JÖNKÖPING UNIVERSITY
School of Education and Communication

COURSE SYLLABUS

Supervision on Third-Cycle Level, 3 credits

Handledning på forskarnivå, 3 högskolepoäng

Course Code:	U2HPFO	Education Cycle:	Second-cycle level
Confirmed:	Oct 08, 2026	Disciplinary domain:	Education
Valid From:	Jan 18, 2027	Subject group:	Educational Sciences/General Didactics
		Specialised in:	A1F Second cycle, has second-cycle course/s as entry requirements

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and Understanding

- describe the legal and organisational context of third-cyclestudy programmes
- describe the content and structure of third-cycle study programmes
- identify current conditions for doctoral students
- describe important aspects to support in thesis writing

Skills and Abilities

- reflect upon the consequences of current conditions for doctoral students for the role of the doctoral student and that of the supervisors
- apply their knowledge on the representational triangle, the didactic questions and di erent supervision styles to the supervision process on third-cycle level, attending to the doctoral student's needs, the phase of the education and the strengths of the supervisor himself/herself

Judgement and Approach

- problematise the representational triangle with regards to similarities and di erences between the parties involved.

Content

- The context of third-cycle study programmes
- The content and structure of third-cycle study programmes
- Support in thesis writing
- The role of the doctoral student
- The role of the supervisor
- The representational triangle in relation to third-cycle education
- The didactic questions in relation to third-cycle education
- Supervision styles

Type of Instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period speci ed for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English. Swedish may be used.

Language of instruction is in English.

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Entry Requirements

Applicants need to have a doctoral degree and be employed as a university lecturer or equivalent.

Examination and Grades

The course is graded Pass (G) or Fail (U).

The examination is based on the intended learning outcomes.

The course is examined by means of an oral group examination and an individual written assignment.

Further information concerning assessment of speci c intended learning outcomes and grading criteria is provided at the beginning of the course. The nal grade of the course is issued only when all elements of examination have been passed.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the director of Educate.

In case a course is terminated or signi cantly altered, examination according to the earlier syllabus shall be o ered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Oral group examination	1 credit	G/U
Individual written assignment, Supervision on third-cycle level – Scienti c Knowledge and Proven Experience	2 credits	G/U

Course Evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Other Information

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Course Literature

Please note that the course literature may be revised up to eight weeks before the start of the course.

Bergmo Prvulovic, Ingela. (2018). Con icting perspectives on career. Implications for Career Guidance and Social Justice. In Tristram Hooley, Ronald Sultana & Rie Thomsen (Eds.), *Career Guidance for Social Justice. Contesting Neoliberalism,* Chapter 9 (pp. 143-158). Routledge. 16 pp.

Bergmo Prvulovic, Ingela (2015). *Social Representations of Career and Career guidance in the Changing world of Working Life.* Chapter 5. Theoretical Perspective, (pp.42-57). Dissertation. Jönköping University. 16 pp.

BRJU (2021). *Regulations and guidelines for first, second and third cycle education at Jönköping University.* Jönköping, Jönköping University.

Brodin, Eva, Lindén, Jitka, Sonesson, Anders, & Lindberg-Sand, Åsa (2020). *Doctoral supervision in theory and practice.* Chapters 1-4, 8-9. Studentlitteratur.

Dixon, Mary (2020). Who is in my o ce and which century/ies are we in? A pedagogical encounter. In: M. K. E. Thomas & R. Bellingham (Eds.). *Post-Qualitative Research and Innovative Methodologies* (pp. 102-116). Bloomsbury. 14 pp.

Germain-Alamartine, Eloïse & Moghadam-Saman, Saeed (2020). Aligning doctoral education with local industrial employers' needs: a comparative case study. *European Planning Studies, 28* (2), 234-254. doi.org/10.1080/09654313.2019.1637401. 21 pp.

Henderson, Emily F. (2018), Anticipating doctoral supervision: (Not) bridging the transition from supervisee to supervisor. T *eaching in Higher Education. Critical Perspectives* , 403-418. doi.org/10.1080/13562517.2017.1382466. 16 pp.

Levecque, K, Anseel, F, De Beuckelaer, A, Van der Heyden, J, & Gisle, L (2017). Work organization and mental health problems in PhD students. *Research policy, 46* (4), 868-879. doi.org/10.1016/j.respol.2017.02.008. 12 pp.

Rouse, Rebecca, Kalckert, Andreas, & Mahon, Kathleen (2023). From a praxis perspective. Being and becoming a doctoral supervisor (JPHE Special Issue). *Journal of Praxis in Higher Education 5* (2). Article of the participant's choice.

Salminen-Karlsson, Minna, & Wallgren, Lillemor (2008). The interaction of academic and industrial supervisors in graduate education. *Higher Education, 56* (1), 77-93. doi.org/10.1007/s10734-007-9090-4. 17 pp.

Salö, Linus, & Norrman, Gunnar (2022). Skill, dwelling, and the education of attention: Probing the constraints of second language academic writing. *Apples – Journal of Applied Language Studies 16* (3), 35-47. Will be shared on Canvas. 13 pp.

Schmidt, Manuela & Hansson, Erika (2022). "I didn't want to be a troublemaker" – doctoral students' experiences of change in supervisory arrangements. *Studies in Graduate and Postdoctoral Education 13* (1), 54-73. doi.org/10.1108/SGPE-02-2021-0011. 20 pp.

SFS 1992:1434. *The Swedish Higher Education Act.* https://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Swedish-Higher-Education-Act/

SFS 1993:100. *The Higher Education Ordinance.* Annex 2. https://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Higher-Education-Ordinance/Annex-2/

Solli, Kristin, & Nygaard, Lynn P. (2022). The doctorate in pieces: a scoping review of research on the PhD thesis by publication. *Higher Education Research & Development, 42* (4), 984–999.https://doi.org/10.1080/07294360.2022.2110575. 16 pp.

UKÄ (2016, revised 2018). *Guidelines for the evaluation of third-cycle programmes.* Swedish Higher Education Authority. english.uka.se/about-us/publications/reports--guidelines/reports--guidelines/2018-0627-guidelines-for-the-evaluation-of-rst--and-second-cycle-programmes.html

Reference literature:

Lee, Anna (2015). *Successful Research Supervision*. Francis Taylor. E-book.

Other resources:

Search and write (n.d.). Citing sources - how to create literature references. University Library: Jönköping University

Sourcewise: A student's guide to avoiding plagiarism. https://guides.library.ju.se/sourcewise