

Requirement specification for Karolinska Institutet's doctoral education programmes

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**Karolinska
Institutet**

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1. Karolinska Institutet's doctoral education programmes

This requirement specification was approved by the Board of Doctoral Education on 08-03-2018 and will come into effect for Karolinska Institutet's (KI's) doctoral education programmes from 1 January 2019. For a doctoral education network to have responsibility for a doctoral education programme, it must comply with the principles of doctoral education programmes issued by the Board of Doctoral Education and adhere to the financial framework set out herein.

KI has had thematic doctoral education programmes since 2000. KI's doctoral programmes reflect KI's research fields and span across department borders. The programmes offer KI's doctoral students a range of courses and other learning activities in most research fields and thus contribute significantly to the excellent quality of doctoral (third-cycle) education at KI. The programmes are led by highly knowledgeable individuals active in the research field and with an overall grasp of which courses and other educational activities are important for the development of both basic and specific knowledge and skills in their research fields. Doctoral students can also participate in the activities of several programmes, which gives them valuable access to different perspectives.

1.1. The aims of the programmes

The overarching aim of KI's doctoral programmes is to ensure a prime research education environment over and above that offered by the departments and their research groups, and to offer courses in research fields specific to each programme.

The programmes are intended to help KI's doctoral students attain the national outcomes for the degree of doctor set by the Higher Education Ordinance.

Participating in different activities arranged by the programmes is a way for doctoral students to build a network in their research field that extends beyond their own research group and department.

2. Principles

Responsibility for a doctoral education programme requires compliance with the following principles:

Principles to be applied by all doctoral education programmes:

- Doctoral education programmes have responsibility for offering courses (both regular and more sporadic) in their research field, ranging from the basics of the subject to more specific and cutting-edge science.
- Doctoral education programmes must ensure that their courses, activities and organisation have long-term viability (e.g. that there is a sufficient range of courses over time, that there is collaboration with other actors on shared needs, that a course does not depend on one specific provider, and that the course leaders receive adequate administrative and pedagogical support).
- Doctoral education programmes are to help ensure that students receive a prime research education environment (which includes both the scientific and the learning environment) over and above that which can be offered by their research group/department.
- Doctoral education programmes are to help students attain the [national outcomes for the degree of doctor](#) as stated in the Higher Education Ordinance.
- Doctoral education programmes are to have pedagogically competent individuals in their steering committee able to provide feedback on course syllabi before they are submitted for approval. The programmes are also required to declare how they take account of course progression (see appendix 1), or can arrange courses/workshops for their course providers in addition to encouraging participation in KI's general workshops and courses for course providers.

It is also recommended that programmes take the following into account:

- Doctoral education programmes are encouraged to work together with existing networks and environments at KI (e.g. research networks, Linné centres, strategic research fields, research centres at KI and national centres of excellence).
- Doctoral education programmes should, if possible, engage with Master's programmes.
- Doctoral education programmes should strengthen their ties with research schools (this does not necessarily suit all programmes).
- Doctoral education programmes may receive financing from other sources (in addition to the Board of Doctoral Education), but must make clear which parts are thus financed.
- Doctoral education programmes are to work actively with the UN's Global Sustainable Development Goals where relevant, promote equal opportunities and innovation/entrepreneurship and take account of relevant research ethics perspectives.

3. Responsibilities

The Board of Doctoral Education has been delegated by the KI president with responsibility for the organisation and quality of KI's doctoral education (read more about the board's responsibilities in [the Vice-Chancellor's \(President's\) decision-making procedures and delegation rules for Karolinska Institutet](#))¹.

3.1. The responsibilities of the doctoral programmes

- To compile and manage a range of courses in accordance with the above principles. Programmes are to offer a long-term, well-planned range of courses in their respective research fields. The courses are to be adapted to doctoral student needs and numbers. In order that the students' individual study plans can be formulated properly, the course prospectus is to be so designed as to give students and their supervisors an overview of which courses are to be given regularly and how often, and which are to be held sporadically. The Board of Doctoral Education encourages efforts to reduce dependency on a specific course provider.
- To review course syllabi before they are submitted via KIWAS to the Course and Programme Committee.
- To approve programme course occasions in KIWAS.
- To cooperate with the course providers on maintaining the quality of other learning activities by following up on course and activity evaluations.
- To offer a scientific environment for the doctoral students by arranging inter-departmental workshops, scientific retreats, seminar series and other such activities.
- To contribute to a sound psychosocial environment for doctoral students by offering them a platform to interact with each other and with postdoc junior and senior researchers.
- To help doctoral students prepare for a career both within and outside the university by, for example, encouraging student-initiated activities and promoting transferable skills and outreach activities.
- To support the pedagogical development of the course providers by providing information about pedagogical development at KI, encouraging course providers to use pedagogical tools, arranging workshops for course leaders and other such measures.
- To appoint new members to the steering committee. The steering committee is to be led by experts in the research field with an overview of which courses and other learning activities are needed to give the students both basic and more specific and advanced knowledge of the subject field. Programme steering committees are encouraged to be inclusive if more researchers wish to become involved in their activities in order that all researchers in the research field can feel represented. Student representation via the student unions is required.
- To appoint people in charge of their coordination and administration within their budget. For many programmes, the praxis has been to appoint a head of programme, a programme coordinator and a programme administrator. Programmes decide themselves how best to divide up their areas of responsibility (e.g. they might choose to have one person in charge of both coordination and administration, or several

¹ Applies until 2018. The new leadership organisation and delegation principles will be announced once they have been established.

people sharing one area of responsibility). Programmes are also responsible for identifying who is in charge of the correct implementation and implementability of the various tasks (e.g. coordination, feedback on course syllabi and course and activity evaluations, updating the website, administration, budget and reporting) and who has overall responsibility.

- To run courses and other doctoral activities in a cost-effective way within budget and in compliance with KI's rules and guidelines.
- To submit the required annual follow-up, including the financial follow-up, as instructed by the Course and Programme Committee.
- To communicate with the Course and Programme Committee via its administrators on matters requiring clarification or departures from the activity plan.
- To set aside time for attending meetings arranged by the Course and Programme Committee for the programmes.
- To draw up a communication plan explaining the means of communication with relevant target groups – compliance with the [General Data Protection Regulation](#) is mandatory; and to set up and maintain a website under the KI domains containing A) general information about the programme, B) information that facilitates short and long-term course planning and participation in other doctoral activities, C) the members of the steering committee and their contact details, and D) enrolment details.

3.2. The responsibilities of the Board of Doctoral Education

- To define the aims of the doctoral education programmes.
- To advertise or identify programmes, to assess applications for setting up programmes, and to decide programme budget limits.
- To draw up rules governing programme activities and reporting principles.

3.3. The responsibilities of the Course and Programme Committee

The Course and Programme Committee is a subordinate body of the Board of Doctoral Education, and has the following responsibilities:

- To establish syllabi for all doctoral courses.
- To coordinate doctoral education programmes on an overarching level.
- To make sure that the doctoral programmes follow prevailing rules and guidelines and stick to their budgets; and to give feedback to the programmes in relation to their written annual reports and to interviews with doctoral programme coordinators and meetings with the programmes.
- To draw up reporting procedures for the programmes.
- To disburse funds to each programme on the basis of their budgets and yearly reports.
- To distribute funds within the budget framework to cover additional costs for doctoral education courses (freestanding and programme courses) run with an overseas university.
- To pursue strategic issues relating to doctoral courses, activities and programmes.
- To work with quality issues relating to doctoral courses and certain other learning activities.
- To provide competence development opportunities for course leaders.

4. Budgets

4.1. Courses

Doctoral education programmes are required to set their own course budgets and make sure that their courses are run cost-effectively.

The programme flat-rate sum for course funding should tally with the [standard compensation amount](#) decided by the Board of Doctoral Education. The present flat-rate sum is SEK 65,000, including INDI per course week (for courses up to 3 credit points). Funding applications for longer courses should be assessed on the basis of reported teacher contribution and budget. Courses in receipt of full financing from their programme should have been taken by at least 8 KI doctoral students (including students [equated with doctoral students at KI during selection](#)). A reduction in funding of 10% per student will be made if the number falls short of this limit (i.e. if only five KI students complete the course, a maximum of 70% of the flat-rate sum will be paid).

The Board of Doctoral Education encourages the running of programme courses in conjunction with KI's Master's programmes, other doctoral programmes, research schools, networks or other academies. However, it must be made clear how financing is shared between the different players.

The sum allocated a course can be used to cover such financial items as:

- Teaching costs
- Administration
- Teaching material (not books)
- Teaching rooms (not office rental)

It may not be used to cover the costs of catering/food and drink during courses.

Over and above the flat-rate sum, the programmes may cover extraordinary costs, such as those incurred by external teachers possessing unique competence, laboratory activities requiring extra resources, and access to computer rooms. The Board of Doctoral Education recommends that the programmes take account of such special circumstances systematically and transparently. In exceptional circumstances, programmes may, on the approval of the Course and Programme Committee, grant a sum exceeding the standard amount; they may also cover the cost of course development.

Programmes may not finance the obligatory courses stated in the General syllabus unless they have been specifically asked to do so by the Board of Doctoral Education through the Course and Programme Committee.

Programmes may receive proposals for new “unforeseen” courses that were not included in the planning process. Programmes are encouraged to be open to new course proposals and to decide on whether to run them and what budget they are to have. The budget costs of such courses and other unforeseen doctoral activities should not exceed 10% of the programme budget.

4.2. Activities

Programmes are required to set their own course budgets and make sure that their courses are run cost-effectively.

As a guide, a retreat/conference should cost no more than SEK 3,000 per student (including students [equated with doctoral students at KI during selection](#)). Funds to cover such costs for individuals who are not KI doctoral students or speakers/lecturers (e.g. KI postdocs and doctoral students from other universities) are to be sourced from elsewhere.

The Board of Doctoral Education encourages programmes to collaborate with departments or networks when arranging activities such as conferences and retreats. Doctoral students benefit greatly from the participation of postdocs and senior researchers in different types of activity. Their participation in retreats etc. is to be paid by other actors (e.g. networks or departments).

4.3. Staff costs

The annual cost for the coordination and administration of the programmes should not exceed SEK 100,000 plus 15% of the total annual budget granted to them. Example: The maximum annual cost for the coordination and administration of programmes with an annual total budget of SEK 2 million would be $\text{SEK } 100,000 + 2,000,000 \times 0.15 = \text{SEK } 400,000$.

4.4. Travel

Programmes may not advertise travel grants or pay for doctoral student travel. The Board of Doctoral Education advertises [travel grants](#) for which all of KI's doctoral students may apply. Course coordinators may apply for funding from the Course and Programme Committee for [additional costs for KI doctoral courses abroad](#).

Programmes must cover the cost of travel for speakers and lecturers.

5. Disbursement of funds

5.1. Disbursement procedures

Disbursements to the programmes from the Board of Doctoral Education coincide with the calendar year. 75% of the granted annual budget is paid in twelfths to the programme home department, with the remaining 25% paid at the end of the budget year, on condition that the programmes have had courses or activities for the entire sum. A financial settlement is made at the end of the programme period.

In the event of serious unforeseen departures from a programme's activity plan and budget, the Course and Programme Committee must be informed (through its administrator for the programmes) and, when necessary, consulted well in advance should the possibility of such alterations be envisaged.

6. Reporting principles

6.1. Annual reporting

The programmes are required to submit a written report on the preceding budget year using the templates obtained from the Course and Programme Committee's programme

administrator. The programmes are required to submit a correct financial follow-up within the specified time.

All costs are to be stated as totals, including INDI. The programmes are advised to use the Agresso financial system in their follow-ups instead of manual INDI calculations. Some accounts in Agresso trigger INDI automatically.

It is the responsibility of the Course and Programme Committee to follow up the annual reports.

6.2. Interviews with the programmes

Each spring term, representatives of the Course and Programme Committee interview the programme directors and coordinators in order to gain feedback on their annual reporting and to gather their opinions on possible further improvements to and general thoughts about their activities. The interviews also provide an opportunity to reflect upon programme activities.

7. Links

KI's doctoral education programmes:

<https://ki.se/en/staff/doctoral-programmes>

Doctoral education at KI:

<https://ki.se/en/staff/doctoral-education>

Sustainable development:

<https://ki.se/en/about/environment-and-sustainability-work>; <http://www.globalamalen.se/>

Equal treatment:

<https://ki.se/en/staff/equal-treatment>

Pedagogical qualifications portfolio:

<https://ki.se/en/about/qualifications-portfolio-for-teachers-and-researchers>

Intended learning outcomes for third-cycle education as per the Higher Education Ordinance:

<https://ki.se/en/staff/outcomes-for-doctoral-education-according-to-the-higher-education-ordinance>

CPD for teachers:

<https://ki.se/en/staff/higher-education-courses-at-ume>

<https://kib.ki.se/en/workshops-ict>

Rules and regulations governing official entertainment at KI:

[Regler för representation vid Karolinska Institutet](#)

Further information on meal benefits and deductions:

<https://ki.se/en/staff/travel-expenses>

Guide on accounting costs for official entertainment:
[Konteringsguide representation och gåvor 2017](https://ki.se/medarbetare/ekonomihandboken)
<https://ki.se/medarbetare/ekonomihandboken>

Information on purchases and public procurements:
<https://ki.se/en/staff/purchase-and-public-procurement>

Appendix 1. Course progression

The following details explain what is meant by doctoral course progression at KI (levels 1-4). Course progression can also be shown in the form of special eligibility – i.e. that formal prior knowledge requirements are stated for courses at levels 2 to 4.

What is doctoral course progression?

- From basic knowledge for many to advance, specialist knowledge for a few “specialists”.
- From broad knowledge to deep/specialist knowledge.
- From basic/generic abilities to specific research methodology.
- From a low to a high degree of difficulty and complexity.

Doctoral course progression can be divided into four levels

Level 1

- Provides a broad base, suitable for many doctoral students in a particular research field and for doctoral students in many research fields.
- Normally no special eligibility requirements.
- Examples: Several general science courses, orientation courses and generic courses, course in lab safety, basic courses in laboratory animal science, courses in human biology or pathology.

Level 2

- Is suitable for many doctoral students in a specific research field and sometimes for doctoral students in different research fields.
- Requires more prior knowledge than level 1.
- Usually based on level 1 courses or other similar prior knowledge.
- Examples: General science courses, such as multivariate analysis, technical courses.

Level 3

- Cutting-edge courses in medical science, suitable for in-depth study for a limited number of doctoral students with sufficient prior knowledge.
- Prominence must be given in the course design to “constructive alignment”² and activities that engage the students (e.g. activities other than just lectures/Q&A sessions with high profile lecturers). Examples: Advanced theoretical doctoral courses or advanced methodology courses. Usually more cutting-edge in a specific research field.

Level 4

- Highly advanced courses in the subject of medical science.
- Cutting-edge courses, like for level 3 but demanding deeper/more specialised prior knowledge.
- The number of doctoral students at KI is usually too small to be able to arrange courses exclusively for them, so it is best to collaborate with another university (national or international) in order to be able to maintain course quality; it is also sometimes a prerequisite for holding the course in the first place.

² See Biggs, J. (2003), *Teaching for Quality Learning at University* (2nd ed.) Buckingham: Society for Research into Higher Education and Open University Press.