



## General syllabus for third-cycle programmes in Education

Research area for doctoral studies: Studies in the Educational Sciences

Studies according to this general syllabus may lead to the following qualifications:

Degree of Doctor of Philosophy in Education

Degree of Licentiate of Arts in Education

Södertörn University prescribes the following based on Chapter 6, Sections 26–27 of the Higher Education Ordinance (1993:100).

### 1. Subject description

Doctoral studies in Education, as part of the research area of Studies in the Educational Sciences, focuses on the nurture, teaching and education of the individual and the collective, the citizen and the cultural being. At its heart is an interest in the emergence and potential for change of the human being in culture and society, and the fundamental pedagogical issues that this raises. Based on the subject's heritage from the humanities, there is a particular focus on the ethical, political and aesthetic dimensions of the pedagogical knowledge object: the preservation and transformation of culture, knowledge and values in the context of nurture, teaching and education inside and outside formal educational institutions. Doctoral education in Education aims to deepen the doctoral student's knowledge in the field of study and to adequately prepare them for autonomous work in research and development. The aim of the programme is to provide the doctoral student with the ability to autonomously plan and execute advanced research and to present and disseminate their research results.

After completing their degree, the doctoral student must be able to conduct autonomous scientific research in Education and make expert contributions in various professional areas. This may involve identifying, leading and organising learning processes in educational environments such as organisations, schools and business and other education providers.

## 2. Programme objectives

### 2.1. Degree of Doctor

Under the Higher Education Ordinance, a Degree of Doctor is achieved when the doctoral student has completed a programme of 240 credits within a subject that is offered at third cycle (doctoral) level; of these, at least 120 credits must be for a scholarly thesis of a pass level (doctoral thesis). In Education the thesis must cover 180 credits – see section 4.1.

On completing the programme, the doctoral student must have acquired the following knowledge and competence necessary for the Degree of Doctor, in accordance with the System of Qualifications in the Higher Education Ordinance:

#### *Knowledge and understanding*

For the Degree of Doctor the third-cycle student must

- demonstrate broad knowledge and systematic understanding of the research field and the research area, as well as advanced and up-to-date specialised knowledge in a limited area of this field
- demonstrate familiarity with research methodology in general and the methods in pedagogy and educational science in particular.

#### *Competence and skills*

For the Degree of Doctor the third-cycle student must

- demonstrate the capacity for scholarly analysis and synthesis, as well as to review and assess new and complex phenomena, issues and situations autonomously and critically
- demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake research and other qualified tasks within predetermined timeframes and to review and evaluate such work
- demonstrate through a thesis the ability to make a significant contribution to the development of knowledge through their own research,
- demonstrate the ability in both national and international contexts to present and discuss research and research findings authoritatively in speech and writing and in dialogue with the academic community and society in general,
- demonstrate the ability to identify the need for further knowledge
- demonstrate the capacity to contribute to social development and support the learning of others both through research and education and in some other qualified professional capacity.

#### *Judgement and approach*

For the Degree of Doctor the third-cycle student must

- demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics

- demonstrate specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used.

*Other specified requirements*

- The research must be relevant to the research area of Studies in the Educational Sciences

## **2.2. Degree of Licentiate**

Under the Higher Education Ordinance, a Degree of Licentiate is achieved when the doctoral student has completed a programme of 120 credits within a subject that is offered at third cycle (doctoral) level; of these, at least 60 credits must be for a scholarly thesis of a pass level. In Education the thesis must cover 75 credits – see section 4.1.

On completing the programme, the doctoral student must have acquired the following knowledge and competence necessary for the Degree of Licentiate, in accordance with the System of Qualifications in the Higher Education Ordinance:

*Knowledge and understanding*

For a Degree of Licentiate the third-cycle student must

- demonstrate knowledge and understanding in the field of research and the research area, including current specialist knowledge in a limited area of this field as well as specialised knowledge of research methodology in general and pedagogy and educational science in particular.

*Competence and skills*

For a Degree of Licentiate the third-cycle student must

- demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake a limited piece of research and other qualified tasks within predetermined time frames in order to contribute to the formation of knowledge as well as to evaluate this work
- demonstrate the ability in both national and international contexts to present and discuss research and research findings in speech and writing and in dialogue with the academic community and society in general
- demonstrate the skills required to participate autonomously in research and development work and to work autonomously in some other qualified capacity.

*Judgement and approach*

For a Degree of Licentiate the third-cycle student must

- demonstrate the ability to make assessments of ethical aspects of their own research
- demonstrate insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used

- demonstrate the ability to identify the personal need for further knowledge and take responsibility for their ongoing learning.

*Other specified requirements*

- The research must be relevant to the research area of Studies in the Educational Sciences

### 3. Entry requirements and selection

#### 3.1. General provisions

Under the Higher Education Ordinance, the requirements for admission to third-cycle courses and study programmes are that the applicant meets the general and specific entry requirements prescribed by the higher education institution. The applicant must also be assessed as otherwise possessing the necessary capability to assimilate the content of the degree.

The entry requirements must be fulfilled by the application deadline for the advertised doctoral studentship.

#### 3.2. General entry requirements

A person meets the general entry requirements for third-cycle courses and study programmes (under Chapter 7, Section 39 of the Higher Education Ordinance) if he or she

1. has been awarded a second-cycle qualification,
2. satisfies the requirements for courses comprising at least 240 credits of which at least 60 credits were awarded in the second-cycle, or
3. has acquired substantially equivalent knowledge in some other way in Sweden or abroad.

The higher education institution may permit an exemption from the general entry requirements for an individual applicant, if there are special grounds.

Decisions on exemptions are made by the Faculty Board or the body to which the Faculty Board has delegated decision-making powers regarding admissions.

#### 3.3. Specific entry requirements

The specific entry requirements for doctoral programmes in Education are met by someone who has at least a pass grade for an independent work in Education (pedagogy, teaching and learning, subject didactics) or the equivalent subject worth at least 15 credits at Master's level.

The ability to assimilate academic material in English and a command of the language necessary for work on the thesis are prerequisites for admission to the degree programme.

### 3.4. Selection

Under the Higher Education Ordinance, selection for third-cycle education is done after an assessment of the applicant's capacity to assimilate the programme content. Under university regulations, grounds for selection are the following: documented formal qualifications, demonstrated expertise at time of application in the form of essays and other independent written scholarly works and, where relevant, a proposed research plan. For the applicants who are assessed as most qualified, an interview and references will be used as grounds for selection.

Any grounds for assessment and other circumstances regarding the graduate school or research project must be stated in the text of the job advertisement for the doctoral studentship.

Eligible applicants (see Sections 3.1-3.3) must be ranked by their ability to assimilate third-cycle programmes, after which other circumstances are considered based on the ranking.

An applicant who is considered able to transfer credits from prior education or professional experience may not be given priority over other applicants.

Aspects of gender equality must always be considered. Where qualifications are equivalent, applicants from the underrepresented sex, in relation to the distribution among third-cycle students in the subject at the university, have priority.

Ground for assessment that are applied during selection:

- The applicant's formal qualifications: course/degree certificates, grades and diplomas.
- The applicant's expertise as regards
  - subject knowledge
  - knowledge of scholarly theory and method
  - analytical ability.
- The quality, feasibility and relevance of the proposed research for the research subject and area and, where relevant, the graduate school or research project. For applicants to doctoral positions affiliated with the Baltic and East European Graduate School (BEEGS), the research plan will also be assessed according to its links to and relevance for the graduate school.
- The ability to comply with given timeframes

During assessment, the following circumstances are also considered:

- whether there are adequate supervisory resources
- whether the planned research is deemed feasible given the available financial resources

- whether the planned research is deemed feasible from the standpoint of research ethics.

#### 4. Programme design and content

##### 4.1. General information

Third-cycle education leads to a Degree of Doctor, but may lead to a Degree of Licentiate if this is stated in the doctoral student's admission decision or at the doctoral student's request.

Education for a Degree of Doctor in Education covers 240 credits, of which

- courses equivalent to 60 credits
- a scholarly thesis equivalent to 180 credits.

Education for a Degree of Licentiate covers 120 credits, of which

- courses equivalent to 45 credits
- a scholarly thesis equivalent to 75 credits.

The doctoral student conducts their research work in parallel to studying courses. Active participation in the research environment's seminar activities is also included in third-cycle programmes.

Teaching takes place mainly in the form of courses and supervision. In agreement with the supervisor, the doctoral student may take part in teaching and knowledge tests at another department or other higher education institution, as well as participate in international conferences and courses. The doctoral student shall be offered support for career planning.

##### 4.2. Supervision

Students in third-cycle education are entitled to supervision during the equivalent of four years of full-time study for a Degree of Doctor and two years for a Degree of Licentiate. At least two supervisors must be appointed for each doctoral student. One of these must be appointed as principal supervisor within two months of the programme starting. Supervisors are selected in consultation with the doctoral student. A doctoral student who so requests must be allowed to change supervisor.

The supervisor(s) and doctoral student must have regular contact regarding how studies are progressing and, every semester, they must check what has been achieved in relation to the individual study plan.

##### 4.3. Individual study plan

The principal supervisor and doctoral student must, together, draw up an individual study plan for the doctoral student's third-cycle studies that includes the university's and the doctoral student's commitments, and a schedule for the programme. The individual study plan is drawn up at the start of employment and is validated according to the school's delegation of authority and decision procedure, no later than five months after the doctoral student has

started studying. Follow ups and revisions to the study plan must be performed once each year, when completed programme components and fulfilled outcomes are presented.

#### **4.4. Courses**

Courses are offered through teaching, at the university or externally, or as individual reading courses. All courses are examined by a specially appointed examiner, internal or external to the university.

The university's regulations state the awarded grades must be either pass or fail.

The elective and individually decided courses are chosen in consultation with the doctoral student's principal supervisor, based on how the courses

- contributes to fulfilling one or more qualitative targets, or
- provide advanced knowledge in selected specialist areas relevant to work on the thesis, or
- are part of individual career planning, such as a course in higher education pedagogy.

#### **Courses for doctoral degree**

Compulsory area-wide courses, 22.5 credits

- Introduction to educational studies, 7.5 credits
- Theory of knowledge: subject, language, world. 7.5 credits
- Research methods in educational sciences, 7.5 credits

Compulsory subject-specific courses, 22.5 credits

- Pedagogy as transformation: relations and practices, 7.5 credits
- Prerequisites of pedagogy: theory and policy, 7.5 credits
- Challenges of pedagogy: globalisation and social justice, 7.5 credits

Elective courses, 15 credits

Elective courses for doctoral students in graduate schools: the number of credits is the number of course credits remaining after subtracting those of the compulsory courses in the area, subject and graduate school.

#### **Courses for licentiate degree**

Compulsory area-wide courses, 22.5 credits

- Introduction to educational studies, 7.5 credits
- Theory of knowledge: subject, language, world. 7.5 credits
- Research methods in educational sciences, 7.5 credits

Compulsory subject-specific courses, 15 credits (includes two of the courses listed below)

- Pedagogy as transformation: relations and practices, 7.5 credits

- Prerequisites of of pedagogy: theory and policy, 7.5 credits
- Challenges of pedagogy: globalisation and social justice, 7.5 credits

Elective courses, 7.5 credits

Elective courses for doctoral students in graduate schools: the number of credits is the number of course credits remaining after subtracting those of the compulsory courses in the area, subject and graduate school.

#### **4.5. Doctoral thesis**

The thesis must be based on autonomous research work and be of importance for research within the chosen third cycle subject area. It must be either a unified and continuous piece of academic work (monograph thesis) or a compilation of academic articles that the doctoral student has written alone or with co-authors, to which a summarising discussion has been added (compilation thesis).

The summarising discussion must be authored solely by the doctoral student. Unpublished articles that are presented as part of a compilation thesis must be of such quality that they are assessed as suitable for publication in a peer reviewed scholarly journal. For co-authored articles, a statement must be appended to describe how work was distributed between the co-authors and the extent of the doctoral student's contribution.

If all or parts of the thesis are jointly authored, individual contributions must be clearly differentiated during the examination process.

Work on the thesis undergoes formal peer review on at least three occasions. This involves an introductory seminar (research plan), a halfway seminar (50-60%) and a final seminar (90%), and peer review prior to printing.

The doctoral thesis shall be reviewed by an external reviewer at a public thesis defence. It is assessed by a specially appointed examining committee in accordance with the rules of the Higher Education Ordinance and the university's local regulations. The grading shall take into account both the content of the thesis and the defence at the public defence. The thesis is given a grade of either pass or fail.

#### **4.6. Thesis for licentiate degree**

The thesis must be based on autonomous research work and be of importance for research within the chosen third cycle subject area. It must be either a unified and continuous piece of academic work or a compilation of academic articles that the doctoral student has written alone or with co-authors, to which a summarising discussion has been added.

The summarising discussion must be authored solely by the doctoral student. Unpublished articles that are presented as part of a compilation thesis must be of such quality that they are assessed as suitable for publication in a peer reviewed scholarly journal. For co-authored articles, a statement must be appended to describe the extent of the doctoral student's contribution.

If all or parts of the thesis are jointly authored, individual contributions must be clearly differentiated during the examination process.

Work on the thesis undergoes formal peer review on at least three occasions. This involves an introductory seminar (research plan), a halfway seminar (50-60%) and a final seminar (90%), and peer review prior to printing.

The licentiate thesis shall be publicly reviewed and defended. Forms of presentation of the licentiate thesis are specified in the university's guidelines and in area- or subject-specific procedures. The licentiate thesis is given a grade of either pass or fail.

## 5. Other information

Additional information about education at third-cycle level, as well as governing documents, are available on the university's external and internal websites. Further information about third-cycle education per subject can be provided by the director of doctoral studies.

## 6. Entry into effect and transitional provisions

This general syllabus enters into effect on 1 January 2023. The previous syllabus ceases to apply for doctoral students admitted after this date.

Doctoral students who have been admitted to third-cycle education under a previous general syllabus are entitled to complete their programme under that syllabus or to request to transfer to the new general syllabus. The decision to transfer to a new syllabus is made by the steering committee for Studies in the Educational Sciences after a collegial process within the third-cycle subject area, and in consultation with the doctoral student's principal supervisor and the director of doctoral studies. The transfer must be noted in the individual study plan.