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supervision and questions**  
School of Architecture and the  
Built Environment

## **General syllabus for education at third-cycle level in the subject Architecture**

This regulatory document has been decided by the President (V-2017-0429) pursuant to chapter 6 sections 26-27 of the Higher Education Ordinance. The regulatory document is valid with effect from 05-04-2017 and was last modified on 30-01-2024 (V-2023-0466). The regulatory document regulates the main content of the education, requirements for special qualifications and the other regulations that are needed. The School of Architecture and the Built Environment is responsible for review and questions about the governing document.

### **1 Content of the education**

#### **1.1 The name of the subject in Swedish and in English translation**

Arkitektur, Architecture

#### **1.2 Subject description**

Architecture is an interdisciplinary subject that encompasses the construction and design of the physical environment, in particular interiors, buildings, landscapes and cities, as well as their interaction. It also encompasses the historical and contemporary importance of architecture and the physical environment for the development of society in different geographical and cultural contexts. This includes sustainable development at different scales and from different perspectives. Knowledge, skills and competences in the subject are sustained, developed and communicated through practice as well as in research. The subject of architecture also includes theories and methods involving the relationship between artistic creation and representation; architectural design, planning and production, and the experience and use of the built environment.

#### **1.3 Specialisations**

The subject consists of three specialisations. Admission is by subject and specialisation. A specialisation is required for admission to the subject

The specialisations are subordinate to the subject of architecture and follow the structure, objectives, requirements and entry requirements of the programme in general, with the exception of the courses. Each specialisation has a compulsory specialisation-specific course that must be taken, in addition to the compulsory subject-specific courses.

Architectural Design, Technology and Representation

Architectural Design, Technology and Representation develops, sustains and communicates knowledge in the subject of architecture, with a particular focus on method and materialisation. The specialisation spans education, research and design practice, and includes architectural

design, architectural technology, representation, sustainability, lighting design and related architectural theory. Research in the subject combines different methods and approaches based on architectural theory and practice, artistic research, design-driven research, case-study methodology and innovation. The specialisation contributes to the following research & development areas: design processes, critical theory, sustainability and reuse, architectural lighting design, digital design and fabrication methods, experimental architectural practices, and media.

### Architectural Theory, History and Critical Studies

Architectural Theory, History and Critical Studies develops, sustains and communicates knowledge about architecture from a broad cultural-historical and socio-critical perspective. The research methods are interdisciplinary and relate to the broader humanities and artistic practice as well as to technology and social sciences. Architectural theory and history considers architecture and the built environment as a historical process in which the present is contextualised as part of longer periods of development, and deepens the understanding of architecture as a spatial, aesthetic and social practice. Critical studies in architecture considers architecture as a profession, discipline and cultural expression, the influence of different ideological systems and power structures on architecture, and, conversely, the reproduction of these systems and structures by architecture.

### Urban Design and Urban Theory

Urban Design and Urban Theory develops, sustains and communicates knowledge about the built environment, with a particular focus on spatial relationships. Its focus is equally rooted in issues of spatial design and performativity as it is in issues of sustainable development, justice and democracy. The research methods are interdisciplinary, combining practice and theory to investigate the urban environment in relation to interconnected and multi-scalar processes of transformation. The specialisation aims to develop new solutions and approaches to contemporary challenges, as well as to critically examine underlying assumptions and ideals in urban design and planning. Drawing on history, philosophy, social theory and aesthetics, this specialisation promotes an understanding of the city as a multifaceted object of knowledge, and contributes to the academic discourse on cities from an architecture-specific perspective.

## 1.4 Organisation of the education

### 1.4.1 Activities for fulfilment of outcomes for the education according to the Higher Education Ordinance (HF)

Below are described activities for the doctoral student's fulfilment of the learning outcomes for third-cycle education according to the Higher Education Ordinance (HF) and KTH's goals. The individual study plan specifies the activities for each individual doctoral student.

#### *Learning outcomes: Knowledge and understanding*

For the Degree of Doctor the doctoral student shall:

- Demonstrate broad knowledge and a systematic understanding of the research field as well as advanced and up-to-date specialist knowledge in a limited area of this field.

These outcomes are achieved by the doctoral student completing the compulsory courses Scientific Theory and Research Methodology in Architecture and Concepts and Theories in Architecture, which contribute to the knowledge of architectural research in a broad perspective, as well as the relevant specialisation-specific course that provides specialist knowledge. The outcomes are further attained through the thesis work, by the doctoral student placing and discussing their own research results in a broader perspective that spans the relevant breadth of the research area.

- Demonstrate familiarity with research methodology in general and the methods of the specific field of research in particular.

This outcome is achieved by the doctoral student completing the compulsory courses in the research domain, as well as through practical application in their own thesis work, where the doctoral student demonstrates the ability to independently perform, interpret and critically review the results in relation to the choice of methods and execution.

For a Degree of Licentiate, the doctoral 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 in particular.

This outcome is achieved by the doctoral student completing the compulsory courses Scientific Theory and Research Methodology in Architecture and Concepts and Theories in Architecture, which contribute to the knowledge of architectural research in a broad perspective, as well as the relevant specialisation-specific course that provides specialist knowledge. The outcomes are further attained through the thesis work, by the doctoral student placing and discussing her/his own research in a broader perspective that spans the relevant breadth of the research area.

*Learning outcome: Competence and skills*

For the Degree of Doctor the doctoral 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.

This outcome is achieved by the doctoral student completing the compulsory courses Knowledge Communication in Architectural Research and Higher Seminars in Architecture, Parts 1 and 2, which train students in the ability to read, understand and critique scientific texts, as well as the ability to argue for or against results and interpretations, both their own and those of others. These outcomes are also attained by the doctoral student, in their own thesis work, demonstrating the ability to independently formulate and critically analyse both their own and other researchers' research questions. Further training is provided through supervision, presentations at stage seminars and scientific conferences, and the doctoral student's contribution to teaching.

- 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.

This outcome is achieved by the doctoral student demonstrating the ability to independently (with support through supervision and stage seminars) plan and carry out their thesis work within the specified time, as well as through active course participation in the elements that include discussion and critical review of scientific work and the work of other researchers.

- Demonstrate through a dissertation the ability to make a significant contribution to the formation of knowledge through his or her own research.

This outcome is achieved by the doctoral student presenting and defending their work at a half-time seminar and a final review (see also 1.4.6) as well as by completing and defending their own thesis work under the examination of an external faculty reviewer.

- 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.

This outcome is achieved through the completion of the compulsory courses Knowledge Communication in Architectural Research and Higher Seminars in Architecture, Parts 1 and 2, and through presentations of their own research at national and international conferences. The outcome is also achieved through the doctoral student's participation in outreach activities aimed at disseminating and exchanging knowledge in collaboration with, e.g., other higher education institutions, private companies, public authorities and schools.

- Demonstrate the ability to identify the need for further knowledge.

This outcome is achieved by the doctoral student, through their own thesis work and through active course participation, demonstrating the ability to question, evaluate and adapt their perception of knowledge and ability in relation to the current knowledge frontier.

- 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.

This outcome is achieved through the doctoral student's contribution to the discussion and review of the work of others within the framework of the compulsory courses, as well as through participation in outreach activities aimed at disseminating and exchanging knowledge in collaboration with, e.g., other higher education institutions, private companies, public authorities and schools. Further training is provided through presentations at stage seminars and scientific conferences and the doctoral student's contribution to teaching.

For a Degree of Licentiate, the doctoral 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.

This outcome is achieved by the doctoral student demonstrating the ability to independently (with support through supervision and stage seminars) plan and carry out their thesis work within the specified time, as well as through participation in the course elements that include studies, discussion and critical review of the work of other researchers.

- Demonstrate ability in both national and international contexts to present, discuss research, and research findings in speech and writing and in dialogue with the academic community and society in general.

This outcome is achieved by the completion of the compulsory courses Knowledge Communication in Architectural Research and Higher Seminars in Architecture, Parts 1 and 2, as well as through presentations of the student's own research at national and international conferences.

- Demonstrate the skills required to participate autonomously in research and development work and to work autonomously in some other qualified capacity.

This outcome is achieved through completion of a licentiate thesis of good scientific and linguistic quality, defended and discussed at a licentiate seminar, and given a passing grade by an independent examiner.

#### *Learning outcomes: Judgement and approach*

For the Degree of Doctor the doctoral student shall:

- Demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics.

This outcome is achieved by the doctoral student demonstrating intellectual integrity, in the sense that their own choices and positions can be justified and defended in relation to best practices and disciplinary foundation. The outcome is achieved through supervision, within the framework of course participation and seminars, and in the student's thesis work. The compulsory courses train students in exercising judgement, either within a specific ethics module or by providing important insights into the issues and challenges related to judgement and approach within the subject as a whole. The compulsory subject-specialisation courses train students in their exercise of judgement and their approach to the ethical issues specific to each specialisation, while the School of Architecture and the Built Environment's elective courses in research ethics offer further opportunities for doctoral students to achieve the outcome.

- 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.

This outcome is achieved by the doctoral student, in their own thesis work, being able to present concrete examples of how their own research results, and the research domain in general, can contribute new knowledge to the research frontier in the domain and justify its societal relevance. The architecture-specific outcomes are also captured in the conference and seminar elements of the compulsory courses, which furthermore contribute to knowledge of how artistic methods and approaches constitute interpretative sciences and apply methods that transcend traditional disciplinary boundaries.

For a Degree of Licentiate, the doctoral student shall:

- Demonstrate the ability to make assessments of ethical aspects of his or her own research.

This outcome is achieved by the doctoral student demonstrating intellectual integrity, in the sense that their own choices and positions can be justified and defended in relation to best practices and disciplinary foundation.

- Demonstrate insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used.

This outcome is achieved by the doctoral student, in their own thesis work, being able to present concrete examples of how their own research results, and the research domain in general, can contribute to new knowledge within the research frontier in the domain and justify its societal relevance.

- Demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her ongoing learning.

This outcome is achieved by the doctoral student, in their own thesis work, demonstrating the ability to question, evaluate and adapt their perception of their own knowledge and ability in relation to the current knowledge frontier.

#### *KTH's outcome in sustainable development*

For both the Degree of Licentiate and the Degree of Doctor, the doctoral student shall:

- Demonstrate with knowledge and skills the ability to be able to contribute to sustainable societal development towards an equal, inclusive and climate-neutral society.

For the licentiate degree, the doctoral student must be able to account for the relevance of scientific contributions to sustainable development and to established sustainability goals. For the doctoral degree, the doctoral student must be able to integrate sustainability theories and set goals in their own research questions and scientific contribution descriptions, with support in the exchange with other researchers provided by supervision, seminars and doctoral course. The

outcome is also achieved by the doctoral student, in their own thesis work, demonstrating the ability to independently reason about the importance of gender equality, diversity and equal opportunities in relation to their own research and to the research subject in general. This outcome is also achieved through participation in the elective course Gender and Sustainability: Introducing Feminist Environmental Humanities.

#### 1.4.2 Compulsory courses

For all specialisations:

Higher Seminars in Architecture, Part 1 7.5 credits

Higher Seminars in Architecture, Part 2 7.5 credits

Knowledge Communication in Architectural Research 7.5 credits

Scientific Theory and Research Methodology in Architecture 7.5 credits

Concepts and Theories in Architecture 7.5 credits

Specialisation-specific

Technology, Practice and Representation in Architecture 7.5 credits

Architectural Humanities: Theory, History, and Critical Studies 7.5 credits

Epistemologies in Urban Design and Urban Theory 7.5 credits

#### 1.4.3 Recommended courses

Philosophies in Architecture 7.5 credits

Critical Studies in Architecture 7.5 credits

Gender and Sustainability: Introducing Feminist Environmental Humanities 7.5 credits

Introduction to Research Ethics for Doctoral Students 1.5 credits

Theories in Urban Morphology 7.5 credits

Lighting in the Built Environment 7.5 credits

#### 1.4.4 Conditional elective courses

For both the licentiate and doctoral degrees, research students may, in consultation with their supervisor, plan and carry out one or two independently designed courses.

1A5041 Individual Literature Course: Architecture 2.5 credits

1A5042 Individual Literature Course: Architecture 5.0 credits

1A5043 Individual Literature Course: Architecture 7.5 credits

1A5044 Individual Seminar Course: Architecture 2.5 credits

1A5045 Individual Seminar Course: Architecture 5.0 credits

1A5046 Individual Seminar Course: Architecture 7.5 credits

1A5047 Individual Project Course: Architecture 5.0 credits

1A5048 Individual Project Course: Architecture 7.5 credits

1A5049 Individual Project Course: Architecture 10.0 credits

1A5050 Individual Project Course: Architecture 15.0 credits

#### 1.4.5 Requirements for the degree

##### **Degree of Doctor**

*A Degree of Doctor comprises 240 credits. At least 120 credits must consist of the doctoral thesis*

##### Thesis

*Quality requirements and possible other requirements for the thesis.*

The thesis is a compulsory part of the doctoral programme. The programme aims for students to develop an ability to make independent contributions to research and engage in scientific collaboration, both within and beyond their own subject. The thesis can be written as a monograph or as a compilation of scientific articles, which should normally be at least four in number. Rooted in the humanities and social sciences, monographs are commonplace in the subject and also provide opportunities to explore other artistic and practice-based methods of conducting, producing and documenting research. The thesis must include new research results that the student has developed, alone or in collaboration with others, through theoretical or empirical research. The main scientific results used for a Degree of Doctor must meet the quality requirements for publication of articles in internationally recognised peer-reviewed journals. The thesis work should be presented once per academic year at a seminar, and at least twice per semester to the main supervisor/supervisory group. A public final review with an external reviewer must be held before the application for a public defence of the doctoral thesis is submitted.

Theses at KTH shall normally be written in English; if the subject justifies the thesis being written in another language, an exemption is sought from the director of third-cycle education.

##### Courses

*The doctoral student shall have completed courses of at least 60 credits, of which 45 credits must be at third-cycle level and no more than 10 credits can be at first-cycle level.*



## **Degree of Licentiate**

*A Degree of Licentiate comprises at least 120 credits. At least 60 credits must consist of the academic thesis.*

### Thesis

*Quality requirements and possible other requirements for the licentiate thesis.*

The academic paper is a compulsory part of the third-cycle programme. The programme aims for students to develop an ability to make independent contributions to research and engage in scientific collaboration, both within and beyond their own subject. The academic paper can be written as a monograph or as a compilation of scientific articles. The academic paper must include new research results that the student has developed, alone or in collaboration with others, through theoretical or empirical research. For the Degree of Licentiate, the main scientific results must fulfil the quality requirements for publication of at least two articles. Work on the academic paper should be presented once per semester at a seminar, and at least twice per semester to the main supervisor/supervisory group.

Academic papers at KTH shall normally be written in English; if the subject justifies the academic paper being written in another language, an exemption is sought from the director of third-cycle education.

### Courses

*The doctoral student shall have completed courses of at least 30 credits, of which 15 credits must be at third-cycle level and no more than 10 credits can be at first-cycle level*

#### 1.4.6 Other elements in the education to promote and ensure goal attainment

Supervisors play a key role in organising, motivating and providing feedback on the studies in general and the thesis in particular. Supervision shall be provided so that the doctoral student has the opportunity to develop their skills towards the applicable intended learning outcomes for the programme, including literature review, methodology, scientific inquiry, data collection and processing, analysis, justification of scientific contributions, and communication in various forms and contexts.

In order for the doctoral student to be assessed as having completed fifty per cent of the thesis work, they must have attended a compulsory half-time seminar. At the half-time seminar, a draft of the thesis must be presented: the problem statement or research questions, theory and method, draft chapter organisation and at least two chapters. If eighty or ninety per cent of thesis work has been completed, the thesis project must be presented at a compulsory seminar and reviewed by an external faculty reviewer. For the licentiate degree, the half-time seminar (50%) is a compulsory qualitative target.

## **2 Admission to education at third-cycle level (qualification etc.)**

Admission to education at third-cycle level is regulated in Chapter 7, Section 40 of the Higher Education Ordinance and in the admission regulations at KTH. KTH's regulations on specific prerequisites and such abilities in other respects as are needed to assimilate the education in the relevant subject at the doctoral level are set out below.

## 2.1 Specific prerequisites

To be admitted to the third-cycle education in **Architecture**, the applicant must have passed courses resulting in at least 60 credits at minimum second-cycle level in **Architecture** or other subjects deemed directly relevant to the chosen specialisation. These entry requirements can be also be considered fulfilled by an applicant who has acquired essentially equivalent knowledge in arrangement.

In order to be admitted to third-cycle education in **Architecture**, the applicant must have knowledge of English equivalent to English 6.

## 2.2 Assessment criteria for testing the ability to assimilate the education

The following assessment criteria apply for testing the ability to assimilate the education:

Selection for third-cycle education is based on assessed ability to assimilate such education. The ability assessment is primarily based on having passed courses and programmes that satisfy the entry requirements. Particular consideration is given to the following:

1. Knowledge and skills relevant for thesis work and the subject.  
These can be shown through attached documents and a possible interview
2. Assessed ability to work independently
  - a. ability to formulate and tackle scientific problems
  - b. ability to communicate well in speech and writing
  - c. maturity, judgement and ability to analyse critically and independently

The assessment may be based, for example, on degree projects and discussion of these at a possible interview.

3. Other experience relevant for third-cycle education, e.g. professional experience.  
These can be demonstrated through attached documents and, potentially, an interview.

## 3 The other regulations needed

### 3.1 Transitional regulations

Doctoral students admitted under a previous programme syllabus have the right to switch to the current general syllabus. However, changing syllabi requires that the new syllabus can be achieved in time. When changing syllabi, credit for any specialisation-specific courses can be transferred during a transition period of five years, according to the table below:

<b>Specialisation course general syllabus 2017</b>	<b>Specialisation course current general syllabus</b>
Foundation Course in Architectural Design	Technology, Practice and Representation in Architecture
Architectural Historiography	Architectural Humanities: Theory, History, and Critical Studies

Foundation Course in Architectural Technology	Technology, Practice and Representation in Architecture
Critical Studies in Architecture	Architectural Humanities: Theory, History, and Critical Studies
Theories in Urban Morphology	Epistemologies in Urban Design and Urban Theory

Requests to adopt the new syllabus are made to the director of third-cycle education/head of school.