General syllabus for doctorate (PhD) and licentiate degree

**Doctoral studies in Technology and Social Change, 240 credit points**

(Forskarutbildningen inom tema Teknik och social förändring, 240 högskolepoäng)

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**Technology and Social Change**

Technology and Social Change, a research environment at Linköping University, focuses on the interplay between technology and society from social, economic, political and cultural perspectives. Research examines the meaning and importance of technology, driving forces and different types of understanding of technology in society. This implies studies of how social actors create and make use of technology and how technological changes interweave with cultural patterns, everyday life, politics, economy and values. The interdisciplinary research carried out at the research environment Technology and Social Change has room for historical studies as well as analyses of today and future scenarios. The research is problem-focused and relevant in regard to society and its development.

The education at the research environment aims to enter deeply into students’ knowledge of the research field, and to prepare students for independent contributions within research and development work. The objective of the education is to give students the ability to independently plan and implement qualified research and to present and spread their research results within and outside the academy.

2. **Admission requirements**

2.1. **Regulations concerning eligibility**

Eligibility for doctoral studies implies that the applicant fulfils general admission requirements as well as specific admission requirements as stated below. Further, the applicant should have the capacity - in other general respects - required for this type of advanced studies.

2.2. **General admission requirements**

General admission requirements for this type of doctoral studies mean that the applicant/student has taken a degree at the advanced level, has carried out course demands corresponding to a minimum of 240 credit points (hereafter: credits), of which at least 60 credits consist of advanced level studies, or that he or she in some other order, within or outside the country, has acquired corresponding knowledge and skill. In exceptional cases, the Faculty Board may disregard general admission requirements concerning individual applicants.

2.3. **Specific admission requirements**

Specific admission requirements mean that the applicant/student has knowledge and skill corresponding to 90 credits in any of the subject areas essential for the research environment, that is, Technology and Social Change.
General and specific admission requirements are fulfilled by those applicants/students who have taken a corresponding, yet old, degree, or have acquired corresponding knowledge and skill within or outside the country.

In exceptional cases, a concerned institution/department may disregard conditions for specific admission requirements concerning individual applicants.

3. Admission

3.1. Application
Application for admission to doctoral studies in Technology and Social Change is to be addressed to the prefekt (i.e. the Tema Institute).

3.2. Selection
The basis for the selection of doctoral students to studies in Technology and Social Change among qualified applicants is the individual’s capacity to learn and be credited with such education.

3.3. Decision on admission
Decisions on admission of students to doctoral studies is taken by the Board of the Tema Institute.

3.4. Restriction and selection of admission
The doctoral studies are open only to the number of doctoral students that can be offered supervision, acceptable study conditions, and who have financing for their studies.

Restricted admission to doctoral studies is applied if the number of qualified applicants exceeds the number of accessible places. During the selection process, the following circumstances are taken into consideration:

- a student’s capacity to benefit from the research training;
- his/her previous study results, especially those showing creativity, maturity, ability to independent judgement and critical analysis;
- special knowledge and skills, for example, work experience and previous professional life, which may be important or relevant to research environments’ research training.

Preferably, the selection is carried out on the basis of documented, submitted material, for example, an applicant’s independent study works (e.g. theses, degree projects) and professional (work) certificates. In addition to that, other basic data for decision-making may be of importance, for example, interviews with an applicant.

During the admission process, the knowledge and skills of the teachers working within the research environment are also taken into consideration. If restricted admission is introduced, the Board of the Tema Institute sets a final date for applications to the doctoral studies every academic year.

4. Organizing of doctoral studies
4.1. General information
The doctoral studies comprise 240 credits. The research training is made up of a course part comprising 90 credits and another thesis part comprising 150 credits. The training for the licentiate degree consists of courses totalling 60 credits and a thesis of 60 credits. A licentiate degree can either constitute a final degree for the research training, or a stage in the process of attaining a doctorate.

Students are advised to initiate their scientific work already during the first study year and thus carry on research parallel to course work and studies.

4.2. Courses
A doctorate includes:
- compulsory courses for all students providing basic knowledge regarding the research environment and its subject area(s) (30 credits);
- compulsory courses providing students with the methodological competence necessary for their theses (15 credits);
- compulsory courses for students carrying out doctoral studies affiliated with the research environment, that is, studies which aim to give specialised knowledge or skills within a specific area (15 credits); and
- individual, eligible courses aiming to give specialised knowledge in chosen areas (30-45 credits).

A licentiate degree includes courses totalling 60 credits (of which 30 credits are compulsory).

Doctoral students who teach also study Pedagogics, in this case approaches to, and methods for, university teaching.

Doctoral studies also include active participation in seminar activities.

For every individual student, modifications can come into question with respect to his or her previous knowledge in relation to the demands made through participation in the research environment’s different graduate study programmes. Individual courses are appointed by the doctoral student’s principal supervisor (Sw: huvudhandledare) after consultation with the student. Some courses include teaching whereas other are acquired through studies of relevant literature.

Courses included in undergraduate programmes, advanced level, and which do not form part of the conditions for specific admission requirements can, after being agreed to by the examiner, be credited within the quota for optional courses.

4.3. Detailed information
More detailed information regarding the doctoral studies can be obtained from the research division Technology and Social Change at the Tema Institute.

4.4. Doctoral thesis
For a doctorate, the doctoral student is to write a scientific thesis corresponding to 150 credits. The thesis should be based on independent research work and be of importance for research within the chosen field. It is to be designed either as a uniform, coherent scientific work (a monograph) or as a collection of scientific
reports which the doctoral student has written on his own, or that have been written together with other persons, completed by a summarizing discussion (article thesis). The reports are to be of such quality that they may be published in acknowledged scientific periodicals. In the case of teamwork, individual efforts and contributions must be explicitly separated and assessed.

The doctoral thesis is to be publicly defended. Rules and regulations concerning public defenses of doctoral theses are described in the Higher Education Ordinance. In addition to this, there are local directions and applications set by the University Board and the Board of the Faculty of Arts and Sciences.

4.5. Licentiate thesis
For a licentiate degree, the student is to write a scientific thesis corresponding to 60 credits. The thesis is to be based on independent research and publicly defended at a seminar. The Board of the Faculty of Arts and Sciences decides on the forms for the presentation of this type of scientific thesis.

5. The organizing of the education and research training

5.1. Individual syllabus
In cooperation with the main supervisor, the doctoral student makes a plan for his or her doctoral studies which is to be followed up and discussed yearly. The supervisor is responsible for advice and guidance regarding the dissertation’s direction, scope and implementation.

5.2. Teaching
Teaching principally takes the form of lectures, seminars and supervision. Doctoral students should also take part in scientific activities by attending seminars, guest lectures etc. Doctoral students may also study and be examined at other faculties or institutes of higher education. It is up to the research environment to offer doctoral students possibilities of participating in international conferences and courses.

After the dissertation work has begun, students are to present results and plans for future work at least once every term. At the research environment, there is also a set order for the review of every dissertation process which includes, for example, a three-term assessment, a so called “60%-seminar” (presenting approximately 60% of the planned total dissertation work), and a final seminar.

5.3. Supervision
Doctoral students have the right to supervision. Full-time students have this right during four years, whereas part-time students holding fee-remunerated posts as assistants may be supervised for maximally eight years. Thesis subject is to be set after consultation involving the doctoral student and the supervisor during the first term.

Within the research environment, professors, senior lecturers (Sw: docenter), researchers (Sw: forskarassistent) and particularly appointed teachers supervise doctoral students. These have a collective, shared, responsibility for the supervision. For every doctoral student, at least two supervisors are to be appointed. One of these has the role of main, principal, supervisor.
The supervisor for a doctoral student/dissertation process is chosen after consultation with the student. The principal supervisor’s competence is to be that of a senior lecturer (Sw: docentkompetent); he or she is, further, to have formal tutorial training. In addition to the principal supervisor, there should be an assistant supervisor, with qualifications corresponding to those of a doctor. A doctoral student has the right to change supervisor(s).

The Board of the Faculty of Arts and Sciences has laid down general principles for the discussion and examination of supervision and other resources for doctoral students.

6. Tests and examinations
Examinations take the form of written or verbal reports. Tests and examinations are assessed with the grade pass or fail. The principal supervisor examines the courses for which no formal examiner has been appointed.

The doctoral thesis is evaluated and graded by a grading committee (Sw: betygsnämnd) in agreement with the regulations in the Higher Education Ordinance, and local directions set by the University Board and the Board of the Faculty of Arts and Sciences. During the grading process, attention is paid both to the contents of the doctoral thesis and the public defence. The doctoral thesis is assessed with the grade pass or fail.

The Board of the Faculty of Arts and Sciences decides the forms for the public defence of a licentiate theses. The grade for the licentiate thesis is determined by the examiner who, in this case, must be another person than the supervisor for the doctoral student in question. The licentiate thesis is assessed with the grade pass or fail.

The general syllabus is set by the Board of the Faculty of Arts and Sciences, Linköping University, 2007-12-12.

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Superior to this general syllabus is the Higher Education Ordinance, SFS 2006:1053, and the regulatory framework of Linköping University (Sw: Linköpings universitets Regelsamling).