

*Approved by the Research and Education Board 2019-12-18  
last revised 2022-02-10  
daybook nr U 2021/814  
editorial changes 2023-10-10  
daybook U 2023/426*

## General syllabus for third-cycle studies in Work-Integrated Learning (WIL)

*Allmän studieplan för utbildningen på forskarnivå i Arbetsintegrerat lärande (AIL)*

### 1 Teaching and Research Duties

Work-Integrated Learning is an interdisciplinary, third-cycle subject primarily related to the social sciences and humanities. The subject is defined by the fact that the presentation of a problem focuses on the relationship between working life and learning. Working life is broadly defined and includes forms of work other than work performed by salaried employees. The concept of learning is understood in its broadest sense and includes change and socialisation processes linked to knowledge and competence. There is a focus on working life and learning conditions, organisation, processes, content, forms and consequences. Research in this subject area includes, but is not limited to, studies of work in transition, the relationship between education and work, as well as social conditions for learning through working. The focus of one's studies can be on individuals, groups, organisations, mechanisms, or structures.

### 2 The Purpose and Objectives of the Programme

The purpose of this third-cycle programme is to develop the knowledge, skills and approaches needed for the doctoral student to plan, conduct, and account for scientific studies in the research field of Work-Integrated Learning, and to do so both orally and in writing.

In accordance with the Higher Education Ordinance, Appendix 2 (SFS 1993: 100), the following qualitative targets at the third-cycle level can be achieved through courses, participation in research projects, one's own dissertation work, and other activities.

#### **The Doctoral Degree**

Upon completion of the third-cycle programme, which culminates in a doctoral degree, the doctoral student should be able to:

#### Knowledge and Understanding

1. demonstrate broad knowledge in, and a systematic understanding of, the research field as well as have in-depth and up-to-date expertise in a specific area of that field, and demonstrate familiarity with the scientific method in general, and with specific methods of this research field in particular.

## Skills and Ability

2. demonstrate the ability to do scientific analysis and synthesis as well as carry out an independent critical review and the assessment of new, complex phenomena, issues, and situations,
3. demonstrate the ability critically, independently, creatively, and with scholarly precision, to identify and formulate research questions, plan and conduct research and other qualified tasks, using appropriate methods within predetermined timeframes and to review and assess such work,
4. demonstrate the ability to make a significant contribution to the creation of knowledge through independent research and a dissertation,
5. demonstrate the ability to present and discuss research and research results authoritatively in dialogue with the scientific community and society in general, and to do so orally and in writing in both national and international contexts,
6. demonstrate the ability to identify the need for more knowledge, and
7. demonstrate the qualifications for contributing to societal development and supporting the learning of others in research and third-cycle studies as well as other qualified professional contexts.

## Judgement and Approach

8. demonstrate intellectual independence and scholarly rectitude as well as the ability to conduct an assessment of research ethics, and
9. demonstrate deep insight regarding the possibilities and limitations of science, its role in society and the responsibility we have for the way it is used.

## The Licentiate Degree

Upon completion of the third-cycle programme culminating in a licentiate degree, the third-cycle student should be able to:

## Knowledge and Understanding

1. demonstrate knowledge in and understanding of the field of research, including up-to-date expertise in a specific area of this field and in-depth knowledge of scientific method in general as well as methods specific to the area of research in particular.

## Skills and Ability

2. demonstrate the ability critically, independently, creatively and with scholarly precision, to identify and formulate research questions, plan and conduct a limited research project and other qualified tasks, using appropriate methods within predetermined timeframes and in this way contribute to the creation of knowledge and assessment of such work,
3. demonstrate the ability to present and discuss research and research results authoritatively in dialogue with the scientific community and society in general, and to do so with clarity, orally and in writing, in both national and international contexts, and
4. demonstrate the skills required to contribute independently to research and development projects and to work independently in another capacity that requires qualifications.

## Judgement and Approach

5. demonstrate the ability to evaluate one's own research in terms of ethical principles,
6. demonstrate insight regarding the possibilities and limitations of science, its role in society and the responsibility we have for the way it is used, and
7. demonstrate the ability to identify one's own need for more knowledge and take responsibility for one's own creation of knowledge.

### 3 Entry Requirements, Selection and Admissions

To be qualified for studies at the third-cycle level one must have met the general and specific entry requirements and otherwise have the capacity to complete the programme.

#### 3.1 General Entry Requirements

According to the Higher Education Ordinance (SFS 1993:100), an applicant meets the general entry requirements for third-cycle courses and study programmes if they:

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

For individual applicants, the Research and Education Board may, in accordance with the Higher Education Ordinance, Chapter 7, Section 39, grant exemptions from the general entry requirements if there is a particular reason.

#### 3.2 Specific Entry Requirements

An applicant meets the special entry requirement if they have:

1. a degree at the second-cycle level with relevance to the to the third-cycle programme in the field of Work-Integrated Learning or equivalent knowledge acquired in another context
2. a degree project worth at least 15 HE credits at the second-cycle level or other written work of a corresponding character and scope.

#### 3.3 Selection and Admissions

Admission regulations at University West govern how acceptance to a third-cycle programme takes place. The basis for selection among qualified applicants for third-cycle education is the ability to benefit from such a programme. Generally speaking, the following assessment criteria are applied in selecting students, in accordance with the Admission Regulations:

1. the relevance of previously acquired qualifications, such as programmes at the first and second-cycle level to the subject, or professional experience relevant to the third-cycle programme in the field of Work-Integrated Learning,
2. education and experience in relevant scientific theory formation and methods for programmes at the third-cycle level in the field of Work-Integrated Learning
3. the applicant's analytical abilities
4. the applicant's ability to present advanced projects orally and in writing

In addition to these general criteria for assessment, the assessment of an applicant's ability to benefit from third-cycle studies is based on:

1. the quality of the degree project (or other project) that has been submitted as a qualification, with the following abilities as criteria:
  - can choose a relevant and original research question

- can show a firm grasp of and present current knowledge in the chosen field
  - can gather and generate empirical evidence that is grounded in science
  - can carry out a scientific analysis of the data
  - can independently engage with theory and method issues
  - can discuss possible applications of the results
  - can present their project in a well-structured and linguistically acceptable manner
2. For a project that was carried out in a professional capacity and submitted as qualification, the assessment is focused on the ability to:
- identify and describe a relevant research question
  - identify and describe the current state of knowledge
  - conduct qualified work with systematic collection and analysis of data and other material on which decisions are based
  - demonstrate a critical approach to their own work
  - present their project in a well-structured and linguistically acceptable manner
  - describe practical implications based on the work that has been carried out

In addition to the documents attached to the application, the applicant will also be interviewed. The applicant may be requested to submit other material on which a selection is based, such as an idea sketch, the solution to a problem and/or tests.

Specific criteria for individual calls for applications can be found in the advertisement.

The fact that an applicant's transcripts from previous studies or their professional/vocational activity are being considered for credit transfer does not give the applicant priority over other applicants. The Research and Education Board decide on admission to third-cycle programmes.

## 4 Content and Design of the Programme

Third-cycle programmes can culminate in a doctoral and/or licentiate degree. According to the Higher Education Ordinance, the national qualification targets must be fulfilled to receive a degree.

### **The Doctoral Degree**

The doctoral degree is comprised of 240 HE credits, of which 75 credits are in coursework and 165 credits are for the dissertation.

### **The Licentiate Degree**

The licentiate degree is comprised of 120 HE credits, of which 40 credits are in coursework and 80 credits are for the licentiate thesis.

### **4.1 Courses**

#### **The doctoral degree**

Forty-five of the 75 course credits are in compulsory courses and 30 credits are elective courses. The compulsory courses include an introductory course, in which are modules in Teaching and Learning in Higher Education (2.5 credits) and Philosophy of Science and Research Ethics (5 credits). There are also modules in methodology (15 credits), theory (15 credits) and a seminar (7.5 credits).

## **The Licentiate Degree**

Thirty-two and a half of the 40 credits in coursework are in compulsory courses, and 7.5 credits are elective courses. The compulsory courses include an introductory course, in which are modules in Teaching and Learning in Higher Education (2.5 credits) and Philosophy of Science and Research Ethics (5 credits). There are also modules in methodology (15 credits), theory (10 credits).

Elective courses can be taken at University West or at another university, or as individual study courses.

Within 60 working days from the day of admission, every third-cycle student must have an approved individual study plan and supervisors must have been appointed. The individual study plan should then be followed up and revised at least once a year. Revisions can also be made when needed, such as when there are substantial changes made to the study plan, or when the student requests it. The principal supervisor and the student are together responsible for planning and following up on the student's progress in relation to the national qualitative targets.

## **4.2 The Programme Design**

The principal supervisor, together with the other supervisor(s) are responsible for planning, supporting, and following up on the third-cycle student's general progress on the dissertation.

To ensure a good start on the dissertation, the doctoral student holds a public planning seminar, at which time the design, research questions, methodological approaches, and a plan for execution are presented and discussed. The planning seminar is usually held within twelve months of admission to the third-cycle programme.

To ensure continued progress, the doctoral student holds a public seminar – the mid-way review – halfway through the dissertation. The material for the seminar includes both published and unpublished articles as well as an outline covering continued planning for the public defence.

If the third-cycle student wishes to do a licentiate degree, the mid-way review is replaced by a public seminar called the final review, at which time their work, as it is intended to be published (monograph or compilation thesis, including the introductory chapter), is presented and discussed.

Before the public defence, the doctoral student holds a final review that is open to the public, at which time the dissertation, as it is intended to be published (as a monograph or a compilation thesis, including the introductory chapter) is presented and discussed.

The purpose of the final review prior to the licentiate seminar and the final review prior to the public defence is to support the third-cycle student in detailed discussions and provide an arena for constructive criticism before finalization of the thesis/dissertation manuscript before the third-cycle student requests a licentiate seminar/public defence.

The third-cycle student is further expected actively to participate in conferences and seminars throughout their studies, both at the university and outside the university. They should also be active in the research environment.



### 4.3 Dissertation, Thesis, and Degree

#### The Doctoral Degree

To obtain a PhD, the third-cycle student must have completed the 240-credit programme (courses and dissertation as outlined above), which represents four years of full-time studies.

The dissertation can be a monograph or a compilation thesis consisting of at least three to five articles, of which at least two have been accepted for publication or published in peer-reviewed scientific journals or the equivalent, together with an introductory chapter that contains a summary as well as a reasoned discussion. It can be written in Swedish, English, Norwegian, or Danish. If the dissertation is written in English, there must be a Swedish, Norwegian, or Danish title and summary. If the dissertation is written in Swedish, there must be an English title and summary.

The doctoral student must defend their dissertation orally at a public defence and it must receive a passing grade.

The defence is open to the public and should be advertised at least 15 working days prior to the event. The Research and Education Board appoint an external reviewer who reviews the dissertation. They also appoint an examining committee consisting of three examiners and a substitute. The defence is chaired by one of the members of the Research and Education Board, who is specifically appointed to be the Chairperson. The examining committee passes or fails the dissertation and its defence, delivering their assessment in a specific protocol. See further information in 'Rules and Guidelines for Third-Cycle Programmes'.

The degree obtained is Doctor of Philosophy in Work-Integrated Learning .

#### The Licentiate Degree

To obtain a PhD, the third-cycle student must have completed the 120-credit programme (courses and thesis as outlined above), which represents two years of full-time studies.

The licentiate thesis can be a monograph or a compilation thesis consisting of at least two articles, of which at least one has been accepted for publication or published in a peer-reviewed scientific journal or similar, together with an introductory chapter that contains a summary as well as a reasoned discussion. It can be written in Swedish, English, Norwegian, or Danish. If the thesis is written in English, there must be a Swedish, Norwegian, or Danish title and summary. If the thesis is written in Swedish, there must be an English title and summary.

The third-cycle student must defend their thesis orally at a public seminar and it must receive a passing grade.

The licentiate seminar is open to the public and should be advertised at least 15 working days prior to the event. The Research and Education Board appoint a reviewer who reviews the thesis. They also appoint an examiner, who chairs the seminar. The examiner passes or fails the thesis and its defence and delivers their assessment in a specific protocol. See further information in 'Rules and Guidelines for Third-Cycle Programmes'.

The degree obtained is Licentiate of Philosophy in Work-Integrated Learning .

## 5 Grades

The grading scale for a dissertation or licentiate thesis, and courses at the third-cycle level is Pass/Fail.



## 6 Entry into force and transitional provisions

This study plan goes into effect on 1 November 2023 for doctoral students who are admitted to third-cycle studies after this date. Postgraduate students admitted before this date follow previous study plans.

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