



Sveriges lantbruksuniversitet
Swedish University of Agricultural Sciences

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GOVERNING DOCUMENT

SLU ID: SLU.[Enter registry number]

Version no.: [If applicable]

Subject area: 3. First-/second-/third-cycle education

Document type: Rules
Decision-maker: Doctoral Education
Committee (Fun-NJ)
Organisational unit: Faculty of Natural
Resources and Agricultural Sciences
Decision date: 13/06/2016

Effective as of: 01/07/2016
Valid until: Further notice
Last reviewed: [DD/MM/20YY]
To be reviewed by: [DD/MM/20YY]

Document(s) repealed: [List any documents repealed by this document]

General syllabus for the doctoral programme in the subject of: **RURAL DEVELOPMENT**

Valid as of 01/07/2016

Department to which the study plan applies
URBAN AND RURAL DEVELOPMENT

Subject code:
NLLBUT00

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

Rural development ("landsbygdsutveckling") is the science of change processes in rural areas and the special conditions and challenges that exist in rural areas. Change processes are studies from social, cultural, political and financial as well as demographical and spatial perspectives. Links between resource use, natural resource management, ecosystem production and societal developments are central to this subject, as are issues relating to communication, planning and learning.

[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.

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av mot originalet.

Printouts of this document are copies and must always be checked
against the original.

Thesis work

On this programme, the student will conduct independent research work corresponding to 150–180 higher education credits (HEC). A licentiate degree requires 75–90 HEC. The thesis may be submitted as either a compilation thesis or a monograph. The thesis should be written in English or Swedish.

The thesis must display good scientific quality and be relevant to the research within the chosen subject field. The requirement that the thesis be an individual work does not exclude the possibility of it being part of a larger research project. The thesis should be an original work and meet the customary scientific quality requirements. A monograph must meet the same quality requirements as a compilation thesis.

A compilation thesis comprises 3–5 papers, all of which must be of such a standard that they may be published in peer-reviewed, international scientific publications. The summarising chapter of a compilation thesis (*kappa* in Swedish) must place the doctoral student's work in an international academic context and provide a synthesis of the different papers.

Courses

The student is required to undertake coursework which corresponds to 60-90 HEC for a Degree of Doctor, and at least 30-45 HEC for a Degree of Licentiate. This must include suitable general courses as well as elective subject courses. The course credits must include rural development/development theory corresponding to at least 15 HEC for a doctoral degree and at least 15 HEC for a licentiate degree; research methodology, theory of knowledge and other generic courses corresponding to at least 20 HEC for a doctoral degree and at least 10 HEC for a licentiate degree.

The doctoral student is encouraged to take third-cycle courses at other higher education institutions, in Sweden or abroad, in consultation with the main supervisor. The doctoral student is also expected to participate in the department's seminars as well as seminars and conferences at SLU and other higher education institutions, nationally and abroad.

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 this subject is normally knowledge corresponding to at least 120 HEC at second-cycle level in subjects that provide familiarisation with the subject field rural development and familiarisation with the issues of the intended research field. This must include a degree project.

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.*