



MALMÖ HÖGSKOLA

Malmö University / Vice-Chancellor

Hans Lindquist/Peter Jönsson

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Memo

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Evaluation of third-cycle education; selfevaluation outline

1. Field and third-cycle subject area

Describe the subject's relevance and place in the current educational field at third-cycle level, as well as cooperation with other third-cycle subjects.

2. The education process

Describe how the following aspects of the education are conducted and the problems that may occur in connection with them:

- a. Information about third-cycle education on websites etc.
- b. Advertising
- c. Admissions process for both degree of doctor and degree of licentiate
- d. Introduction of new doctoral students
- e. Using the individual study plan for planning and monitoring
- f. Implementation of the qualitative targets set out in the Higher Education Ordinance and the general study plan
- g. Organisation, evaluation and examination of the course components
- h. The thesis project's path to examination (public presentation, presentation at compulsory seminars, public defence, choice of examining committee and external reviewer)

3. Third-cycle education environment

- a. Describe how the subject guarantees that the Malmö University environment in which the education is conducted is a lively academic environment with good social study conditions. Present the forms of seminar activities and their function, how the subject interacts with current research and education at second-cycle level, and academic networks within and outside Malmö University. How will the environment's academic contacts and relevant conferences benefit the doctoral students? What cooperation forms with the surrounding community exist in the education?

Postal address	Visiting address	Tel	Fax	Website	E-mail
Malmö University Vice-Chancellor S-205 06 Malmö	Neputiniplan 7	+46 (0)40-665 70 00	+46 (0)40-665 70 00	www.mah.se	peter.jonsson@mah.se

- b. What preparations are in place for dealing with problems that may arise during the education period?
- c. What opportunities do the doctoral students have to influence the education?

4. Supervision

- a. Describe the existing supervisor competence and supervisor training undergone. Describe how future supervisor competence will be guaranteed. Use the Tables 1 and 2 to support your description.
- b. Describe how supervisors are appointed or possibly replaced and the extent to which external supervisors are engaged.
- c. How much supervision is the doctoral student guaranteed, how is the supervision time accounted for in the duties and in what form is supervision provided?
- d. How can all doctoral students be guaranteed adequate supervision?

5. Publishing

Is the thesis to be published as a monograph or compilation thesis? Describe the demands placed on the components of a compilation thesis. Are there any publications that are not included in the thesis within the education? Indicate the types of support available for publishing.

6. Internationalisation

Describe the extent to which the education has been internationalised and how the internationalisation contributes to increasing the quality and attainment of qualitative targets.

7. Recruitment and career planning

- a. Describe the recruitment basis. From which secondcycle courses at Malmö University or other HEI are the doctoral students recruited?
- b. How is the doctoral student's forthcoming career prepared?
- c. Briefly describe the labour market for doctoral or licentiate students who have completed their degree. Does the research environment offer career positions upon graduation, such as postdoctoral appointments?
- d. What contact is made with alumni and where do they work now?

8. Finances

Describe the subject's finances. Use Table 3 to support your description. What is done to ensure reasonable financing?

9. Summary (SWOT analysis)

Provide a brief list of strengths, weaknesses, risks and opportunities for the present third-cycle subject area.

Table 1. Existing and potential principal supervisors (professors and docents) within the subject during the current academic year. Indicate forthcoming retirements and new recruitments. Highlight those who have participated in supervisor training by using “*”.

Name	Post	Academic title and specialisation	Year of birth	Scope of post (in % of full-time) at Malmö University	Planned duties (in % of full-time) for third-cycle education within the subject
X	Senior Lecturer	Docent, subject		100	30
Y	Professor	Professor, subject		50	20

Table 2. Other teachers with doctoral degrees with ties to the subject during the current academic year.

Name	Post	Academic title and specialisation	Year of birth	Scope of post (in % of full-time) at Malmö University	Scope of full-time work (%) within the subject
X	Senior Lecturer	PhD, subject		100	50
Y	Postdoctoral research fellow	D.Tech, subject		50	50

Table 3 Subject financing (student financing, supervision, course provision and expenses) for third-cycle education (SEK thousand). Financing in kind from an employer other than Malmö University is taxed.

	2013	2014	2015	2016
Allowance				
Grant				
Other				
<i>In kind</i>				

Additional documentation that the self-evaluation group *does not* need to include with the self-evaluation:

General syllabus
 Study handbook (where applicable)
 Individual study plan, random samples taken from several years
 Current course plan
 Applications for degree awarding powers and verdict
 Request for degree awarding powers (third-cycle education that previously belonged to the field of medical sciences)
 Staff statistics doctoral studentships; number of sickness absences

Ladok, by subject autumn semester 2012 for those evaluated during 2013:

- Total number of doctoral students, age female/male
- Year of admission
- Method of financing studies
- Level of activity
- Degrees awarded 2008–; doctoral and licentiate
- Gross and net study time
- Admission to lic. and PhD respectively
- Course activity

Annual report; admissions and withdrawals (previous education completed at the respective time after higher education qualification)

Self-evaluation should contain 10-15 A4 pages plus any appendices