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Guidelines for the doctoral programme in Education at Örebro University

GUIDELINES FOR THE DOCTORAL PROGRAMME IN EDUCATION AT ÖREBRO UNIVERSITY 1

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Introduction

Guidelines for the doctoral programme in Education at Örebro University is a supplement to the regulation of third-cycle courses and study programmes in Sweden's Higher Education Ordinance and Örebro University's central regulations for third-cycle courses and study programmes. The present subject guidelines contain some repetition of what is regulated in the aforementioned documents. However, they have been fine-tuned for the subject and certain additions have been made. These guidelines apply as of 1 February 2020.¹

The guidelines were drawn up by the subject's research committee (in which supervisors and doctoral students in the subject are represented). For doctoral students and supervisors alike, the guidelines shall serve to provide support and clarification in the various phases of the doctoral studies. The professor in charge of doctoral studies, hereinafter 'the doctoral programme director', is responsible for giving the guidelines to new supervisors. Principal supervisors are responsible for the guidelines being given to newly admitted doctoral students.

Recruitment and admission

Doctoral student recruitment shall be seen as a subject-wide concern and shall be accorded great importance. The recruitment process shall be managed by at least two researchers, at least one of whom is a professor. In this way, the subject shall, as far as possible, ensure:

- that students admitted to the doctoral programme in Education mirror both the width and the specific specialisations that Education at Örebro University has and needs;
- that those admitted to the doctoral programme have the interest and capacity necessary for completing the programme in the allotted time;
- that supervisor competence and other resources are adequate.

Before advertising a doctoral student position that is funded by the university, the research committee shall decide on the position's specialisation. Before the admission process begins, the research committee is to appoint the people to be in charge of the recruitment. These people are to report their considerations and recommendations to the research committee. The committee is then to submit proposals for decisions on doctoral student admission to the research administrator, who is to present the matter to the head of school.

¹ In the present document, both "subject" and "Education" may refer concretely and abstractly not only to courses and programmes offered under the title "Education" at Örebro University, but also to the organisation providing said courses and programmes. Similarly, the terms "doctor" and "doctoral" cover "licentiate" unless otherwise expressly clear from wording and/or context (e.g. the distinctions between doctoral thesis, licentiate thesis, doctoral degree and licentiate degree) [translator's comment].

When admitting doctoral students financed via separate funds (e.g. project funds), the project manager (or equivalent) is to decide the specialisation. Applicants are to be assessed by the project manager and, additionally, at least one professor or docent in the subject.

If, on admission, a doctoral student applies to have credits transferred for a course/courses, the principal supervisor is to assess the extent to which credit transfer for the course(s) can be granted. This is to take place ahead of the head of subject's decision on the matter. On the granting of credit, a corresponding time is to be deducted from the study period. The doctoral student's credit application is to comprise a completed form for course credit transfer; course certificate(s); course syllabus(es); and reading list(s). If necessary, the supervisor is to make an assessment in consultation with the head of subject. For registration in Ladok, the application documents are to be submitted to the research administrator.

Supervisors and supervision

Any doctoral student admitted to the doctoral programme is to have a principal supervisor and an assistant supervisor appointed before admission. As a general rule, the principal supervisor shall be employed within Education at Örebro University. Supervisors are to be proposed by the subject's research committee on the basis of the preparation submitted by the doctoral programme director. The head of school decides on supervisor appointments and on any exceptions from the general rule regarding principal supervisor appointments. Doctoral students with supervisors at other higher education institutions are to be granted two trips per semester for supervision.

Supervisors shall have extensive and relevant competence. When appointing supervisors, importance shall be attached to academic competence in the planned research area and skills as a supervisor. These quality criteria apply to principal supervisors and assistant supervisors alike. A principal supervisor shall have at least the qualifications required for appointment as a docent and an assistant supervisor shall have at least a doctoral degree. At least one of the supervisors shall have successfully completed a course in supervising doctoral students.

The roles and duties of supervisors are set out in *Regulations handbook for doctoral education (third-cycle courses and study programmes) at Örebro University*. Additionally, Education is keen to particularly highlight the matters set out below.

Induction – The principal supervisor is responsible for the induction of newly admitted doctoral students. During the induction, each doctoral student shall receive information on national and local regulation of doctoral studies as well as subject-specific guidelines and procedures. Questions regarding supervisor time and mutual expectations shall also be raised and clarified. Additionally, the doctoral student is to be informed of their right

to change supervisors and how this is to be done.

Mentor – The principal supervisor shall also ensure that each newly admitted doctoral student is offered a mentor (a more experienced doctoral student) for the first six months of the doctoral programme. The purpose of mentorship is to make it easier for doctoral students to discuss relevant questions and thoughts with a more experienced colleague. Mentorship compensation amounts to 6 hours (360 minutes).

Timetable – A major responsibility of the supervisors is to monitor that doctoral studies progress as per the envisaged timetable so that the programme can come to an end in the allotted time. The doctoral student shall, together with their supervisors, draw up a realistic schedule in which the “planning overview”, midway review, final review and reading group (see the *Quality audit of doctoral/licentiate theses* section) are important reference points. The timetable is to be documented and continuously evaluated in the doctoral student’s individual study plan (ISP). As regards thesis work, it is important that any problems that might upset the timetable receive early attention.

If supervision is not working satisfactorily

If problems arise regarding supervision, both the doctoral student and the supervisors can contact the doctoral programme director to discuss the matter. Primarily, a party-wide discussion should target solutions to improve the supervision situation. Issues of this nature shall be rapidly attended to. If solutions to problems cannot be agreed through internal discussions within the subject, it is to be brought to the attention of the head of school.

In certain cases, a change of supervisor may be appropriate. As regards the change of supervisor, the *Regulations handbook for doctoral education (third-cycle courses and study programmes) at Örebro University* (version of 15 January 2020) states:

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*, p. 21).

Decisions on a change of supervisor are to be taken by the head of school. If a change of supervisor is triggered by the supervisor’s circumstances, the doctoral programme director is to propose who shall be appointed as a new supervisor.

Content of the doctoral programme

The doctoral programme in Education shall provide a good basis for achieving the goal of either a doctoral degree or a licentiate degree (see Sweden’s Higher Education

Ordinance). In addition to the teaching provided via supervision, the doctoral programme in Education shall also include participation in courses, academic conferences and the subject's ongoing research.

Doctoral courses

The subject's general syllabus sets out the course requirements for a doctoral degree and a licentiate degree respectively. Sufficiently frequently, the subject shall give the compulsory and other courses that can be chosen by the doctoral students. Doctoral courses are also given by research schools, the faculty and the university. If financially possible, the subject's doctoral students are also to be funded to participate in courses at other higher education institutions. Before any application for a course at another higher education institution is made, the principal supervisor is to assess (based on the course syllabus and reading list) the relevance of said course. The doctoral student is to check (with the head of subject) whether funds are available.

Academic conferences

Building and taking part in networks are central for the development of knowledge and future activities. This applies throughout doctoral studies. Consequently, the subject's doctoral students shall be given ample opportunity to take part in academic conferences, especially if these latter are international. In the first year of doctoral studies, the doctoral student can, if financially possible, be given funding to take part in an academic conference without being required to give a presentation. Thereafter, the doctoral student must have had a presentation accepted for the conference.

The subject's ongoing research

Doctoral students are expected to keep abreast of and actively assist in the subject's ongoing research. This can be appropriately achieved by each doctoral student being included in one of the subject's research environments or research groups and participating in the subject's research colloquium (*högre seminarium*). Doctoral students shall also be given the opportunity to keep abreast of ongoing research at other research environments at Örebro University and other higher education institutions, as well as of research being conducted outside Sweden.

Internationalisation

Internationalisation shall be a natural part of the doctoral programme in Education. To test their research internationally and start building an international contact network, doctoral students shall be encouraged to take part in international research events such as courses, conferences and visits to foreign higher education institutions. The subject shall make funds available for these purposes.

Language policy

Language awareness and parallel language use are hallmarks of the doctoral programme in Education. Language awareness involves, amongst other things, an awareness of language's importance for equality, equal opportunities and inclusion. Parallel language use involves Swedish and English being the main languages on the doctoral programme and the choice between them shall be governed by what is most suitable in each case. This includes courses, seminars, meetings and email communication.

Doctoral/licentiate theses

A doctoral/licentiate thesis in Education may be in the form of a monograph or a compilation. Primarily, it is the doctoral student who chooses the form of the thesis. Regardless of form, the doctoral/licentiate thesis shall demonstrate that the student has fulfilled the goals for a doctoral or licentiate degree (*Qualifications Ordinance, appendix 2, Sweden's Higher Education Ordinance, 1993:100*); complied with the requirements in the General syllabus for third-cycle courses and study programmes in Education; and adhered to local guidelines for doctoral/licentiate theses at the Faculty of Humanities and Social Sciences (HS) at Örebro University (see *Regulations handbook for doctoral education [third-cycle courses and study programmes] at Örebro University*).

In Education, a doctoral/licentiate thesis shall contain new, academic knowledge based on independent research. The thesis is to include explanations of the purpose, background and motives of the investigation; a review of relevant research; details of theories, methodologies and methods; an account of considerations in respect of research ethics; a report of the results; a critical examination of the investigation's theories, methodologies and contribution to the research field; and a discussion of the societal relevance of the thesis.

Monograph doctoral theses

A monograph doctoral thesis is one authored as a unitary, independent whole. Generally, it takes the form of a coherent investigation of a specific subject/topic that is communicated by publication of the thesis. Usually, a monograph is authored by a single doctoral student. However, it can have two authors. If a monograph has more than one author, it shall be made clear who has prime responsibility for each section. The monograph shall be no less than 180 numbered pages and no more than 300 numbered pages. It shall be in English, Swedish, Norwegian or Danish.

Compilation doctoral theses

A compilation doctoral thesis is one that comprises 3–5 substudies and a “summarising, introductory chapter”. A compilation thesis is characterised by its substudies also being published in other ways than in the thesis alone (e.g. in academic journals, academic anthologies or research reports). How many substudies are required depends on the

scope and content of the substudies and the introductory chapter; the publication of the substudies; and the level of *peer-review*. Besides what is required of all theses in Education, the introductory chapter should contain a summary and synthesis of the results of the various substudies. Said chapter should be between 80 and 140 numbered pages.

Substudies may be authored by the doctoral student or by the doctoral student in collaboration with a relevant supervisor (supervisors) or other person (persons) in the academic community. If the substudies are co-authored, the doctoral student shall be the lead author of at least two of the substudies. If an article has more than one author, the division of work between the authors is to be stated in an appendix. The doctoral student should be the sole author of at least one of the substudies. One endeavour should be that, when the thesis goes for printing, at least two of the substudies should have been published or accepted for publication. Substudies and the introductory chapter shall be in English, Swedish, Norwegian or Danish.

Monograph licentiate theses

A monograph licentiate thesis is one authored as a unitary, independent whole. Generally, it takes the form of a coherent investigation of a specific subject/topic that is communicated by publication of the thesis. Usually, a monograph is authored by a single doctoral student. However, it can have two authors. If a monograph has more than one author, it shall be made clear who has prime responsibility for each section. The monograph shall be no less than 100 numbered pages and no more than 175 numbered pages. It shall be in English, Swedish, Norwegian or Danish.

Compilation licentiate theses

A compilation licentiate thesis should contain at least 2 substudies and a summarising, introductory chapter. A compilation thesis is characterised by its substudies also being published in other ways than in the thesis alone (e.g. in academic journals, academic anthologies or research reports). Besides what is required of all theses in Education, the introductory chapter should contain a summary and synthesis of the results of the various substudies. Said chapter should be between 50 and 80 numbered pages.

Substudies may be authored by the doctoral student or by the doctoral student in collaboration with a relevant supervisor (supervisors) or other person (persons) in the academic community. If an article has more than one author, the division of work between the authors is to be stated in an appendix. The doctoral student should be the sole author of at least one of the substudies. One endeavour should be that, when the thesis is assessed, one of the substudies should have been published or accepted for publication. Substudies and the introductory chapter shall be in English, Swedish, Norwegian or Danish.

Miscellaneous

If a doctoral/licentiate thesis should significantly deviate from the recommended guidelines above, said thesis shall be discussed in the research committee well before the final review. The principal supervisor is responsible for initiating such a discussion in the research committee.

Quality audit of doctoral/licentiate theses

It is the research committee that has ultimate responsibility for the quality audit of doctoral/licentiate theses in the subject. Quality assurance is to be continual throughout the doctoral studies.

Doctoral thesis

On three occasions during the study period, the doctoral student shall present their work at the subject's research colloquium (*högre seminarium*) as set out below.

- The planning overview in the doctoral student's first year of studies (the overview seminar). The planning overview is to address the thesis's planned problematisation area, purpose and research issues; initial presentation of prior research in the area; and planned theoretical framework and use of methods, including initial consideration of research ethics. The planning overview should be 20–25 pages.
- The thesis text when around half of the thesis has been written (the midway review). In a more detailed manner, the midway review is to address the thesis's area and purpose; research review; theoretical framework and use of methods, including more elaborate consideration of research ethics. Additionally, where relevant, details are to be given of data collection, initial analyses and results. Usually, this will be in the form of a draft chapter or article. At an 80% rate of study, this is often in semester 5 or 6.
- The thesis manuscript when it has essentially been finalised (the final review). All parts of the thesis should be present, preferably in their envisaged final form. Only limited parts may be in a preliminary form. The final review should be held 4–6 months before the planned date of the defence of the doctoral thesis, i.e. in semester 9 of the doctoral programme (at an 80% rate of study).

Immediately after the final review, the principal supervisor is responsible for the drawing up of written documentation of the review. This shall contain:

- a written opinion from the reviewer (which the reviewer prepared ahead of the final review);
- details of the shortcomings identified in the final review;
- an action plan for thesis revision; and
- a suggested date for thesis defence.

No later than two weeks after the final review, the principal supervisor is to submit the documentation to the doctoral programme director.

The chair at these seminars is responsible for there being a break in the seminar should the doctoral student so wish. At these seminars, the doctoral student's work is to be reviewed by an appointed commentator and other attendees. For the planning seminar and the midway seminar, a commentator is as a rule to be appointed from within the subject. For the final review, an external commentator with at least the qualifications required for appointment as a docent is always to be engaged. Commentators for the various seminars are to be appointed by supervisors in collaboration with the doctoral programme director. A commentator's duties are to review the manuscript; indicate deficiencies in quality; and provide constructive comments that can raise the thesis's academic quality and educational relevance as well as strengthen its contribution to the field of research.

Doctoral students with licentiate degrees

A doctoral student who gains a licentiate degree and then continues towards a doctoral degree is to present their work on two occasions as set out below.

- The thesis text when the continued work has been defined and revision and development of the licentiate thesis are under way (midway review). The midway review is to address the thesis's area and purpose; research review; theoretical framework and use of methods, including consideration of research ethics, in a more detailed manner. Those parts of the licentiate thesis's results that are to be used in the doctoral thesis are to be explained.
- The thesis manuscript when it has essentially been finalised (the final review). All parts of the thesis should be present, preferably in their envisaged final form. Limited parts may be in a preliminary form.

Reading group

Ahead of the final review, a subject-internal reading group is to be appointed. On a proposal from the doctoral programme director, drawn up in consultation with a supervisor, the reading group is to be appointed by the research committee. As a rule, the reading group comprises two people, at least one of these being a professor or docent. The reading group shall attend the final review. When the thesis manuscript has been revised on the basis of the documentation resulting from the final review, a reading group seminar is to be held as a final check before the thesis is printed. Here, the manuscript has to be assessed against the goals for a doctoral degree.

Reading group, doctoral student and all supervisors are to assist at this seminar. It is to be convened by the principal supervisor. The reading group has only two duties:

- to check that the shortcomings indicated by the reviewer and at the final review

- have been remedied;
- to assess whether the manuscript demonstrates that the doctoral student has achieved the goals for a doctoral degree.

Thus, the reading group carries out a so-called “green-light reading” and refrains from giving further suggestions as to how the manuscript can be improved.

If there are doubts, a further reading group seminar can be held after the manuscript has once again been revised. The reading group reports its review to the head of subject and the doctoral programme director. These decide whether it is to be recommended that the doctoral student proceeds to a public defence of their doctoral thesis.

In most cases, the quality audit process from final review to thesis defence takes four to six months.

Licentiate thesis

Throughout the study period, the doctoral student shall, on two occasions, present their work at the subject’s research colloquium (*högre seminarium*) as set out below.

- The planning overview in the doctoral student’s first year of studies (the planning seminar). The planning overview shall address the thesis’s problematisation area, preliminary purpose and preliminary research issues; initial presentation of prior research in the area; and planned theoretical framework and use of methods, including initial consideration of research ethics. The planning overview should be 20–25 pages.
- The thesis manuscript when it has essentially been finalised (the final review). All parts of the thesis should be present, preferably in their envisaged final form. Only limited parts may be in a preliminary form. The final review should be held around 2 months before the planned date of the licentiate seminar.

At these seminars, the work is to be reviewed by an appointed commentator and other attendees. For these seminars, commentators are as a rule appointed from within the subject.

Commentators are to be appointed by supervisors in collaboration with the doctoral programme director. A commentator’s duties are to review the manuscript; indicate deficiencies in quality; and provide constructive comments that can raise the thesis’s academic quality and educational relevance as well as strengthen its contribution to the field of research. Immediately after the final review, the principal supervisor is responsible for the drawing up of written documentation detailing the shortcomings, proposals and improvements that emerged. A revision plan shall also be drawn up. The principal supervisor is responsible for these being submitted to the examiner ahead of the licentiate seminar.

Production of doctoral/licentiate theses

Doctoral theses

Doctoral theses in Education shall be produced using the university's thesis template. The thesis is to be included in the *Örebro Studies in Education* subject series. The university is to pay for the printing, in book form, of the centrally determined number of thesis copies.

Licentiate theses

Licentiate theses in Education shall be produced using the university's thesis template. The thesis is to be included in the subject series "*Licentiatuppsatser i pedagogik*" (*Licentiate Theses in Education*). The university is to pay for the printing, in A4 format, of thesis copies for examiners and external reviewers.

Defence of doctoral thesis and licentiate seminar

Defence of doctoral thesis

Unless there are special reasons to the contrary, thesis defence shall take place on one of the university's campuses. An external reviewer with at least the qualifications required for appointment as a docent shall be appointed, as also an examining committee with, normally, three members (at least one of whom must have the qualifications required for appointment as a professor). Other members shall have at least the qualifications required for appointment as a docent. When a defence of doctoral thesis proposal is submitted, an examining committee substitute shall also be appointed.

No more than one member of the examining committee may be active in the subject at Örebro University and at least one member must be active at another higher education institution. The chair of the thesis defence must be a professor or docent at Örebro University.

In planning the thesis defence, conflicts of interest must be considered, especially as regards appointment of the examining committee. The examining committee must not include anyone who has had an impact on the thesis (e.g. as a commentator in the final review) or who has some relationship (e.g. with supervisor or doctoral student) that could affect the assessment (e.g. via co-authorship or other close research collaboration).

The defence of doctoral thesis proposal must be received by the faculty no later than two months ahead of the thesis defence. Before this time, there shall have been consultation within the subject.

In the preparation of a defence of doctoral thesis, the subject applies the rules set out below.

Consultation: Consultation within the subject is conducted via the principal supervisor proposing an examining committee and an external reviewer to the head of subject no later than three months before the thesis defence. If necessary, the head of subject is to ask the advice of the research committee. After consultation, the principal supervisor is to submit the proposals to the research administrator, who then presents the matter to the head of school. The research committee is to be informed of the proposals at the first meeting thereafter.

Examining committee and external reviewer: As a rule, the principal supervisor is in charge of finding and contacting examining committee members and an external reviewer. As a decision on an examining committee is only taken later on, initial contacts have to make it clear that the composition of the examining committee has to undergo collegial discussion. As a rule, one member of the examining committee should be appointed from within Education in Örebro. It is appropriate that the examining committee assignment is combined with the completion of the Dissertation Defence Course. Additionally, one of the examining committee's members should come from a related subject at Örebro University. A decision is formally taken by the dean.

Practical handling: After there has been consultation within the subject, the research administrator assists the principal supervisor with further handling. The research administrator presents the matter to the head of school and then forwards the input documents for the dean's decision.

A research administrator takes care of the practical arrangements ahead of and at the thesis defence. The supervisors and/or chair of the thesis defence are to meet up with and welcome the external reviewer and the examining committee. The chair of the thesis defence oversees the defence proceedings and also deals with any problems that arise.

If an examining committee member at short notice is prevented from attending, the following procedure is followed:

- first, the possibility of said member taking part in the defence proceedings via a link is investigated;
- if such participation is not possible, the nominated examining committee substitute is asked;
- if the substitute's participation is also impossible, thesis defence is postponed.

After the thesis defence proceedings, there is the examining committee's meeting. The chair of the thesis defence accompanies the examining committee, the external reviewer and the supervisors to the meeting room; ensures that a chair and a secretary are appointed for the examining committee; and gives details of Örebro University's use of a "split examining committee meeting" process.

- The first part of the examining committee meeting is for collecting information from the external reviewer and supervisors (i.e. questions that the examining committee has for either of these). Examining committee members, the external reviewer and all supervisors participate in this part.
- The second part is for the examining committee's separate deliberations and decisions. In other words, in this part of the meeting, the examining committee discusses the thesis and then decides on a grade. Only the examining committee's members participate in this second part of the meeting.

After giving the above-mentioned details, the chair of the thesis defence leaves the meeting. However, they shall be available to answer questions. Immediately after the meeting, the examining committee informs the doctoral student of its decision.

Licentiate seminar

A licentiate thesis is presented at a licentiate seminar. The principal supervisor is the chair of the licentiate seminar. At this seminar, the thesis is reviewed by an appointed external reviewer and an examiner. The external reviewer shall be an external expert with a doctoral degree. Normally, the examiner shall be a teacher at Örebro University who has at least the qualifications required for appointment as a docent in Education at Örebro University. However, they can also be a teacher in another subject at the university. At the seminar, the examiner can request supplements. These shall then be received within three weeks.

In the preparation for a licentiate seminar, the subject applies the rules set out below.

Examiner: As regards an examiner, the principal supervisor is to ask the advice of the head of subject. An examiner is to be appointed ahead of the final review and is to take part in this.

External reviewer: Well before the licentiate seminar, the principal supervisor is

to propose an external reviewer to the head of subject. As a rule, the principal supervisor is in charge of finding and contacting an external reviewer.

Practical handling: After there has been consultation with the head of subject, the research administrator assists the principal supervisor with further handling. The research administrator presents the matter to the head of school.

If the external reviewer or examiner at short notice is prevented from attending, the following procedure is followed:

- first, the possibility of said party taking part via a link is investigated;
- if such participation is not possible, the licentiate seminar is postponed.

Doctoral student influence over the doctoral programme

Doctoral students shall have influence over the doctoral programme. Opportunity to influence the programme shall be given to doctoral students both individually and collectively.

Individual influence is predominantly to be exerted in issues relating to the doctoral student's own thesis. One goal of doctoral studies is to develop academic autonomy. The collaboration between doctoral student and supervisor shall be characterised by an endeavour in this respect. This means that, normally, it is the doctoral student who is to take decisions on the specialisation, carrying out and structure of their thesis (certain exceptions to this must be made for doctoral students who are part of a project). It is the supervisors' duty to guide and support doctoral students in the decisions that are to be taken at the various stages of the thesis work. Doctoral students shall also have influence over the programme in general, e.g. as regards courses, conference participation, networking and similar.

Doctoral students' collective influence is predominantly exerted by the doctoral students having two representatives in the subject's research committee. This latter discusses and decides on issues regarding third-cycle courses and study programmes. Collective influence is also exerted via the doctoral student meeting held by the doctoral programme director once a semester. All the doctoral students in the subject are to be collectively invited to this.

Every autumn semester, the doctoral programme director is also to hold an annual employee performance review with the subject's doctoral students.

Equality in doctoral studies

The subject shall actively strive for equality between men and women in doctoral studies. Gender equality shall be considered in the various phases and issues of the doctoral studies.

- The process for admitting doctoral students shall be gender conscious. Women and men shall be assessed on the same bases. Gender balance shall be sought in doctoral student groups. This entails current imbalances being taken into account at admission.
- There shall be both male and female supervisors. Here too, the subject shall act in a gender-conscious manner and seek balance.
- Female and male doctoral students shall have access to financial support from the subject to the same extent. To ensure that this is the case, the subject shall annually monitor and report on how the funds allocated to doctoral students are divided between men and women.

Evaluation of doctoral studies

The subject shall monitor and evaluate the doctoral studies both throughout study periods as well as at completion thereof.

Annual monitoring and evaluation of the various elements in the doctoral programme, supervision included therein, are to take place and be documented within the framework of the individual study plan. In addition to this, the subject recommends that supervisors and doctoral students maintain a continuous dialogue on supervision. In this way, problems can be identified at an early stage.

Monitoring and evaluation of ongoing doctoral studies are also to take place within the framework of courses given by the subject in connection with their evaluation and via the doctoral student meetings held by the doctoral programme director.

Monitoring of doctoral studies on completion thereof is via the research administrator contacting the PhDs on two occasions:

- immediately after doctoral studies have been entirely completed;
- two years after the first evaluation.

The PhDs are asked to answer questions in an oral evaluation. Evaluation results are discussed annually in the research committee.