



GENERAL SYLLABUS FOR DEGREE OF DOCTOR IN SUBJECT MATTER EDUCATION

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Summary	The general syllabus for the Degree of Doctor in Subject Matter Education regulates third-cycle studies in the subject in question. The study plan is supplemented by the general provisions for third-cycle courses and study programmes contained in the Higher Education Act (1992:1434) and Chapters 5, 6, 7 and 12 of the Higher Education Ordinance (1993:100). Admission Regulations for Third-cycle Studies at the University of Gothenburg (V 2015/905). Rules and Regulations for Third-cycle Studies at the University of Gothenburg – Rules for Doctoral Students (V 2015/327). Faculty-specific Rules and Regulations for Third-cycle Studies (V 2016/404) and Policy for Reviewing Thesis at Seminars (V 2015/756).

1. Title of qualification and teaching and research duties

This degree refers to the Degree of Doctor in Subject Matter Education. After consideration, credit may be given for the Degree of Licentiate in the event of further study upon admission for the Degree of Doctor.

Subject matter education is a third-cycle subject where the conditions, processes and results of teaching, learning and education are studied in relation to content. The relationships and links between learning and teaching are of particular interest, as is how we organise, discuss and act in relation to such specific content. Empirical research into subject matter education often involves classroom studies, but may also embrace structural perspectives, e.g. by studying education systems, curricula and syllabuses.

2. Aims of the study programme

According to the Qualifications Ordinance (Appendix 2) of the Higher Education Ordinance, for the Degree of Doctor the third-cycle (doctoral) student shall

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 as to review and assess new and complex phenomena, questions at issue 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 pre-determined timeframes and to review and evaluate this work,
- demonstrate through a thesis their ability to make a significant contribution to the formation 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 at large,
- 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 contexts.

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.

3. Entry requirements

The requirements for admission to third-cycle courses and study programmes are that the applicant, in accordance with the provisions of Chapter 7, Section 35 of the Higher Education Ordinance, meets the general and specific entry requirements and is considered in other respects to have the ability required to benefit from the course or study programme.

3.1 General entry requirements

According to Chapter 7, Section 39 of the Higher Education Ordinance, a person meets the general entry requirements if he or she has been awarded a second-cycle qualification, or has satisfied the requirements for courses comprising at least 240 higher education credits of which at least 60 credits were awarded in the second-cycle.

Eligible applicants include those who have acquired substantially equivalent knowledge in some other way in Sweden or abroad.

3.2 Specific entry requirements

One of the following alternatives is required for specific entry requirements:

A) Teaching qualification, of which courses corresponding to at least 30 higher education credits awarded in the second-cycle in a relevant subject, and an independent project (degree project) comprising at least 15 higher education credits awarded in the second-cycle.

B) At least 90 higher education credits, of which at least 30 higher education credits awarded in the second-cycle, within a relevant area of knowledge within subject matter education, and an independent project (degree project) comprising at least 15 higher education credits awarded in the second-cycle.

Eligible applicants include those who have acquired substantively equivalent knowledge in some other way in Sweden or abroad.

4. Admission, selection and assessment criteria

Admission to third-cycle studies in Subject Matter Education normally takes place in conjunction with the department's notification of doctoral studentships. Decisions on admission to third-cycle studies are made by the head of department. This is to take account of the department's capacity to offer supervision and acceptable conditions of study. See the Higher Education Ordinance, the Admission Regulations for Third-cycle Studies at the University of Gothenburg and Rules and Regulations for Third-cycle Studies at the University of Gothenburg – Rules for Doctoral Students for other provisions.

According to Chapter 7 of the Higher Education Ordinance, in selecting between applicants who meet the entry requirements, their ability to benefit from the third-cycle course or study programme shall be taken into account.

Selection between applicants is based on the following assessment criteria:

- the quality of the degree project affording eligibility (or equivalent document)
- the quality of the research plan/outline submitted, where applicable related to research environments at the Faculty of Education

The fact that an applicant is considered able to transfer credits from prior courses and study programmes or for professional or vocational experience may not alone give the applicant priority over other applicants (Chapter 7, Section 41 of the Higher Education Ordinance).

5. Programme disposition and content

The course or study programme comprises 240 higher education credits (equivalent to 48 months of full-time studies) and is to include a course component of 85 higher education credits and a thesis component of 155 higher education credits.

5.1 Courses

The course component comprises both compulsory and optional courses.

The compulsory course component includes the Faculty of Education's introductory course of five higher education credits, methods courses of 15 higher education credits, and an advance course within the subject of the field of research of 15 higher education credits. These courses are normally held during the first three terms in the case of full-time studies.

The remaining 50 higher education credits can be chosen in consultation with the supervisor, for example, courses within third-cycle studies at the Faculty or at another Swedish/foreign higher education institution, individual literature courses and/or credit transfer for participation at international conferences, including paper presentation.

Examinations for courses cover both the course literature and the teaching provided and may be formulated as oral or written tests and/or work tasks conducted individually or in a group. Tests of knowledge and tasks are assessed by a designated examiner and are given one of the grades Pass or Fail.

5.2 Thesis

For the *Degree of Doctor*, the student is to write a thesis based on independent scholarly work. The subject of the thesis is specified in consultation with the supervisor in conjunction with admission or as soon as possible thereafter.

The thesis is to be formulated as coherent scholarly work, in the form of a monograph, or as consolidated scholarly works with an annotated and summarising chapter ('compilation thesis').

The thesis will be reviewed at a general seminar on three occasions – planning seminar, halfway seminar and final review – in accordance with the Faculty of Education's Policy for Reviewing Thesis at Seminars.

The thesis will be defended at a public defence and assessed by a grading committee, where it will be given one of the grades Pass or Fail. Consideration is to be taken of both the content and defence of the thesis when setting the grade.

6. Supervision

At least two supervisors are to be appointed for each doctoral student, of whom one is a principal supervisor and one an assistant supervisor. The principal supervisor shall be an employee and qualified at least to the level of docent (reader) within a relevant subject at the Faculty. Exceptions are dealt with in each individual case in accordance with the Delegation of Authority Policy. At least one of the supervisors is to have completed supervisor training. The wishes of the doctoral student shall be considered when appointing a supervisor. A doctoral examiner shall also be appointed for each doctoral student.

The doctoral student is entitled to supervision for a period corresponding to no more than four years of full-time studies in accordance with the provisions set out in the individual study plan. Doctoral students are entitled to change supervisor if they so request. The Rules and Regulations for Third-cycle Studies at the University of Gothenburg – Rules for Doctoral Students and the Faculty of Education’s clarification relating to supervision otherwise apply (see Faculty-specific Rules and Regulations for Third-cycle Studies).

7. Individual study plan

An electronic individual study plan is to be established for each doctoral student in conjunction with admission. The individual study plan shall include the commitments of the University and the doctoral student, a time schedule and a plan of the doctoral student’s studies in terms of content and funding. The individual study plan is to be approved by the head of department, following consultation with the doctoral student, supervisor and doctoral examiner, no later than two months following admission for third-cycle studies. The plan is to be followed up at least once a year and the follow-up will clearly identify how the studies are progressing.

8. Other

Doctoral students are expected to actively participate in conferences and seminar activities during their period of study, both within and outside the Faculty, and also participate in the research environment. The expected scope of attendance and contribution to the research environment shall be included in the individual study plan.

9. Transitional provisions

This general syllabus applies to doctoral students admitted from and including 1 July 2016.

Doctoral students admitted prior to 1 July 2016 can ask the head of department for permission to change to this general syllabus following consultation with their supervisor and doctoral examiner. The individual study plan should then be updated.