



General Syllabus for Third-Cycle Programmes in Education

This syllabus is for programmes leading to a Degree of Doctor and for programmes leading to a Degree of Licentiate. This document is subordinate to the Swedish Higher Education Ordinance and Södertörn University's *Regulations for Third-Cycle Education at Södertörn University* (Föreskrifter för forskarutbildning vid Södertörns högskola).

The syllabus was validated by the Faculty Board on 17 January 2018.

1. Qualitative targets

Doctoral-level studies in Education focus on the nurture, teaching and education of the individual and the collective, the citizen and the cultural being. At their heart is an interest in the human potential for change and self-realisation through culture and society and the basic educational issues that are thus actualised. On the basis of the subject's humanist heritage, particular focus is placed on ethical, political and aesthetic dimensions of element of knowledge in Education: preservation of and changes to culture, knowledge and values as part of nurture, teaching and education inside and outside formalised education institutions.

Research programmes in Education aim 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 programmes is to provide the doctoral student with the ability to autonomously plan and execute competent research work and to present and disseminate their research results.

For a Degree of Doctor, the third-cycle student must (under Chapter 6 of Annex 2, Qualifications Ordinance, of the Higher Education Ordinance):

Knowledge and understanding

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

Competence and skills

- demonstrate the capacity for scholarly analysis and synthesis as well 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 time frames and to review and evaluate such work,
- demonstrate through a dissertation the ability to make a significant contribution to the formation of knowledge through his or her 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, and
- 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

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

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

Thesis

For the Degree of Doctor the third-cycle student shall have been awarded a pass grade for a research thesis (doctoral thesis) of at least 180 credits. For a Degree of Licentiate the third-cycle student shall have been awarded a pass grade for a research thesis of at least 75 credits.

The qualitative targets will be achieved partly through the suggested courses, partly through the thesis. The necessary knowledge of and understanding for scholarly methodology will be achieved using courses in the theory and method of educational science that are common to the research area (see 4.3 below). The introduction course in educational science takes up important fundamental discussions about how research in the field can and should be conducted. More specific knowledge of and understanding for methodology in Education will be acquired through the three subject-specific courses that focus on three research fields of national and international scope and relevance to the research area for doctoral studies: "Pedagogik som förändring: relationer och praktiker", "Pedagogikens förutsättningar: teori och policy" and "Pedagogikens utmaningar: globalisering och social rättvisa" (Education as change: relations and practices; Conditions of education: theory and policy; Educational challenges: globalisation and social justice). In addition to these, there are two elective courses where the third-cycle student can specialise in various aspects. There is one elective course for licentiate students.

The three subject-specific courses, combined with the thesis work, provide the opportunity to deepen and develop the understanding of Education as a research area and specialist knowledge in part of the research area. These courses also provide the opportunity to develop a deep, autonomous and critical approach and are most closely associated with the first qualitative target for knowledge and understanding and the first two in competence and skills. The other targets are primarily achieved as part of work on the thesis, which includes a deepened capacity for participation in knowledge-intensive discussion in a range of contexts, identification of the need for knowledge and supporting others' learning. Good research conduct and ability to assess research ethics are taken into consideration and practiced throughout the programme.

2. Entry requirements

2.1 General regulations

In order to be admitted to third-cycle studies, the applicant must fulfil the general entry requirements and the specific entry requirements as stated below. The applicant must also be assessed as possessing the necessary capability to assimilate the content of the degree.

2.2 General entry requirements

The general entry requirements for third-cycle courses and study programmes are fulfilled by someone who has:

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

In exceptional circumstances, the Faculty Board may permit an exemption from the general entry requirements for an individual applicant. (Ordinance 2010:1064)

2.3 Specific entry requirements

Specific entry requirements for doctoral studies in Education are: a pass grade on an individual independent scholarly dissertation in Education or Didactics, or the equivalent subject, worth at least 15 credits at second-cycle level (Master's), or the equivalent knowledge acquired abroad or through a previously awarded qualification. In exceptional circumstances, the Faculty Board may permit an exemption from the specific entry requirements for an individual applicant.

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. Admissions

3.1 Application

Applications for admission to a third-cycle programme must be submitted to Södertörn University.

3.2 Limitations on admission and selection

The number of doctoral students admitted may be no greater than that which can be offered supervision, acceptable study conditions and who have a plan for student financing. A research student who is employed on a doctoral studentship is assumed to conduct their studies on a full-time basis. If it is believed to benefit the doctoral student's education, the doctoral studentship may be extended for a maximum of one year when the doctoral student conducts teaching or administrative tasks. Departmental duties may not exceed 20% of full time.

Limitations on admission to third-cycle programmes are applied if the number of eligible applicants is greater than the number of available places. The basis for selection among eligible applicants for third-cycle programmes in Education is the level of ability to assimilate such a degree programme.

The application is assessed on the basis of the following criteria:

1. The applicant's merits and expertise.
2. The quality of the research project.
3. The suitability and feasibility of the research project as a doctoral project.
4. The funding plan.
5. Whether issues of research ethics have been considered.
6. Whether sufficient collected supervisory capacity exists to provide good and professional supervision and the relevant expertise.

Selection is primarily done on the basis of documentation and material submitted by the applicant, such as autonomous papers and certification of professional activity. Other factors in decision-making, such as interviews with applicants, may also be significant. The expertise possessed by the lecturers linked to third-cycle education and aspects relating to equal opportunities are also taken into account during the admissions procedure.

3.3 Admission decisions

The admissions process follows Södertörn University's guidelines for admissions to third-cycle education. The Faculty Board is responsible for decisions on the admission of students to third-cycle education, admissions with other forms of financing than employment and grants, and on admissions to Licentiate degree programmes.

4. Programme content

4.1 General

In total, a Degree of Doctor covers 240 credits, of which 60 credits are from courses and 180 credits are from the thesis. Of the course credits, 45 credits are obligatory, divided into 22.5 credits from obligatory courses common to the research area, and 22.5 credits from subject-specific obligatory courses, as well as 15 credits from elective courses.

A Degree of Licentiate covers 120 credits and consists of courses worth a total of 45 credits and an academic paper worth 75 credits. Of the course credits, 45 credits are obligatory, divided into 22.5 credits from obligatory courses common to the research area, and 15 credits from subject-specific obligatory courses, as well as 7,5 credits from elective courses. Such a degree may either be the final aim of the programme or a stage on the way to a doctoral degree.

Credits from courses at second-cycle level or higher and which are not included in the specific entry requirements may, after a decision in accordance with the academic school's delegation of authority, be transferred to the third-cycle programme.

The third-cycle student should begin their academic paper/thesis during the first year of the programme and thus conduct research activities in parallel with course-based studies. The research environment's seminar activities are also included in third-cycle programmes.

4.2 Courses

The following courses are included in the third-cycle programme:

Obligatory courses within the research area (22.5 credits)

- 7.5 credits Introduktion till utbildningsvetenskapliga studier (Introduction to Studies in the Educational Sciences)
- 7.5 credits Vetenskapsteori: subjekt, språk, värld (The Theory of Science: Subject, Language, World)
- 7.5 credits Metoder i utbildningsvetenskapliga studier (Research Methods in Studies in the Educational Sciences)

Subject-specific obligatory courses (22.5 credits)

- 7.5 credits Pedagogik som förändring: relationer och praktiker (Education as change: relations and practices)
- 7.5 credits Pedagogikens förutsättningar: teori och policy (Conditions of education: theory and policy)
- 7.5 credits Pedagogikens utmaningar: globalisering och social rättvisa (Educational challenges: globalisation and social justice)

Elective courses (15 credits)

The elective, individually decided courses are chosen in consultation with the doctoral student's principal supervisor.

Doctoral students who teach must have completed a course in teaching and learning in higher education, or have acquired the equivalent knowledge in another manner.

The third-cycle courses for Licentiate students are:

Obligatory courses within the research area (22.5 credits)

- 7.5 credits Introduktion till utbildningsvetenskapliga studier (Introduction to Studies in the Educational Sciences)
- 7.5 credits Vetenskapsteori: subjekt, språk, värld (The Theory of Science: Subject, Language, World)
- 7.5 credits Metoder i utbildningsvetenskapliga studier (Research Methods in Studies in the Educational Sciences)

Subject-specific obligatory courses (2 of the courses below, 15 credits)

- 7.5 credits Pedagogik som förändring: relationer och praktiker (Education as change: relations and practices)
- 7.5 credits Pedagogikens förutsättningar: teori och policy (Conditions of education: theory and policy)
- 7.5 credits Pedagogikens utmaningar: globalisering och social rättvisa (Educational challenges: globalisation and social justice)

Elective course (7.5 credits)

The elective, individually decided courses are chosen in consultation with the Licentiate student's principal supervisor.

Licentiate students who teach must have completed a course in teaching and learning in higher education, or have acquired the equivalent knowledge in another manner.

4.3 Doctoral thesis

To be awarded a doctoral degree, the doctoral student must write an academic thesis that is worth 180 credits. The thesis shall be based on autonomous research work and be of significance to research within the chosen field. The thesis shall either be a unified and continuous piece of academic work (monograph thesis) or a compilation of academic works that the doctoral student has written alone or with co-authors, to which a summarising discussion has been added (compilation thesis). The works shall be of such quality that they can be published in recognised academic journals. In case of co-authorship, an individual's efforts should be able to be distinguished and evaluated.

4.4 Licentiate thesis

To be awarded a Degree of Licentiate, the third-cycle student must author a scholarly work equivalent to 75 credits. The thesis must be based on autonomous research work.

4.5 Additional information

Additional information about third-cycle studies can be provided by the subject's director of doctoral studies or the equivalent representative.

5. Format of the programme

5.1 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 study plan is drawn up at the start of employment and is validated by the Steering Committee for Studies in the Educational Sciences research area for doctoral studies (according to the school's delegation of authority and decision procedure) no later than five months after the start of the doctoral studentship. Follow-ups and revisions to the study plan must be presented to and approved by the steering committee once per year. The doctoral student and the supervisor must confirm in writing that they have read the individual study plan and any revisions made to it.

5.2 Teaching

Teaching is primarily provided in the form of lectures, seminars and supervision. During the period of study, the doctoral student must participate in academic activities by attending seminars, guest lectures, etc. The doctoral student may be provided with the opportunity to participate in teaching and knowledge testing at another faculty or another higher education institution. The doctoral student must be offered the opportunity to participate in international conferences and courses.

5.3 Supervision

Students in third-cycle education are entitled to supervision that is equivalent to four years of full-time study for a Degree of Doctor and to two years for a Degree of Licentiate. The content and scope of supervision is stated in the *Regulations for Third-Cycle Education at Södertörn University*. Supervisors in third-cycle education in Education are the subject's professors and associate professors and specially appointed teachers. At least two supervisors must be appointed for each doctoral student. One of them must be the principal supervisor. Supervisors are selected in consultation with the doctoral student. The principal supervisor must be an associate professor or equivalent and the assistant supervisors must have doctoral degrees. They must have completed a course in third-cycle supervision or be assessed as having the equivalent competence. The supervisors are appointed by the head of school after being proposed by the steering committee. A doctoral student is able to change supervisor if they request this.

The supervisor(s) and doctoral student must have close, regular contact and, every semester, they must check what has been achieved in relation to the annual individual study plan. The choice of thesis subject must take place in consultation between the doctoral student and principal supervisor and should take place during the first semester of the programme. The doctoral student must contact their supervisor if there are any problems.

If a doctoral student substantially neglects their obligations in the individual study plan, the vice-chancellor must decide on the withdrawal of resources for their studies. The local regulations in the *Regulations for Third-Cycle Education at Södertörn University* state how the case is prepared before the proposal to withdraw resources is submitted to the vice-chancellor.

6. Examination

Knowledge testing takes place through written or oral examination. Tests and examinations are graded as either Pass or Fail. The principal supervisor is examiner for the courses for which no specific examiner has been appointed.

The doctoral thesis must be reviewed by an external reviewer at a public defence. It is assessed by a specially-appointed examining committee in accordance with the provisions of the Higher Education Ordinance and the *Regulations for Third-Cycle Education at Södertörn University*. During grading, consideration must be paid to both the content of the thesis and its public defence. The thesis must be given one of the following grades: Pass or Fail.

The Licentiate thesis must be reviewed by a faculty examiner and be defended publicly. The procedures for presentation of the Licentiate thesis are stated in the *Regulations for Third-Cycle Education at Södertörn University*. The Steering Committee for Studies in the Educational Sciences research area for doctoral studies

also creates area or subject-specific routines for its third-cycle subjects. The thesis must be awarded a grade of either Pass or Fail by a specially-appointed examining committee.