



UPPSALA  
UNIVERSITET

THE BOARD OF THE FACULTY OF ARTS

# Guidelines for Third- Cycle Education at the Faculty of Arts

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# Guidelines for Third-Cycle Education at the Faculty of Arts

## Decision

These guidelines were established by the Board of the Faculty of Arts on 14 April 2015 and revised on 23 August 2016 and on 18 April 2017. They replace the guidelines established on 9 December 2008 (HISTFILFAK 2008/70).

The guidelines are based on chapters 5, 6, 7, and 12 in the Higher Education Ordinance (1993: 100), the Admissions Ordinance for Studies at the Graduate Level Uppsala University (AFUU, UFV 2012/2057), as well as the Guidelines for Third-Cycle Education at Uppsala University (RFUU, UFV 2009/1993).

The guidelines were compiled by the faculty's Committee for Quality within Research and Third-Cycle Education (*Kvalitetsutskottet för forskning och forskarutbildning*), in collaboration with the directors of third-cycle education at the departments, and established by the faculty board.

## 1. Goals for third-cycle education

Under Chapter 2, Sections 2–3 of the Higher Education Ordinance (HEO), the responsibility for third-cycle education ultimately lies with the University Board and the Vice-Chancellor. By delegation, this responsibility has been assigned to the board of the disciplinary domain or of the faculty in each respective area.

Third-cycle education within the Faculty of Arts is to be of very high quality and give the doctoral students the insights and skills, both as regards methodology and theory, to make them highly qualified to pursue independent scientific enquiries within their academic areas. In the course of third-cycle education, the doctoral students will further develop their abilities to answer research questions of scientific interest, by systematically organising and analysing research material, and subsequently describing and presenting their findings in a clear, concise and eloquent manner. Third-cycle education prepares the doctoral students for future careers as researchers by acquainting them with e.g. the organisation of academic institutions, research funding, scientific publication and career paths outside of and within academia. Third-cycle education should also afford the students the chance of some teacher training.

With regard to society in general, third-cycle education at the Faculty of Arts aims at securing future recruitment of teachers and researchers within the humanities for universities and university colleges, as well as providing other relevant sectors with humanistic academic competence. The faculty's goal is for a doctorate at the Faculty of Arts to qualify the incumbent for post-doc positions at top-tier universities both in Sweden and internationally, as well as for positions within e.g. the civil services, archives, museums, libraries, and the culture and business sectors.

Third-cycle education must be carried out in an attractive, dynamic, accepting environment marked by the highest quality, critical thinking, diversity, gender equality, openness and democratic values (RFUU Sec. 1).

## 2. Subjects available for third-cycle education

At the Faculty of Arts, third-cycle education can be pursued in the following subjects:

Aesthetics  
Archaeology  
Art History  
Classical Archaeology and Ancient History  
Cultural Anthropology  
Egyptology  
Ethnology  
Gender Studies  
History  
History of Science and Ideas  
Information Studies  
Literature  
Musicology  
Philosophy  
Rhetoric  
Textile Studies

For each of these subjects, there is a general syllabus for third-cycle education. In the general syllabus, the main contents of the education are described, along with general and special eligibility criteria and any other regulations required (HEO Ch. 6, Sec. 27). This general syllabus is established by the faculty board.

## 3. The doctoral student and the research community

Regardless of academic discipline, and within the framework of his/her education, each doctoral student must have access to a research environment characterised by high quality and scientific diversity. Research within the humanities is evolving, both within the subjects themselves and in specialised thematic research areas. It is important that the doctoral students be a part of the dynamics developing between these dimensions.

Due to the limitations in volume of third-cycle education at the faculty, there are also great advantages to be gained from collaborating across subjects, faculties and universities. For this reason, the doctoral students at the Faculty of Arts should constitute a part of the collective research environment at the faculty, as well as that of their own subject area. They should also take part in national and international academic networks relevant to their dissertation topics. This goal is reached e.g. through a course on the professional aspects of third-cycle education, which is obligatory for all doctoral students at the faculty; through activities in the faculty doctoral collegium; and through active participation in research nodes or other interdisciplinary research environments. Apart from the research communities available to them on department and faculty levels, all doctoral students should be given the opportunity to participate in courses and other research activities that are organised in collaboration with other institutes of higher education and research environments. The balance between these different aspects of the individual doctoral students' education is planned and followed up annually in the individual study plans.

Due to the increasing internationalisation of research in the humanities, the ever-growing importance of academic networks, and, not least, digital developments, the academic information routes have become both more numerous and more complex. Moreover, the increased element of cross-disciplinary and cross-faculty exchanges has altered our need for communication. Supervisors have

joint responsibility with the department and faculty managements for ensuring that the doctoral students receive information about courses, conferences, seminars and other activities relevant to their research and education. Departments should also provide the faculty with information about seminars and third-cycle courses to which doctoral students may apply, so that this information can be posted on the faculty information portal. Information about participation in courses, seminars and academic meetings outside of the doctoral students' home departments should also be noted in their individual study plans.

The special commitments which the faculty has undertaken to develop and strengthen the joint research environment are further described in the faculty's strategy for third-cycle education quality 2015–2020, "En forskarutbildning i tre dimensioner" (established by the faculty board 14 April 2015). The course *Professional Training in the Arts and Humanities* (7.5 credits), which is mandatory for all the doctoral students at the faculty, is given every year and starts in the autumn.

## 4. Admission to third-cycle education

Admission to third-cycle education is regulated by Ch. 7, Sec. 34 in the Higher Education Ordinances, the Admissions Ordinance for Studies at the Graduate Level Uppsala University (AFUU, Secs. 1 and 5), and the faculty's guidelines and decrees.

The Faculty of Arts aims at recruiting doctoral students from a wide recruitment base. Admission to third-cycle education must be characterised by transparency and, whenever possible, be made in international competition. Notice of the opportunity to apply for admission to third-cycle education must be made available locally and on the University home page ([www.uu.se](http://www.uu.se)) at least three weeks before the application deadline. The number of doctoral students admitted to third-cycle courses and study programmes may not exceed the number that can be offered supervision and otherwise acceptable conditions for study (HEO, Ch. 7, Secs. 34 and 36).

When a sufficiently large number of Ph.D. positions are available at the faculty, these positions will be announced jointly. Such faculty-wide announcements of available positions can be posted no more than two times per year.

### 4.1 Application and selection procedure

Admission to third-cycle education is regulated by HEO, Ch. 7, Sec. 37, and by AFUU, Secs. 3–4.

Students apply for third-cycle education by filling in the appropriate form, which can be downloaded from the faculty webpage at <http://www.histfilfak.uu.se/forskning/forskarutbildning>. As a rule, the application should contain the following documents:

- application form, filled in,
- records verifying the compliance with the general and special eligibility requirements for third-cycle education at the Faculty of Arts,
- records from third-cycle education (when applicable),
- Master-level thesis, Bachelor-level thesis, and (when applicable) any other graduation theses,
- a preliminary research proposal,
- any thesis chapters already presented for review (when applicable).

Selection among applicants is made based on their capacity to benefit from the studies, and using well-defined quality criteria as a starting-point. In order to allow for assessment of the applicants' capacity to benefit from the studies, interviews should be conducted. Any special language requirements for the education are stated in the general study syllabus for each subject.

In the selection procedure, weight should not only be accorded to the applicants' achievements, but also to the amount of time spent to complete previous studies. In looking at this assessment criterion, however, assessors must take into account legitimate reasons for delay, such as leave of absence because of illness, leave of absence for service in the defence forces or an elected position in a trade union or student organization, or parental leave. When admitting doctoral students, departments will adhere to the University's programmes for equal opportunity and gender equality.

In cases where there are more applicants than positions available, the applicants will be ranked by the supervisors at the department, admissions committee or equivalent body, and the top candidate/candidates will be admitted to the programme. The departments are responsible for ensuring that there are sufficient resources to provide the doctoral students admitted to the programme with qualified supervision within the area of their thesis project (either through members of staff, or through supervisors employed from outside the department). The departments are also responsible for providing doctoral students with the infrastructure (including their own computer, workspace and access to a telephone) they need to complete their thesis work.

Before admitting doctoral students to the programme, departments must first consult with the faculty office regarding the time of admittance and financing of the doctoral students. Before admitting doctoral students with external funding, departments must apply for approval from the faculty board (see 5.2 below).

The responsibility to admit doctoral students to third-cycle education has been delegated to the department boards. The task of processing each case, assessing the candidates and placing them in order of precedence lies with the supervisors, admissions committee or equivalent body at each department. Whenever a case of admission to third-cycle education is discussed in a department committee or equivalent, doctoral students must have representation.

## 5. Study time and funding

### 5.1 Study time

The amount of time for which a doctoral student may be employed is regulated in the Higher Education Ordinances Ch. 5, Sec. 7 and in the Guidelines for Third-Cycle Education at Uppsala University Secs. 6–7.

A person may be employed as a doctoral student for a total of eight years. However, the total employment period may not exceed the time corresponding to full-time third-cycle study for four years (for a licentiate degree, the corresponding time frames are two years full-time study or four years half-time study). Nonetheless, the total period of employment may exceed that stated if there are special grounds for this. Such grounds may comprise leave of absence because of illness, leave of absence for service in the defence forces or an elected position in a trade union or student organisation, or parental leave (Ordinance 2009:933). Furthermore, department duties (e.g. teaching) may lead to a prolonged period of employment corresponding to max. 20 percent.

### 5.2 Study financing

The allocation of study support is regulated in Ch. 5, Secs. 3–5 of HEO, and in Secs. 3 and 4 of the Admissions Ordinance for Studies at the Graduate Level Uppsala University.

Admission to faculty-funded third-cycle education should preferably take place no more than twice yearly. In special circumstances, admission can be permitted outside of normal admission times, e.g. if the candidate has obtained external funding in competition with others and after academic review by research councils or equivalent.

Student financing is given in the form of doctoral studentships. As of 1 January 2015, doctoral grants may no longer be used to finance third-cycle education at Uppsala University. If special circumstances obtain, departments can apply for dispensation from this rule for limited projects (UFV 2012/841). Third-cycle students who after such dispensation have been given a doctoral grant can apply for a doctoral studentship provided that no more than 12 months gross study time has passed according to the students' individual study plans. Upon such application, a doctoral studentship must be given to the student.

When doctoral students with external funding are admitted, the faculty board is responsible for ensuring that funding is secured for the entire period of study. Applications to admit doctoral students with external funding should be submitted to the faculty board by the department board. Such applications should contain:

- a written agreement in which an external funder guarantees full or partial funding of a doctoral student. Doctoral students are not allowed to fund their own education.
- a guarantee that the department will assume responsibility for supplementing the doctoral student's financing to reach the customary starting wage for a doctoral studentship or above, should the planned external financing cease or change to the detriment of the doctoral student.

Doctoral students may be admitted to the programme with scholarship funding. However, the level of financing may at no point fall below that of the wage for a doctoral studentship after tax. When two or three years (the exact time is determined by the type of scholarship) remain of the programme according to the individual study plan, scholarship-funded doctoral students will be appointed to doctoral studentships upon application. This employment will be funded through the department budget. Before awarding a doctoral studentship in this way, departments must consult with the faculty board.

Regardless of funding form, all applicants to third-cycle education must submit to the same rigorous scrutiny of their general and special eligibility, as well their capability to benefit from the studies. The demands for admission may not be lower when assessing applicants with external funding than when assessing applicants whose admission would require faculty funding.

## 6. Individual study plan

The individual study plan is regulated in HEO, Ch. 6, Sec. 29, and is described further in the Guidelines for Third-cycle Education at Uppsala University, Sec. 5.

**HEO Ch. 6, Sec. 29.** An individual study plan shall be drawn up for each doctoral student. This plan shall contain the undertakings made by the doctoral student and the higher education institution and a timetable for the doctoral student's study programme. The plan shall be adopted after consultation with the doctoral student and his or her supervisors.

The individual study plan shall be reviewed regularly and amended by the higher education institution to the extent required after consultation with the doctoral student and his or her supervisors. The period of study may only be extended if there are special grounds for doing so. Such grounds may comprise leave of absence because of illness, leave of absence for service in the defence forces or an elected position in a trade union or student organisation, or parental leave. Ordinance (2010:1064).

The individual study plan is drawn up on a special form, which can be downloaded from the faculty website, and should be signed by the doctoral students, supervisors and the head of the department. The faculty board is responsible for ensuring that the study plan is reviewed no less than once a year. If special difficulties can be foreseen, more frequent follow-ups and alternative approaches should be

considered. Teacher training must be offered to doctoral students who are to have teaching duties. This training must either be a credited component of the individual study plan or be carried out within the framework of the doctoral student's departmental duties.

At the Faculty of Arts, the right to set individual study plans has been delegated to the Head of each department (with the possibility for further delegation to Directors of Third-Cycle Education). After the annual review, the department sends the individual study plans to the faculty office/the senior administration officer for review and follow-up.

The individual study plan is a dynamic document in which both deviations and completed stages are continuously documented, and should be used as a pedagogical tool during the course of the programme. It also constitutes a binding agreement between the doctoral students, the supervisors and the department, which can be used as a basis for assessing whether or not a doctoral student has forfeited the right to further resources. In preparation for the yearly review of the individual study plan, the doctoral student should also be offered the opportunity to have personal guidance conferences with the director of studies, head of department, or equivalent.

Apart from what is stipulated in the Higher Education Ordinances, the Vice-Chancellor has decreed that individual study plans at Uppsala University must also contain the following:

- the intended degree (doctoral, licentiate, or both), and, where relevant, special reasons for admission to a licentiate programme.
- a time plan for the doctoral candidate's education. The plan should include a broad plan for each year and an estimated date for defending the dissertation. It is particularly important that the formulation well describe the projected dissertation work, incl. target dates for goals or partial goals that can be followed up.
- a funding plan for the entire programme period. When funding other than a salaried studentship or a study grant is financing the project, the special considerations that obtained upon admission must be appended to the individual study plan along with, if relevant, the contract with the financier.
- planned courses, instruction, teacher training, and/or other departmental work.
- the organisation of supervision, stating both scope and forms.
- the special conditions relevant to the studies, such as workplace, computer, other work tools, and whatever else is required for the programme to be pursued efficiently.

The individual study plan must also describe how questions of research ethics and scientific probity are brought up and treated during the course of the programme.

Questions of research ethics are regulated e.g. in Uppsala university's *Guidelines on the procedure for handling alleged misconduct in research* (UFV 2016/1079). Questions of research ethics are also discussed during the mandatory course *Professional training in the Arts and Humanities*, for instance during seminars on research ethics focusing on current questions of research policies and politics.

Individual study plans must be set up for inactive doctoral students as well (HISTFILFAK 2014/44).

## 7. Supervision

Supervision is regulated by HEO, Ch. 6, Sec. 28, AFUU Sec. 1, and RFUU, Secs. 7–8.

Supervision is vital quality issue in third-cycle education. It is therefore imperative that the scope, form and temporal distribution of supervision be the object of reflection and discussion when drawing up and revising the individual study plan, in consultation between supervisors and the doctoral student. The managerial staff at the department are responsible for planning the capacity and supervisory duties for the supervisors for each doctoral student's entire time of study. The



concept of supervision encompasses every duty the supervisor has, such as meetings with the doctoral student, reading and commenting on thesis drafts, participating in seminars where the doctoral student presents thesis chapters, and other meetings relating to the doctoral student's work.

In connection with their admission to third-cycle education, the head of department assigns supervisors for each doctoral student. Each doctoral student should be appointed at least two supervisors, one of which bears the primary responsibility for the student's studies, including dissertation work, and one of which serves as assistant supervisor. The respective duties of main and assistant supervisor should be detailed in the individual study plan. One of the supervisors must be employed by or adjoined to the department. Both supervisors must have a doctorate degree or equivalent, and at least one of the supervisors must have achieved the rank of associate professor or above.

The department board and head of department are responsible for ensuring that all doctoral students receive good supervision. New supervisors should undergo complementary training for supervisors before the end of their first year.

The head of department has the right to decide to employ an external supervisor after this has been entered into the individual study plan. This external supervisor could be a researcher with relevant specialisation in the relevant field at another institute of higher education, or a researcher in a local network, such as the faculty research nodes. Doctoral students have the right to ask for and be assigned new supervisors.

The responsibilities of the supervisors are stipulated in the Guidelines for Third-Cycle Education at Uppsala University and the individual study plan. Among other things, it is the supervisors' responsibility to:

- provide advice and guidelines with regard to qualitative demands, research methods and available material,
- decide on the thesis topic, in consultation with the doctoral student,
- continually plan the thesis work and supervision forms in consultation with the doctoral student, and analyse any deviations from set plans,
- encourage and arrange contacts with researchers and research institutions in Sweden and abroad, and facilitate for the student to go on educational visits and attend conferences,
- plan the education in such a way that every doctoral student can participate in cross-disciplinary courses and research activities at the faculty and elsewhere, as well as in the department,
- within a reasonable timeframe give feedback on thesis drafts and be at hand for discussions and consultation,
- continuously follow-up and ensure that the thesis work proceeds in an acceptable manner, and that it maintains an acceptable quality.

The Guidelines for Third-cycle Education at Uppsala University stipulate that the doctoral students and their supervisors have joint responsibility for third-cycle education (RFUU Sec. 7). That the doctoral students assume responsibility for their work and level of activity is a decisive component in how the work progresses. Among other things, at the Faculty of Arts it is the doctoral students' responsibility to:

- keep their supervisors up-to-date on how the thesis work progresses according to the individual study plan,
- notify their supervisors if problems occur which might delay the thesis work and entail that the individual study plan needs to be revised,
- keep the deadlines agreed upon, especially as regards thesis material,

- actively consult with supervisors and other researchers in matters concerning their thesis work, courses and other aspects of their education,
- continuously participate in higher seminars.

The faculty board has the overall responsibility for third-cycle education, including supervision. In cases of disagreement between the doctoral student and his/her supervisor(s), the director of third-cycle education and/or the head of department will act as a neutral party in meetings and ensure that necessary measures are taken.

When planning their budget, departments are recommended to estimate the yearly supervision of one doctoral student as being equivalent to ten per cent of a full-time post as university lecturer during 48 months. From this, the departments should then calculate their supervisory capability and the possible scope of their third-cycle education. The supervisory work for each doctoral student should be divided between the supervisors in an appropriate manner. This division of labour can vary depending on the circumstances in each individual case. No lecturer may supervise more than eight doctoral students at any given time, nor may any lecturer act as main supervisor to more than five doctoral students at the same time.

## 8. The doctoral thesis

A doctoral dissertation can have the form either of a monograph, i.e. an integrated, coherent scientific study of some length, or of a compilation thesis. Treatises and articles written by several individuals may be counted toward the doctorate only if it is largely possible to distinguish the work of the doctoral student so that it may be tried against the Qualifications Ordinance (AFUU, Sec. 6). A compilation thesis should contain introductory or summary chapters, which summarise the results of the appended papers, and make it clear how the different studies taken together fulfil the goals set by the Qualifications Ordinance, that they have treated a coherent research problem. They should also clarify the contribution by the doctoral student in these studies.

### 8.1 Internal and external review

Internal review of the thesis takes place continuously through communication with the supervisors and at research seminars. During the course of the education, the doctoral students are also to present their work at academic conferences and when meeting with other doctoral students. To ensure that the thesis fulfils the goals set in the Qualification Ordinance and is of a high scientific standard, the thesis must be reviewed by internal as well as external reviewers before a public defence can take place. One important aspect of this review is the final seminar, which must take place well before the defence and where the thesis is read and commented on in its entirety by an external reviewer who is hired by the department for this purpose. The external reviewer should be well acquainted with the research area in question and be experienced enough to be able to judge the scientific quality of the thesis as well as be able to indicate what remains to be done before the defence. The reviewer gives both oral and written comments on the thesis manuscript. The person serving as external reviewer at the final seminar may not be employed as faculty opponent at the public defence.

Some departments also employ a researcher for a final read-through of the finished manuscript. This can be a means of supporting both doctoral students and supervisors, especially in cases where the time between the final seminar and the defence has been longer than initially planned. In these cases, the reader should have good knowledge of the general research area and the demands placed on a thesis for it to be passable, but should not have been involved in the supervision. The reader should give a short written statement of opinion as to whether or not the thesis is ready to be put forward for defence. The reader's fee is paid by the department.

Before the supervisors make their final decision as to whether the finished thesis manuscript is ready to be put forward for defence, they must consult with the supervisors, third-cycle education board or equivalent body at the department.

## **8.2 Publishing dissertations**

The faculty board allocates funds for expenses in connection with doctoral defences. The amount of funds allocated for this purpose is set down in the faculty's operational plan. These funds may be used for printing doctoral theses and for other costs occurring in conjunction with the defence. Language checking is paid for by the departments, and must be done whenever the thesis is written in a language other than the candidate's mother tongue, or when circumstances so dictate. The faculty board will not cover any costs that exceed the funds allocated.

## **9. Public defence**

The thesis must be available in the University library at least three weeks before the public defence in the number of copies necessary to allow for a satisfactory review of the dissertation before the defence. Ten copies of the dissertation must be printed and delivered to the university library at the time of submission notice publication. In addition to this, the dissertation should be printed in enough copies to allow for dissemination to every department in Sweden at which research and third-cycle education is carried out in the academic discipline treated by the dissertation. The department is responsible for ensuring that this is done at least two weeks before the defence (RFUU, Sec. 9). According to UFV 2002/779, all submission notices must be published digitally in DiVA, as must the summary chapters in compilation theses. The period between 15 June and 15 August may not be included in the period of availability.

### **9.1 Requirements for doctorate**

To receive a doctorate, the candidate must have received a passing grade in each of the courses included in the study plan, and successfully defended a doctoral thesis which, having been scrutinised by the examination board, has received a passing grade. The name of the doctoral degree at the Faculty of Arts is Doctor of Philosophy.

All course work is to be completed and graded before the public defence, unless there are specific reasons to disregard this criterion. Doctoral students may apply to the dean of the faculty for exemption from this rule at the same time as applying for an examination board to be appointed.

### **9.2 Faculty examiner and examination board**

Rules and regulations pertaining to public defences can be found in HEO, Ch. 6, Sec. 33–35 and are supplemented by AFUU, Sec. 7 and RFUU, Sec. 11.

On delegation from the faculty board, the dean of the faculty appoints the faculty examiner, examination board and chairperson for the defence. In order to guarantee the scholarly quality of the defence, departments are required to provide the examiner and board members with the requisite and relevant information on how doctoral defences are conducted at the department and, if required, Swedish universities in general. The chairperson at the defence is normally a member of the department's college of supervisors, and must be employed by Uppsala University at the time of the defence.

The examination board consists of three or five members who have attained at least the rank of associate professor (docent). At least one of the board members must be from another higher education institute, and the majority of them must come from outside the department to which the

doctoral candidate belongs. Persons who have served as supervisors of the doctoral candidate may not be included in the examination board, unless extraordinary circumstances obtain, and only upon decision of the Vice-Chancellor. When appointing members to the examination board, equality aspects must be taken into account. The examiner and supervisor have the right to attend the meeting of the examination board and participate in its deliberations, but not in its decision. If the chairperson is someone other than the doctoral candidate's main supervisor, both may attend the meeting of the examination board. Along with the main supervisor (and the chair of the defence, where applicable), an assistant supervisor may attend the meeting.

If one of the members of the examination board notifies the department that s/he cannot attend the defence with short notice, it is delegated to the dean to appoint a replacement member. The replacement can reasonably be found among the faculty's lecturers and researchers, who can be expected to be familiar with the content of the dissertation already. Departments are recommended to have a possible replacement in mind beforehand.

A doctoral thesis is graded as either Pass or Fail (AFUU, Sec. 7).

The faculty board decides on the forms for licentiate seminars (RFUU, Sec. 11)

### **9.3 Degree certificates**

Doctorate candidates may apply for degree certificates by filling in the application form provided by the Graduation Office.

The diploma given to doctors at the conferment celebration does not replace the degree certificate issued by the Vice-Chancellor upon request and which is the official doctoral certificate.

### **9.4 Booking the defence**

The time for the defence is decided on by the doctoral candidate in consultation with his/her supervisor or with the person responsible for research at the department. There may not be two defences at the same time at the faculty. For this reason, doctoral candidates themselves book the time for their defence via the on-line booking system "Disputationsbokning HumSam" which can be accessed through Medarbetarportalen. The booking system clearly shows which times are available for defences at the faculty. The defence must take place during semesters or during the summer recess, but may not take place between 15 June and 15 August.

Doctoral candidates are responsible for booking the defence venue themselves, in consultation with the department and their supervisors.

## **10. Withdrawal of resources for third-cycle students**

The possibility of withdrawing resources for third-cycle students is regulated in HEO, Ch. 6, Sec. 30 and in RFUU, Sec. 12.

If a doctoral student substantially neglects his or her undertakings in the individual study plan, resources for that individual's third-cycle education are withdrawn. Withdrawing resources requires careful assessment. The decision to withdraw resources is made by the Vice-Chancellor upon request from the faculty board after a proposal from the head of department.

The doctoral student is to be kept informed about the process and has the right to speak on his/her own behalf before decisions are made by the department board, faculty board, and Vice-Chancellor respectively.

## 11. Deregistration of third-cycle students

Deregistration of a third-cycle student is done at the request of the student. Deregistration entails that the student's third-cycle education is terminated and that the student does not intend to complete or resume his/her third-cycle education at a later date. Students who wish to resume the programme must re-apply for admission, in accordance with HEO ch. 7, Sec. 37.