

Guidelines Individual Study Plan

Individual Study Plan (ISP) is a living document aiming at following up:

- The progress and any potential divergences from the planned activities
- Planned and completed activities (courses, research projects, etc.) in the third-cycle programme
- Goal attainment based on the Degree Ordinance
- The quality of the supervision.

By entering data in the ISP, you also have an opportunity to reflect upon your progression of your doctoral studies as comprised of courses, seminars, conferences, research projects and collaboration with junior and senior academic staff.

ISP is a document to be filled in a dialogue with your supervisors (this is extra important regarding section 10 and 11). As a record and reflection upon ongoing studies, ISP forms also a basis for annual review and contact with the Head of Research and/or Head of Subject.

ISP is divided into several sections that range from personal details concerning yourself and your supervisors to evaluation of doctoral studies and plans for the future.

- **Sections 1-4** concern personal details as well as a formal description of ongoing doctoral studies, including the thesis' format, preliminary title and expected date of completion.

In point 3 you are asked to provide information about which general syllabus (allmän studieplan) you have been admitted to. If you don't know that, ask the research coordinator.

- **Section 5** concerns details about your supervisors and it is customary that they fill in this information themselves. Please, ensure that details regarding their titles, positions and supervision courses are correctly stated.

In *point 5.1* you are asked to provide information about how the time for supervision is divided between your supervisors. How much time each supervisor can offer the doctoral student is an individual matter, but as a doctoral student you have the right to receive 8% (of full-time work year) of supervision (see PRIN 4.2). Depending on the number of supervisors, year of doctoral program, research time (%) for the doctoral studies, the time share is differently. In some supervisory groups, all supervisors may be equally involved throughout the whole period, while in other groups, supervisors may take turns in leading work on various sub studies and/or articles.

Note, that the stated time share has nothing to do with any form of financial compensation.

- **Section 6** is a record of your own time share. While under point 6.1., you present any potential breaks or divergence from an original plan (e.g. parental leave, sick leave), in point 6.2. you report your various employment forms during your doctoral studies. Under activity you fill in what percentage you worked as a doctoral student each semester and then you fill in type of income for those percentage (ie, type of income will always be 100%). For example, you work for 50% as a doctoral student (activity = 50%) and these percentage were paid by an appointment outside a higher education institution (AUH = 100%). **Please, refer to the last page of ISP for an explanation of codes used in the table.**
- In **Section 7**, your report various activities included in your doctoral studies: doctoral courses (7.1.); thesis work, such as collecting data, analysing data, writing up manuscripts or published papers (7.2.); reviewed research seminars (7.3.) and attended conferences (7.4.). Point 7.5. is reserved for reporting any other activities that you participated in that are relevant to your thesis (e.g. research exchange abroad; period of clinical work, etc.).

In section 7, you are also asked to indicate how the various activities relate to the national learning objectives for your doctoral studies. All learning objectives are stated in Section 8 and they are divided into learning objectives for a doctorate degree and licentiate degree.

You may use the same learning objective for many activities. For example, you may find that learning objective 5 can relate both to you publishing an article and attending a conference. In the same way, you may see that one activity can be related to various learning objectives. For example, an active participation in a conference may relate to learning objectives 4, 5 and 6.

- **Section 8** builds on Section 7, so it is useful to begin with Section 7 in order to have an outline of various activities and learning objectives that are relevant in a particular year of your studies.

In Section 8, you are encouraged to reflect upon various activities and learning objectives and explain how you think that a specific activity gets you closer to meeting a given learning objective. Keep in mind that all these learning objectives should be met upon completion of doctoral studies, not after completion of single year of studies. This also means that each year when you fill in ISP, you may find yourself writing more under some of the objectives than other.

- In a similar vein, **Section 9** asks you to reflect upon the planned activities in relation to the learning objectives. Here as well, you do not need to cover all learning objectives every year, but you should plan to fulfill all the goals during your education. You may find that some learning objectives will be relevant every year and reached with different activities. For example, a subject specific course, a conference paper and seminars in specific research environment may all be taken with a purpose of fulfilling learning objective no 1.

- **Section 10** forms a basis for evaluating your ongoing studies. Since ISP is filled in every year, this section provides a good ground for formative evaluation meaning that your feedback and comments may contribute to changes in the program while you are still enrolled in it. This section concerns all aspects of your studies, starting from a physical equipment to relations at the Research School and no comments are too trivial to take up. This section is also in focus during an annual meeting with the director of Research School and/or the person responsible for the research area.
- **Section 11** concerns your career plans. It is a useful practice to start discussing career plans already at the early stages of doctoral studies. The plans may not only relate to a choice between academic and non-academic workplaces but may also include discussions about disciplinary belongingness that may, for example, impact the publication strategy.
- Make sure that all signatures are in place in **Section 12** before submitting it. The signed and approved ISP by the Head of Research School (**Section 13**) forms a basis for the extension of doctoral studies.