>		<b>Full-time doctoral student:</b> Maximum 5 days per doctoral student and year
		<b>Part-time (50%) doctoral student:</b> Maximum 3 days per doctoral student and year
<b>External supervisor</b>	<b>Full-time doctoral student:</b> The equivalent of 10 days in Swedish crowns per doctoral student and year	<b>Full-time doctoral student:</b> The equivalent of 5 days in Swedish crowns per doctoral student and year
	<b>Part-time (50%) doctoral student:</b> The equivalent of 5 days in Swedish crowns per doctoral student and year	<b>Part-time (50%) doctoral student:</b> The equivalent of 3 days in Swedish crowns per doctoral student and year

In addition, remuneration is paid for travel to planning, half-time and final seminars, licentiate seminars, public defences and for 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



using a digital meeting place. If a journey is to be made, the possibility of travelling by public transport must be taken into account.

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

## Distribution of supervision time

The distribution of supervision time among the doctoral student's supervisors may vary depending on which part of the process the doctoral student is at. The amount of supervision is reported per calendar year in a letter to the director of third-cycle education. The report must be submitted no later than 31 October so as to facilitate budget management, with an estimate of planned supervision during the latter part of the autumn term. The director of third-cycle education sends out a reminder of this in good time.

## 5.2 Courses

Course syllabi for third-cycle courses provided by HLK are prepared by the Research Board and the Course Syllabus Council in the order mentioned and established by the director of research.

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. Registration for HLK's courses is done 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 applicants with basic eligibility 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. employees at HLK with basic eligibility for third-cycle education
5. other eligible applicants.

## Compulsory courses

The following are compulsory courses for doctoral students at HLK:

- Introduction to third-cycle education (7.5 credits)
- Qualitative methods (7.5 credits)
- Quantitative methods (7.5 credits)
- Philosophy of science, theory of science and research ethics (7.5 credits).

For a licentiate degree, 15 credits of content from the above-mentioned courses (or the equivalent) are compulsory. For a doctoral degree, all the above-mentioned courses (or the equivalent) are compulsory.

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

## Elective courses

In addition to the compulsory courses, doctoral students shall 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 higher education institutions other than HLK. A certificate will be issued by the higher education institution in question after the student has completed and passed the course. If the doctoral student wants to include such a course in his/her 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 his/her main 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 main supervisor but the course can be maximum 7.5 credits and must be clearly linked to the thesis area. The course syllabus and reading list will be prepared by the main supervisor in consultation with the director of third-cycle education and the Research Board. The course syllabus is then prepared in accordance with the applicable procedure (see "5.2 Courses"). The course coordinator is normally the main supervisor. The examiner is appointed by the MD.

## **Course evaluation**

A course evaluation of third-cycle courses at HLK must be carried out at the end of each course. The course coordinator is responsible for ensuring a course evaluation is done and then compiled. If the course coordinator is an external party, the examiner at HLK is responsible for carrying out and compiling the course evaluation. A course evaluation template is available from the research coordinator.

## **Accreditation of courses**

Courses at first-cycle level or equivalent education may not be accredited towards education at third-cycle level.

Courses taken at second-cycle level or equivalent education may at most be accredited to the extent it exceeds the eligibility requirements for the education at third-cycle level as stated in the general syllabus.

If the applicant, within the framework of education at third-cycle level, shall be accredited for courses passed before admission as a doctoral student, this shall be shown in the admission decision. However, such a course can only be accredited if it can be justified on the basis of the research outline submitted by the doctoral student in conjunction with application to the third-cycle programme. This means that a flat-rate transfer of credits from previous studies is not possible. The intended main supervisor provides supporting documentation for the decision after consultation with the director of third-cycle education.

Courses taken within the framework of a licentiate degree can be accredited if the student is to be admitted to the latter part of the 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 as part of the degree the student is working towards. The main supervisor specifies how many credits a doctoral student can be accredited for a course completed and passed at another higher education institution. The decision on accreditation is taken by the director of third-cycle education. In case of doubt, the director of research shall be consulted.

The form "Application for the accreditation and registration of credits" must be completed for all external (non-HLK) courses.

## 5.3 Seminars

Seminars are an important part of third-cycle education.

### **Research team 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 his/her 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 how an academic discussion is conducted.

### **Doctoral student seminars**

In addition, there are 6-7 doctoral student seminars per term. 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 although that does not preclude other issues from being addressed as well.

The doctoral students serve as interlocutors for each other but a senior researcher is also present (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, knowledge perception, method and validity.

Doctoral students who cannot participate in person can do so via Zoom instead.

### **Compulsory seminars**

Some seminars are compulsory; the number differs depending on the degree the student is striving for. The purpose of the compulsory seminars is to help the doctoral student to establish his/her "identity as a researcher" (the general study plan) and reach the qualitative target "to demonstrate the ability to present and discuss research and research results in dialogue with the scientific community and society in general in both national and international contexts orally and in writing".

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*

#### **Planning seminar**

For a full-time student, a planning seminar should be held latest six months after the doctoral student was admitted. This is done in the research environment to which the doctoral student belongs. On this occasion, the doctoral student gives a brief oral presentation of his/her research plan which is then discussed by an appointed reading group in order for the doctoral student to be given feedback, comments and guidance on how to proceed.

#### **Half-time seminar**

If necessary, a doctoral student who is aiming for a licentiate degree can be given the opportunity to hold a half-time seminar. At the seminar, the paper is discussed by an appointed reading group. A request for a half-time seminar is made to the research coordinator.

### **Final seminar**

For doctoral students who are aiming for a licentiate degree, a public final seminar is held at which point the doctoral student and supervisor regard the thesis as being 90% completed.

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

### **Planning seminar**

For a full-time student, a planning seminar should be held latest six months after the doctoral student was admitted. This is done in the research environment to which the doctoral student belongs. On this occasion, the doctoral student gives a brief oral presentation of his/her research plan which is then discussed by an appointed reading group in order for the doctoral student to be given feedback, comments and guidance on how to proceed.

### **Half-time seminar**

For doctoral students who are aiming for a doctoral degree, a public half-time seminar is held when the doctoral student and supervisor consider the thesis work as being 50% completed. At the seminar, the thesis is discussed by an appointed reading group.

### **Final seminar**

For doctoral students who are aiming for a doctoral degree, a public final seminar is held at which point the doctoral student and supervisor regard the thesis as being 90% completed.

### **Reading groups at compulsory seminars**

In conjunction with both half-time and final seminars, a specially appointed reading group shall review the work and give an oral and written statement. The main supervisor selects the members of reading group. Information about the seminar is given to the research coordinator, who ensures it is posted on the third-cycle education website.

More information about preparations for the half-time and final seminars can be found in the checklists for each seminar (see [the third-cycle education website](#)).

### *The reading group for doctoral students aiming for a licentiate degree*

#### **Reading group at the planning seminar**

- internal reviewer: 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.

#### **Reading group at the half-time seminar (if applicable)**

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

### **Reading group at the final seminar**

- internal reviewer: 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 reading group must include at least one internal PhD-holder.

*The reading group for doctoral students aiming for a doctoral degree*

### **Reading group at the planning seminar**

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

### **Reading group at the half-time seminar**

- internal reviewer: 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.

### **Reading group at the final seminar**

- internal reviewer: 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 reading group at the half-time seminar and one of the members of the reading group at the final seminar can be included in the examining committee, on condition that a broad search for competent examining committee members has been conducted and that disqualification 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 a reading group**

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

- a planning seminar
- a final seminar.

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

- a planning seminar
- a half-time seminar
- a final seminar.

Full participation in a reading group is noted in the individual study plan with the following details: type of seminar (planning/half-time/final seminar) and author of the reviewed work.

### **Reading group instructions**

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

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

After the seminar, the reading group and the supervisors gather for a discussion after which the doctoral student is summoned to be informed of the views that have been put forward. A summary of these views is presented in writing and submitted together with a review report to the research coordinator.

More specific instructions for the reading group at the half-time and final seminar can be found on [the third-cycle education website](#). The main supervisor must inform the reading group about these instructions.

At the final seminar, in the event that the thesis is not considered to be 90% completed, the internal reading group member must check with the main supervisor and the doctoral student when that will be and then issue both an oral and written statement. The report and the statement are submitted to the research coordinator. The written statement is appended to the review report when the application for the licentiate seminar/public defence is made.

## **5.4 Other activities that support target achievement**

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

In order to support the doctoral student's development as a researcher and to reach the qualitative target "to demonstrate the ability to present and discuss with authority research and research results in dialogue with the scientific community and society in general in both national and international contexts orally and in writing", 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 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 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, stating the following details: the title of the presentation, name of the conference or the equivalent, date and location.

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<sup>1</sup> The percentages refer to completed work on the actual thesis, not the third-cycle programme as a whole.

**Ethical review, etc.**

Other activities that support the achievement of targets, such as completed ethical review process, teaching, the conducting of continuing education, 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 supervisor(s) or 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 shall be given the opportunity to discuss future career paths at a meeting with the MD and the director 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 university/university college 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 university colleges/universities
- 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 communication with HLK's management.

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

Doctoral students can be given compensation in time for working hours spent working for HLK's doctoral student organisation, corresponding to a total of 10% working time for the doctoral student(s) running the organisation's work. The corresponding amount of time will be added at the end of the third-cycle programme, which is followed up in the individual study plan.

The doctoral student organisation appoints doctoral student representatives to the Research Board. The compensation for this work is half a working day per meeting.

### 7.2 JU's doctoral student council

HLK's doctoral student organisation collaborates with other doctoral students at JU in a common JU doctoral student council. Meetings are held about 5 times a year (a total of about 10 hours). Doctoral student representatives from HLK are given time as compensation by HLK.

The chair of JU's doctoral student council is paid the equivalent of 20 hours/year by Stiftelsen Högskolan i Jönköping. The remuneration is based on the doctoral student's salary.

JU's doctoral student council appoints doctoral student representatives to JU's Strategic Council for Research and the Board of Education and Research Education. The work is financed by Stiftelsen Högskolan i Jönköping with 30 hours/year and board through remuneration based on the doctoral student's salary.

## 8 Licentiate thesis and doctoral thesis

### 8.1 Rules for a licentiate thesis

A 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 articles or book chapters that the student has written alone or together with co-authors (compilation thesis)
- be written in the language specified in the general study plan.

The licentiate thesis shall be accompanied by a brief summary (abstract) in English. If the licentiate thesis is not written in Swedish, the summary shall be translated into Swedish and appended to the thesis.

A compilation thesis must include at least two publishable works. For a licentiate thesis consisting of different elements, the doctoral student's own contribution 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 referee-reviewed and accepted. An exception to these guidelines can be made if justifiable.

The licentiate thesis can include data from the doctoral student's Master's thesis, provided that the material has been re-processed/re-analysed in line with the purpose and the research questions posed in the licentiate thesis.

The various elements 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

A 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 articles or book chapters that the student has written alone or together with co-authors (compilation thesis)
- be written in the language specified in the general study plan.

The doctoral thesis shall be accompanied by a brief summary (abstract) in English. If the doctoral thesis is not written in Swedish, the summary shall be translated into Swedish and appended to the thesis.

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 referee-reviewed journals and another one or two must be ready to be submitted for publication latest when the examining committee is appointed. For a doctoral thesis consisting of different elements, the doctoral student's contribution must be clearly distinguishable. This is made clear by the doctoral student filling in a co-author form for each article. 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. An exception to these guidelines can be made if justifiable.

The doctoral thesis can include data from the doctoral student's Master's paper, provided that the material has been re-processed/re-analysed in line with the purpose and the research questions posed in the doctoral thesis.

If the doctoral student is doing the latter part of the third-cycle programme and has already written a licentiate thesis, the doctoral thesis can build on that. 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 various elements 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](#). There is also a template for the notification of submission of a 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 work, the summarising chapter must always be the doctoral student's own text, written in his/her 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 shall describe the field of knowledge in question and analyse the student's results in relation to that field. The summarising chapter shall 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. As a minimum common denominator, it should 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 an ISBN number issued by HLK. Licentiate and doctoral theses are also published in full text in the digital publishing tool DiVA. In the case of a compilation thesis, full text refers only to the thesis' summarising chapter.

The doctoral student contacts the research coordinator to get an ISBN number and number in the publication series for his/her thesis.

## **Printing costs and distribution**

Any costs for editing and language review are financed by the doctoral student's "funding backpack".

### *Number of copies of a 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 faculty examiner and doctoral student
- 1 copy for the examiner
- 1 copy for the chair
- 5 obligatory copies for the University Library
- 5 obligatory copies (one for the director of third-cycle education, one for the MD, two copies 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 faculty examiner and doctoral student
- 4 copies (one each for the members of the examining committee and the deputy)
- 1 copy for the chair
- 1 copy for the notification ceremony
- 5 obligatory copies for the University Library
- 5 obligatory copies (one for the director of third-cycle education, one for the MD, two copies for the research coordinator and one archive copy signed by the director 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 department 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 department's) 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 included in the programme. Exemptions are granted only in exceptional cases.

Preparations for the licentiate seminar should begin no later than six months before the licentiate seminar. The doctoral student is responsible for the publication process including the language review. The thesis must be printed and obligatory copies sent to the research coordinator latest four weeks before the licentiate seminar.

The main supervisor is responsible for preparing 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 Application for a licentiate seminar

Application for a licentiate seminar must be submitted to NUF no later than four weeks before the seminar.

This is how to apply for a licentiate seminar at HLK:

1. The main supervisor fills out the form "Application for a licentiate seminar".
2. The following documents are to be appended to the form:
  - a. signed review report from the final seminar including a summary of the reading group's comments
  - b. "Author form" which clarifies the contributions of the doctoral student and co-authors if the thesis was co-written<sup>2</sup>. The form is available on the [third-cycle education website](#).
  - c. extract from Ladok confirming the number of credits gained.
3. The main supervisor then submits the application to the research coordinator.
4. The application is then signed by the director of research.
5. The research coordinator sends the application to the registrar who forwards a registered copy to the Board of Education and Doctoral Education and the research coordinator. The research coordinator forwards the copy to the director of third-cycle education and the main supervisor for their information.
6. The application is then announced in the NUF minutes.
7. In conjunction with the announcement, the main supervisor contacts the faculty examiner, 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 main supervisor also appends instructions for the faculty examiner at the licentiate seminar.

No later than four weeks before the licentiate seminar, the doctoral student sends the thesis to the chair, faculty examiner and examiner in the form of a document ready to be printed or already in print.

No later than three weeks before the licentiate seminar, the thesis must be made available in full text in DiVA. Full text 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.

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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.

## 9.2 Chair, faculty examiner and examiner

### Chair

The licentiate seminar shall be led by a chair but not the doctoral student's supervisor nor any other person who already has an official role at the seminar.

### Faculty examiner

At a licentiate seminar, there shall be a faculty examiner appointed by HLK. The faculty examiner shall hold a doctoral degree and shall be employed at an educational institution other than JU, or within private industry or some other non-academic organisation. HLK is responsible for ensuring there is no breach of disqualification rules when the faculty examiner is selected.

### Examiner

The examiner shall be eligible as main 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 The licentiate seminar

The faculty examiner and the examiner must be present at the licentiate seminar.

If it becomes clear in advance that the faculty examiner will not be able to attend, the director of research decides either to conduct the seminar via a link or postpone the seminar until a later date.

If the faculty examiner 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.

The licentiate seminar begins with the chair presenting the respondent, faculty examiner and examiner. The chair then gives the floor to the respondent who has the opportunity to correct any errors detected after the thesis was printed. The respondent then gives the floor to the faculty examiner who makes a summary of the thesis. When this is completed, the actual licentiate seminar begins.

The licentiate seminar ends with an open and general discussion of the thesis.

After the licentiate seminar, the chair, faculty examiner, examiner and supervisor gather for a meeting. The chair of the licentiate seminar is also the chair of the meeting. The grade to be given to the licentiate thesis is decided by the examiner. A licentiate thesis is assessed as being either a Pass or a Fail. The assessment is based on the degree requirements for the licentiate degree. The content and the defence of the thesis shall be taken into account.

The minutes for the licentiate seminar are prepared and provided by the research coordinator. The decision to pass or fail the student is signed by the examiner. The minutes are submitted to HLK's research coordinator, who forwards them to the registrar for registration.

The decision to pass or fail the student is communicated to the respondent in public by the examiner. The examiner conveys the main comments from the grading meeting to the respondent.

## 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 refreshments 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 shall apply for a degree certificate from the university. The doctoral student fills out the relevant form and submits it to the research coordinator. The director of third-cycle education and the research coordinator check that all elements of the general study plan have been completed and that the thesis has been approved. The documentation for this process is the individual study plan, an extract from Ladok and the minutes from the licentiate seminar.

The degree certificate is issued by University Services (HS) and the original is printed out. If the original document is misplaced, HS can only provide a copy. If any of the data on the degree certificate is incorrect, the original must be sent back to HS with information about what needs to be amended.

The degree certificate is written in two languages: Swedish and English. The degree certificate will be accompanied by an attachment in English, a Diploma Supplement (DS). The DS states, among other things, the content and scope of the studies and where in the Swedish education system the education is positioned. The DS is issued free of charge.



## 10 Public defence

Before the doctoral thesis is presented, the doctoral student must have gained all the course credits included in the programme. Exemptions are granted only in exceptional cases.

Work on preparing the public defence should begin no later than six months in advance. The doctoral student is responsible for the publication process including the language review. The thesis must be printed and obligatory copies sent to the research coordinator latest four weeks before the public defence.

The main supervisor is responsible for preparing for the public defence.

More detailed information about preparations is provided in the document "Points to consider before notification of public defence and the public defence" on [the third-cycle education website](#).

### 10.1 Application for a public defence

The application for a public defence must be received by NUF no later than 10 days before the regular meeting which takes place two months before the scheduled public defence.

How to apply for a public defence at HLK

1. The main supervisor fills out the form "Application for a public defence".
2. The following documents are to be appended to the form:
  - a. signed review report from the final seminar including a summary of the reading group's comments
  - b. "Author form" which clarifies the contributions of the doctoral student and co-authors if the thesis was co-written<sup>3</sup>. The form is available on the [third-cycle education website](#).
  - c. extract from Ladok confirming the number of credits gained.
3. The main supervisor then submits the application to the research coordinator.
4. The application is then signed by the director of research.
5. The research coordinator sends the application to the registrar who forwards a registered copy to the Board of Education and Doctoral 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 director of third-cycle education and the main supervisor for their information.
7. After a decision has been taken by NUF, the main supervisor contacts the faculty examiner, examining committee and chair and sends a formal invitation to the public defence including the preceding lunch. A template for the invitation is available from the research coordinator. Together with the invitation, the main supervisor also appends instructions for the faculty examiner at the public defence.

### 10.2 Notification of public defence and distribution of the thesis

No later than four weeks before the public defence, the doctoral student sends the thesis to the faculty examiner and the examining committee, including the deputy.

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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.

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

No later than three weeks before the public defence, the digital notification ceremony takes place when the thesis is made available in full text in DiVA. Full text 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, faculty examiner and examining committee

#### **Chair**

The public defence is led by a chair but not the doctoral student's supervisor 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.

#### **Faculty examiner**

There must be a faculty examiner at the public defence. The faculty examiner must be a docent or professor in the field in question. The faculty examiner may not be employed by or work for JU. The faculty examiner 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 disqualification rules when the faculty examiner is selected.

#### **Examining committee**

The grade for a doctoral thesis is decided by an examining committee consisting of three members with the competence of docent or professor. In exceptional cases, a member may be appointed who has equivalent scholarly competence.

Maximum one member of the committee can be employed by and/or working 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 reading group at the half-time seminar and one of the members of the reading group at the final seminar can be included in the examining committee, on condition that a broad search for competent examining committee members has been conducted and that disqualification rules have been observed.

A deputy will be appointed with the aim of meeting the requirements of 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 if he/she is unable to attend the public defence.

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

A gender balance shall be sought when the faculty examiner and the examining committee are appointed.

## 10.4 The public defence procedure

The faculty examiner and the entire examining committee must be present at the public defence.

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

If the faculty examiner 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 a further delay, an external member of the examining committee may replace the faculty examiner.

If a 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 his/her place.

The public defence begins with the chair presenting the respondent, faculty examiner and examining committee. The chair then gives the floor to the respondent who has the opportunity to correct any errors detected after the thesis was printed. The respondent then gives the floor to the faculty examiner who makes a summary of the thesis. When this is completed, the actual public defence begins.

The public defence proceedings end with an open and general discussion of the thesis.

The examining committee, which normally meets immediately after the public defence, is quorate when all members are present. The examining committee appoints a chair among themselves. The chair should be the person most qualified for the task. The chair of the examining committee decides which people may be present during the examining committee's meeting and which of them are entitled to participate in the deliberations.

A doctoral thesis is assessed as being either a Pass or a Fail. The assessment is based on the degree requirements for the degree of doctor. The content and the defence of the thesis are taken into account.

Only the examining committee participates in the decision. The opinion supported by a majority of the members of the examining committee will be the examining committee's decision.

The decision taken by the Board must be minuted. An individual member who holds a different opinion has the right to have that opinion recorded in the minutes. The minutes for the public defence are prepared and provided by the research coordinator. The chair of the examining committee ensures that the minutes are completed and signed by all members of the examining committee. The minutes are submitted to HLK's research coordinator, who forwards them to the registrar for registration.

The decision to pass or fail the thesis is communicated to the respondent in public by the chair of the examining committee. The chair also conveys the main comments from the grading meeting to the respondent.

## 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 refreshments 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 applies for a degree certificate from the university. The doctoral student fills out the relevant form and submits it to the research coordinator. The director of third-cycle education and the research coordinator check that all elements of the general study plan have been completed and that the thesis has been approved. The documentation for this process is the individual study plan, extract from Ladok and the minutes from the public defence.

The degree certificate is issued by University Services (HS) and the original is printed out. If the original document is misplaced, HS can only provide a copy. If any of the data on the degree certificate is incorrect, the original must be sent back to HS with information about what needs to be amended.

The degree certificate is written in two languages: Swedish and English. The degree certificate will be accompanied by an attachment in English, a Diploma Supplement (DS). The DS states, among other things, the content and scope of the studies and where in the Swedish education system the education is positioned. The DS is issued free of charge.

## 10.7 Doctoral cap and the doctoral degree conferment ceremony

HLK pays for the doctoral cap. The doctoral degree conferment ceremony takes place at the academic ceremony that is organised every three terms. Doctoral students who have graduated no later than three months before the academic ceremony can be conferred. Otherwise, they have to wait until the next time the academic ceremony is held.

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

The evaluation and quality assurance of third-cycle education are executed 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 director of third-cycle education and presented to and discussed by the Research Board. The course evaluation shall be referred to the next time the course is planned.
- b. The individual study plan is revised once a year (see above under Individual study plan) and is intended to provide a basis for discussion so the main supervisor and doctoral student have a proper overview of completed and planned activities in relation to the qualitative targets and can plan the remaining work. The individual study plan also provides the director of third-cycle education with documentation for the planning of HLK's range of third-cycle courses.
- c. After the individual study plan has been submitted, the director of third-cycle 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 discussed. The director of third-cycle 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 that process.
- e. The director of third-cycle education also invites all doctoral students to a group meeting once a term to impart information and hear the doctoral students' views. The director of third-cycle 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 term. The purpose of those meetings is to contribute to both the competence development and quality assurance of third-cycle education. A wide range of themes are addressed, such as the structure and quality of third-cycle education, seminars, working on the individual study plan and the planning of third-cycle courses.
- g. Shortly after the doctoral student has graduated, she/he is asked to complete a questionnaire evaluation of the programme which forms the basis for the further development of the third-cycle programme. The director of third-cycle education is responsible for ensuring that views put forward are taken into account in the further development of third-cycle education at HLK.
- h. An alumni survey is sent out every three years in order to maintain contact with former doctoral students. The results are compiled and presented to the Research Board. That information will contribute to the quality assurance of third-cycle education at HLK and to a mutual exchange between alumni, current doctoral students and HLK.
- i. An annual quality report (QR) for third-cycle education at HLK is compiled on the basis of doctoral student and staff data, questionnaires and other relevant supplementary information from the above follow-up channels. The quality report forms the basis for a quality development plan (QIP) for third-cycle education at HLK, which in turn forms the basis for HLK's joint quality development plan and activity plan.

## 12 Deviations from the planned study route

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

The doctoral student shall note shorter periods of absence in the individual study plan, so the corresponding time can be added at the end of the study period. This is also important so accurate figures on study activity and funding are submitted 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 applies for approved leave from studies. The form to apply for approved leave from studies is available on the [third-cycle education website](#). The application is submitted to the director of third-cycle education before the studies are interrupted.

If the studies are interrupted for a longer period of time because of illness, a medical certificate must be presented. A doctoral student who cannot prove the reason for interrupted studies will not be granted extended study time.

### 12.3 Overrun of funded time

The School of Learning and Communication 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 director of third-cycle 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 MD for additional supervision resources (see MD decision § 19/014).

### 12.4 Premature termination of supervision relationship

#### **Change of supervisor**

A doctoral student who wishes to change supervisors can contact the director of third-cycle education. The doctoral student has the right to change supervisors, upon a written request addressed to the Research Board presidium. It is not necessary to state any reason. The director of research makes the decision.

#### **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 director of third-cycle education shall be contacted for consultation.

If a doctoral student fails substantially to fulfil his/her obligations under the individual study plan, the main supervisor must report this to the director of third-cycle education for consultation with the MD. The MD may decide that the doctoral student should no longer be entitled to supervision and other resources for the education.

Before such a decision is made, both the doctoral student and the main supervisor shall be given the opportunity to express their views. The matter must be examined on the basis of their statements and other information gained during the investigation. The assessment shall take into account whether HLK has fulfilled its obligations under the individual study plan. The decision must be in put in writing together with the grounds for the decision.

A decision on the withdrawal of the right to supervision and other resources may be appealed to the JU Board of Appeal 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 doctoral education is documented by the doctoral student and the main supervisor certifying that the parties have agreed on non-completion. See the special form for request for non-completion.

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

## 13 Attachments

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

#### Degree of Licentiate

**Scope**

A licentiate degree has been attained

- 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 given at the university.

**Objectives****Knowledge and understanding**

For a licentiate degree, the doctoral student shall

- demonstrate knowledge and understanding in the field of research, including up-to-date specialist knowledge in a defined part of that field and in-depth knowledge of scientific methodology in general and the methods of the specific research area in particular.

**Competence and skills**

For a licentiate degree, the doctoral student shall

- demonstrate the ability to critically, independently and creatively and with scientific accuracy identify and formulate questions, to plan and with adequate methods carry out a limited research study and other advanced tasks within given time frames, thereby contributing to the development of knowledge, and to evaluate this work,
- demonstrate the ability to present and discuss research and research results in dialogue with the scientific community and society in general in both national and international contexts orally and in writing, and
- demonstrate the skills required to participate independently in research and development work and to work independently in other advanced areas of activity.

**Judgement and approach**

For a licentiate degree, the doctoral student shall

- demonstrate the ability to make ethical assessments with regard to his/her own research,
- demonstrate insight into the possibilities and limitations of science, its role in society and people's responsibility for how it is used, and
- demonstrate the ability to identify his/her need for additional knowledge and to take responsibility for their knowledge development.

**Academic paper**

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



**Other**

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

## **Degree of Doctor**

### **Scope**

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

### **Objectives**

#### **Knowledge and understanding**

For a doctoral degree, the doctoral student shall

- demonstrate broad knowledge within and a systematic understanding of the research field as well as in-depth and up-to-date specialist knowledge within a defined area of the research field, and
- demonstrate familiarity with scientific methodology in general and with the methods of the specific research field in particular.

#### **Competence and skills**

For a doctoral degree, the doctoral student shall

- demonstrate the ability to perform scientific analysis and synthesis and independent critical review and assessment of new and complex phenomena, questions and situations,
- demonstrate the ability to critically, independently and creatively and with scientific accuracy identify and formulate questions, to plan and, using adequate methods, conduct research and other advanced tasks within given time frames, and review and evaluate such work,
- demonstrate the ability to contribute significantly to the development of knowledge through independent research presented in a thesis,
- demonstrate the ability with authority to present and discuss research and research results in dialogue with the scientific community and society in general in both national and international contexts orally and in writing,
- demonstrate the ability to identify needs for additional knowledge, and
- demonstrate the potential to contribute to the development of society and to support the learning of others in research, education and other advanced professional contexts.

#### **Judgement and approach**

For a doctoral degree, the doctoral student shall

- demonstrate intellectual independence and good research conduct and the ability to make research ethical assessments, and
- demonstrate insight into the possibilities and limitations of science, its role in society and people's responsibility for how it is used.

#### **Academic paper (doctoral thesis)**

For a doctoral degree, the doctoral student must have gained a Pass for an academic paper (doctoral thesis) of at least 120 credits.

#### **Other**

For a doctoral degree with a specific specialisation, the specified requirements that each higher

education institution itself determines within the framework of the requirements of this qualification description shall 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 with the goal of licentiate degree

	<b>Point in time</b> (for full-time studies)	<b>Guidelines for a compilation thesis</b>	<b>Guidelines for a monograph</b>
<b>Planning seminar</b>	<p>Within 6 months after admission.</p> <p>The seminar takes place within the research team/environment.</p>	A proposal for a research plan is presented.	A proposal for a research plan is presented.
<b>Half-time seminar (50%)</b>	<p>Can take place after just over 1 year (not compulsory).</p> <p>The seminar must have a reading group.</p>	<p>One article must have been submitted for assessment and there must be a plan for a second article.</p> <p>The summarising chapter is not the focus of the review.</p> <p>Approximately 50% of the course credits must have been completed and passed*.</p>	<p>Approximately half of the thesis is finished (regardless of content). The analysis of data must have commenced.</p> <p>Approximately 50% of the course credits must have been completed and passed*.</p>
<b>Final seminar (90%)</b>	<p>To take place after just over 1½ years.</p> <p>The seminar must have a reading group.</p>	<p>The thesis must be very close to completion.</p> <p>The review is focused mainly on the summarising chapter in relation to submitted and published articles and to some extent on manuscripts that have not been submitted for publication.</p> <p>If possible, all course credits have been completed and passed.</p>	<p>The thesis is very close to completion; at the very least, a first draft of the concluding discussion must be available.</p> <p>If possible, all course credits have been completed and passed.</p>

*\* 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 paper, and vice versa.*

### Third-cycle education with the goal of doctoral degree

The purpose of the first checkpoint (25%) is to ensure that the doctoral student is well on the way with his/her 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> (for full-time studies)	<b>Guidelines for a compilation thesis</b>	<b>Guidelines for a monograph</b>
<b>Planning seminar</b>	<p>Within 6 months after admission.</p> <p>The seminar takes place within the research team/environment.</p>	A proposal for a research plan is presented.	A proposal for a research plan is presented.
<b>Checkpoint 1 (25%)</b>	<p>After about 1 year.</p> <p>No seminar is held. The main supervisor assesses whether the criteria are met.</p>	<p>Fully completed thesis plan.</p> <p>Data collection should have commenced.</p> <p>Approximately 25% of the course credits must have been completed and passed*.</p>	<p>Fully completed thesis plan.</p> <p>Data collection should have commenced.</p> <p>Approximately 25% of the course credits must have been completed and passed*.</p>
<b>Half-time seminar (50%)</b>	<p>After approximately 2 years.</p> <p>The seminar must have a reading group.</p>	<p>One article must have been submitted for assessment and there should be at least a draft of a second article.</p> <p>The summarising chapter is not the focus of the review.</p> <p>Approximately 50% of the course credits must have been completed and passed*.</p>	<p>Approximately half of the thesis is completed (regardless of content). The analysis of data must have commenced.</p> <p>Approximately 50% of the course credits must have been completed and passed*.</p>
<b>Checkpoint 2 (75%)</b>	<p>After approximately 3 years.</p> <p>If there is deviation from the individual study plan, the main supervisor informs the director of third-cycle education and</p>		

	initiates collaboration on the further planning of the third-cycle studies.		
<b>Final seminar (90%)</b>	<p>After approximately 3½ years.</p> <p>The seminar must have a reading group.</p>	<p>The thesis is very close to completion.</p> <p>The review is focused mainly on the summarising chapter in relation to submitted and published articles and to some extent on manuscripts that have not been submitted for publication.</p> <p>If possible, all course credits have been completed and passed.</p>	<p>The thesis is very close to completion but at the very least, a first draft of the concluding discussion must be available.</p> <p>If possible, all course credits have been completed and passed.</p>

*\* 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 internal reviewer, reviewer, faculty examiner, examiner and examining committee member

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

<b>Assignment</b>	<b>Fee/remuneration</b>
<b>Third-cycle education with the goal of licentiate degree</b>	
Internal reviewer at the planning seminar	1,900
Internal reviewer at the half-time seminar (licentiate)	2,500
Internal reviewer at the final seminar (licentiate)	3,200
Reviewer at the final seminar (licentiate)	2,200
Faculty examiner at the licentiate seminar	5,400
Examiner at the licentiate seminar	3,800
<b>Third-cycle education with the goal of doctoral degree</b>	
Internal reviewer at the planning seminar	1,900
Internal reviewer at the half-time seminar (doctorate)	4,300
Reviewer at the half-time seminar (doctorate)	3,000
Internal reviewer at the final seminar (doctorate)	5,400
Reviewer at the final seminar (doctorate)	3,800
Faculty examiner at the public defence	9,800
Examining committee member	Travel & overnight stay