



2009-10-21

Dnr: 5345/09-500

The Board of Doctoral Education

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Instruction for board members at half time reviews

The half-time review shall be carried out for every doctoral student who will be taking a doctorate and should be carried out two years after admission or when two years of full-time doctoral education or the equivalent has been completed.

At least 7.5 higher education credits from the basic courses in general science (for students admitted with the subject Medical Science) or 15 higher education credits (for students admitted to doctoral education in other subjects before March 1, 2006) must have been registered in the student's LADOK file prior to application.

The aim of the half-time review is primarily to check that learning outcomes for doctoral education are well on the way to being achieved (see the Higher Education Ordinance, Appendix 2, System of Qualifications, exams on doctoral level). and to assess the general feasibility of the project leading to a PhD, and to propose any revisions to the individual study plan deemed necessary. The doctoral student's knowledge in the subject of research and knowledge specific to the project shall be presented orally at an open seminar for a specifically appointed board.

The board should together with the supervisors and the doctoral student assess the general feasibility of the project leading to a doctoral degree, and to propose any revisions to the individual study plan deemed necessary.

One of the members of the board should function as a chairman.

The board members should be researchers with a doctoral degree, have subject-specific knowledge and not be involved in the project.

During the half time review

As a member of the board you are responsible to review all documentation pertaining to the half time review in advance.

With the individual study plan as a starting point you should assess:

- Courses and other knowledge prerequisites in accordance with the individual study plan and the enclosed transcript of records (excerpt from Ladok)

The extent of activity in the doctoral education

- Progress in accordance with the learning outcomes for the doctoral education and the individual study plan¹
- The doctoral student's wider knowledge within the area and knowledge of the specific subject area of the research project
- The doctoral student's knowledge of research methods in general and the methods of the specific subject area
- The doctoral student's basic understanding of scientific thinking
- The doctoral student's ability to present, analyse and to value the research findings
- The doctoral student's development towards independence
- Review of ethical permits². Do the appropriate ethical permits exist for the research project? Does the content of the application correspond to the research that has been carried out or is planned?

Together with the doctoral student, supervisors and external mentor³ you should be prepared to discuss:

- Future plans for the doctoral education
- Structure of supervision
- Ethical questions

After the half time review

When the half time review is completed a protocol is filled in by the board members (Form 5: Half Time Review for doctoral/third level education). The protocol is sent to the head of department/the department's director of doctoral education.

¹ Objectives for doctoral/third level education are enclosed. Learning outcomes will eventually be a part of each doctoral student's individual study plan.

² The review of the ethical permits should be thorough.

³ The mentor of the doctoral student does not always participate at half time reviews

The following objectives relate to a doctorate in accordance with the Higher Education Ordinance:

Knowledge and understanding

For a doctorate, doctoral students shall:

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

Proficiency and aptitude

For a doctorate, doctoral students shall:

- demonstrate the ability to carry out scientific analysis and synthesis, as well as independent critical examination and assessment of new and complex phenomena, issues and situations,
- demonstrate the ability to critically, independently and creatively and with scientific accuracy identify and formulate hypotheses, to plan and through the use of adequate methods carry out research work and other qualified tasks within given time periods and to examine and evaluate such work,
- through a thesis demonstrate their ability to contribute significantly to the development of knowledge through their own research,
- demonstrate the ability in national and international contexts in written and spoken form with authority to present and discuss research and research results in dialogue with the scientific community and society in general,
- demonstrate the ability to identify needs for further knowledge, and
- demonstrate the ability to contribute to the development of society and support others' learning in research and development and in other qualified professional contexts.

Ability to assess and approach

For a doctorate, doctoral students shall:

- demonstrate intellectual independence and scientific conscientiousness, as well as the ability to make assessments of research ethics, and
- demonstrate an in-depth insight into scientific possibilities and limitations, their role in society and public responsibility for how they are used.

Scientific dissertation (doctoral thesis)

For a doctorate, doctoral students must complete an approved scientific dissertation (doctoral thesis) of at least 120 higher education credits.