



Sveriges lantbruksuniversitet
Swedish University of Agricultural Sciences

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GOVERNING DOCUMENT

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General syllabus for the doctoral programme in the subject of: **ECONOMICS**

Valid as of 01/12/2018

Department to which the study plan applies
ECONOMICS

Subject code:
NJNATE00

The objectives and design of courses in this subject may vary between faculties (see point 4. Miscellaneous).

The subject of economics (“natioalekonomi”) concerns interactions between economic agents, including how these interactions are linked to the properties and development of economies, and how they can be managed through policy interventions to achieve societal objectives. Focus is often on the allocation of scarce resources - such as capital, labour, and goods and services - between alternative uses. At SLU there is an emphasis on economic research in which biological natural resources play a central role. This research includes agricultural economics, international trade, environmental economics, natural resource economics, forest economics, and society's transition to a bio-based economy.

[A general syllabus must indicate the following: the main content of the programme, specific entry requirements and any other regulations required. All general syllabuses must be approved by the faculty board.]

1. Programme content and scope

The programme has two main components: courses and the doctoral thesis. A doctorate degree comprises 240 higher education credits (HEC). A licentiate

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degree comprises 120 HEC. This corresponds to four and two years of full-time study, respectively.

Thesis work

The thesis should be a compilation thesis or, exceptionally, a monograph written in English. The doctoral thesis must be presented and defended orally in public.

The papers of the thesis should be published in a scientific journal of good quality or be of such quality that they can be published in such a journal without extensive prior editing. These journals should be available in one of the databases Web of Science, Web of Knowledge or Scopus.

In cases where the papers included in the thesis have multiple authors, the doctoral student's own contributions must be clearly specified in the thesis, or in an annex to the thesis.

Scope

A doctoral programme comprises at least 90 HEC in the form of courses and a thesis consisting of 3–5 papers and a summarising chapter.

A licentiate programme comprises at least 55 HEC in the form of courses and a thesis consisting of 1–2 papers and a summarising chapter.

Courses

The courses required for the Degree of Doctor must include:

- compulsory courses in mathematical methods, econometrics, micro- and macroeconomics corresponding to a total of 60 credits, 15 for each subject area.
- elective general and subject-specific courses corresponding to 30 credits.
This may include courses in teaching and learning in higher education.

The compulsory courses for a licentiate degree must comprise 55 HEC and include courses in mathematical methods, econometrics, micro- and macroeconomics and elective courses, both general and subject specific. This can include a limited number of credits from courses in teaching and learning in higher education.

According to the rules for doctoral education at SLU ([Regulations and forms for doctoral education | Medarbetarwebben](#)), all doctoral and licentiate degrees at SLU must include credit awarding courses of philosophy of science and research ethics at PhD-level. These courses should also cover rules on cheating and plagiarism.

2. Specific entry requirements

Those admitted must meet the following specific entry requirements.

The specific entry requirement for the subject of economics is at least 90 HEC within economics-related subjects. This must include a degree project, and at least 30 HEC must be at the advanced level.

3. Overall rules for doctoral education at SLU

Third-cycle (doctoral) education is regulated by the Higher Education Ordinance (SFS 1993:100) and the Ordinance for the Swedish University of Agricultural Sciences (SFS 1993:221).

The local governing documents that regulate doctoral education at SLU level can be found on the page [Regulations and forms for doctoral education](#).

The programme is organised in a way that allows doctoral students to meet the qualitative targets for third-cycle courses and programmes specified in the *Higher Education Ordinance's Appendix 2 – Qualifications Ordinance* (see appendix 1).

4. Miscellaneous

Each faculty offering the third-cycle subject can choose to specify specialisations or requirements in addition to the general syllabus. These requirements must be documented in an appendix.

5. Appendixes

Appendix 1 - Higher Education Ordinance's Annex 2 – System of Qualifications

Appendix 1.

Higher Education Ordinance Appendix 2 – System of Qualifications.

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

Knowledge and understanding

- *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

- *demonstrate the capacity for scholarly analysis and synthesis as well 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

- *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.*

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

Knowledge and understanding

- *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

- *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 proficiency required to participate autonomously in research and development work and to work autonomously in some other qualified capacity.*

Judgement and approach

- *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.*