



## **Programme description of Urban and Regional — a third-cycle study programme provided by the School of the Built Environment**

### **Programme name**

Urban and Regional Planning

### **The third-cycle subjects included in the programme.**

Urban and Regional Planning

### **Programme organisation**

The programme has a programme director. The main task of the programme director is to ensure that the general syllabus for the third-cycle programme is up to date and that a range of courses are offered according to the syllabus, to track development of the doctoral programme and to initiate measures necessary for the development of the programme. The programme director represents the subject at third-cycle level in the School of Architecture and the Built Environment's Council for Third-Cycle Education. The programme director is also responsible for disseminating information from the School's Council for Third-Cycle Education and other information relevant to the programme to supervisors and doctoral students in the programme.

The programme council includes all principal supervisors in the subject, together with student representatives. At least once per semester, the programme director shall convene a meeting of the programme council. The purpose of these meetings is to follow up and reconcile past and future activities and courses within the doctoral programme, as well as addressing other current issues. Together with the programme council, the programme manager addresses the implementation and monitoring of the programme and prepares the basis for the systematic quality-enhancement activities. The role of the student representatives is to actively participate in the programme council and anchor issues among the programme's doctoral students prior to decisions and work in the programme council, as well as identifying important issues to be addressed within the programme council from a doctoral student perspective.

In addition to the programme council, the tutor college includes all supervisors and focuses mainly on sharing experiences with the supervisory role, as well as following up on recruitment, status and student completion issues. The tutor college meets once or twice per semester, and the responsibility for convening and chairing the meetings rotates among supervisors.

### **Courses**

#### *Range of courses offered*

The compulsory courses are:

- Introduction to Graduate Studies and Sustainable Development (1.5 credits)
- Planning Theory (7.5 credits)
- Scientific Theory and Research Methodology (7.5 credits) Can be achieved by the following (or equivalent): Self-reflexive Methodology for the Scientific Study of Complex Social Phenomena

(3.0 credits) supplemented with 4.5 theory-of-knowledge credits, e.g., Introduction to the Philosophy of Science and Research Methodology, Social Sciences (4.5 credits).  
As an alternative to these, students can take Introduction to the Philosophy of Science and Research Methodology (7.5 credits) or Introduction to Theory of Science and Research Methodology, for Graduate Students in Technology and Natural Sciences (7.5 credits). (7.5 credits)

- Introduction to the field of research law and ethics: either through a course in Research Law and Ethics with a specialisation in urban and regional planning, or Introduction to Research Ethics for Doctoral students (1.5 credits).

The programme's compulsory courses in philosophy of science and research methodology, and the law and ethics of research, provide a general foundation for scientific work. The compulsory course in planning theory provides an introduction to the breadth of various theoretical orientations within the subject of urban and regional planning as well as its development over time, thus contributing to a general understanding of the subject. All courses are at third-cycle level.

In addition to the compulsory courses, in-depth method and theory courses are offered, as well as courses in various specialist areas and their applications.

Before each semester, the courses in question are given an administrative course instance, and are thus included in KTH's course catalogue (see website to find courses). The courses are also advertised to the programme's doctoral students internally, via email.

#### *Quality assurance and monitoring of programme courses*

Written course evaluations are carried out for all courses, and there is usually also an oral summative evaluation, directly following the completion of the course. These evaluations form the basis for course analyses and thus for weighing the need to develop or change individual courses or the entire range of courses offered. The programme director and the programme council follow up the course offerings annually. Dialogue with the programme's doctoral students is an important part of this work.

#### **Other programme content and support for the programme's doctoral students**

*Organised activities other than courses, such as seminar series and workshops.*

The programme includes compulsory seminars: one-year seminar, half-time seminar and final review for Degree of Doctor, and half-time seminars for Degree of Licentiate. In addition to these, doctoral students are encouraged to present their planned research specialisation at one of the regular research seminars in the environment, in connection with the development of the study plan, and also to present their work later, at the ongoing research seminars. For the Degree of Licentiate, a final seminar may also be included in connection with, or prior to, the quality audit.

Doctoral students are expected to participate in the ongoing seminar activities, and to attend and contribute to research days, evaluations and other research-related activities organised in the research environment, as well as to ongoing research projects.

Doctoral students are encouraged to attend international conferences during the programme length, to be selected in consultation with their supervisor.

### **Description of continuous, systematic quality assurance for the programme**

The director of third-cycle education adopts the individual study plan. It must be followed up at least once a year, and the principal supervisor is responsible for ensuring that this is done. The principal supervisor must initiate the monitoring, but it can also be initiated by the doctoral student, other supervisors or the programme director. The principal supervisor shall, together with the doctoral student, prepare a study plan for the annual monitoring.

Supervision provides the basis for creating the conditions for goal fulfilment, by organising, motivating and providing feedback on the studies and their implementation in courses and the student's research. Regular supervision, focusing on the licentiate/doctoral thesis, supports the doctoral student's development during the programme length, and shall be planned appropriately based on the intended learning outcomes so that a step-by-step progression takes place in knowledge and understanding of both the research area and the student's own studies; in competence and skills, such as data collection, analysis/synthesis and communication; and in judgement and approach, to achieve an independent research role.

Course analyses are continuously carried out, and programme analyses are carried out in line with KTH's quality system. This forms the basis of the development work. Issues can be identified and discussed on an ongoing basis through the tutor college, which includes all supervisors, and in the programme council. Having broad support and ensuring discussion prior to programme analyses and during follow-up, development, and other work within the programme, among supervisors as well as doctoral students, is an important part of quality enhancement activities.