



JÖNKÖPING UNIVERSITY

School of Health and Welfare

PRIN

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

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This document gives doctoral students and supervisors practical information about third-cycle education at the Research School of Health and Welfare, which is part of Jönköping University’s School of Health and Welfare. The document contains instructions for what doctoral students and supervisors shall do before and throughout the third-cycle courses and study programmes undertaken by doctoral students. It also explains the requirements that shall be fulfilled to qualify for a licentiate/doctoral degree at the School of Health and Welfare. Thus, it is vital that doctoral students and supervisors alike are thoroughly familiar with the contents of this document.

PRIN is a living document that is updated annually. You are always welcome to contact the Director of the Research school or the Research school Coordinator with any questions or comments about this document.

Further details about third-cycle education can be found on the Research School’s website.

1 Abbreviations

RGJU

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

ISP

Individual study plan

BERE

The Board of Education and Research Education

2 Admission to third-cycle education

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

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

To apply for the doctoral program at the Research School of Health and Welfare, the applicant must meet the general admission requirements and the special admission requirements that may have been prescribed for the current third-cycle education subject (see General syllabus).

General admission requirements for third-cycle education have those who:

1. completed a second-cycle degree
2. meet the requirements of courses awarding 240 higher education credits (at least 60 of these being second-cycle) or
3. otherwise, in Sweden or abroad have acquired equivalent knowledge.

Please note! Doctoral studies do not need to be conducted full-time, but over time they must be pursued at no less than 50% full-time, i.e., a maximum of four years for a licentiate degree and a maximum of eight years for a doctoral degree."

2.1 The admission process

Before submitting an admission application, a prospective doctoral student satisfying the above requirements shall, along with his/her principal supervisor, contact the Director of the Research School to book a meeting to present the project and himself/herself.

If there is still interest after this meeting, and the Director of the Research School and the Head of subject are positive as regards admission, the following shall be submitted, in original, to the Research School Coordinator at the Research School of Health and Welfare:

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

The Director of the Research School then examines the completeness of the application. In consultation with the Director of the Research School and, if necessary, the Head of Discipline, the Dean then decides on admission.

If any credits are to be transferred for previously completed second- or third-cycle courses, this shall be stated by the admission decision. However, credits may be transferred for courses completed before

admission only if they can be justified based on the doctoral student's main subject and research project or if it is equivalent to one of the compulsory courses. In the event of credit transfer, a decision is made whether a corresponding period of time is deducted from the period of doctoral studies (see point 6.2. Credit transfer). The admission process usually takes two weeks if the application is complete when the research school receives it.

On completion of the admission process, the doctoral student receives an email, including the admission letter and information regarding:

- Jönköping University (JU) account
- Pass card
- technical equipment such as a computer and a mobile phone (for doctoral students employed at the School of Health and Welfare).

3 Introduction to third-cycle education

3.1 Third-cycle subject areas

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

- Health and care sciences
- Welfare and social sciences
- Disability research
- Social Work (as from 2023-06-07)

As of 2024-01-01, no new doctoral students will be enrolled in the Welfare and Social Sciences subject area.

Each subject has a general syllabus available on the Research School's webpage. The head of discipline is responsible for the development and content of the subject. The current general syllabus is available on the website of the research school but note that the doctoral student must follow the general syllabus that is applied at the doctoral student's date of admission. An older general syllabus can be obtained from the Research School Coordinator. A licentiate/doctoral thesis is written in the subject to which the doctoral student is admitted. Usually, it is written as a compilation thesis. However, it may also be written as a monograph.

3.2 Higher education credits and credit calculation

The award of a licentiate degree requires 120 higher education credits (HECs), comprising 30-40 credits for third-cycle courses and 80- 90 credits for a licentiate thesis. The licentiate degree usually requires two years of full-time study.

The award of a doctoral degree requires 240 HECs, comprising 60-75 credits for third-cycle courses and 165-180 credits for a doctoral thesis. The doctoral degree usually requires four years of full-time study.

- Doctoral studies may be pursued part-time, although no less than 50% of full-time study. Earning 60 HECs a year on a full-time doctoral studentship is reasonable, which shall be apparent from the

individual study plan (ISP).

- For assessment of the number of credits achieved, an overall assessment is made of how far, in percentage, the doctoral student has progressed in the studies. The research plan with its timetable is a support in this assessment. The assessment is made in collaboration between the doctoral student and the principal supervisor and is updated annually in the ISP. Elements that should be considered in this assessment are, above all, research courses, articles, data collection, and the summarising chapter
- This assessment serves as a basis for raising salary according to the doctoral salary scale for those with a doctoral position at the School of Health and Welfare.

3.3 Registration meeting

After admission, the principal supervisor shall book a registration meeting with the doctoral student, the Director of the Research School, the Head of Subject and The Research School Coordinator. Deputy supervisors are also recommended to attend this meeting. At this meeting, a suitable date for a research study plan seminar is to be discussed (see also section 7.2) and other practical and administrative matters helpful to know during the research education program.

No later than three months after admission, the doctoral student and principal supervisor shall submit the doctoral student's first ISP (see also section 5).

3.4 Doctoral student and supervisor day

A doctoral student and supervisor day is held annually so that all doctoral students and supervisors at the Research School of Health and Welfare can meet, discuss and reflect on questions that affect the supervision situation regarding both content and process. The doctoral student and supervisor day also provides good networking opportunities for both doctoral students and supervisors.

Every doctoral student and supervisor day is evaluated. In connection with this, participants can make suggestions for content for next year's PhD student and supervisor day. The doctoral student and supervisor day takes place every two years digitally and every other year on Campus. The digital events will be conducted in English and the on Campus events in Swedish.

3.5 Research page

Throughout third-cycle education, the doctoral student shall actively update the research text and personal details on their research page on the Research School's website "Doctoral students and staff."

Information on how to set up the presentation on the web is available on the JU intranet under Service and Support/Communications and marketing/Edit your researcher presentation.

Please contact the Research School Coordinator if you cannot access the instructions.

Said text shall contain details about educational background and ongoing work for the licentiate/doctoral thesis. It is also desirable that the doctoral student has their photograph on the page.

3.6 Doctoral progress meeting

The Director of the Research School conducts an annual meeting with all doctoral students, based on their individual study plans, focusing on the progress of their thesis or dissertation work and the doctoral student's psychosocial work environment."This meeting resembles an employee review held by the

Director of the Research School for doctoral students with studentships at the School of Health and Welfare. For doctoral students employed outside the School of Health and Welfare, a meeting is offered annually with a representative from the Research School of Health and Welfare.

3.7 Career discussions

During the doctoral studies, it is important to have a discussion about the doctoral student's future career opportunities. This career discussion doesn't need to happen every year and can preferably take place later in the program. The main supervisor is responsible for making sure the discussion takes place and for identifying the person or people best suited to have the conversation with the student. The graduate school is responsible for organizing seminars on career opportunities for the doctoral students.

3.8 Conference participation

Each year, the doctoral student should be encouraged to participate in and present their findings at national and international conferences, congresses, workshops, and similar events. Besides eliciting critical responses, conference participation enables networking that can benefit the doctoral student's career

3.9 Study break and withdrawal from studies

Study break

Students may apply for a study break due to illness, parental leave, elected office, or military service. A study leave can be granted for a maximum of three semesters, except in cases of parental leave or long-term sick leave. A new application for study leave must be submitted at the start of each semester. To apply for a study break, a specific form intended for the purpose shall be used: *Application for a study break in the third-cycle education programme*.

Withdrawal from studies

Should a student intend to discontinue their studies, the Director of the Research School must be notified in writing. For this purpose, the form *Request for interruption of third-cycle education programme* shall be used.

A new application for the third-cycle education program must be submitted to resume studies at the Research School of Health and Welfare after withdrawing studies. Please note that there are no guarantees for a new admission, as the former doctoral student applies on the same terms as all other applicants to the announced position.

4 Supervision

The Director of the Research School decides on supervisors in consultation with the Head of Discipline and any partner university/organisation. Preparing any such decision involves considering the intended supervisor's expertise in the research field and research subject, methodology, didactics, availability to provide supervision, and interdisciplinarity. Usually, the supervisor group comprises three supervisors, i.e., a principal supervisor and two assistant supervisors. The principal supervisor shall have at least associate professor qualifications, and the assistant supervisors shall have doctoral degrees. The principal supervisor shall be employed at the School of Health and Welfare or by the partner university/organisation financing

the doctoral student's third-cycle programme. However, at least one of the supervisors shall be employed by the School of Health and Welfare. When forming supervisory groups, attention is also given to gender balance and equality.

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

All supervisors must be well acquainted with education at the third-cycle level in the document Regulations and guidelines for education at first-, second- and third-cycle education at Jönköping University (BRJU). Should any problem seriously affect progress in the third-cycle programme, the doctoral student and supervisors shall discuss this to find meaningful solutions. Any evident issues and conflicts between doctoral student and supervisor shall be discussed with the Director of the Research School to find alternative solutions and noted in the ISP.

4.1 Supervisor replacement

Both principal and assistant supervisors may change in the course of doctoral studies. A supervisor change shall always be based on the doctoral student's best interests. The entire supervisor group must be duly informed. A supervisor change may be caused by a shift in the project's direction, a leaving supervisor, or upon request by the doctoral student.

A request for a change of supervisors made by a doctoral student must be submitted in writing and does not have to be motivated.

Any change in supervisors shall take place no later than one year before the licentiate seminar or defence of the doctoral thesis by the principal supervisor or the doctoral student, submitting the "Supervisor change request" form to the Research School Coordinator. The form is available on the Research School's website.

4.2 Supervision time

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

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

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

The number of supervision sessions can vary from student to student and with the student's stage in the process. Thus, at the end of each semester, it may be a good idea to establish a supervision plan for the next semester and have a supervision session once a month (for example). The doctoral student is responsible for supervision sessions being booked and held and for material before each session is made available to the supervisors in good time as agreed. Doctoral students and supervisors shall read and prepare before each supervision session. After each supervision session, the doctoral student documents (in the form of notes and a logbook) what has been agreed upon and sends the notes to the supervisors.

4.3 Withdrawal of the right to supervision and other resources

If a doctoral student significantly neglects their commitments under the ISP, the principal supervisor shall notify the Director of the Research School, who then consults with the Head of Discipline and Dean. The Dean decides if the doctoral student is no longer entitled to supervision and other resources for third-cycle education. Before such a decision, the doctoral student is given an opportunity to remark upon the situation. For more detailed information, see Regulations and guidelines for first-, second-, and third-cycle education at Jönköping University (RGJU).

5 Individual study plan (ISP)

All doctoral students registered at the Research School of Health and Welfare shall annually update their ISPs jointly with their principal supervisors. The individual ISP shall be a living document whose primary purpose is to follow up:

- The progress (based on the research plan) and any potential divergences from the planned activities
- Planned and completed activities (courses, research projects, etc.) in the third-cycle programme
- Goal attainment based on the Degree Ordinance

The individual study plan aims to ensure the quality and legal soundness of the doctoral student's third-cycle programme and to drive quality through annual evaluation.

In 2025, a digital Individual Study Plan (ISP), integrated with Ladok, will be introduced for all doctoral students. Exceptions are made for those doctoral students who are in the final phase of their education and are submitting their last ISP. These students will submit their ISP in paper form.

The review process for the paper version of the ISP differs slightly from that of the digital version. The paper version must be signed by the doctoral candidate and reviewed/signed by the principal supervisor and co-supervisor(s), before being submitted to the Research School Coordinator. Finally, it is reviewed and approved by the director.

The digital ISP is reviewed and approved by the doctoral student, principal supervisor, and the head of discipline before being reviewed and approved by the director of the Research School. The review process is done digitally in Ladok. **The principal supervisor is responsible for ensuring that other supervisors have access to the ISP and can provide feedback before the head of subject reviews it.**

For both paper and digital formats, the period of doctoral studies is extended upon the director's approval. For internally funded doctoral candidates, the employment at the Graduate School is extended by 12 months or until the dissertation defense if it occurs within 12 months."

The ISP for 2025-2026 must be approved by the principal supervisor no later than November 15, regardless of format and funding.

6 Courses in third-cycle education

6.1 Compulsory and elective third-cycle courses

Course components and dissertation work should be carried out in parallel. The compulsory course comprises 22.5- HECs for the licentiate degree and 45 HECs for the doctoral degree.

In addition to compulsory courses, further courses within the subject or of significance for the research field are required. These must comprise 7.5 HECs for a licentiate degree (15 HECs for Disability Research and 17,5 HECs for Social Work) or 15 HECs for a doctoral degree (30 HECs for Social Work), so-called elective courses.

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

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

Appendix 11.6 gives guidance on a good order to take the courses.

6.2 Credit transfer

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

Credit transfer of third-cycle courses before admission

Credit transfer is possible for courses studied before commencing the third-cycle programme. If the applicant would like to transfer credits, he/she shall discuss this, before admission, with the principal supervisor, Head of Discipline, and the Director of Research School. However, courses completed before admission can only have their credits transferred if this can be justified based on the doctoral student's future research project. If credits are transferred for courses taken before admission, the admission decision must state this, and a decision must be made whether corresponding time shall be deducted from the time for doctoral studies or not (see section 2.2).

Credit transfer of third-cycle courses during the programme

Credits for courses the doctoral student takes outside the Research School of Health and Welfare during their third-cycle programme can be transferred. The doctoral student and their principal supervisor discuss which courses will transfer their credits. The principal supervisor shall also discuss credit transfer of the doctoral student's courses with the Head of Discipline. This must be done before the doctoral student takes the courses in question. After the course is approved, the doctoral student applies for credit transfer with the proper form on the Research School website. The form is to be sent to the Head of Discipline.

7 Seminar activities (see also 11.3)

On Thursdays of even-numbered weeks, the Research School of Health and Welfare holds two or three scheduled seminars at 9:30–11:30 a.m., 12:30–2:30 p.m., and 3:00–5:00 p.m. Doctoral students participate with senior researchers and supervisors. The aim of these seminars is that doctoral students should not only present and defend their research study plans and "midway" and "final" summarising chapters but also read and reflect upon the plans and chapters of other doctoral students. Seminar activities also include other types of seminars (e.g., seminars on writing articles and summarising chapters).

Seminar activities involving reviews are an essential part of doctoral students' third-cycle programmes. These review seminars train doctoral students to present (describe) and defend (explain) their texts when participants offer criticism.

The goal is that the seminars should provide meaningful exchanges. This demands that all participants critically read the materials before the seminar. All doctoral students are expected to prioritise the offered seminars. Primarily, this applies to the seminars organised by the Research School. Still, it is also essential to stay active and present at seminars organised in the research environment and/or research centers, of which the doctoral student is a part.

A doctoral student taking a licentiate degree shall be a reviewer in at least two seminars. One of these shall be a research study plan seminar and one a midway seminar (doctors degree) or a final seminar (licentiate degree).

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

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

7.1 Booking

The principal supervisor is responsible for:

- Booking times with the Research School Coordinator for all seminars
- That appropriate expert reviewers and reviewing doctoral students being appointed and informed of the formalities (see 7.2)
- Ensuring that said formalities are observed per the research school's instructions (see 7.2).

The Research School Coordinator confirms the time and requests information from the principal supervisor that must be provided no later than eight weeks before the seminar.

Please note that a written confirmation of the booking from the Research School Coordinator is necessary for it to be considered as settled.

7.2 Guidelines for presenting and reviewing research study plan seminars

Purpose, content and language

The purpose of research study plan seminars is that doctoral students presenting their research study plans should get a first review of these plans, focusing on design, method and reflections upon the theoretical framework. The seminar shall be held in the six months following admission. The seminar is intended to give doctoral students insight into strengths and weaknesses in their work and help with improvements. A

further aim is to give doctoral students experience of the doctoral student and external reviewer roles in the defence of third-cycle dissertations.

The seminar is usually held in English. If only Swedish speaking participants attend or if the thesis is written in Swedish (permission from the Director of the Research School is required) a presentation and a seminar can be held in Swedish.

Seminar registration for other participants is done through a form on the Research School website, under doctoral student seminars. The deadline for registration is 12 work days before the seminar. When the deadline for participants' registration is due, the language for the seminar is appointed and will not be changed, even if new participants register.

This deadline is set so that the doctoral student and examiners will have the opportunity to prepare according to the language in which the seminar will be held.

Seminar reviewers

The reviewers' role is to structure the discussion by initiating questions and leading a critical exploration of the research study plan. Interdisciplinary and subject-specific views are essential in such discussion. Thus, an interdisciplinary selection of reviewers is advantageous.

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

No later than two months prior to the seminar, the Research School Coordinator invites all doctoral students to apply to be a peer reviewer. Before this, the doctoral student whose seminar it concerns needs to provide the coordinator with a summary (about half to one A4 page) of their project, including method and a preliminary title. The invitation includes information regarding application deadline. In connection with the application to the Research School Coordinator, the doctoral student must briefly justify their wish to be a reviewer on this seminar occasion and what they can contribute as a peer reviewer.

The principal supervisor and doctoral student may offer suggestions of possible doctoral student reviewers.

The doctoral student reviewer (peer reviewer) is appointed no later than when the doctoral student's material is to be sent to the reviewers. If there is significant interest, the Director of the Research School will determine which doctoral students would benefit most from being reviewers and which ones can make the most relevant contributions. The primary responsibility for the review lies with the senior reviewer, but it is important that the reviewing doctoral students are also allowed to present their comments.

This arrangement is suitably discussed during a meeting before the seminar. The main points that a reviewing doctoral student plans to present at the seminar shall also be documented on one to two A4 pages, which will be sent to the doctoral student after the seminar.

No later than two weeks before the seminar, the doctoral student sends the research study plan and, if applicable, a digital link (relevant when a reviewer or other participant has registered for digital participation) to the reviewers. The digital link is also sent to the Research School Coordinator. No later than one week before the seminar, the doctoral student sends the research study plan and the digital link to others who have registered. The doctoral student contacts the Research School Coordinator for information regarding who has registered.

Seminar structure

The seminar lasts one and a half to two hours and is led by a chairperson who is a senior researcher at the School of Health and Welfare and appointed by the Research School. The chairperson opens the seminar by greeting all participants. The chairperson also assures that the main structure of the seminar described below is followed.

The review is led by the senior reviewer.

Digital technologies may be used to enable participation for those unable to attend in person. The doctoral student is responsible for creating and sending a Zoom link. Notify the Research School Coordinator no later than five working days in advance if any IT support is needed.

The process begins with the doctoral student presenting his/her research study plan for 15-20 minutes, preferably with PowerPoint. This includes a brief summary of the current status of commenced sub-studies.

The senior reviewer then presents the structure of the review. It is essential that the reviewers form a common perception of the research project's content, i.e., both framework and sub-studies. During the seminar, it is important that there is a dialogue between the reviewers and the doctoral student.

The criticism is given in a balanced way with a forward-looking focus, where the reviewers are respectful of the doctoral student, the research study plan, and each other. This requires that the doctoral student is given the opportunity to respond to criticism or to use the occasion to develop a discussion with the reviewers and thereby crystallise the criticism. Thus, the reviewers' criticism is a valuable aid in the further structuring and implementation of the research study plan. Note that the discussion at this point is held between reviewers and the doctoral student. The review takes around 60 minutes.

The senior reviewer then ensures that the audience is given around 20 minutes to actively participate in the review by asking the doctoral student questions about the research study plan's structure and content. In addition to the fact that this is important for the research study plan, it is also an important opportunity to practice formulating critical scientific questions.

Finally, the senior reviewer gives an oral opinion comprising comments on strengths and weaknesses, improvement implementation, and the doctoral student's pedagogical and factual input. After the chairperson officially terminates the review, there may be continued discussion between reviewers, the doctoral student, and supervisors.

Guidelines for reviewing a research study plan

The reviewers shall consider the following:

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

educational, organisational, and societal perspectives.

The reviewers may also suggest additional, relevant literature on the subject and new or more in-depth theories, designs, and methods.

Guidelines for developing a research study plan

The Appendices section of this document contains an English guide on how research study plans (RSPs) are to be written and presented. See 11.1.

7.3 Guidelines for reviewing midway and final seminars

Purpose, content and language

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

The midway/final seminar should give the doctoral student an understanding of, and insight into, the strengths and weaknesses of their licentiate/doctoral thesis. It is important that reviewers (internal, external and reviewing doctoral students) form a common perception of whether or not the planned date of the licentiate seminar or defence of the doctoral thesis is realistic.

Midway seminars occur only in doctoral degrees and are held when roughly half of the substudies are completed (one is submitted/accepted/published and one as a manuscript). It can be challenging to assess the appropriate time for the midway seminar depending on the design of substudies, etc. It is therefore important to include in the assessment when the doctoral student benefits most from this midway seminar; for example, it may be wise to get reviewers' views before submitting manuscripts for publication or submitting an ethics application for assessment. At the midway seminar, there must also be a thesis framework that can be the subject of criticism (around 20% or more of the summarising chapter has been written, where it is of particular importance that the intended structure of introduction/background and theoretical framework/theoretical concepts are presented).

Final seminars are held at the latest five months before the day of the dissertation to give the doctoral students time to process reviewers' comments and suggestions for improvements. At the seminar, the substudies and the thesis framework must be almost finished (at least half the substudies have been accepted/published, the remainder are in manuscript form, and about 80-90% of the summarising chapter has been written).

The seminar is usually held in English. If only Swedish speakers participate, the seminar can be held in Swedish. The seminar can be held in Swedish if the thesis is written in Swedish (approval from the Director of the Research School is required).

In cases where the language of the seminar is not obvious, the principal supervisor must inform the reviewers that language is determined 10 working days before the seminar.

Seminar reviewers

At each **midway seminar**, there are two senior reviewers (one external) and one to three reviewing doctoral students. It is a requirement that at least one of the senior reviewers has at least associate professor qualifications. At the midway seminar, conflict of interest should be considered for the external reviewer but may be allowed when difficulties exist in recruiting a suitable person. For internal senior reviewers, no demands are placed on conflict of interest.

At each **final seminar**, there are two senior reviewers (one external) and one or three reviewing doctoral students. Where a doctoral degree is being taken, it is a requirement that the senior reviewers have at least associate professor qualifications. At the final seminar, conflict of interest is not allowed for the external reviewer, and conflict of interest should also be considered for the internal reviewer but may be allowed when difficulties exist in recruiting a suitable person with the approval of the Director of Research School.

No later than two months prior to the seminar, the Research School Coordinator invites all doctoral students to apply to be doctoral student reviewers for the seminar. The invitation includes a deadline for applications. In connection with the application to the Research School Coordinator, the doctoral student must briefly justify why they wish to be an examiner on this seminar occasion and what they can contribute as a peer reviewer.

The principal supervisor and the doctoral student can also give suggestions for doctoral student reviewers to the Research School Coordinator. If many are interested, the Director of the Research School assesses which doctoral students can contribute in the most relevant way and who have the greatest need to be a reviewer.

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

The main review points that a doctoral student reviewer plans to present at a seminar shall also be documented on one to two A4 pages to be sent to the doctoral student after the seminar.

The senior reviewers sign the review report. This contains the reviewers' opinions and suggested improvements. The Research School Coordinator provides the review protocol, including extracts from Ladok. An external reviewer (from either the midway or final seminar) can advantageously be a member of the examining committee at the licentiate seminar or defence of the doctoral thesis. However, no more than one midway or final seminar reviewer may sit on the examining committee at the licentiate seminar or defence of the doctoral thesis. Senior reviewers from the midway or final seminar can not be appointed as the opponent for the public defence.

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

At least two weeks before a midway seminar and three weeks before a final seminar, the principal supervisor sends the papers (including manuscripts in progress), the thesis, and any digital link for the seminar to the reviewers and the Research School Coordinator.

Around one week before the seminar, the doctoral student sends the material and the digital link to others who have registered. The doctoral student contacts the Research School Coordinator who provides a summary of those registered. If any audience has announced that they wish to participate via the link, the principal supervisor is responsible for creating a link and sending this to the Research School Coordinator.

Please note the deadline for registration for seminars is 12 work days before the seminar. This deadline is set so that the doctoral student and examiners will have the opportunity to prepare according to the language in which the seminar will be held.

Seminar structure

The seminar lasts for two hours and is led by a chairperson who is a senior researcher at the School of Health and Welfare and is appointed by the Research School. The chairperson opens the seminar by greeting all participants. The chairperson also assures that the main structure of the seminar described below is followed.

The review is led by the external reviewer.

The doctoral student begins by presenting their nascent licentiate/doctoral thesis for 15-20 minutes (preferably with PowerPoint).

Next, the external reviewer presents the structure of the review and clarifies which parts will and will not be discussed and the times allocated for these parts. In the seminar, it is important that there is a dialogue between the reviewers and the doctoral student, where the external reviewer has and takes prime responsibility. It is important that the other reviewers are also given the opportunity to present their opinions. Suitably, the internal reviewer invites all the reviewers to discuss the seminar structure during a meeting before the seminar.

Note that the discussion is held between the reviewers and the doctoral student. The chairperson, supervisors and auditorium will have the opportunity for active participation following this phase of the seminar.

Based on revealed needs, the reviewers provide feedback on the doctoral student's work for around 80 minutes. In the midway seminar, the emphasis is on completed and planned sub-studies. The final seminar will focus on the structure of the thesis framework, and particularly the concluding theoretical reflection. Feedback is to be given in a balanced manner, where the reviewers show respect for both the doctoral student and the nascent licentiate/doctoral thesis. This demands that both strengths and insufficiency are discussed. The doctoral student is given the opportunity to respond to feedback or use the occasion to develop a discussion with the reviewers and thereby crystallise the criticism.

The chairperson allows the audience to ask questions about the structure and content of the licentiate/doctoral thesis. This part of the seminar takes approximately 20 minutes. In addition to the fact that this is important for the progression of the licentiate/doctoral thesis, it is also an important opportunity to practice formulating critical scientific questions.

After the chairperson has officially concluded the seminar, the reviewers, doctoral student, principal, and assistant supervisors discuss what needs to be implemented for the licentiate/doctoral thesis to make good progress.

The principal supervisor aligns with the Research School Coordinator regarding lunch and/or coffee servings at the latest ten working days before the seminar. The Research School Coordinator provides a review report form as well as a result report from Ladok.

At midway seminars, the external and internal reviewers recommend continuing work and signing the review report document.

At final seminars, the external and internal reviewers give a written opinion in the review report. The form for midway and final seminar reports will be provided by the Research School Coordinator. The signed review report must be submitted to the Research School Coordinator as soon as possible for record keeping.

Guidelines for reviewing

The reviewers shall consider:

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

Specific advice for the midway seminar:

- To enhance the quality of constituent component works and the thesis framework, provide precise and direct suggestions for improvements in both already published substudies and those that are still in manuscript form
- If possible, suggest additional relevant literature in the subject area
- If possible, suggest new or improved or more profound theories, designs, and methods

Specific advice for the final seminar:

- Evaluate the doctoral student's ability to conclude independently and, from different perspectives (such as individual, educational, organisational, and/or societal) suggest relevant implications for practice and research
- Evaluate the common and coherent structure and unifying theme of the licentiate/doctoral thesis
- If possible, suggest additional relevant literature in the subject area
- To enhance the coherence of the licentiate/doctoral thesis, provide specific and direct suggestions for improvements in the thesis framework
- Place particularly great emphasis on the doctoral student's ability to demonstrate independence regarding all the above points.

7.4 Seminars in research environments

Doctoral students shall participate in at least one seminar per semester (full-time doctoral students) or per year (for half-time doctoral students) in the research environment Studies on Integrated Health and Welfare (SIHW), in a suitable research center at the School of Health and Welfare or in a suitable research environment such as a national graduate school. Doctoral students are expected to participate in more seminars, as this is an opportunity to network and acquire even more knowledge.

It is a requirement to submit at least one article draft to be included in the thesis, in the research environment Studies on Integrated Health and Welfare (SIHW), in a suitable research center at the School of Health and Welfare or in a suitable research environment such as a national graduate school, to be reviewed and discussed before it is submitted to a journal. It is encouraged that this is

done with the first or second article and it is strongly encouraged that students present more than one article draft within SIHW.

8 Licentiate/doctoral thesis

8.1 Licentiate/doctoral thesis structure

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

Summarising chapter

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

Jönköping University provides a template for the summarising chapter. As this template is ultimately sent to the printer, the doctoral student can advantageously enter their summarising chapter directly therein. The template and instruction movies are available on the Research School's website under policy documents and forms.

Articles

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

For the licentiate degree, the doctoral student must be the first author of at least one accepted or published substudy and may be a co-author of the other. In these cases, the doctoral student must have an active co-author role, which can often be illustrated via second or final authorship. If the licentiate thesis consists of three substudies, the doctoral student must be the first author of at least two.

For the doctoral degree, the doctoral student must be the first author on at least three substudies and may be a co-author on the remaining substudies. In these cases, the doctoral student must have an active role as a co-author, which can often be illustrated via second or final authorship.

For each substudy, the form "CO-Author statement" must be completed. The doctoral student is personally responsible for completing the form for each substudy. The form should then be sent to the Research School Coordinator, together with the dissertation defence application.

Formal permission from subscription-based academic journals is required to include an accepted/ published article in the dissertation. Each journal provides information about the requirements and policies regarding using published articles. Once an article is published with Open Access, such permission is not typically required since it usually entails the publishing license called Creative Common License that grants the copyrights to the author of an article.

Be aware of so-called predatory publishers and predatory journals, which have become more common and considered unreliable. Should there be any doubts regarding the choice of publishers and journals, it is recommended that the doctoral student contact the JU Library services to get assistance and support.

8.2 Licentiate/doctoral thesis layout

Cover

All covers are to be designed in conformity with a set template. This aims to clarify that the licentiate/doctoral thesis has been written by a doctoral student at Jönköping University.

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

Summarising chapter and notification of submission of a doctoral thesis template

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

- Summarising chapter template (instruction film)
- Short, introductory course on Microsoft Word in the writing of summarising chapters
- Information for the printer
- Template for notification of submission of a doctoral thesis

It is very important to watch the instructional video and complete the basic Word course before working with the kappa template, and to follow the instructions given

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

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

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

8.3 Distribution

Printer

As soon as the date of the licentiate seminar or defence of the doctoral thesis is fixed and not later than four months ahead of this date, the doctoral student shall contact the printer to plan the upcoming print run and send in the Quotation template for the doctoral degree/Licentiate seminar. Forms and contact information are available on the Research School's website.

The current printer is STEMA Specialtryck AB in Borås.

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

- Articles
- Dissertation series (a list of all published licentiate and doctoral theses at the research school,

- which the Research School Coordinator provides)
- Summarising chapter
- Notification of submission of a doctoral thesis

The doctoral student shall also submit:

- Information for the printer
- A portrait photograph (if desired).

Financing and distribution

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

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

The doctoral student, alternatively the principal supervisor, is responsible for sending a copy of their thesis to the external reviewer, the examining committee, and the chair at least three weeks before the licentiate seminar or defence of the doctoral thesis. One spiral-bound thesis shall be available for the doctoral student and one for the external reviewer. The doctoral student ensures that the external reviewer receives their copy.

The doctoral student also ensures that the printed copies are available at the Research School Coordinator's office at least four days before the nailing ceremony.

On notification of the date of the licentiate seminar/defence of the doctoral thesis, the Research School Coordinator sends five copies of the thesis to the school's library.

The Research School Coordinator sends copies to a limited number of partner universities/organisations. Fifty to sixty copies will be available to people attending the licentiate seminar or defence of the doctoral thesis. The School of Health and Welfare saves three copies. The doctoral student will take care of the remaining copies themselves.

9 Licentiate seminar/defence of doctoral thesis (also see 11.4)

9.1 Degree requirements

Licentiate degree requirements

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

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

- A passing grade in the licentiate seminar.

Doctoral degree requirements

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

- Follow-up of ISP at least once a year
- Presentation and review of research study plan
- A passing grade in the midway seminar
- Passes third-cycle courses
- A passing grade in the final seminar
- A positive preliminary opinion from the proposed examining committee
- Reviewing of four seminars
- Notification of the date of the defence of the doctoral thesis
- Electronically published thesis
- An approved application for the defence of the doctoral thesis
- A passing grade in the defence of the doctoral thesis.

9.2 Change of degree

If there is a wish to change from a licentiate degree to a doctoral degree or from a doctoral degree to a licentiate degree, this must be discussed with the director. The intended form must be filled in with a new funding certificate (only when changing from licentiate to doctoral degree), including the reason for changing the intended degree and an updated RSP.

The Director of the Research School views the application to ensure it is correctly filled out. It is then considered by the Dean, who, in joint consultation with the Director of the Research School and, in some cases, the Head of discipline, decides if a degree change will be accepted.

9.3 Booking date and time for seminars, defence, and nailing ceremony

The time for a licentiate seminar or defence of the doctoral thesis is to be booked in consultation with the principal supervisor and the Director of the Research School. It may occur between the second week of September until the last week of December, and between the second week of January until the second week of June. Note: Thursdays, on even-numbered weeks, cannot be booked for defense or nailing ceremonies due to a set seminar schedule on these days.

To book a time and place for the licentiate seminar or defence of the doctoral thesis and also time for nailing the thesis, contact the Research School Coordinator responsible for a suitable room being booked.

Note! A confirmation by email from the Research School Coordinator is required for the booking to be considered as set.

The Research School Coordinator confirms the booking and informs the Head of discipline and the Director of the Research School by making a digital calendar appointment. Usually, the Head of discipline leads the nailing ritual and the licentiate seminar and dissertation.

Doctoral students financed by partner universities/organisations may hold said seminar or defence at their home university or institution. In such cases, the partner university/organisation is responsible for the costs and arrangement of the seminar/defence (following the separate agreement). However, the School of Health and Welfare provides the examining committee report form.

9.4 Selection of chair, external reviewer, and examining committee

Chair

The principal supervisor ensures that a chair is appointed for the licentiate seminar or defence of the doctoral thesis. Should it not be possible for a Head of the discipline to attend, the principal supervisor will approach a replacement after discussions with the Director of the Research School. However, this may not be any of the doctoral student's supervisors.

Examining Committee

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

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

One member is to be chosen from the School of Health and Welfare. The member from the School of Health and Welfare will chair the examining committee. There must be no conflict of interest regarding examining committee members. The School of Health and Welfare ensures that both men and women are on the examining committee. If a proposed examining committee (see 9.5) does not have representatives of both genders, justification for this must be provided. An external reviewer (from either the midway or final seminar) can advantageously be a member of the examining committee at the licentiate seminar or defence of the doctoral thesis. However, no more than one midway or final seminar reviewer may sit on the examining committee.

The suppliant (deputy) shall be appointed with the ambition that the requirements for the final composition of the examining committee can be met. This means that:

- Equal distribution in terms of gender is to be aimed at.
- At least one is an external member, and at least one has associate professor competence at a licentiate seminar.
- At least two are external members, and all with at least associate professor competence.

External reviewer

An external reviewer is appointed from another faculty or higher education institution. If the doctoral student has any connection with another faculty or higher education institution, the external reviewer shall not have any connection with this faculty or higher education institution. The external reviewer shall have at least associate professor qualifications. Here also, the conflict of interests issue is to be considered. Senior reviewers who participated in the doctoral student's midway- or final seminar cannot be appointed as the external reviewer.

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

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

9.5 Notification of licentiate seminar/application for defence of the doctoral thesis

The notification of the licentiate seminar should be received by the Research School no later than three months before the planned seminar.

The application for the doctoral thesis defense shall reach the Research School no later than four months before the planned public defense.

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

In the doctoral thesis defense application, the principal supervisor submits proposals for the assessment board (including deputy member) and external reviewer, with a clear justification for each proposal (see example in the form for the defense request). Based on the request, the Board of Education and Research Education appoints the external reviewer, examining committee, and chairman.

In the notification for the licentiate degree, the principal supervisor submits a proposal for an external reviewer and attaches a list of all examining committee members, including a deputy member.

At the notification/application, a declaration of conflicts of interest must be submitted from the proposed external reviewer, examination committee members, and the deputy member. The principal supervisor is responsible for these being filled in and submitted together with the notification/application and that everyone has taken note of the Regulations at Jönköping University relating to conflicts of interest (dnr 2018/563-14).

The principal supervisor sends the form, including the co-author forms and declarations of interest, to the Research School Coordinator, who forwards it to the Director of the Research School and approval and signature from the Dean. Finally, the notification/application is sent to the registrar, who, after formal registration, sends the documents to the Board of Education and Research Education.

An incomplete notification or application is to be sent back for completion. This may result in the date of the seminar or defence needing to be postponed.

9.6 Initial statement

The principal supervisor contacts the proposed examination committee chairperson and submits a form for an initial statement and co-author statements no later than three months before the defence or licentiate seminar. The proposed examining committee reviews the substudies and determines whether they are of sufficient quality and quantity to provide a basis for a licentiate/doctoral thesis. Members of the examination committee also certify that they have no conflicts of interest with the doctoral student or supervisor. The examination committee chairperson is responsible for making sure that all of the proposed committee members receive and support the initial statement. After this, and no later than two months before the licentiate seminar or defence of the doctoral thesis, the chairperson sends the initial statement form to the Research School Coordinator and principal supervisor.

If the proposed grading committee considers that the constituent papers do not meet the requirements, i.e., does not recommend the public defense, the following shall take place:

1. The Director thanks the proposed grading committee for its statement and decision and informs them that all future communication regarding the matter will be done with the Director. They are not to communicate about the matter with the supervisor or the doctoral candidate.
2. The Director informs the principal supervisor and the doctoral candidate about the decision, and that they must not discuss the matter with the proposed grading committee.

3. The Director schedules a meeting with the head of discipline, the head of research, and possibly another senior researcher for an internal discussion about the statement and decision.
4. The Director schedules a meeting with the principal supervisor and the doctoral candidate to discuss further handling, based on the grading committee's statement and decision, the discussion held under point 3, as well as the requests of the supervisor and the doctoral candidate.
5. The Director schedules a meeting with the intended chair of the grading committee to present the measures and planning agreed upon under point 4. The chair is asked to convey this information to the other members of the grading committee.
6. Unless there are specific reasons otherwise, the same grading committee should be asked to remain as the committee at the upcoming defense, if such is planned. Any specific reasons are to be discussed with the group convened under point 3.

9.7 Notification of the licentiate/doctoral thesis ("nailing")

Nailing takes place in the "Red Room" at the School of Health and Welfare, no later than three weeks before the licentiate seminar or defence of the doctoral thesis. The printer sends a thesis, which, so that it can be nailed, has a punched hole. It must have been received by the Research School Coordinator **no later than four workdays before the notification of the thesis!**

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

Notification of the licentiate/doctoral thesis is also handled electronically. This entails the Research School Coordinator sending the final PDF file from the printer to the library of Jönköping University. It must have been received by the Research School Coordinator no later than four weeks before the defence! The library sends the licentiate/doctoral thesis link to the Research School Coordinator, responsible for disseminating notification and the licentiate seminar or defence of the doctoral thesis via Jönköping University's calendar. The communication department publishes news on the JU Intranet about nailing and defence no later than one week before nailing. In connection with nailing, the communication department is responsible for photos and publication on social media.

9.8 Communication

A communications officer contacts the doctoral student prior to the day of the notification of thesis to get information about the thesis. This forms the basis for news content which will be published in relevant communication channels.

9.9 Seminar structure

Licentiate seminar/defence of the doctoral thesis

The licentiate seminar or defence of the doctoral thesis takes place in Swedish or English on campus. If there are special reasons, it can be done digitally or as a combination of campus digital. If there are plans for this, the principal supervisor must discuss this in good time with the director of the research school. Information about digital dissertations is available under policy documents and forms on the website

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

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

Chair

The chair welcomes everyone and gives brief presentations of themselves, the external reviewer, the doctoral student, the examining committee (including the deputy), and the supervisors. He/she then provides details of the licentiate seminar or defence of the doctoral thesis process. The chair also states what time the process usually takes.

External reviewer

The external reviewer leads a dialogue with the doctoral student. Here, the focus is on the work's scholarly quality and the quality of the doctoral student's (and external reviewer's) communication. It is important that all parts of the work are critically reviewed and that the doctoral student can prove their / knowledge. The doctoral student is expected to devote much time detailing and explaining their questions and/or hypotheses, how these have been resolved, and their effects and consequences. It is also important that the doctoral student is given time to respond to the external reviewer's comments.

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

Guidelines for external reviewing

The external reviewer evaluates:

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

Chair

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

Examining Committee

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

Chair

The chair then opens the floor to the audience for any questions to the doctoral student.

After that, the chair declares that there are no further questions for the doctoral student.

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

The chair, examining committee, external reviewer, and supervisor go to another room for the examining committee's deliberations (the deputy does not participate).

The chair hands over responsibility to the examining committee's chair.

The examining committee's chair

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

The examining committee chair receives a folder from the Research School Coordinator containing the dissertation protocol (2 pcs), the course certificate, co-author statements, and the form for the opponent fee.

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

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

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

The examining committee decides who may stay in the room for final deliberations regarding pass or fail.

The examining committee's chair asks each member to answer yes or no to whether the doctoral student's licentiate/doctoral thesis and the doctoral student's defence (communicative ability) can be awarded a pass. In assessing this, consideration is given to the quality and scope of the licentiate/doctoral thesis, the defence thereof, and the doctoral student's improving independence throughout their doctoral studies. A pass or a fail is awarded. The examining committee's chair records the answers and signs the committee's decision on the printed form supplied by the Research School Coordinator. Attached to the protocol are also Co-Author Statements for each of the articles included in the dissertation.

The examining committee's chair announces the result to the doctoral student and the audience.

9.10 Remuneration for the external reviewer and examining committee

The School of Health and Welfare will pay the external reviewer's remuneration (fee, travel, and accommodation). When the licentiate seminar or defence of a doctoral thesis takes place at a partner university/organisation, the rules of the separate agreement apply.

Members of the examining committee are reimbursed for travel and accommodation but do not receive any fees. A fee form is handed to the external reviewer by the Research School Coordinator..

9.11 Degree certificate

The doctoral student applies for a degree certificate via a form. This shall also be signed by the director. This form can be downloaded from the Research School's website.

The degree application cannot be submitted before all courses have been registered in Ladok and a licentiate seminar or defence of the doctoral thesis has resulted in a passing grade.

The degrees unit of University Services, Jönköping University, issues degree certificates. Processing usually takes 2-4 weeks.

Award ceremony (doctoral degrees only)

There is an award ceremony for all doctoral students awarded doctoral degrees at Jönköping University. Contact the Research School Coordinator for more information about the next award ceremony. Usually, there is an award ceremony every third semester.

10 Documents

10.1 Forms

All forms concerning third-cycle education are available on the Research School's website, and the latest online versions shall be used. Please see below which forms can be found:

Admission application:

- Admission application

Courses:

- Third-cycle course credit transfer application
- Credit transfer application for the Subject Specific Reading Course

During the studies:

- Individual Study Plan
- Doctoral student expenses application
- Approved leave from third-cycle education application
- Third-cycle education interruption request
- Change of supervisor for third-cycle student request
- Co-Author statement (see 8.1)

Printing of thesis:

- Information for the printer
- Summarising chapter template instruction, film
- Notification of submission of a doctoral thesis
- Short, introductory course on Microsoft Word in the writing of summarising chapters
- Quotation form for the printer (doctoral degree)
- Quotation template for the printer (Licentiate seminar)

Public defence:

- Application for defence of the doctoral thesis
- Notification of licentiate seminar
- Initial statement
- Digital dissertation
- Declaration of conflicts of interest

Degree:

- Third-cycle degree certificate application
- Change of intended degree request

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

11 Appendices

11.1 Guidelines for developing an RSP

These guidelines are written in English since most of the theses will be in English, but even for those writing their licentiate thesis/doctoral thesis in Swedish, the RSP should be written in English.

These guidelines take as their starting point a compilation thesis type, which means the thesis usually is structured as two (licentiate degree) or four (doctoral degree) sub-studies, compiled into the thesis. The thesis also contains a summary chapter where the studies are abstracted, structured, and discussed.

These guidelines aim to provide general support on how to write an RSP but should not be viewed as a template. The rationale behind the guidelines is to safeguard the conformance of all RSPs and ensure that they are easy to read. One way to enhance readability is to make the RSP brief and condensed. The guidelines should be seen as a recommendation rather than a strict rule. Still, the principal supervisor and/or the Director should carefully consider and sanction any deviation.

The Research School of Health and Welfare has a clear and broad interdisciplinary profile, meaning that an RSP ending up in a thesis should be of importance – beneficial and applicable in some way – for personnel working with health as well as with welfare.

Contents

The entire RSP should not exceed ten pages: the front page, abstract, and references excluded.

Front page

This page should display a preliminary title of the RSP, the names of the doctoral student and all supervisors (preferably not more than three, including the principal supervisor), Jönköping University, School of Health and Welfare, the Research School of Health and Welfare, research subject and research period.

Abstract

Page 2 should have an abstract of up to 200 words describing the RSP as to its background, overall aim, design, and importance of the thesis. No single study should be described.

Introduction

The phenomenon and/or problem should be presented in terms of *what* it is in a very brief, condensed, and structured way. Introduce the reader to the problem or phenomenon by describing the general problem, research question/s, or theory that motivates the research.

Background

Present the questions that motivate your research in more detail to show the significance of the problem. If possible, provide a short review of the existing research.

Theoretical framework

Each thesis should have a theoretical framework (concept, model, theory, etc.) that allows one to reflect upon and analyse findings from the sub-studies. The theoretical structure is essential for ensuring that the sub-studies remain connected. It also provides a more comprehensive understanding of the addressed phenomenon/problem.

Aims

The overall aim(s) should be stated as briefly as possible. Below the aim, specific research questions or hypotheses should be presented.

Ethical considerations

Ethical considerations should be addressed. It is not enough to state that “an ethical approval according to the Declaration of Helsinki will be applied for”. It is expected that doctoral students reflect independently on the following principles of ethics in research, such as autonomy, beneficence, non-maleficence, and justice, and how these principles will be considered in the thesis.

Presentation of each sub-study

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

Preliminary title

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

Aims

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

Design

The design of the sub-study should be stated as observational, descriptive, explorative, evaluative, experimental, prospective, longitudinal, etc. It should also specify what kind of research methods will be used. When using different methods, it is also essential to reflect on the order in which the various sub-studies will be carried out.

Clinical interventions (if any)

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

Sample

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

Data collection

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

Data analysis

This section should describe the analysis approach in general (qualitative, quantitative, mixed method, etc.) and which specific data analysis methods will be used (specific qualitative method, descriptive or inferential statistics, etc.).

Study relevance/contributions

Describe the relevance of the study. For example, to the individual, the society, and the scientific community.

Timetable

The theoretical (research courses, seminars, etc.) and empirical (different stages of the studies) parts are described on a one-year basis concerning sub-studies and the thesis. The doctoral students are encouraged to provide a graphical illustration of their work plan.

Conflicts of interest

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

References

APA referencing style is recommended.

11.2 Checklist for entire third-cycle education

Before application

- 1) Before applying, the principal supervisor and prospective doctoral student book a meeting for a first informal discussion with the Director of the Research School of Health and Welfare.
- 2) The prospective doctoral student sends the following documents to the Research School of Health and Welfare:
 - An admission application
 - A cover letter
 - An attested CV detailing degrees, work experience, and other qualifications
 - An attested document verifying completed courses and study programmes and satisfaction with the entry requirements for third-cycle education

- Documentary proof of financing
- A preliminary research study plan
- Any scholarly publications.
- For foreign doctoral students, a copy of the passport

After admission

The principal supervisor is responsible for booking a registration meeting with the prospective doctoral student, deputy supervisor/s, director, the head of subject and the Research School Coordinator.

The admission email with information about the JU account, the access card, and other practical matters is sent to the doctoral student and the principal supervisor.

The doctoral student registers a JU account and creates a profile page according to the instructions received.

No later than three months after admission

The doctoral student submits an ISP for review in Ladok according to current procedures for review/determination. You are welcome to contact the research education coordinator for more information if you have any questions.

No later than six months after admission

The doctoral student presents their research study plan at a research study plan seminar.

The principal supervisor is responsible for booking a time with the Research School Coordinator and arranging reviewers. Point 7.2. provides guidelines regarding the timing of the research study plan seminar.

After 50% of the third-cycle programme

The doctoral student holds their midway seminar (doctoral degrees only). The principal supervisor is responsible for booking a time with the Research School Coordinator and appointing reviewers. Point 7.3. provides guidelines regarding the timing of the midway seminar.

No later than five months before the defence of the doctoral thesis

The doctoral student holds their final seminar. (The principal supervisor is responsible for booking a time with the Research School Coordinator and arranging reviewers. Point 7.3. provides guidelines regarding the timing of the final seminar.

No later than four months before the licentiate seminar

The doctoral student holds their final seminar.(The principal supervisor is responsible for booking a time with the Research School Coordinator and arranging reviewers. Point 7.3. provides guidelines regarding the timing of the final seminar.

2-4 years of full-time study after admission

Licentiate seminar (2 years)

Defence of doctoral thesis (4 years)

Check that all courses have been completed

Compulsory and elective courses for the doctoral degree (see General study plan in the third-cycle subject area)

Compulsory and elective courses for the licentiate degree (see General study plan in the third-cycle subject area)

Check that the doctoral student has served as a reviewer:

For the doctoral degree:

- Two research study plan seminars
- One midway seminar
- One final seminar

For the licentiate degree:

- One research study plan seminar
- One midway seminar for the doctoral degree or one final seminar for the licentiate degree

11.3 Checklist before seminars

Research study plan seminars

No later than two months before a research study plan seminar

- The principal supervisor and doctoral student book, with the Research School Coordinator, a time for the research study plan seminar. Time is considered set upon confirmation by email from the Research School Coordinator
- The principal supervisor appoints reviewers and notifies the Research School Coordinator. See 7.2

Two weeks before a research study plan seminar

- The doctoral student sends the research study plan to the Director of the Research School and the reviewers.
- The principal supervisor sends invitations to the reviewers.
- Registration for other participants closes.

One week before a research study plan seminar

- The doctoral student contacts the Research School Coordinator for information about registered participants.
- The doctoral student sends the research plan and any digital link to registered participants.

Midway seminars

No later than three months before a midway seminar

- The principal supervisor and doctoral student book, with the Research School Coordinator, a time for the midway seminar. Time is considered set upon confirmation by email from the Research School Coordinator
- The principal supervisor appoints reviewers and notifies the Research School Coordinator (See 7.3)

Two weeks before a midway seminar

- The principal supervisor sends the material to the Research School Coordinator and the reviewers.
- The principal supervisor sends invitations to the reviewers (the Research School Coordinator has an invitation template) and aligns with the Research School Coordinator regarding any need for lunch/coffee servings and IT support.
- Registration for other participants closes.

One week before a midway seminar

- The doctoral student contacts the Research School Coordinator for information about registered participants.
- The doctoral student sends the material and any digital link to other registered participants (the link is created by the doctoral student).

At the midway seminar

- The Research School Coordinator prepares a folder with the review report and a Ladok transcript provided to the principal supervisor before the seminar. The principal supervisor is responsible for handing in the signed original report to the Research School Coordinator after the seminar.
- Any requested IT- support is available 15 minutes before the seminar starts.

Final seminars

No later than three months before a final seminar

- The principal supervisor and doctoral student book, with the Research School Coordinator, a time for the final seminar.
- The principal supervisor appoints reviewers and notifies the Research School Coordinator. See 7.3

Three weeks before a final seminar

- The principal supervisor sends the material to the Research School Coordinator and the reviewers.
- The principal supervisor sends invitations to the reviewers (the Research School Coordinator has an invitation template).

Two weeks (12 work days) before a final seminar

- Registration for other participants closes.

One week before a final seminar

- The doctoral student contacts the Research School Coordinator for information about registered participants.
- The doctoral student sends the material and any digital link to other registered participants.

At the final seminar

- The Research School Coordinator prepares a folder with the fees form for external reviewers, the review report, and a Ladok transcript provided to the principal supervisor before the seminar. The principal supervisor is responsible for handing in the signed original report to the Research School Coordinator after the seminar.
- Any requested IT- support is available 15 minutes before the seminar starts.

After a final seminar

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

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

12 months before a licentiate seminar or defence of the doctoral thesis

- The principal supervisor contacts the external reviewer and examining committee before the licentiate seminar/defence of the doctoral thesis..

Nine months before a licentiate seminar or defence of the doctoral thesis

- The doctoral student and principal supervisor contact the Research School Coordinator to discuss a date and time for the licentiate seminar/defence of the doctoral thesis. They are also to book a preliminary notification date.
- The doctoral student and the principal supervisor plan a day and time for the final seminar.
- The principal supervisor is also to approach a Head of Discipline about being the chair for the licentiate seminar/defence of the doctoral thesis

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

- The principal supervisor informs the Research School Coordinator, who will be the external reviewer, chair, and members of the examining committee with titles and affiliations and the licentiate/doctoral thesis title.
- The doctoral student contacts the printer to plan the upcoming printing and sends the tender template for the doctoral degree/Licentiate seminar. Forms and contact information are available on the Research School's website. (see 11.5)
- The principal supervisor is responsible for sending in Applications for public defence, including Co-author statements and filled-out forms for declaration of conflicts of interest, to the Research School Coordinator. (see 9.5)

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

- The principal supervisor is responsible for the proposed examining committee reviewing the substudies (articles) before the licentiate seminar or defence of the doctoral thesis (Initial statement, see 9.6)

- The doctoral student and principal supervisor check that all courses have been registered in Ladok and that the number of credits is correct.
- The principal supervisor and doctoral student check entitlement to publish extracts of any journals concerned.
- The principal supervisor is responsible for sending in the notification of the licentiate seminar (including co-author statements and filled-out forms for declarations of conflicts of interest to the Research School Coordinator. (see 9.5)

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

- The principal supervisor is responsible for instructing the chair of the proposed examining committee to send an initial statement to the Research School Coordinator.

No later than seven weeks before a licentiate seminar or defence of the doctoral thesis

The doctoral student contacts the Research School Coordinator for an ISBN, an ISSN, and a dissertation series number. The doctoral student sends the following to the printer:

- Articles
- Summarising chapter (see the timetable for the summarising chapter 11.5)
- Dissertation series
- Notification of submission of a doctoral thesis
- Information for the printer
- A portrait photograph (if desired).

No later than five weeks before a licentiate seminar or defence of the doctoral thesis

- The principal supervisor contacts the Research School Coordinator for practical information (lunch, refreshments, venue, etc.) about the licentiate seminar or defence of the doctoral thesis.
- In consultation with the principal supervisor and Research School Coordinator, the doctoral student approves printing the licentiate/doctoral thesis.

No later than four weeks before a licentiate seminar or defence of the doctoral thesis

- The principal supervisor sends invitations to the external reviewer, examining committee, and chair (the Research School Coordinator has an invitation template).
- The doctoral student sends the thesis manuscript as a PDF to the external reviewer, examining committee, and deputy.
- The doctoral student ensures the Research School Coordinator receives the thesis no later than four workdays before the nailing.

No later than three weeks before the licentiate seminar or defence of the doctoral thesis

- The doctoral student gives notification of their licentiate/doctoral thesis at the School of Health and Welfare, and the Research School Coordinator publishes it electronically.
- The doctoral student is responsible for mailing the dissertation to the external reviewer, examining committee, and chair.
- The Research School Coordinator sends dissertations to JU partner universities and the JU library.
- The communications department contact the doctoral student before the time of the notification of thesis (nailing) for information about the PhD project. This forms the basis for publishing news in relevant media within JU.

At the licentiate seminar or defence of the doctoral thesis

- The Research School Coordinator prepares a remuneration form for the external reviewer and two report forms for the examining committee.
- The principal supervisor ensures that both report forms are signed, and a signed original is submitted to the Research School Coordinator after the licentiate seminar or defence of the doctoral thesis. When the examining committee has announced its opinion, the other will be handed to the doctoral student.

After a licentiate seminar or defence of the doctoral thesis

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

11.5 Timetable for printing and handling of licentiate/doctoral thesis

As soon as a date for a licentiate seminar or defence of doctoral thesis has been set (approved by NUF)

The doctoral student contacts the printer to plan the upcoming printing of the thesis and sends in the quotation template for the doctoral degree/Licentiate seminar. Also see 11.4. Forms and contact information for the printer are available on the Research School's website.

Seven weeks before a licentiate seminar or defence of the doctoral thesis

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

The doctoral student shall also submit:

- Information for the printer (MS Word file)
- A portrait photograph (if desired).

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

- In consultation with the principal supervisor and the Research School Coordinator, the doctoral student approves the licentiate/doctoral thesis for printing.

No later than three weeks before the licentiate seminar or defence of the doctoral thesis

- Notification of thesis ("nailing"). Remember that the thesis shall be submitted to the School of Health and Welfare/Research School Coordinator no later than four workdays before the notification of thesis.

2 weeks before a licentiate seminar and 3 weeks before defence of the doctoral thesis

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

11.6 Recommended course planning

The order in which courses are taken may depend on the planned thesis design and the current stage in the research process. The following general recommendations aim to support effective study planning:

Methodological orientation

For theses involving qualitative and/or quantitative studies, the course sequence should align with the methodological focus of the on-going research.

For **qualitative research**, it is recommended to take *Qualitative Methods* early in the doctoral studies to support the development of the research design.

For **quantitative research**, it is recommended to take *Research Strategies and Design with Focus on Quantitative Methods* early in the doctoral studies, ideally before enrolling in *Statistical Methods I and II*, as it provides a solid foundation in study design prior to learning statistical analysis.

Foundational courses

Theory of Science and *subject-specific courses*¹ can be taken early or later in the doctoral studies. Early participation offers theoretical grounding and supports research design, while taking them later allows for deeper reflection based on research experience.

Research Ethics should ideally be completed before or in relation to data collection or submission of an ethical application.

Academic Writing is most useful in connection with manuscript writing.

Elective courses

The elective courses should be used to deepen knowledge in areas relevant to their thesis topic. These may include advanced methods, subject-specific theory, or interdisciplinary perspectives.

The doctoral student holds their final seminar. (The principal supervisor is responsible for booking a time with the Research School Coordinator and arranging reviewers. Point 7.3. provides guidelines regarding the timing of the final seminar.

¹The following courses are mandatory for doctoral students in the research subject **Disability Research**: Disability Research (Linköpings Universitet), Conducting Research with and about Persons with an Impairment or Disability (JU), and Interdisciplinary perspectives on health and disability (Örebro Universitet)

The following course is mandatory for doctoral students in the research subject **Health and Care Sciences**: Theories of Health and Care Sciences – a Transdisciplinary Approach

The following course is mandatory for doctoral students in the research subject **Welfare and Social Sciences**: Welfare and Social Sciences: Conceptualizing Societal Challenges in Global and Local Perspectives