

# General syllabus for third-cycle study programmes in Swedish as a Second Language

Decision-maker	Marie Demker, Dean
Executing officer	Ulrika Josefsson
Date of decision	2022-06-08
Period of validity	2022-06-08 - Until further notice
Summary	The syllabus describes the objectives, content and examination of the study programme as well as admission and selection.
Translation	This document is a translation of the Swedish original. In the event of problems of interpretation or differences between the Swedish and English text, the Swedish text which constitutes the basis of the information, shall always take precedence

## **Name of degree and subject area description**

Title of qualification: Doctor of Philosophy in Swedish as a Second Language and Licentiate of Philosophy in Swedish as a Second Language, respectively. The third-cycle subject area of Swedish as a second language encompasses many different fields and numerous specialisations. Common to all of these fields of the third-cycle programme is the overarching aim of providing a deeper understanding of linguistic methodologies and theories together with extensive experience of analysing and exploring linguistic areas of inquiry related to Swedish as a second language.

The specialist expertise that the third-cycle programme in Swedish as a second language provides is in demand in increasingly more areas of our multilingual society. The Degree of Doctor also provides teachers of Swedish as a second language with the theoretical knowledge of the subject required for a teaching position within upper-secondary education and is of relevance to language consultants, head teachers, educational planners and other managerial roles within education. Other fields of work in which the third-cycle programme is of value include publishing houses and media outlets, as well as professions which include advanced inquiries, preparations and analyses in the public or private sector. A PhD is a prerequisite for a lectureship at a higher education institution.

## **General national outcomes for Degree of Doctor**

According to the Qualifications Ordinance for the Degree of Doctor in the Higher Education Ordinance, Appendix 2, the outcomes for the Degree of Doctor are as follows:

- Demonstrate broad knowledge in and a systematic understanding of the field of research as well as in-depth and up-to-date specialist knowledge within a defined area of the field of research, and
- Demonstrate familiarity with scientific method in general and with the specific methods used in the field of research in particular.
- Demonstrate an ability to scientifically analyse and synthesise and to independently and critically evaluate and assess new and complex phenomena, issues and situations
- Demonstrate an ability to critically, independently, creatively and with scholarly thoroughness, identify and formulate research questions as well as to plan and conduct research and perform other qualified tasks using appropriate methods within specified time limits and to review and assess such work
- Demonstrate through a dissertation the 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 in general
- Demonstrate an ability to identify needs for additional 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
- 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 research, its role in society and the responsibility of the individual for how it is used.

## **General national outcomes for Degree of Licentiate**

According to the Qualifications Ordinance for the Degree of Licentiate in the Higher Education Ordinance, Appendix 2, the outcomes for the Degree of Licentiate are as follows:

- Demonstrate knowledge and understanding in the field of research including current specialist knowledge in a limited area of this field as well as specialised knowledge of research methodology in general and the methods of the specific field of research in particular
- 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
- 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, and
- Demonstrate the ability to identify the personal need for further knowledge and take responsibility for their ongoing learning.

## Entry and admission requirements

In order to be admitted to the study programme, the applicant must fulfil the general entry requirements and specific entry requirements in accordance with Chapter 7 of the Higher Education Ordinance.

According to the Higher Education Ordinance Chapter 7 Section 39, a person meets the general entry requirements for third-cycle courses and study programmes if they:

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

To be admitted to doctoral education in Swedish as a second language, in addition to general entry requirements, the following is required:

1. 30 credits in Scandinavian languages, Swedish, or Swedish as a second language at second-cycle level, of which at least 15 credits consist of an independent project or equivalent knowledge
2. Knowledge of Swedish and English required to benefit from compulsory course components and participate actively in seminars and the like.

## Admission and selection

Admission to doctoral education in Swedish as a second language normally occurs in connection with the Department's advertising of doctoral positions. For admission, funding for the applicant's doctoral studies must be secured.

According to Chapter 7 Section 41 of the Higher Education Ordinance, the selection shall take into account the ability of the applicants to benefit from the course or study programme. The applicant must attach the following as grounds for this selection:

1. Essays, independent projects (degree projects) and publications, if any. These are assessed on the basis of the following criteria: demonstrated ability to independently conduct linguistic inquiries and demonstrated ability of critical assessment and scientific argumentation.
2. A project outline encompassing three to ten pages in which the applicant specifies a research area that they would like to develop, justifies its relevance and discusses which theories, methods and materials may be used. The project outline is assessed on the basis of the following criteria: a) knowledge of relevant and current research in the domain; b) how well the intended inquiry relates to current research in the domain; c) whether the described methods for gathering and analysing data are adequate; and d) whether the draft is assessed to be realistic as regards the viability of conducting the project within the confines of the study programme. The project outline also provides the basis for assessing the Department's capacity to provide a supervisor with appropriate competence in the research area specified.

For Swedish as a second language applicants, knowledge of one or more languages other than the traditional languages taught in school is particularly advantageous. Moreover, a good general education in linguistics with broad knowledge of linguistics and phonetics is advantageous, as is knowledge of subjects such as pedagogy, sociology, ethnology, social anthropology and psychology.

Recruitment and selection take into account the Department's supervision resources in the doctoral student's area of research focus. Admission may include interviews in addition to the examination of the qualifications submitted. The decision on admission is made by the Head of Department after preparation at the Department.

## **Content and structure of the programme**

Doctoral education in Swedish as a second language comprises 240 credits for the Degree of Doctor and 120 credits for the Degree of Licentiate.

Third-cycle study programmes include coursework, with each course being examined as it is completed, and the doctoral student's own research project, which leads to a scholarly thesis.

As part of their education, doctoral students are to participate in seminar activities. Doctoral students are also to participate in joint activities within their department unless there are special reasons for not doing so.

The study programme includes a coursework part which in the case of the Degree of Doctor comprises 60 credits, while for the Degree of Licentiate it comprises 45 credits, of which 42.5 credits consist of compulsory courses for the Degree of Doctor, and 37.5 credits consist of compulsory courses for the Degree of Licentiate (42.5 credits if the doctoral student is going to teach). The compulsory courses are the following:

- Linguistic Methodology from a Philosophy of Science Perspective, 7.5 credits
- Swedish in a Typological Perspective, 7.5 credits
- Second Language Acquisition – Theoretical and Methodological Perspectives, 7.5 credits
- Multilingualism – Individual and Societal Perspectives, 7.5 credits
- Second Language Research in Education, 7.5 credits

- Teaching and Learning in Higher Education 1: Basic Course, 5 credits (compulsory for the Degree of Doctor and should be completed during the first year of the third-cycle studies, compulsory for the Degree of Licentiate only if the doctoral student is going to teach).

Other courses encompassing 17.5 credits for the Degree of Doctor and 2.5–7.5 credits for the Degree of Licentiate are chosen in consultation with the student's supervisor. Elective courses can provide both breadth and specialisation and can be freely chosen from the third-cycle courses offered by the department. Courses can also be chosen from the faculty's joint course offering and the course offerings of other faculties and higher education institutions. All doctoral students are recommended to acquire skills in scientific presentation techniques and research information.

If a doctoral student would like to transfer credits from previous courses and study programmes, this must be specified in their individual study plan.

The thesis prepared for the Degree of Doctor comprises 180 credits. It may take the form of a monograph or a compilation thesis. A licentiate thesis may form part of a doctoral thesis, in either revised or unrevised form.

The licentiate thesis comprises 75 credits.

The doctoral student is expected to report on their thesis work regularly. In the first instance, this should take place via one of the department's seminars.

The following seminars are recommended for the Degree of Doctor:

- Idea seminar (during the first year of study): research task presented
- Planning seminar (about midway through programme): background, material, method and any preliminary results presented
- Closing seminar (about six months before planned thesis defence): draft copies of all chapters shall be available to enable an overall assessment; external reviewer invited to attend.

Further details about this are set out in the Rules for Third-Cycle Education at the Faculty of Humanities.

The doctoral thesis is defended at a public defence. When assessing the thesis, both its content and defence will be taken into consideration. The thesis is assessed using the grades of Pass or Fail.

Licentiate theses are defended at a public seminar. When assessing the Licentiate thesis, both its content and defence will be taken into consideration. The thesis is assessed using the grades of Pass or Fail.

## Supervision

For each doctoral student, at least two supervisors are to be appointed, one of which shall be the main supervisor and the other shall be the co-supervisor. At least one of the supervisors is to be employed at the University of Gothenburg, ordinarily in the department in which the doctoral student is placed. At least one of the supervisors must have the qualifications required for appointment as a docent/reader and at least one of the supervisors must have completed a course in doctoral supervision.

The doctoral student is entitled to a level of supervision that is at a minimum in accordance with the standard determined by the Faculty Board (see Rules for Third-Cycle Education at the Faculty of Humanities).

A doctoral student who so requests is to be permitted to change supervisor.

## Individual study plan

Upon admission, the doctoral student and their supervisors are to draw up an electronic individual study plan in consultation with the doctoral examiner, which is to be established no later than two months after the commencement of studies.

The individual study plan is to be reviewed at least once each year. This follow-up is to clearly state how the doctoral student is progressing within the programme.

In conjunction with drawing up the individual study plan, the doctoral student is entitled to request the transfer of credits from previously passed second- or third-cycle courses and study programmes. Credits that are counted towards the general or specific entry requirements may not also be counted as credits at third-cycle level and must be replaced by another course. Otherwise, the following options apply.

- A doctoral student who has completed and passed a course at second-cycle level which is included among the compulsory or optional courses at third-cycle level is entitled to request that the course be replaced with another course of the same scope in their individual study plan. This does not impact the programme length for the Degree of Doctor.
- A doctoral student who has completed parts of their doctoral studies while admitted to doctoral education at another higher education institution or in another subject may request that these credits be transferred without being replaced by other courses. This does have an impact on the programme length for the Degree of Doctor, which is reduced to the corresponding extent.

The ISP is to include a timetable with an associated funding plan for the entire study period up until the planned date for the defence of the thesis.

## Transitional provisions

Doctoral students admitted prior to 1 March 2016 may, in consultation with their supervisors and doctoral examiner, petition the Head of Department to transfer to this general syllabus.