



GÖTEBORGS UNIVERSITET

Reg. nr. U 2014/280

General Syllabus for Doctoral (third-cycle) Education in Research on Arts Education at the University of Gothenburg

1. Decision
- Regulations regarding doctoral (third-cycle) education and admission to doctoral (third-cycle) education, respectively, are to be found in the Higher Education Ordinance, chapters 6 and 7 (SFS 1993:100).
- Local regulations for doctoral (third-cycle) education are to be found in the University of Gothenburg's governing documents and in the Faculty of Fine, Applied and Performing Arts' governing documents.
- This General Syllabus was approved and established by the Faculty Board at the Faculty of Fine, Applied and Performing Arts, the University of Gothenburg on 30-04-2014.
- The syllabus is valid from 30-04-2014.

2. Content and Structure of Programme

2.1 General information about the content of the programme

Doctoral (third cycle) education in Research on Arts Education aims at providing all-round scholarly training, whilst also sufficiently preparing students for tasks and assignments in society where knowledge of Arts Education as a scholarly research field is of value.

This programme shall enable its research students to obtain high-level knowledge of Arts Education as a scholarly research field, broad training in theory and research methodology, and the ability to pursue independent research work. The purpose of the dissertation project, which is the most extensive and most important part of the research student's education, is to provide students with the skills required to be able to critically analyse a problem that is relevant to research in Arts Education, and also to be able to independently plan, carry out and document this scholarly project in writing.

Doctoral (third cycle) education in Research on Arts Education leads to the degree of Doctor of Philosophy.

2.2 Programme structure

- For a *licentiate degree*, doctoral studies leading to a Licentiate of Philosophy in Research on Arts Education consist of a course section comprising 45 higher education credits, of which 15 higher education credits are for courses completed within the framework of the Centre for Educational Sciences and Teacher Research (CUL), a Graduate Research School at the University of Gothenburg, and a thesis comprising 75 higher education credits, i.e. a total of 120 higher education credits.
- For a *doctoral degree*, doctoral studies leading to a Doctor of Philosophy in Research on Arts Education consist of a course section comprising 90 higher education credits, of which 30 higher education credits are for courses completed within the framework of the Centre for Educational Sciences and Teacher Research (CUL) a Graduate Research School at the University of Gothenburg, and a dissertation comprising 150 higher education credits, i.e. a total of 240 higher education credits.

This programme is planned in such a way that full-time studies leading to a doctoral degree normally require four years, and full-time studies leading to a licentiate degree require two years. In accordance with the ambition of the department concerned, doctoral students may be offered departmental duties up to 20% of a full-time equivalent. For students studying part-time their period of study will be extended in proportion to what percentage their studies have been decreased by.

2.3 Course section

The main aim of the course section is to introduce and develop the research praxis of the field of Arts Education. Courses include courses organised by the Centre for Educational Sciences and Teacher Research (CUL), subject-specific courses, Faculty-wide courses and also external courses at the Faculty of Fine, Applied and Performing Arts and other Faculties, as well as courses at other higher education institutions.

The extent and character of the course programme the research student is required to follow is as follows:

- a) A compulsory course with a subject emphasis, the aim of which is to provide students with an introduction to the doctoral (third-cycle) subject: Research on Arts Education and which is made up of the following:
 - Arts-Based Learning, 7.5 higher education credits.
- b) Courses in Teacher Research that are given within the framework of the Centre for Educational Sciences and Teacher Research (CUL) (30 higher education credits for a doctoral degree and 15 higher education credits for a licentiate degree). In this Graduate Research School's courses, different, separate theories and methods with relevance to research in the field of Arts Education are studied. The following courses may be included in the course programme:

- Knowledge Building and Learning, 7.5 higher education credits,
- Perspectives of Education and Learning, 7.5 higher education credits,
- Research Traditions, Research Ethics and Research Theory, 7.5 higher education credits,
- Perspectives on Different Research Methods, 7.5 higher education credits.

These four courses will, for example, provide doctoral students with a more in-depth understanding of a number of central traditions related to the history of ideas and research theories in the field of the cultural sciences, the natural sciences and the social sciences and enable the student to relate this to research in the educational sciences. The courses also provide insight into various forms of knowledge and their significance for studying knowledge processes, an overview of the history of the educational sciences and contemporary research issues with regard to knowledge building and learning, as well as with regard to *Bildung* and education, and knowledge of the methods that can be used to describe and analyse professional activities in the field of teaching and learning. The courses are intended to enable doctoral students to become familiar with case studies and observational studies, action research, cultural analysis and text analysis, as well as with methods for analysing extensive data such as statistical methods, for example.

The doctoral (third-cycle) student is also required to follow a course of study with an individual focus including:

- Courses in Theory and Method With Reference to the Subject (30 higher education credits for the doctoral degree and 15 higher education credits for the licentiate degree)
- In-Depth Studies With Reference to the Subject (22.5 higher education credits for the doctoral degree and 7.5 higher education credits for the licentiate degree)

2.4 Licentiate thesis

The Licentiate thesis shall demonstrate the licentiate student's ability to identify, clearly define, and, using relevant methods, his or her ability to perform and discuss a research task. The thesis can either take the form of a unified, coherent piece of work (a monograph thesis) or of a compilation of scientific/scholarly articles including a short summary of these (an article thesis/compilation thesis).

The thesis shall, within a limited area of the field in question, constitute an independent contribution to research, and document satisfactory insights into the relevant requirements and criteria of good research. The thesis shall be of such quality that it can be accepted for publication in a scientific/scholarly series or research journal, or the equivalent, within the field of the educational sciences.

In certain cases, thesis work can be pursued as team work. This shall then be organised in such a way that the individual contributions can be specified and assessed on the same grounds as for individual pieces of work.

2.5 Doctoral dissertation

The doctoral dissertation shall demonstrate the doctoral student's ability to identify, clearly define and, using relevant methods, his or her ability to perform and discuss a research task. The doctoral dissertation can either take the form of a unified, coherent piece of work (a monograph dissertation) or of a compilation of scientific/scholarly articles together with a short summary of these (an article dissertation/ compilation dissertation). Licentiate work can be included as a part of the doctoral dissertation, either in revised or unrevised form.

The doctoral dissertation shall constitute an independent contribution to research and document satisfactory insights into the relevant requirements and criteria of good research. The doctoral dissertation shall be of such quality that it can be accepted for publication in a scientific/scholarly series or research journal, or the equivalent.

In certain cases, dissertation work can be pursued as team work. This shall then be organised in such a way that the individual efforts can be specified and assessed on the same grounds as for individual pieces of work.

2.6 Seminars

Each individual student admitted to a programme leading to a licentiate degree shall, when approximately 50% of his or her thesis work is complete, give an account of his or her ongoing thesis project at specially organised Faculty-wide seminars. When the thesis exists in a completed, preliminary version, a final seminar shall be arranged.

Each individual student admitted to a programme leading to a doctoral degree shall, when approximately 25% of his or her dissertation work is complete, and, in cases where a licentiate degree is not to be awarded, when approximately 50% of his or her dissertation work is complete, and when approximately 75% of his or her dissertation work is complete, give an account of his or her ongoing thesis project at specially organised Faculty-wide seminars. When the dissertation exists in a completed, preliminary version, a final seminar shall be arranged.

Within the framework of doctoral (third-cycle) education doctoral students are also expected to take part in the Research Seminar in Arts Education. Doctoral students are also given the opportunity to present their research project for discussion, and also read and discuss other seminar participants' research at different stages.

3. Programme Goals

3.1 General national goals for licentiate degree

The general national goals for doctoral (third-cycle) education are given in the Higher Education Ordinance, Annex 2, Qualifications Ordinance:

Knowledge and understanding

For a Degree of Licentiate the third-cycle student shall:

- 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.

Competence and skills

For a Degree of Licentiate the third-cycle student shall:

- 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, and
- 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 shall:

- demonstrate the ability to make assessments of ethical aspects of his or her 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 his or her ongoing learning.

Thesis

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.

3.2 General national goals for doctoral degree

The general national goals for doctoral (third-cycle) education are given in the Higher Education Ordinance, Annex 2, Qualifications Ordinance:

Knowledge and understanding

For the Degree of Doctor the third-cycle student shall:

- 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

For the Degree of Doctor the third-cycle student shall:

- 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 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

For the Degree of Doctor the third-cycle student shall:

- 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.

Research thesis (doctoral 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 150 credits.

4 Qualifications and entry requirements

In order to be admitted to doctoral (third-cycle) education, the applicant is required to fulfil the criteria for the general and the specific entry requirements in accordance with what is stated in chapter 7 of the Higher Education Ordinance.

4.1 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

1. has been awarded a master's (second-cycle) qualification, or
2. has satisfied the requirements for courses comprising 240 higher education credits, of which at least 60 higher education credits were awarded at master's (second-cycle) level, or
3. has acquired substantially equivalent knowledge in some other way in Sweden or abroad.

According to a transitional regulation in the Higher Education Ordinance, an applicant that meets the general requirements for admission to doctoral (third-cycle) education before 1st July 2007 maintains these general requirements for admission to doctoral (third-cycle) education, but only to the end of June 2015.

The Dean at the Faculty of Fine, Applied and Performing Arts may grant an exemption from the general entry requirements. However, to meet entry requirements, the applicant must be considered in other respects to have the ability required to complete the doctoral (third-cycle) programme.

4.2 Specific requirements

Specific entry requirements are:

- a) teaching qualifications, which include courses granted the equivalent of 30 higher education credits at master's (second-cycle) level within a relevant field of study. Qualifying qualifications shall include a degree project comprising 15 higher education credits or an equivalent independent project at master's (second-cycle) level.
- b) at least 90 higher education credits within arts-based knowledge

An applicant also meets the specific requirements if he or she has acquired substantially equivalent knowledge in some other way in Sweden or abroad. Consideration may also be taken to equivalent professional experience.

The field of Arts Education is an international field. In order to be able to pursue this programme, it is necessary that applicants, besides having good results in the Swedish language, should also have the ability to understand as well as write English texts in a satisfactory way.

The Dean at the Faculty of Fine, Applied and Performing Arts may grant an exemption from the specific entry requirements for admission to doctoral (third-cycle) studies.

4.3 Admission, selection

The decision to admit a student to doctoral (third-cycle) education is made by the Head of the Department at the department concerned after the matter has been drafted in the Arts Education Subject Council and, where relevant, in the Management Council at the Centre for Educational Sciences and Teacher Research. The number of doctoral students admitted to doctoral (third-cycle) education will be restricted to those who can be offered acceptable terms concerning supervision and study conditions in general.

Furthermore, only students who are considered to have guaranteed funding for the entire period of study, according to the Higher Education Ordinance, chapter 7, section 36, will be admitted to doctoral (third-cycle) studies.

Selection among applicants that meet the requirements stated in paragraphs 4.1 and 4.2 above will be based on the application documents received and on interviews with the applicants who, in the first place, are considered to be possible candidates for admission. Work samples may be requested as a complement to other application documents. Selection among qualified applicants is made in consideration of their ability to benefit from doctoral (third-cycle) education. The following assessment criteria are applied to test this ability:

- ability to think autonomously and critically in the subject field
- familiarity with research-related issues and processes
- having the skills required to be part of the subject group at the department and make a positive contribution to the doctoral programme and to the environment at the department

5. Examination

Doctoral (third-cycle) education leads to a doctoral degree by submitting a doctoral dissertation, or, for a licentiate degree, by submitting a licentiate thesis.

Each course that is included in the doctoral programme shall have an examiner at the department that provides the course. When exams are assessed, consideration shall be taken of how in depth the doctoral student's knowledge is, as well as what ability of autonomous judgement and critical analysis the doctoral student has demonstrated.

5.1 Licentiate degree

For a licentiate degree in Research on Arts Education, a doctoral student is required to have completed at least 120 higher education credits in the doctoral (third-cycle) programme, of which at least 45 higher education credits are in the form of courses that have been awarded a pass mark, and at least 75 higher education credits in the form of a licentiate thesis. The licentiate thesis is submitted and discussed at a public seminar, where it is examined by an external examiner appointed by the department at which the subject has been studied. On assessing the thesis, consideration shall be taken of its content as well as of the seminar discussion.

5.2 Doctoral degree

For a doctoral degree, the doctoral student is required to have completed at least 240 higher education credits in the doctoral (third-cycle) programme, of which at least 90 higher education credits are in the form of courses that have been awarded pass marks and at least 150 higher education credits in the form of the successful completion of a doctoral dissertation. The doctoral dissertation shall have been submitted and defended orally at a public defence. On assessing the dissertation, consideration shall be taken of its content as well as of its defence.

5.3 Grade

A doctoral dissertation, a licentiate thesis and courses are awarded the grades Pass or Fail.

5.4 Title

A degree within this framework of doctoral (third-cycle) education shall be given the title: degree of Licentiate of Philosophy in Research on Arts Education or degree of Doctor of Philosophy in Research on Arts Education at the Faculty of Fine, Applied and Performing Arts. This degree may be given a different title if there are special reasons for doing so.

6. Transitional regulations

Doctoral students who have been admitted before 30th April 2014 can, after consulting their principal supervisor, submit a request to the Head of Department at the department concerned to go over to this syllabus. The individual study plan should then be updated.