

The general learning outcomes of a doctoral education in agreement with the Degree Ordinance in Annex 2, Higher Education Ordinance (1993:100) are:

### **Degree of Doctor**

#### ***Knowledge and understanding***

For the Degree of Doctor the doctoral student shall:

- demonstrate broad knowledge and systematic understanding of the research field as well as advanced and up-to-date specialised knowledge in a limited area of this field, and
- demonstrate familiarity with research methodology in general and the methods of the specific field of research in particular.

#### ***Competence and skills***

For the Degree of Doctor the doctoral student shall:

- demonstrate the capacity for scholarly analysis and synthesis as well to review and assess new and complex phenomena, issues and situations autonomously and critically
- demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames and to review and evaluate such work
- demonstrate through a dissertation the ability to make a significant contribution to the formation of knowledge through his or her own research
- demonstrate the ability in both national and international contexts to present and discuss research and research findings authoritatively in speech and writing and in dialogue with the academic community and society in general
- demonstrate the ability to identify the need for further knowledge and
- demonstrate the capacity to contribute to social development and support the learning of others both through research and education and in some other qualified professional capacity.

#### ***Judgement and approach***

For the Degree of Doctor the doctoral student shall:

- demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics, and
- demonstrate specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used.

General learning outcomes for a Licentiate: see Higher Education Ordinance (1993:100)



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# Collaboration Guide

## PhD Student – Supervisor

## Supervisor – Supervisor

## PhD Studies



This *Collaboration Guide* is for PhD students and supervisors to use during the PhD studies. The Guide can be used throughout this time and preferably at least once a year. Some questions are open for interpretation – you interpret them how you want.

### **At the Start of the PhD Studies**

#### ***Previous experiences***

Previous experiences of supervision?

Previous experiences of writing a thesis/paper?

Knowledge in the subject and methods?

#### ***Expectations***

What are my expectations in terms of the project/PhD studies?

Expectations of myself/others (PhD student, supervisors)?

#### ***To supervise and to be supervised***

What is the purpose of supervision?

Are there any myths or ideas about supervision that need to be discussed?

Who does what – do roles need to be made clear?

Plan for supervision (e.g., how often, where, who initiates, notes made)?

How do we evaluate supervision during the doctoral studies?

If problems arise – how do we solve them?

Whom do we turn to if problems cannot be resolved?

#### ***Support by others than supervisors***

Can others provide support?

Mentor/more experienced PhD peer?

Whom to turn to with problems?

#### ***International mobility***

Data collection outside Sweden?

Temporary stay abroad (e.g. courses)?

#### ***General learning outcomes***

What are the general learning outcomes?

What do they involve?

### **During the PhD Studies – from Start to Finish**

#### ***Communication***

How do different ways of communication (e.g. live, phone, e-mail) work?

Is the feedback given to the PhD student clear, sufficient, supportive?

Can it be improved?

#### ***Support – guidance***

How does supervision work – and with regards to what?

Support in terms of theoretical subject content and methodology?

Is support needed from another person?

Practical support?

Personal issues that need to be discussed?

#### ***Managing time***

Is there a good balance between research and departmental duties?

#### ***Progression and career planning***

What is the progression with regard to the general learning outcomes?

Do we have any goals to discuss?

Is there anything to discuss with regards to career planning?

Post Doc?

#### **After Completion of the PhD Studies**

How was our collaboration?

What was good/not so good?

What can we, as individuals, learn from these experiences?

Anything else that needs to be discussed?