



Guidelines for Doctoral Studies in Studies in the Humanities

This is a translation of a Swedish document. In the event of a discrepancy, the Swedish language version shall prevail.

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Introduction

The guidelines for doctoral studies in studies in the humanities at Örebro University is a complement to the regulation of doctoral education found in the Higher Education Ordinance and in Örebro University's central regulations for doctoral education. In the subject's guidelines there is some repetition of what is regulated in these documents, but with interpretations for the subject and with certain additions. The guidelines apply from 1 June 2017. The present revision applies from 30 May 2023.

The guidelines have been drawn up by the supervisors' committee in studies in the humanities, where the supervisors of the subject and doctoral students are represented. The guidelines function as support and clarification in the different stages of the doctoral education, for both doctoral students and supervisors. The subject representative, or a person appointed by them, is responsible for handing over the guidelines to new supervisors. The principal supervisor is responsible for the guidelines being handed over to newly admitted doctoral students.

Recruitment and admission

Recruitment of doctoral students must be seen as a matter for the entire subject, and great attention must be paid to recruitment. The recruitment process must be handled by at least two researchers. The subject must as far as possible assure

- that those admitted to doctoral education in studies in the humanities have an interest in and the capacity to complete the education within the allotted time,
- that supervisor competence and other resources are adequate.

The supervisors' committee appoints those who will be responsible for the recruitment before the admission process begins. Those responsible present their considerations and recommendations to the supervisors' committee, which then submits a proposal for a decision on the admission of a doctoral student to the head of school.

When admitting doctoral students who are financed by funding other than a doctoral studentship, for example project funds, the project leader (or equivalent) decides the orientation. The assessment of applicants is done by the project manager and at least one other scientifically competent person in the subject.

If, upon admission or later, the doctoral student applies for credit transfer for one or more courses, the principal supervisor, together with the supervisors' committee, makes an assessment before the head of school's decision on the extent to which the course/s can be credited. The doctoral student submits documentation in the form of

a completed form for application for credit transfer for doctoral education, syllabus, and literature list.

Supervisors and supervision

For doctoral students admitted to doctoral studies, a principal supervisor and an assistant supervisor are appointed before admission. As a general rule, the principal supervisor must be employed in one of the subject specialisations that are part of the doctoral education subject studies in the humanities at Örebro University. Supervisors are proposed by the subject's supervisors' committee after preparation from the specialisation representatives within the subject. The head of school makes decisions on the appointment of supervisors and determines any exceptions to the principal rule regarding the employment of principal supervisors. Doctoral students who have a supervisor at another university are given two trips per semester for supervision.

The supervisors must have high and relevant competence. When supervisors are appointed, emphasis must be placed on scientific competence within the planned research area as well as on supervisor competence. These quality criteria apply to both principal supervisors and assistant supervisors. The principal supervisor must have at least a docent qualification and the assistant supervisor must have at least a doctorate. At least one of the supervisors must have completed a course in supervising doctoral students.

The supervisor's role and tasks are stated in the [Regulations handbook](#) pp. 20–23. In addition, the subject wants to particularly highlight the following:

The principal supervisor is responsible for ensuring that the introduction of newly admitted doctoral students works well. During the introduction period, the doctoral student must receive information about national and local regulations of doctoral education, as well as about subject-specific guidelines and routines. Questions about supervisor time and mutual expectations must also be brought up and clarified. The doctoral student must also be informed about his right to change supervisors and about how to go about changing supervisors.

An essential responsibility of the supervisors is to monitor that the doctoral studies progress according to the planned timetable so that the education can be completed within the framework of the education period. The doctoral student must, together with their supervisors, draw up a realistic plan for the work. The plan is documented and continuously evaluated in the doctoral student's [individual study plan \(ISP\)](#). It is important to draw early attention to problems in the thesis work that risk overturning the schedule.

If the supervision is not working satisfactorily

If problems arise relating to supervision, both the doctoral student and the supervisors can contact the subject representative for a discussion. Initially a joint discussion must

be directed towards solutions to improve the supervision situation. Questions of this nature must be dealt with quickly. If a solution to the problems cannot be reached in the subject's internal discussions, the head of school is contacted.

In some cases, a change of supervisor may be appropriate. Regarding the change of supervisors, the following is stated in the Regulations handbook for education at doctoral level at Örebro University:

A doctoral student who wishes to change supervisor should report this directly to the head of school. A doctoral student does not need to state any reasons for a change of supervisor and does not need to take part in any discussions of the case. If the doctoral student wishes, they may start the process by talking to someone else at the university. The Office for Academic Policy can answer questions. ([Regulations handbook](#), pp. 21).

Decisions about changing supervisors are made by the head of school. In the event that a change of supervisor is brought about by the supervisor's situation, the subject representative suggests who should be appointed as the new supervisor.

The content of the doctoral education

The doctoral education in studies in the humanities must provide good conditions for achieving the goals for the doctorate and licentiate degree (see [Higher Education Ordinance](#)). In addition to the education that takes place through supervision, doctoral education in studies in the humanities must include participation in courses, scientific conferences and the subject's ongoing research.

General syllabus (ASP)

The Higher Education Ordinance states that each research education subject must have a general syllabus (ASP). The general syllabus specifies the content of the education, requirements for specific entry requirements and other regulations. For more information regarding general study plans, see section six of the [Regulations handbook for doctoral education](#) at Örebro University.

Individual study plan (ISP)

According to the Higher Education Ordinance, an individual study plan (ISP) must be drawn up for each doctoral student. The individual study plan must contain the commitments of the university and the doctoral student as well as a timetable for the education. According to local guidelines, the individual study plan must be revised at least once a year. For more rules regarding individual study plans, see section seven of the [Regulations handbook for doctoral education](#) at Örebro University.

Doctoral courses

The subject's general syllabus (ASP) contains the course requirements for the doctoral degree and licentiate degree. The subject must offer the compulsory courses with

sufficient frequency. Doctoral courses are also organised within research schools as well as by the faculty and the university. When choosing elective courses, the doctoral student must consider the course's relevance in relation to the blocks and goals that appear in the general syllabus. The subject's doctoral students are given, to the extent of financial space, financial support to participate in courses at other higher education institutions. Before registering for a course at another university, the principal supervisor assesses the relevance of the course, and the doctoral student checks with the subject representative whether funds are available. The question is then presented in the supervisors' college and decided by the subject manager.

Conferences

Building and participating in networks during doctoral education is central to knowledge development and future activities. The subject's doctoral students must therefore be given good opportunities to participate in scientific conferences, especially international ones.

Research within the subject

Doctoral students are encouraged to take part in, and actively participate in, ongoing research within the subject. This is conveniently done by the doctoral student being part of one of the subject's research groups, and the doctoral student regularly participating in the subject's higher seminar. Doctoral students must also be given the opportunity to take part in ongoing research at other research environments at ORU and at other universities, as well as research conducted outside Sweden.

Internationalisation

Internationalisation must be a natural feature of doctoral education in studies in the humanities. Doctoral students must be encouraged to participate in international research contexts, such as courses, conferences and stays at a foreign university, in order to test their research internationally and begin to establish an international contact network. Funds for such activities are usually sought by the doctoral student himself from external contributors, from the university centrally, or from the subject.

Funding

To facilitate the doctoral student's thesis work, each doctoral student is awarded so-called rucksack money (currently SEK 5,000 per year). These funds are intended to finance various research-related expenses such as book purchases, conference participation and costs in connection with data collection. Before these funds are used, the subject representative should be informed. If additional funds are necessary for the progress of the thesis work, the doctoral student can apply for subject funds from the subject representative.

Departmental work

In many cases, the doctoral student is offered departmental work in the form of, for example, teaching during the doctoral education. The head of division and subject

coordinator decide in dialogue with the doctoral student about the direction and scope of the departmental work.

Doctoral theses and licentiate theses

A doctoral thesis/licentiate thesis in the subject studies in the humanities can take the form of one coherent work (monograph) or a compilation thesis. It is primarily the doctoral student who chooses the form for the doctoral thesis/licentiate thesis. Regardless of the form, the doctoral thesis/licentiate thesis must show that the doctoral student fulfills the objectives for the doctoral degree or licentiate degree (System of Qualifications, annex 2 Higher Education Ordinance 1993:100) and follow local guidelines for doctoral theses and licentiate theses within the Faculty of Humanities and Social Sciences (HS) at Örebro University (15.1.2 and 16.1.1 in the [Regulations handbook for doctoral education](#) at Örebro University).

A doctoral thesis/licentiate thesis in studies in the humanities must contain new scientific knowledge that is based on independent research. In the doctoral thesis/licentiate thesis there are accounts corresponding to the purpose, background and motivation of the project, review of relevant research, description of theory and method, account of research ethical considerations, presentation of results, a critical discussion of the theory of the investigation, method and contribution to the research field.

Doctoral theses in the form of monographs

A monograph refers to a doctoral thesis written as a coherent work and usually takes the form of a coherent study of a specific topic that is published together with the thesis. The monograph must be written in Swedish, Norwegian, Danish or English. A thesis that has been written in Swedish, Norwegian or Danish should contain a summary in English. A thesis that has been written in English should contain a summary in Swedish. A brief report in English (abstract) is attached to the thesis. [Regulations handbook](#) pp. 28-29.

Doctoral theses in the form of compilation theses

Compilation theses refers to doctoral theses consisting of at least 3 scholarly papers and a summarising introductory chapter (kappa). What distinguishes the compilation thesis is that the papers are also published in other ways than in the thesis, for example in scientific journals, scientific anthologies or research reports. How many papers are needed depends on the scope and content of the papers and the kappa, on the publication of the papers and the level of peer review. The kappa should, in addition to what applies to all theses in studies in the humanities, contain a summary and synthesis of the results of the papers.

The papers can be written by the doctoral student or by the doctoral student in collaboration with the relevant supervisor(s) or other person(s) within the scientific

community. In case of co-authorship, it must be stated in the kappa how the work has been distributed. The doctoral student should author at least one of the papers alone. The aim should be that at least two papers have been published or accepted for publication when the thesis goes to press. The papers and the kappa must be written in Swedish, Norwegian, Danish or English. A kappa that has been written in Swedish, Norwegian or Danish should include a summary in English. A kappa that has been written in English should contain a summary in Swedish.

Licentiate theses in the form of monographs

A monograph refers to a licentiate thesis that is written as one unit and usually takes the form of a coherent investigation of a specific topic that is published together with the thesis. The monograph is written by the doctoral student alone. The monograph must be written in Swedish, Norwegian, Danish or English. A licentiate thesis that has been written in Swedish, Norwegian or Danish should contain a summary in English. A licentiate thesis that has been written in English should contain a summary in Swedish.

Licentiate theses in the form of compilation theses

A licentiate thesis in the form of a compilation thesis should contain at least 2 scholarly papers and a summarising introductory chapter (kappa). What distinguishes the compilation thesis is that the papers are also published in other ways than in the thesis, for example in scientific journals, scientific anthologies or research reports. The kappa should, in addition to what applies to all theses and essays in humanistic studies, contain a summary and synthesis of the results of the papers.

The papers can be written by the doctoral student or by the doctoral student in collaboration with the relevant supervisor(s) or other person(s) within the scientific community. The doctoral student should author at least one of the papers alone. In case of co-authorship, it must be stated in the kappa how the work has been distributed. The aim should be that one paper is published or accepted for publication when the essay is examined. The papers and the kappa must be written in Swedish, Norwegian, Danish or English. A cover that has been written in Swedish, Norwegian or Danish should include a summary in English. A cover that has been written in English should contain a summary in Swedish. A brief report in English (abstract) is attached to the thesis. [Regulations handbook](#) pp. 36-37.

Other questions

If a doctoral thesis or licentiate thesis should deviate significantly from the recommended guidelines above, the thesis in question must be brought up for discussion in the supervisors' committee in advance of the final seminar. The principal supervisor is responsible for initiating such a discussion in the supervisors' committee.

Quality audit of doctoral theses and licentiate theses

It is the supervisors' committee that is ultimately responsible for the subject's doctoral theses and licentiate theses being quality-reviewed. This quality audit takes

place continuously throughout the doctoral education.

Doctoral theses

During the ongoing education period, the doctoral student must present his work at the subject's higher seminar. The frequency varies with different types of thesis projects. However, the following three occasions are mandatory:

- Dissertation pm during the doctoral student's first year of study (pm seminar). The dissertation pm deals with the dissertation's problem area, preliminary purpose and preliminary research questions, initial presentation of previous research in the area, as well as planned theoretical framework and method use, including initial research ethical considerations. A dissertation pm should cover 20–25 pages.
- The dissertation text when approximately half of the thesis work has been completed (mid seminar). At the mid seminar, the area and purpose of the thesis, research overview, theoretical framework and method use, including research ethical considerations are dealt with in a more developed way. Furthermore, completed data collection is reported, if this is relevant, as well as initial analysis and results.
- The thesis manuscript when it is substantially completed (final seminar). All parts of the thesis must be included, preferably in the intended final form. Limited parts may be in a preliminary form.

Doctoral students who have a licentiate degree and who then continue towards a doctorate degree present their work on two occasions:

- The thesis text when the further work has been specified and revision and development of the thesis project has been done (mid seminar). At the mid seminar, the dissertation's area and purpose, research overview, theoretical framework, and method use, including research ethical considerations, are presented in a developed manner. The parts of the licentiate thesis results that are to be used in the doctoral thesis are reported.
- The thesis manuscript when it is substantially completed (final seminar). The final seminar should be held for all doctoral theses no later than about three to six months before the estimated defence date ([Regulations handbook](#) pp. 29). All parts of the thesis must be included, preferably in the intended final form. Limited parts may be in a preliminary form.

The doctoral student's work is reviewed at these seminars by an appointed commentator and by others present. Documentation must be available well in advance of these seminars, such as at least two weeks in the case of midterms and three weeks in the case of final seminars. Ample time must be set aside for the final seminars in

particular. At pm seminars, as a rule, a commentator is appointed within the subject. At mid seminar, the commentator can be appointed within the subject. At the final seminar, an external commentator is engaged ([Regulations handbook](#) pp. 29). In addition, special committees are appointed for mid seminars and final seminars, in addition to commentators and supervisors, they consist of, for the mid seminar, a doctorate teacher who can be from the subject and, for the final seminar, at least one doctorate teacher from the specialisation, preferably external. Commentators and committees at the various seminars are appointed by the supervisor in consultation with the subject representative. The task of the commentator is to review the manuscript, point out quality deficiencies and convey constructive points of view that can increase the scientific quality and relevance of the thesis. Immediately after mid and final seminars, the committee meets for further comments and summary. The principal supervisor is responsible for ensuring that the views from the mid seminar and final seminar committees and what otherwise emerges during the seminars are conveyed to the doctoral student and taken on in constructive supervision.

No later than two weeks after the final seminar, a written documentation of the review must be drawn up. This must contain:

- an account of the shortcomings that have been identified at the final seminar,
- a description of the suggestions for improvements that have emerged,
- a plan for revision,
- a proposal for a defence date.

The principal supervisor is responsible for this documentation being drawn up and submitted to the subject representative no later than two weeks after the final seminar.

In most cases, this quality review process from final seminar to dissertation takes four to six months.

Licentiate theses

During the ongoing education period, the doctoral student must present his work at the subject's higher seminar on two occasions:

- A thesis-pm during the doctoral student's first year of study (pm-seminar). The thesis-pm must deal with the thesis' problem area, preliminary purpose and preliminary research questions, initial presentation of previous research in the area, as well as planned theoretical framework and method use, including initial research ethical considerations.
- The thesis script when it is substantially completed (final seminar). All parts of the licentiate thesis must be included, preferably in the intended final form. Limited parts may be in a preliminary form.

The work is reviewed at these seminars by an appointed commentator and by others present (see above). At the seminars, as a rule, a commentator is appointed within the subject.

Commentators are appointed by the supervisor in consultation with the subject representative. The commentator's task is to review the manuscript, point out quality deficiencies and deliver constructive views that can increase the thesis' scientific quality and relevance. Directly after the final seminar, written documentation must be made of the shortcomings and suggestions for improvements that have emerged, and a plan for revision must be drawn up. The principal supervisor is responsible for the documentation and plan being drawn up, and for these to be handed over to the examiner before the licentiate thesis seminar.

Printing of doctoral theses and licentiate theses

Before printing the thesis, the doctoral student should make use of the information available at <https://www.oru.se/english/study/doctoral-studies/thesis-production/>. In the normal case, the doctoral student fills out and submits the form for the printing plan 13 weeks before the planned defence, (it must be submitted no later than 10 weeks before).

Doctoral theses

Doctoral theses in studies in the humanities must be designed using the university's [thesis template](#). The university pays for the printing of the dissertation in book form in the number of copies that has been decided centrally. ([Regulations handbook](#), pp. 29)

Licentiate theses

Licentiate theses in studies in the humanities must be designed using the university's [thesis template](#). The university pays for the printing of the thesis in A4-format for the examiner and commentator.

Public defence and licentiate seminar

Public defence

The defence must take place at one of the university's campuses unless special reasons justify otherwise. An external r with at least docent (associate professor) qualification is appointed, and an assessment committee with normally three members, of which at least one must have professor qualification. Other members must have at least docent (associate professor) qualifications. At most one member of the assessment board may be active in the subject at Örebro University and at least one member must be active at another university. The chairman of the defence must be a professor or, if there are special reasons, docent (associate professor), at Örebro University.

In the planning for the defence, conflicts of interests must be considered, in particular regarding the appointment of the examining committee. The examining committee may

not include a person who has had an impact on the thesis, for example as a commentator at the final seminar, or who has a relationship with a supervisor or doctoral student who can influence the assessment, for example through co-authorship or other close research collaboration.

Proposals for a defence must be received by the faculty no later than two months before the defence. Prior to this, consultation must have taken place within the subject. For more detailed information, see the document [Information on proposal for the public defence of doctoral thesis \(only in Swedish\)](#).

In the subject studies in the humanities, the follow routines are followed before the defence:

Consultation: Consultation within the subject is initiated by the principal supervisor no later than three months before the defence by submitting a proposal for the examining committee and external reviewer to the subject representative. If necessary, the subject representative consults with the supervisors' committee. After consultation, the principal supervisor submits a proposal to the head of school. The supervisors' committee will be informed about the proposal at the next meeting.

Examining committee and external reviewer: As a rule, the principal supervisor is responsible for searching for and contacting members of the examining committee and the external reviewer. Since the decision on the examining committee is only made later, it needs to be clarified in the initial contacts that the composition of the examining committee must undergo collegial discussion. As a rule, one member of the examining committee should be appointed from studies in the humanities studies in Örebro.

Practical handling: After consultation within the subject has taken place, the research administrator assists the principal supervisor in the further handling. The research administrator recites the case to the head of school.

Chair of the defence: The supervisors' committee proposes a chairman for the defence. In the first instance, one of the subject's professors or, if there are special reasons, docents, is proposed for the assignment as chairman.

At the defence, the research administrator handles the practical arrangements. The

supervisors and/or chairman of the defence meet the external reviewer and examining committee. The chairman chairs the defence, and handles any problems that may arise.

If a member of the examining committee should be unable to attend with short notice, the following routine applies:

- first the possibility of participation through video link via the internet for the member who is unable to attend is examined,
- if this is not possible, the possibility is investigated that the appointed substitute, according to the decision on defence, participates in the defence,
- if this is also not possible, the defence is cancelled.

After the defence, the examining committee's meeting follows. The chairman of the defence escorts the examining committee, the external reviewer and the supervisors to the meeting room, ensures that a chairman and secretary of the examining committee is appointed and informs about the two-part examining committee meeting that Örebro University applies:

- The first part of the examining committee's meeting concerns the gathering of information from the external reviewer and supervisor, i.e. questions that the examining committee has for the supervisors or the external reviewer. The members of the examining committee, the external reviewer and all supervisors participate in this part.
- The second part consists of the examining committee's individual deliberations and decisions, i.e. in this part of the meeting, the examining committee discusses the thesis and then decides on the grade. In the second part of the meeting, only the members of the examining committee participate.

After providing the information, the chairman of the defence leaves the meeting, but he or she must be available to answer questions. The examining committee notifies the doctoral student of its decision immediately after the meeting.

Licentiate seminar

Licentiate theses must be ventilated at a thesis seminar. The principal supervisor is the chairman of the thesis seminar. At the seminar, the thesis is reviewed by an appointed reviewer and examiner. The reviewer must be an expert with a doctorate. The examiner, who is appointed by the head of school, must normally be a teacher with at least docent qualification in the subject of studies in the humanities at Örebro University, but may also be employed in another subject at the university. The examiner can, during the seminar, request that changes- and/or additions be made to the thesis, these must then be given by the student within three weeks.

In the subject studies in the humanities, the following routines are followed before the thesis seminar:

- Examiner: The subject representative proposes the examiner to the head of school, who makes the decision. The examiner is appointed before the final seminar and must participate in it.
- Reviewer: In good time before the thesis seminar, the principal supervisor submits their proposal for a reviewer to the subject representative, who appoints the reviewer. As a rule, the principal supervisor is responsible for searching for and contacting the reviewer.
- Practical handling: After consultation with the subject representative, the research administrator assists the principal supervisor in the further handling. The research administrator recites the matter to the head of school.

If a reviewer or examiner should be unable to attend with short notice, the following routine applies:

- first the possibility of participation through video link via the internet for the member who is unable to attend is examined,
- if this is not possible, the thesis seminar is cancelled.

Doctoral students' influence over the education

Doctoral students must have the right to exercise influence over their education, and opportunities to influence the education must be given both to the doctoral students individually and to the doctoral student collective.

Individual influence is mainly exercised in the matters relating to one's own thesis. One goal of doctoral education is to develop scientific independence, and the collaboration between doctoral student and supervisor must be characterised by such an endeavour. This means that it is normally the doctoral student who makes the decisions about the direction, execution, and design of their own thesis (exceptions to this principle need to be made to some extent for doctoral students who are part of projects). The task of the supervisors is to guide and support the doctoral student in the decisions made at various stages of the thesis work. The doctoral student must also have influence over the education through, for instance, doctoral courses, participation in conferences, networks and the like.

The doctoral students' collective influence is exercised primarily through the fact that the doctoral students have a representative in the subject's supervisors' committee, where doctoral education issues are discussed and decided. Collective influence is also

exercised through the doctoral student meetings that the subject representative holds once per semester, to which the entire doctoral student collective is invited, as well as through the doctoral education council, where the doctoral student council and a representative from the supervisors' committee meet.

Gender equality in doctoral education

The subject must actively strive for equality between women and men in doctoral education. Gender equality aspects must be taken into account in the various stages and questions of the doctoral education:

- When admitting new doctoral students, the process must be gender aware. Women and men must be judged on the same basis. Gender balance in the doctoral student group must be strived for, which means that prevailing imbalances must be taken into account when admitting.
- Both men and women must be supervisors, and also on this point the subject must act consciously regarding gender and strive for balance.
- Female and male doctoral students must have access to financial support from the subject to the same extent. To ensure that this happens, the subject must annually follow up and announce how the funds awarded to doctoral students are distributed between women and men.

Evaluation of the doctoral education

The subject must follow up and evaluate the doctoral education both during the ongoing education period and after the education has been completed.

An annual follow-up and evaluation of the various elements of the education, including supervision, takes place and is documented within the framework of the individual study plan. In addition to this, the subject recommends that the supervisor and doctoral student continuously talk about the supervision. In this way, problems can be identified at an early stage.

Follow-up and evaluation of the ongoing doctoral education also takes place within the framework of the courses offered by the subject, when these are evaluated, and at doctoral student meetings held by the subject representative.

Evaluation of the education after the completion of the doctoral education takes place by the subject representative contacting the graduate doctors directly after the doctoral education programme has been completed in its entirety. The subject representative is responsible for this evaluation being documented and archived. The results of the evaluations are discussed annually in the supervisors' committee.

Programme length and salary

Programme length

The duration of the education is intended to correspond to full-time studies for four years for programmes ending with a doctoral degree and two years for programmes ending with a licentiate degree. According to the Higher Education Ordinance, extension of the education period may be granted due to certain circumstances. Such circumstances include leave due to illness, parental leave, service within the total defence and positions of trust within trade unions and student organisations. The same applies to employment as a doctoral student. For a more detailed review of the training period and extension, see 8.2 and 8.4 in the [Regulations handbook](#). See also [Guidelines for the period of study \(only in Swedish\)](#). The education time is usually calculated in connection with revision of the individual study plan.

Doctoral ladder

The doctoral ladder is a salary ladder in four steps, where step one is the starting salary. Advancement in the ladder takes place for each completed part of the doctoral education which corresponds to 60 credits. The supervisor determines and certifies the completed part. Usually, advancement takes place in connection with revision of the individual study plan. As a PhD student, you should remind your supervisor that you must ensure that you are at the right step in the doctoral ladder. The salary levels in the doctoral ladder are revised in connection with the regular salary review. You will find more information about the doctoral ladder at [Inforum](#).

Support for doctoral education

On the university's internal website Inforum you can find a lot of information and contact routes to various functions at the university. You can find most documents containing the rules and guidelines for doctoral education on Inforum under the heading Stöd och service. In the menu to the left, click Stöd för utbildning and then [Regler, blanketter och mallar för utbildning på forskarnivå](#) (The documents are in Swedish). You can also find many of the documents, such as the regulations handbook, on Örebro University's website [here](#). You can contact your research administrator for more help.