**A. Resources - Supervision**

**Supervision experience (principal supervisor)**

|  |  |  |
| --- | --- | --- |
| Name: | E-mail: | |
| Department: | Academic title and present appointment at KTH: | |
| Current percentage of employment at KTH:        % | If part-time appointment, state period for reduced percentage:  From:       To: | |
| Docent title (year and university): | | |
| Number of doctoral students presently supervised towards doctoral or licentiate degree: | | |
| As principal supervisor: | | As co-supervisor: |
| Number of doctoral students supervised to a completed doctoral or licentiate degree: | | |

**Co-supervisor 1**

|  |  |
| --- | --- |
| Name, title (academic title if applicable), present appointment, employer:    Supervision responsibility for a new doctoral student (specify if a certain form of supervision is intended, e.g. laboratory supervision, etc.): | Docent  Yes  No |

**Co-supervisor 2 (if applicable)**

|  |  |
| --- | --- |
| Name, title (academic title if applicable), present appointment, employer:    Supervision responsibility for a new doctoral student (specify if a certain form of supervision is intended, e.g. laboratory supervision, etc.): | Docent  Yes  No |

**Mentor support**

|  |  |
| --- | --- |
| *The school can provide mentor support to a supervisor. This can be particularly useful for young supervisors with limited or no previous supervision experience, but generally fruitful for any supervisor by providing an independent party for the purpose of exchanging ideas and reflections relating to third-cycle supervision in general.*  *Please note that whether the supervisor wishes to have mentor support or not does not affect the evaluation of the application. It is only intended to inform the school that additional support should be made available to the supervisor.* | |
| I would like to know more about the possibility to receive mentor support | Yes |

**B. Resources – Doctoral project**

**Main doctoral project (preliminary information)**

|  |  |
| --- | --- |
| Third-cycle education program: | |
| Main area of research: *[e.g. Nanobiotechnology, Organic Chemistry, Biocomposites etc.]* | |
| Preliminary project title for establishment of a new study place: | |
| Type of intended study form:  *[e.g. Regular, Industrial, Contract research, Bilateral, Joint degree, Double degree, CSC, other scholarship] 1* | |
|  | As the intended main supervisor, I certify that the new doctoral project is considered suitable for a Doctoral degree.  *By "suitable" is meant that the project is provisionally considerd feasible to complete within the limit of 48 full-time study months with fulfillment of the examination goals for Doctoral degree.*  *This box is only ticked if the target degree is doctoral degree.* |
|  | As the intended main supervisor, I certify that the new doctoral project is considered suitable for a Licentiate degree.  *By "suitable" is meant that the project is provisionally considered feasible to complete within the limit of 24 full-time study months with fulfillment of the examination goals for Licentiate degree.*  *If the intention is to establish a study place for a licentiate student, Appendix 2 should be filled out and attached to this application.*  *This box is only ticked if the target degree is licentiate degree.* |

**Permits**

|  |  |
| --- | --- |
| Ethical permits | |
|  | Not applicable |
|  | Applicable: existing |
|  | Applicable: pending decision |
|  | Applicable: application planned |

1. For some degrees, KTH requires legal agreements. It is important that the intended principal supervisor at an early stage contacts the Director of third-cycle education, and reads relevant KTH documents here:

https://intra.kth.se/styrning/regelverk/utbildning-overgripande-1.660834 (in Swedish: Utbildningssamarbeten)

https://intra.kth.se/styrning/regelverk/utbildning-pa-forskarniva-1.661089 (specifically Cotutelle)

**C. Resources – Study environment**

|  |  |
| --- | --- |
|  | As the intended principal supervisor, I will encourage the new doctoral student to   * *read established third-cycle courses and participate in other course activities (workshops etc.)* * *attend research seminars at the department and/or elsewhere* * *participate in national and international conferences and workshops, or other activities that fulfill a similar purposewhenever possible* * *whenever possibe, participate in research networks relevant to the student's education* * *whenever possible, to spend time at a partner institute* |

|  |  |
| --- | --- |
|  | As the intended principal supervisor, I certify that I will make sure that the individual study plan is updated on time and at least once per year. |

|  |  |
| --- | --- |
|  | The project will involve extensive study time at a partner HEI or industry. As the intended main supervisor, I certify that I am aware of the requirement for a legal agreement before recruitment can be initiated.  For education cooperation with another university (national or international) where the student has salary from either KTH, the other university, or both, an agreement is required between the HEIs. To establish a contract the intended supervisor needs to contact BUS (beredningsgruppen för utbildningssamarbeten) at [uf-bus@kth.se](mailto:uf-bus@kth.se), and also inform head of school, head of deparment and FA.  For indsutrial doctoral students with salary from the company, an agreement with the company is required. To establish a contract the intended supervisor needs to contact Contract Management at CBH at [avtal@kth.se](mailto:avtal@kth.se). |

**D. Appendices**

Appendix 1. Signed financial plan (required)

Appendix 2. Motivation for establishing a study place for a new licentiate student (if applicable)

**EVALUATION**

|  |  |  |
| --- | --- | --- |
| We have evaluated the 'Green light' application, and based on the provided information the requirements are considered met for establishment of a study place at the third cycle. The application has been reviewed with representation by HR and doctoral student representatives. | | |
| Comments: | | |
| Date | Signature, Director of third-cycle education (FA or vice FA) | Name in block letters |
| Date | Signature, Head of department, recruiting department | Name in block letters |

**DECISION**

|  |  |  |
| --- | --- | --- |
| Date | Signature, Head of school | Name in block letters |
|  | The Head of school has informed SSG about the decision. | |

**Guide to the Greenlight form**

The government’s new system for quality assurance in higher education (2017) means that Swedish universities will, more explicitly than before, be expected to take responsibility for ensuring the quality of their programmes. Previously the Swedish Higher Education Authority (UKÄ) has audited all programs. In the future their work will shift focus to auditing the universities’ own quality-assurance systems. The KTH quality assurance system consists of two main coherent parts, both of which aim to follow-up on, ensure and develop the quality of courses and study programmes, research and collaboration.

**A. Resources - Supervision**

KTH is responsible to guarantee, through delegation to the assigned principal supervisor, that a doctoral student receives high-quality supervision and the establishment of a doctoral study place at KTH and CBH must be documented to be a part of KTH quality assurance system.

Before filling out the application form, the tentative principal supervisor must read the KTH 'Guideline on third-cycle studies' available at <https://intra.kth.se/en/styrning/regelverk/utbildning-pa-forskarniva-1.661089> and the general study plan for the intended third-cycle subject at <https://www.kth.se/en/cbh/utbildning/forskarutbildning>.

**B. Resources – Doctoral project**

According to the Bologna declaration, doctoral studies constitute the third cycle of higher education. Students admitted to third-cycle studies are admitted to an *education* to learn how to conduct research. The structure and feasibility of the assigned doctoral project is therefore of considerable importance for the learning process. Since research projects are, and need to be, inherently uncertain with respect to the expected outcomes, measures need to be taken from the start to define a student-centered project with a structured framework and proposed explicit milestones that are regarded as feasible.

**C. Resources – Study environment**

KTH has a responsibility to guarantee all doctoral students' right to a study environment that meets set quality criteria for third-cycle education as stipulated by Swedish and European authorities. The study environment is one of several criteria by which the Swedish Higher Education Authority evaluates the quality of third-cycle education at higher education institutions (HEIs). By study environment is meant both the physical environment, but most importantly, the structure of the environment for achieving learning at the intended level that ensures progression towards the examination goals stipulated by the Higher Education Ordinance and KTH's local regulations. A structured learning environment takes into consideration not only the research project, but also the availability of suitable courses, attendance in research seminars, the possibility to create academic and social networks, the possibility to meet and interact with scientists outside ones own department/university (conferences, study time abroad etc.), and the availability of other doctoral students and researchers in the immediate environment to create an intellectual and socially stimulating study environment.

**Course part**

The Higher Education Act (1 kap. 9a §) stipulates that the third-cycle education should build on the second cycle, with further development of knowledge and abilities compared to the second cycle (i.e. progression). To meet these requirements, KTH has decided that from 1 January 2014 all third-cycle degree programs should include a course part of at least 45 ECTS credits at the third cycle, and that no more than 10 ECTS credits can be rewarded at the first cycle. At Swedish HEIs, 40 full-time study hours equals 1.5 ECTS credits.

As a result of this regulation, first- and second-cycle courses can only be included in a doctoral or licentiate degree at the level that they were established. Hence, if a course plan at KTH or another HEI was established at the second cycle, ECTS credits will be transferred to the doctoral or licentiate degree at the second cycle.

The majority of the required ECTS credits are typically acquired from established courses at KTH or other national higher-education institutions (HEIs). Besides what is listed as compulsory course activities in the general study plan, subject-specific courses constitute an important part of third-cycle studies at KTH.

Together with the thesis part, the course part is instrumental in helping the doctoral students fulfill the examination goals set by the Higher Education Ordinance and KTH. These objectives include higher-level practical and cognitive abilities and knowledge - for instance, development of the ability to independently perform critical analyses, assess complex phenomena, to communicate own research and conclusions thereof to the academic community and society, to understand ones own limitations and need for further knowledge, to be able to contribute to social development and to support the learning of others, to be able to work ethically and sustainably, and awareness of how ones own research can contribute to development of sustainable development (social, economical and/or environmental).

**Research seminars**

All doctoral students at CBH should have the possibility to participate in research seminars at their own or other department to keep themselves updated on the research front, and practice to present, discuss and critically evaluate own and others' research.

**Networking and commissions of trust**

It is important for a doctoral student to participate in research networks to build understanding of collaborative research and to connect with researchers and doctoral students within and outside the own group and department. If they wish, doctoral students have the right to participate in student organizations and councils etc. [Higher Education Act 1 kap. 4a §]

**International mobility**

According to the EU2020 strategy agreement at least 20 percent of students graduating within EU higher education should have completed a study or training visit at a partner HEI.

Mobility should not be confused with extensive unregulated stays at other HEIs. KTH takes measures to protect the rights and interests of doctoral students admitted to its third-cycle programs, as well as necessary means to protect its brand name. Therefore, extensive study time spent at a partner HEI normally requires legal agreements/contracts to be established between KTH and the partner HEI. If extensive study time is planned outside of KTH, the Director of third-cycle education (FA) should be contacted no later than at the stage of submitting the 'Green light' application.

**Conferences**

Attending national and international conferences is a valuable form of learning activity where the doctoral students can practice to prepare, present, and discuss their research with national and international experts and representatives of the academy or industry. Scientific research conferences also provide insights about the latest research front within the relevant research field. While it is encouraged that doctoral students are offered the possibility to attend conferences and workshops, it is acknowledged that it comes with economical prerequisites. Ideally, these types of activities should be accounted for in the financial plan, but it is important to know that there are travel stipends available that the doctoral student can apply for.

**D. Resources – Financial plan**

A signed financial plan in the CBH template format is required prior to applying for establishment of a new study place at the third cycle.