1 Subject description

Educational Sciences is a multi- and interdisciplin ary field of inquiry. The main objective of third-cycle studies in the subject is to contribute to the research-based knowledge of learning, teaching, educational systems, school and teaching as a profession. Research in Educational Sciences can make contributions to didactics and subject didactics, and to the history and sociology of education. It also addresses issues of specific relevance to stakeholders within the school system and other institutions of education.

The third-cycle programme in Educational Sciences shall increase the knowledge of how learning, teaching, educational systems, school and teaching as a profession are related to economic, political, cultural and professional contexts.

2 Objectives

The aim of the third cycle programmes at the Faculties of Humanities and Theology is to provide students with research and communication skills that prepare them for work in academia and wider society, nationally and internationally.

The completion of the third cycle programme in Educational Sciences results in a degree of Doctor of Philosophy.

For a degree of Doctor at the Faculties of Humanities and Theology, the third-cycle student shall have acquired the following knowledge and skills:
—broad knowledge and systematic understanding of the research field as well as advanced and up-to-date specialised knowledge in a limited area of educational sciences
—broad knowledge of advanced information management and research publishing
—familiarity with relevant research methodology in general and the methods of the specific field of research in particular
—the capacity for autonomous critical review and assessment of new and complex phenomena and situations
—the ability to identify and formulate issues with scholarly precision critically and autonomously
—the ability to plan and use appropriate methods critically and self-critically to review ongoing research and research findings
—the ability to make a significant contribution to the formation of knowledge through his or her own research
—the ability in both national and international contexts to present and discuss research and research findings in speech and writing
—the ability to identify the need for future research projects
—the skills to communicate research and research information in different academic and societal contexts
—intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics
—understanding of ethical norms and values as a foundation for scholarship, and
—specialised insight into scholarly interpretation skill, its role in society and the responsibility of the individual for how it is used.

For a degree of Doctor in Educational Sciences, the third-cycle student shall have acquired the following knowledge and skills:

—specialised knowledge and understanding of educational sciences as a field of inquiry
—specialised knowledge and understanding of the specific field of research and its relationship to educational sciences as a field of inquiry
—familiarity with theories and methods of educational sciences in general and the methods of the specific field of research in particular
—familiarity with the principles of research ethics and the specific considerations of relevance to educational sciences
—the ability to take a position on issues of power, democracy and civic education as an aspect of teaching

3 Admission requirements

The requirements for admission to third-cycle courses and study programmes are that the applicant meets the general and specific entry requirements that the higher education institution may have laid down, and is considered in other respects to have the ability required to benefit from the course or study programme.
In relevant cases, a degree in education or the equivalent, and professional experience, may serve as qualifications.

### 3.1 General admission requirements

A person meets the general entry requirements for third-cycle courses and study programmes if he or she:
1. has been awarded a second-cycle qualification  
2. has satisfied 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 (Higher Education Ordinance Chapter 7 Section 39).

The faculty board (or another body by delegation) may permit an exemption from the general entry requirements for an individual applicant, if there are special grounds (Higher Education Ordinance Chapter 7 Section 39).

Transitional provision: Those who meet the general admission requirements for doctoral programmes before 1 July 2007 will also be considered to meet the general admission requirements for third-cycle courses and study programmes until the end of June 2015 (Higher Education Ordinance transitional provision to SFS 2006:1053).

### 3.2 Specific admission requirements

A person meets the specific admission requirements for third-cycle courses and study programmes if he or she has passed 60 credits in the third-cycle subject including a degree project of 30 credits. At least half of the degree project credits must have been awarded in the second cycle, be of relevance to the subject and meet the requirements of the relevant advertisement of a doctoral studentship.

### 3.3 Credit transfer

If a student has successfully completed a second-cycle programme, he or she may be entitled to transfer the credits awarded to the third-cycle programme if the examiner makes an assessment to this effect. The assessment is subject to an application from the individual student. The student must be admitted to third-cycle studies to submit the application and have it processed.

### 4 The programme for a degree of Doctor

Third-cycle studies comprise four years of full-time study (240 credits). Part-time studies (at least 50%) may be pursued but must be completed within eight years.
4.1 Programme design

The programme comprises 240 credits, made up of courses comprising 60 credits and an academic thesis (PhD thesis) comprising 180 credits. Teaching is in the form of courses and seminars, and supervision of the thesis work.

For a degree of Doctor the research student must have successfully completed all examinations in the programme and the PhD thesis.

4.2 Supervision

At least two supervisors shall be appointed for each doctoral student. One of them shall be nominated as the principal supervisor. The principal supervisor must have the qualifications of a reader and should be employed at Lund University. The assistant supervisor must have a PhD degree. The individual study plan must specify the duties and responsibilities of each of the supervisors. Doctoral students are entitled to supervision comprising 200 working hours distributed across the four-year study period. This means that the supervision is not evenly distributed over the four years but may differ in intensity throughout the programme. The extent of supervision is to be detailed in the individual study plan and specified in the supervisors’ duties plans. Supervision comprises both help with the orientation of studies and thesis work and support throughout the studies. A doctoral student who so requests shall be allowed to change supervisor (The Higher Education Ordinance, Chapter 6 Section 31) and the supervisor is entitled to request that the supervision be taken over by a colleague.

4.3 Individual study plan

The individual study plan is to specify how the individual student’s programme is structured. It is to be drawn up by the student and supervisors in consultation at the start of the programme. The individual study plan shall be regularly updated to the extent required but reviewed at least once a year. It is to be signed by the student, supervisors and head of department responsible for the funding and the pro-dean for third-cycle studies. Rules on individual study plans and a template are available in the faculty provisions for research studies.

The student must register at the start of each semester and specify the degree of activity in consultation with the supervisors. This information is to be reported in Ladok.

Further information on the obligations of the student is to be found in the Higher Education Ordinance Chapter 6 Section 37.

4.4 Courses and seminars

The courses that can be included in the programme may be courses offered by the home department or by other departments at or outside Lund University. The Faculties of Humanities and Theology provide a compulsory introduction course of 7.5 credits.

The course component of 60 credits can be divided into:
• 20 credits of compulsory courses including the introduction course (7.5 credits) and educational sciences as a research field, theories and methods
• 20 credits of compulsory courses specialising in the field of the thesis project (e.g. general didactics, subject didactics or other research fields of relevance to educational sciences), and
• 20 credits of elective courses chosen in consultation with the examiner

It is desirable that at least one of the courses is at a higher education institution abroad. A separate seminar series focuses especially on the writing of articles and presentations in English.

The individual study plan is to specify the courses that can be credited towards the degree. Compulsory courses and seminars are to be listed together with the number of credits. Previous courses can be used for credit transfer to a certain extent (see section 3.3 above). Furthermore, second-cycle courses may be included to the extent specified in the relevant syllabus. For courses at other faculties, the number of credits available for transfer will be determined by the examiner when the courses are to be entered in the individual study plan.

The examiner of courses on the doctoral programme is to be appointed by the department on behalf of the faculty board and must normally be a professor or have the qualifications of a reader. One of the grades Pass or Fail will be awarded for all examinations within the programme.

Any training in teaching and learning in higher education will count as 3 credits in the third-cycle programme. A student who acquires more credits than is compulsory may not have the programme extended on this account.

**4.5 Thesis**

The PhD thesis is the most important component of the third cycle programme. The thesis is to be based on an independently pursued research project.

The PhD thesis is to be designed as a unified research study (monograph thesis) or as a number of research articles accompanied by a summary (compilation thesis). Compilation theses in educational sciences are regulated in a specific memorandum issued by the Department of Educational Sciences.

A work by two or more authors may be approved as a PhD thesis if the contributions of the different authors are so clearly specified that they can be assessed individually.

The thesis is to be defended orally at a public defence. It is awarded one of the grades Pass or Fail. The grade is to reflect both the contents of the thesis and the public defence.

**5 Licentiate degree**

A Licentiate degree is a possible early exit point of the third-cycle programme. It is regulated in a separate general syllabus.