



UPPSALA
UNIVERSITET

Dnr **TEKNAT 2014/38**

General study plan

for third-cycle education at the Faculty
of Science and Technology

TRANSLATION OF:

Allmän studieplan för utbildning på forskarnivå vid teknisk-naturvetenskapliga fakulteten,
approved by the Faculty Board of Science and Technology on 1 April 2014

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Study plan for third-cycle education at the Faculty of Science and Technology

General

A complete study plan for third-cycle (licentiate and doctoral) education at the Faculty of Science and Technology comprises three parts: this general study plan, study plans for each subject area/specialisation and an individual study plan specific to the third-cycle student in question. The subject area/specialisation study plans specify the different programmes' general content and organisation along with prerequisites and selection criteria to be applied in connection with admission. An individual study plan comprises a schedule for the third-cycle student's course of studies, a description of the supervisory structure and a specification of the third-cycle student's and Faculty Board's responsibilities throughout the programme.

Regulatory framework for third-cycle education

Third-cycle education is regulated by the Swedish Higher Education Act ("HL")¹ and the Swedish Higher Education Ordinance ("HF")². These laws are complemented by more narrowly applicable regulations issued by the University Board³, the University's vice-chancellor⁴ and the Faculty Board of Science and Technology⁵, which regulations are published on the websites of the University (<http://www.uu.se/>) and faculty (<http://www.teknat.uu.se/>).

Overall goals for third-cycle education

Third-cycle education aims to develop such knowledge and proficiency as are required for the independent pursuit of research (HL). The system of qualifications (HF, Appendix 2) stipulates the requirements third-cycle students must meet to qualify for doctoral degrees (Translation: Swedish Council for Higher Education ("Universitets- och högskolerådet") [www. http://www.uhr.se/sv/Information-in-English/Laws-and-regulations/The-Higher-Education-Ordinance/](http://www.uhr.se/sv/Information-in-English/Laws-and-regulations/The-Higher-Education-Ordinance/)).

¹ The Swedish Higher Education Act (SFS 1992:1434), as amended through 2010.

² The Swedish Higher Education Ordinance (1993:100), as amended through 2010, to apply in connection with admission to programmes beginning after 30 June, 2007.

³ Antagningsordning och föreskrifter för betyg inom utbildning på forskarnivå vid Uppsala universitet (English: Admission procedures and degree regulations relating to third-cycle programmes at Uppsala University) (AFUU, UFV 2010/472) to be applied in connection with admission to programmes earliest 1 January, 2011

⁴ Guidelines for Third-cycle Education at Uppsala University) (UFV 2009/1993)

⁵ Decisions by the Faculty Board of Science and Technology until 1 April, 2014. Decisions made after 1 April 2014 concerning third-cycle programmes are found on the faculty website for third-cycle education

Knowledge and understanding

To qualify for a doctoral degree, a third-cycle 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

To qualify for a doctoral degree, a third-cycle student shall:

- demonstrate the capacity for scholarly analysis and synthesis as well as 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

To qualify for a doctoral degree, a third-cycle 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.

The following overall goals set by the University Board apply to third-cycle programmes at Uppsala University (as paraphrased from the relevant parts of “Goals and Strategies for Uppsala University,” UFV 2007/1478):

- Programmes and submitted theses shall meet high international standards;

- Programmes shall equip third-cycle students with scientific/scholar expertise and a deep understanding of the subject matter in question;
- Programmes shall provide third-cycle students with a grounding in university educational theory and practice as well as general competence and knowledge that are attractive on the employment market;
- Programmes shall represent attractive career options.

Strategies for attaining these goals include:

- Encouragement of third-cycle students to make use of the broad expertise and educational environments that the University provides;
- Giving notice, nationally and internationally, of programme openings and admitting third-cycle students in accordance with processes characterised by open competition;
- Providing third-cycle students with opportunities to participate in stimulating exchanges of ideas with senior researchers and in the context of conferences, research programmes, seminars and courses at other universities in Sweden and abroad;
- Providing new third-cycle students with a good introduction to the work environment and creating secure employment situations;
- Offering teacher-led, third cycle-level courses, good supervision and opportunities for supervisors to pursue additional education;
- Providing third-cycle students with a grounding in research ethics;
- Providing third-cycle students with a grounding in university educational theory and opportunities to teach at the first- and second-cycle levels;
- Providing third-cycle students with opportunities to develop skills in areas such as presentation, communication, project management, leadership, and entrepreneurship well as to participate in career planning programmes.

Eligibility

Basic eligibility

A person meets the general entry requirements for third-cycle courses and study programmes if he or she has been awarded a second-cycle degree, has satisfied the requirements for courses comprising at least 240 credits of which at least 60 credits were awarded in the second-cycle, or has acquired substantially equivalent knowledge in some other way in Sweden or abroad. The higher education institution may permit an exemption from the general entry requirements for an individual applicant, if there are special grounds. Any person, who prior to 1 July 2007 met the requirement with regard to basic eligibility for access to education shall thereafter (but not later than 30 June, 2015) be regarded as possessing basic eligibility for third-cycle education. (HF, Chapter 7 § 39).

Special eligibility

The specific entry requirements laid down shall be essential for students to be able to benefit from the course or study programme. These requirements may comprise knowledge from one or more higher education courses and study programmes or corresponding courses and study programmes, specific professional or vocational experience, and requisite language skills or other conditions determined by the course or study programme. (HF, Chapter 7 § 40). Special eligibility requirements are to be specified in the subject area study plan.

Division of responsibility with regard to third-cycle education

Ultimate responsibility for the third-cycle education at the University rests with the University Board and vice-chancellor, who have delegated certain responsibilities to the various Disciplinary Domains and Faculty Boards. (HF, Chapter 2 §§ 2-3).

Although the overall responsibility (including monitoring responsibility) rests with the Disciplinary Domains and Faculty Boards, operational responsibility for any given third-cycle student rests with the department at which the student is registered. The Disciplinary Domain, Faculty and Department Boards, along with the supervisors, bear the responsibility for third-cycle programmes being run in a manner characterised by high quality, efficiency and respect for the rights and responsibilities of all concerned.

The Faculty Board of Science and Technology thus bears the overall responsibility for the faculty's third-cycle programmes. The faculty determines which subject areas are to be the focus of such programmes as well as the general content and design of the study plans. The faculty's Graduate Educational Board (*Forskarutbildningsnämnden, FUN*, in Swedish) handles ongoing issues and makes decisions (under authorisation by the Faculty Board) concerning the establishment of subject area/specialisation study plans, etc.

The faculty is organised on the basis of sections that cover specific scientific fields: Mathematics and Computer Science; Physics; Technology; Chemistry; Biology; and Earth Sciences.

Each section is led by a dean authorised by the Faculty Board to decide a variety of matters pertaining to the programmes established within that section.

Education is carried out at the departments. Third-cycle programmes are available in a large number of subject areas and specialisations. For each specialisation the Faculty Board approves a study plan and a professor responsible for third-cycle education (*forskarutbildningsansvarig professor, FUAP*, in Swedish) with overall responsibility for development and quality-control of the subject / specialisation. Each department has a director of studies for third-cycle programmes whose duties are specified by the Faculty Board and who is authorised by the head of department to provide active support, relating to a range of issues, to the department's third-cycle students, supervisors and professors responsible for third-cycle education, regardless of subject area/specialisation (TEKNAT, 24 May 2011).

Admissions and selections

Information and notices

Institutions of higher education shall, through advertisements and other equivalent means, provide notice with regard to available third-cycle studentships (employments as PhD student)⁶, so that any persons interested in such studentships can apply to such institutions within a certain time (HF, Chapter 5 § 5). Such notice shall be made locally and on the University's website at least three weeks prior to the application deadline, and given appropriate national and international spread. (AFUU § 5).

Admissions

Anyone wishing to pursue a doctoral degree should discuss his or her plans with teachers, researchers and ideally some senior third-cycle student to obtain a sense of the programmes at the department in question and prospects within the field.

Applicants to third-cycle programmes should be aware that departments are generally not able to provide supervision with regard to all specialisations within a subject area and that new third-cycle students are normally admitted for study within areas of research in which departments already have active research teams and established expertise.

Third-cycle students with financing in the form of doctoral grants (until 31 December, 2014) or Uppsala-University-based third-cycle studentships (employments as PhD student) are admitted by the various department heads (under authorisation by the Faculty Board) in subject areas approved by the Faculty Board as subject areas for third-cycle programmes. Any decision with regard to admission of a third-cycle student who is employed in industry, at some other institution of higher education, (incl. joint doctors), or by a public authority or who possesses scholarship or his or her own funding, will be made by the Faculty Board on the basis of recommendations by the Graduate Educational Board (*Forskarutbildningsnämnden*). Third-cycle students financed with scholarships are admitted in accordance with special admission regulations (TEKNAT 2013/94). Any decision with regard to admission of a licentiate student will be made by the Faculty Board on the basis of recommendations by the Graduate Educational Board (*Forskarutbildningsnämnden*). Any application for study should specify both the subject area and specialisation. Any decision with regard to admission will be made following consultation with supervisors within the relevant subject area. Any notice of admission to a third-cycle programme will include the names of the professor responsible for third-cycle education and the admitted third-cycle student's supervisors. One of these supervisors will serve as main supervisor.

Following any decision in favour of admission, the original application third-cycle student and copies of other admissions documents, including the individual study plan,

⁶ By "available third-cycle studentships (employments as PhD student)" is meant doctoral projects that can be applied for.

shall be submitted to the Faculty Office which handles registration of the third-cycle student in Uppdok. The Department is responsible for saving and logging the individual study plan as well as its revised versions.

Admission is made to either a doctoral or licentiate programme. It is important to resist creation of a two-step model. Accordingly, any admission to a licentiate programme will be conditioned on some special explanation, to be specified in the individual study plan. The Faculty Board has the responsibility, which cannot be delegated to the head of department, to make decisions regarding admissions to a licentiate programme. A student originally admitted to a licentiate programme may, upon completion of the licentiate degree and after approval of a new application, pursue a doctoral degree.

Selections

The number of third-cycle students at a department shall reflect its capacity to supply acceptable standards with regard to supervision and other programme arrangements and to offer funding for students in accordance with HF. The Faculty Board may prescribe limits regarding admissions if such standards cannot be met.

Selection processes shall take account of the applicants' prospects for success within the programmes in question. The relevant institutions of higher education are responsible for determining what criteria shall apply with regard to assessing such prospects. The fact that an applicant is considered able to transfer credits for prior courses and study programmes, or for professional or vocational experience may not alone give the applicant priority over other applicants (HF, Chapter 7 § 41).

Organisation and follow-up of third-cycle programmes

Individual study plans

In connection with admission of any third-cycle student, an individual study plan shall be prepared by the third-cycle student and his or her supervisor following consultation with the professor responsible for third-cycle education (*forskarutbildningsansvarig professor*). The individual study plan must be approved by the head of department (under authorisation by the Faculty Board) in connection with admission.

In the individual study plan, the supervisor shall clarify the expectations and specific objectives of the third-cycle education. The parties should discuss the supervision plan and its scope. The research focus should be well delineated, and the level of ambition should be in accordance with quality requirements and the allotted time of four years for completion of the programme.

Individual study plans shall be subject to annual review by third-cycle students and their supervisors and supplemented with summaries of accomplished objectives and expectations for the coming year. Third-cycle students' performance should be assessed individually in connection with such annual reviews. Some independent third party (i.e., someone other than a supervisor, such as the department's director of studies for third-

cycle programmes or professor responsible for third-cycle education) shall participate in any such performance assessment. Significant changes or lack of agreement with regard to a study plan shall immediately be reported to the head of department or, if such is deemed necessary, to the Graduate Educational Board (*Forskarutbildningsnämnden*). In any case involving significant deviation, the head of department shall request the third-cycle student and supervisor to submit written statements.

Allotted time for completion of studies

Holders of third-cycle studentships (employments as PhD student) are expected to take their studies seriously. Third-cycle students may indeed to a limited extent engage in teaching, research and administration, provided, however, that such engagement may not, prior to completion of their doctoral degrees, account for more than 20 per cent of their full-time hours of employment (HF, Chapter 5 § 2).

Third-cycle education shall comprise coursework as well as research projects culminating in a thesis. Study of literature and active participation in seminars is also implied. Holders of third-cycle studentships (employments as PhD student) may participate in teaching or administrative work at their departments accounting for up to 20 per cent of their full-time schedules, in which case the periods of their studentships (employments as PhD student) will be correspondingly extended. Although teaching at the first-cycle level and other department responsibilities provide valuable experience, the studies may suffer if such work requires too much commitment relative to the rest of a student's undertakings.

The period for which a third-cycle student holds a third-cycle studentship (employment as PhD student) may not exceed what corresponds to a full-time, four-year, third-cycle programme (HF, Chapter 5 § 7). Institutions of higher education shall assess whether prior education or other activity can be counted for credit (HF, Chapter 6 § 8). Courses that serve to establish special eligibility are excluded in this regard.

The greater part of coursework should be completed within the first half of the time allotted for completion of a third-cycle education. Students are expected to participate actively in department seminars and should also take advantage of useful course offerings at other departments and universities.

Instruction Education

The content of a third-cycle programme can take the form of tutoring, lectures, seminars, field courses or laboratory courses.

Education is provided to the extent that available resources permit. Third-cycle students are expected to acquire knowledge in part of the course literature on their own. Such independent study training forms an important part of third-cycle education.

Third-cycle students are expected to actively take part in seminars, be present at guest lectures and otherwise be involved in scientific activities at their departments.

Courses

Courses and studies of literature shall provide broad insights into a field, complementing the specialised expertise obtained from research activity, and contribute to achieving the objectives of the Qualifications Ordinance (HF, Appendix 2). The coursework portion of a third-cycle programme aiming at a doctoral degree shall encompass 40–120 higher education credits. The coursework portion of a programme aiming at a licentiate degree shall encompass 20–60 higher education credits. A course in research ethics, encompassing at least 2 credits, is mandatory for the licentiate and doctorate degree, as well as training in university educational theory for third-cycle students who teach at the first- or second-cycle levels. An introduction course to study at the third-cycle level and a course in scientific writing are recommended. Third-cycle students with first languages other than Swedish can receive credit for courses in the Swedish language. The courses comprised in a given third-cycle student's course of study are specified in his or her individual study plan.

Course examinations may be written or oral and are arranged by agreement between the individual third-cycle student and his or her main supervisor or some other teacher authorised to determine grades. Two grades, "pass" and "fail," apply. Courses are examined by appointed teacher (see below).

Miscellaneous

The faculty's language policy states that all persons at the University are to be given the opportunity to access information and participate in decisions that concern their own activities. Courses in Swedish and how to teach in Swedish are to be regularly offered to all teaching personnel, including third-cycle students, whose first language is not Swedish. The faculty has charged the departments with encouraging third-cycle students to participate in such courses (see the Language Policy (2010-2013) action plan).

A third-cycle student and his or her supervisors shall keep one another continuously informed as to the progress of research and about any planned travel, periods of intensive teaching or other matters of significance for the student's studies. A third-cycle student shall provide timely information about equipment, travel allowance and other similar needs to allow supervisors to assist with the acquisition of funding.

In connection with experimental studies requiring complicated apparatus, it can be advantageous for several third-cycle students to have similar research specialisations to allow joint activities to be organised around the same apparatus. It may be appropriate for third-cycle students with similar projects to collaborate with regard to field studies.

Training in university educational theory

Training in university educational theory is mandatory for any third-cycle student taking part of teaching at first- or second-cycle level. Training in university educational theory shall either be a part of the coursework for which the student receives credit or be carried out within the framework of his or her departmental duties (see Guidelines for Third-cycle Education at Uppsala University, § 5).

Supervision

For each third-cycle student, the Faculty Board shall, via delegation to the relevant head of department, appoint at least two supervisors, including a main supervisor responsible for the student's course of study and dissertation work and an assistant supervisor. The main supervisor shall have undergone at least two days of supervisor training or be deemed to possess equivalent competence. (TEKNAT, 12 October 2010). One of the supervisors shall be employed by or serve in the capacity of adjunct to Uppsala University or the Swedish Institute of Space Physics. At least one of the supervisors shall have attained at least the status of reader (or "docent") (AFUU §1).

It is the responsibility of each head of department to ensure that there is sufficient time for supervision of the department's third-cycle students. Any problem that arises in this regard should be identified by the third-cycle student in question at the time of annual review of his or her individual study plan. As a third-cycle student entering the world of research, it is only natural to feel insecure and in doubt. It is accordingly incumbent on supervisors to provide third-cycle students with support and encouragement alongside constructive criticism. Third-cycle students should at all times feel supported and made aware of the positive interest for their studies by their supervisors. A supervisor must be attentive so that he or she is able to take timely action in the event that a third-cycle student begins to lose courage or for some other reason falls behind schedule.

The fact that a third-cycle student has been assigned a given supervisor must not constitute a hindrance to contact being made with other qualified persons within the relevant field of research. Such resource persons (within or outside the faculty) may be involved, without formal responsibilities, in different parts of a student's course of study. It is also important that a department's third-cycle students have contact among themselves and that more experienced third-cycle students help newer ones to find their way.

Third-cycle students often need strong guidance at the time of their introduction to research, after which they will progressively come to work more independently. Close contact is imperative, and supervisors must always be prepared to discuss results attained and any suggestions made by third-cycle students. Supervision involves giving and taking, such that third-cycle students ought not to expect (or be satisfied with) unilateral giving on the part of their supervisors. Although work in groups is generally stimulating, supervisors and third-cycle students must at times agree to boundaries between different roles, so that individual efforts can be properly evaluated at examination time.

Even if the supervisors have the more important role, the third-cycle students must also take responsibility for ensuring that the communication is effective. Contact with other researchers and third-cycle students at a department is very important to individual third-cycle students' development. More experienced third-cycle students in a research group represent a valuable source of support for newcomers. It goes without saying that

in the context of laboratory work the technical staff is of great importance to the educational process.

Third-cycle students shall be entitled to change supervisors upon request (HF, Chapter 6 § 28).

Financing of studies

Funding for studies at the third-cycle level is regulated by, among other statutes, HF, Chapter 7 §§ 34 and 36. Third-cycle students can count on funding corresponding to four years of full-time study. Uppsala University strives to provide funding in the form of third-cycle studentships (employments as PhD student). Doctoral grants may be held for at most 12 months of actual study. (Doctoral grants may only be used as a form of funding in exceptional cases as of 1 January 2015, UFV 2012/841). Only restricted use of scholarship and other forms of independent funding is allowed. A scholarship shall be employed only where a donor or other external provider of funding makes explicit provision for this. Where some form of funding other than a third-cycle studentship (employment as PhD student) or a doctoral grant (until 2014-12-31) serves to finance a third-cycle project, a written report of the applicable special considerations shall be attached to the documentation submitted to the faculty office prior to the decision with regard to admission.

The Faculty Board of Science and Technology has decided that every third-cycle student shall enjoy the same net financial level as an employed third-cycle student, according to the doctoral salary ladder (TEKNAT 2012/214). The exchange rate in effect on January 1st and July 1st shall be used to determine sufficient funding for the next six months when the funding is specified in a currency other than Swedish kronor. This assessment shall be made twice a year and take into account possible taxation of the actual amounts (Guidelines for doctoral education at Uppsala University, 6§). Additional funding is managed through payment of a “forskarstuderandetillägg” to the third-cycle student.

Third-cycle students are entitled compensation for costs of printing the thesis.

Thesis and defence

Thesis

Research projects shall culminate in a scientific thesis to be defended publicly. A research project may be carried out independently or in collaboration with other persons within or outside the department. The third-cycle student shall in either event be trained to pursue research independently.

The doctoral thesis (in full or summary form) shall either meet such requirements as apply for publication in international scientific journals of high quality or be summaries of shorter scientific writings with equivalent quality requirements. A thesis may thus

either take the form of a monograph, i.e., a unified scientific work, or a combination thesis, i.e., a collection of scientific writings along with a brief summary. The latter form is most common at the Faculty of Science and Technology. A thesis written by a third-cycle student in collaboration with another person will be considered only to the extent that the student's individual contributions can be identified.

A significant portion of any thesis should normally be published in journals meeting high international standards. Third-cycle students and their supervisors should devote substantial time to the expositional aspect of writings, since significant results may be poorly received if presented in insufficient language.

A thesis shall include a two-to-five-page summary in Swedish.

Although a licentiate thesis is shorter than a doctoral thesis, the same quality requirements apply with regard to the content included.

Defence

The regulations on public defence and the examining committee as well as the licentiate seminar (TEKNAT 2012/114) summarise the rules for public defence and the examining committee.

The doctoral thesis is to be orally and publicly defended.

It is incumbent on a third-cycle student's main supervisor to judge, in consultation with assistant supervisors and the professor responsible for third-cycle education, when the thesis project has progressed to the point that the defence should be scheduled and to propose a faculty opponent and examining committee.

Nobody who has served as a supervisor to a given third-cycle student shall be included in the examining committee. Supervisors and the opponent are entitled to be present at the beginning of the meeting of the examining committee, but only committee members may be present at the time of final deliberation and decision. (TEKNAT, 23 November 2010)

The forms to apply in connection with the defence and examination of a doctoral thesis are governed by HF and the university regulations for third-cycle programmes. The examining committee members shall serve as the thesis examiners. Thorough instructions with regard to the forms to be applied in connection with the defence of thesis are available in English on the faculty website.

Thesis defences are held during regular school terms and during summer breaks, except for the period from June 15th to August 15th. Any notice of the time and place for a thesis defence shall be made at least three weeks in advance. Likewise, the thesis shall be available at least three weeks in advance.

Licentiate seminars

The regulations on public defence and the examining committee as well as the licentiate seminar (TEKNAT 2012/114) summarise the rules for the licentiate seminar.

It is incumbent on a licentiate student's main supervisor to judge when the thesis project has progressed to the point that the licentiate seminar should be scheduled and, following consultation with the professor responsible for third-cycle education, to appoint reviewers for the licentiate thesis.

A licentiate thesis shall be presented at a seminar arranged during a regular school term or summer break, except for the period from June 15th to August 15th, and shall be made available at the department office at least three regular-term weeks in advance.

Notice with regard to any licentiate thesis presentation (author, title, subject area, availability, time and place of seminar) shall be sent at least three weeks in advance to the departments within the section and any departments at other institutions in Sweden whose focus encompasses the subject matter. Such notice shall also be made via the University's weekly programme.

A licentiate thesis presentation shall begin with a lecture by the author. Thereafter, a specially prepared reviewer – generally the holder of a doctorate from some other research programme – will make a brief opposition.

The grade accorded a licentiate thesis – “pass” or “fail” – is determined by the professor responsible for third-cycle education (or some other professor with whom the professor responsible for third-cycle education charges this responsibility) in consultation with the main supervisor and the reviewer.

Examiner of courses

According to HF, grades for tests in connection with third-cycle programmes shall be determined by examiners, who shall be teachers specially appointed by the institutions of higher education in question. The Faculty Board has established the following guidelines for appointment of examiners.

With regard to that part of coursework, intrinsic to a programme, that a third-cycle student covers through independent study of literature or other independent activity, the main supervisor shall serve as examiner; consultation with assistant supervisors is presumed.

An examiner's sole responsibility is to decide the grade in connection with a test. Determination as to which courses shall count for credit in the context of a third-cycle student's programme and with what numbers of credits is the responsibility of the main supervisor, in consultation with the professor responsible for third-cycle education and other supervisors and with consideration taken of the relevant subject area study plan.

Degree titles and degree certificates

The title of the degree being pursued by a given student will be stated in the certificate of admission and the individual study plan. The degree certificate will normally state both the subject area and specialisation. The specialisation can be omitted from the degree certificate if the third-cycle student so requests.

Any application with regard to change of subject area (with or without a specification of the specialisation) shall be submitted well in advance prior to the thesis defence and in any event prior to the appointment of the faculty opponent and examining committee or submission of the thesis for printing, whichever of these occurs first.

The Faculty Board has charged the head of department with making any decisions with regard to change of subject area. Third-cycle students apply for such changes by filling in a new application for admittance to a third-cycle programme.

The Swedish title of any degree awarded upon completion of a doctoral programme at the Faculty of Science and Technology will be either *filosofie doktor* or *teknologie doktor*. The degree title awarded upon completion of study at the third-cycle level has been established for all third cycle subject areas at the Faculty (TEKNAT 2012/215). The English rendering will in either case be *doctor of philosophy*.

Should a third-cycle student want to change to another degree title than the one established for the third cycle subject area, such exemption must be granted by the Faculty Board (the Executive Committee) (TEKNAT 2013/93). A change of degree title shall be announced at the latest in connection with appointment of the opponent and examining committee or upon submission of the thesis for printing, whichever occurs first. Licentiate degrees, likewise, may have either of two Swedish titles, *filosofie licentiat* or *teknologie licentiat*, both of which are rendered in English as *licentiate of philosophy*.

Doctoral degree certificates are issued following application to the Graduation Office at the Student Affairs and Academic Registry Division.

Right to supervision and other resources

Should a third-cycle student significantly neglect his or her obligations in accordance with his or her individual study plan, the vice-chancellor shall deem such third-cycle student to no longer be entitled to supervision and other programme resources. Before any such decision is made, the third-cycle student and his or her supervisors shall be provided an opportunity to submit statements. The matter shall be decided on the basis of their statements and such other documentation as is available to the Faculty Board. Consideration shall be given to whether the Faculty Board has fulfilled its obligations in accordance with the individual study plan. Any decision shall be made in writing and include an explanation. Resources may not be withdrawn for any period in which the

third-cycle student holds a third-cycle studentship (employment as PhD student) or is receiving a doctoral grant (HF, Chapter 6 § 30).

If programme resources are withdrawn as explained above, the third-cycle student may reclaim his or her right to supervision and other resources following application to the vice-chancellor. The third-cycle student must in such event provide evidence that future results of significant quality and scope will be forthcoming or otherwise make a plausible case that he or she will be able to fulfil his or her remaining obligations in accordance with the individual study plan.

In the rare event that a supervisor or third-cycle student judges there to be some circumstance that will make it difficult to complete a programme on schedule, the head of department (or other individual charged by the head of department with responsibility for the matter) shall pursue a discussion with the parties regarding the continuation of work. In cases where the problems cannot be solved through the involvement of the head of department, one or more of the parties may turn to the chairperson of the Graduate Educational Board (*Forskarutbildningsnämnden*) to discuss the situation. The PhD student council and Student Union's ombudsman for third-cycle students may also be able to provide support. In any case involving unsatisfactory performance in the programme, a variety of measures, such as switching projects or supervisors or appointment of an additional supervisor, may be considered. Such problems shall not be allowed to persist over long periods of time without measures being taken. The head of department should not hesitate to advise a third-cycle student to quit a programme if insurmountable problems exist.

Graduation

Graduation is a formal occasion arranged by the faculties at Uppsala University at the end of each semester (January and May). Jubilee doctors, who graduated 50 years previously, are honoured at the graduation ceremony in May. At the ceremony in January, honorary doctors (Latin: *doktor honoris causa*) are welcomed into the University's research community. For doctors who have just completed their degrees, graduation represents a festive conclusion to their studies.

Formal acceptance of a doctoral degree and participation in a graduation ceremony are voluntary. Degrees may be formally accepted up to five years following defence of a thesis.

The diploma issued at graduation is no substitute for the aforementioned degree certificate, which is issued upon request and which is the official document containing information about the completed doctoral degree.

Student Union and student nation membership

Membership in Uppsala Union of Engineering and Science Students (or Uppsala Student Union) and any of the student nations is voluntary for third-cycle students. Access to the student nations requires membership in a student nation.

PhD student council

Third-cycle students at the Faculty of Science and Technology are organised in a PhD student council. This body appoints third-cycle student representatives to the Faculty Board and other boards and similar bodies at the faculty level and looks after the interests of third-cycle students at the faculty. The PhD student councils of the various faculties have representatives in the Doctoral Board of Uppsala University, which handles issues of concern to third-cycle students throughout the university. An ombudsman for third-cycle students, who is required to observe confidentiality and is specially entrusted to assist with personal matters of relevance to third-cycle students, is available at the Student Union.