General Syllabus for Research Studies in
SPORT SCIENCE
Idrottsvetenskap

This syllabus was approved by the Faculty Board of Medicine and Health on 3 February 2012 (reg. no. CF 62-69/2012)\(^1\), \(^2\).

1 Subject description

As a subject, sport science is interdisciplinary in character and it is defined as the study of physical activity undertaken with the objective to promote physical and mental health, recreation, competition performance and aesthetic experience.

The research study subject area of sport science at Örebro University focuses on sports-physiological research on the body’s adaptation to inactivity as well as to different types of acute and prolonged physical activity and exercise in both health and disease. The subject also focuses on social and educational science aspects of sports, including didactic, psychological and historical issues and methods within sport science. Study objects for research within the subject area include the school subject physical education and health, club-organised sports, sport as physical exercise and recreation, play, outdoor activities, physical performance, as well as physical training as an important measure in terms of prevention, treatment and the rehabilitation of different pathological conditions.

Within the subject, programmes are also offered that are linked to the research schools UVD (Educational sciences with emphasis on didactics) and the Graduate School for the Didactics of Physical Education.

2 Intended learning outcomes

The intended learning outcomes of the programme, the qualitative targets, are evident from appendix 1 to this syllabus.

\(^1\) The syllabus is approved by virtue of the Higher Education Ordinance, Chapter 6, Sections 26-27 (SFS 1993:100)

\(^2\) The English translation of the general syllabus was finalised on 27 March 2013.
3 Admission to the programme – entry requirements and selection etc.

Entry requirements and the basis of assessment for the selection of students are evident from appendix 2 to this syllabus. For other admission information, see Admission Regulations for Örebro University.

4 General information on the programme organisation

There are two types of research study programmes— one concluding with the degree of doctor (240 credits) and one concluding with the degree of licentiate (120 credits). The programmes mainly consist of courses and subsequent examinations, and the writing of a doctoral or licentiate thesis respectively. The research student is expected to take an active part in research seminars and other assigned activities during the period of study. The student is further recommended to take advantage of the opportunities to attend guest lectures etc. at the university, and to attend and contribute to national and international conferences. For each research student, a minimum of two supervisors will be appointed, one of which is nominated as the principal supervisor. The detailed organisation of the programme is determined in the individual study plan.

Credit overview

<table>
<thead>
<tr>
<th>Overview of programme organisation and degree requirements</th>
<th>Courses/ examinations, credits</th>
<th>Thesis, credits</th>
<th>Total no. of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students a physiology specialisation</td>
<td>Compulsory 15</td>
<td>Elective 22.5</td>
<td>202.5</td>
</tr>
<tr>
<td>Students with a social and educational sciences specialisation</td>
<td>15</td>
<td>45</td>
<td>180</td>
</tr>
<tr>
<td>Students linked to the research school UVD</td>
<td>45</td>
<td>15</td>
<td>180</td>
</tr>
<tr>
<td>Students a physiology specialisation</td>
<td>Compulsory 15</td>
<td>Elective 7.5</td>
<td>97.5</td>
</tr>
<tr>
<td>Students with a social and educational sciences specialisation</td>
<td>15</td>
<td>15</td>
<td>90</td>
</tr>
<tr>
<td>Students linked to the Graduate School for the Didactics of Physical Education</td>
<td>30</td>
<td>15</td>
<td>75</td>
</tr>
</tbody>
</table>

3 Under the new higher education system, and in accordance with the English translation of the Higher Education Ordinance, study programmes at the research level are referred to as third-cycle courses and study programmes. In this document, these programmes and their students are referred to by using compounds of the terms research, research studies and third-cycle. These should thus be considered to be synonymous [translator’s comment].

4 The Higher Education Ordinance stipulation that at least two supervisors be appointed for each research student does not apply to research students who commenced their studies before 1 July 2007. Instead, the older provision of at least one supervisor applies (point 18, transitional provisions of SFS 2006:1053).

5 Higher Education Ordinance, Chapter 6, Sections 4, 5, 28 and 29

6 One credit point according to the previous credit system corresponds to one and a half credits under the new system.
5 Qualification requirements for the degree of doctor

The programme for the degree of doctor comprises 240 credits, corresponding to four years of full-time study. For the degree of doctor, research students must
- have received a passing grade in the examinations of 37.5 and 60 credits respectively which, depending on specialisation, conclude the courses listed below, in accordance with the respective course syllabus, and
- have received a passing grade on a scholarly thesis (doctoral thesis) corresponding to 180 and 202.5 credits respectively, depending on specialisation. The thesis is to be defended orally at a public defence event.

The compulsory courses for the degree of doctor comprise 15 credits in total, distributed as follows:
- Research Areas and Traditions in Sport Sciences, 7.5 credits
- Sport Science Specialisation Course, 7.5 credits

Physiology specialisation
For students on the programme with a physiology specialisation, the elective courses comprise 22.5 credits in total, of which at least 7.5 credits shall derive from courses in theory of science, research methodology and research ethics. With this specialisation, the doctoral thesis shall correspond to 202.5 credits.

Social and educational sciences specialisation
For students on the programme with a social and educational sciences specialisation, the elective courses comprise 45 credits in total, of which at least 15 credits shall derive from courses in theory of science, research methodology and research ethics. With this specialisation, the doctoral thesis shall correspond to 180 credits.

Students linked to the research school UVD (Educational sciences with emphasis on didactics)
For research students linked to the research school UVD, specific requirements for the award of the degree shall apply. The compulsory courses shall instead comprise 45 credits, distributed as follows:
- Research Areas and Traditions in Sport Sciences, 7.5 credits
- Sport Science Specialisation Course, 7.5 credits
- Didactics as a Research Field, 15 credits (within the research school UVD)
- Language and Communication, 15 credits (within the research school UVD)

For students on the programme with this specialisation, the elective courses comprise 15 credits. The doctoral thesis shall correspond to 180 credits.

6 Qualification requirements for the degree of licentiate

The programme for the degree of licentiate comprises 120 higher education credits, corresponding to two years of full-time study.

For a degree of licentiate, research students must

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7 Higher Education Ordinance, Chapter 6, Section 5
8 “Courses” also refers to other programme modules that in addition to the thesis generate credits.
9 Higher Education Ordinance, Chapter 6, Sections 5 and 33
10 Higher Education Ordinance, Chapter 6, Sections 2, 4, and 5
- have received a passing grade in the examinations of 22.5 and 30 credits respectively which, depending on specialisation, conclude the courses listed below, in accordance with the respective course syllabus, and
- have received a passing grade on an academic paper (licentiate thesis) corresponding to 90 and 97.5 credits respectively, depending on specialisation.

The compulsory courses for the degree of licentiate comprise 15 credits in total, distributed as follows:
- Research Areas and Traditions in Sport Sciences, 7.5 credits
- Sport Science Specialisation Course, 7.5 credits

**Physiology specialisation**
For students on the programme with a physiology specialisation, the elective courses comprise 7.5 credits in theory of science, research methodology and research ethics. With this specialisation, the licentiate thesis shall correspond to 97.5 credits.

**Social and educational sciences specialisation**
For students on the programme with a social and educational sciences specialisation, the elective courses comprise 15 credits in total, of which at least 7.5 credits shall derive from courses in theory of science, research methodology and research ethics. With this specialisation, the licentiate thesis shall correspond to 90 credits.

**Students linked to the Graduate School for the Didactics of Physical Education**
For research students linked to the Graduate School for the Didactics of Physical Education, specific requirements for the award of the degree shall apply. The compulsory courses shall instead comprise 30 credits, distributed as follows:
- Research Areas and Traditions in Sport Sciences, 7.5 credits
- Sport Science Specialisation Course, 7.5 credits
- A course on physical education and health, 7.5 credits
- A course on the didactics of physical education and health, 7.5 credits
The elective courses for this specialisation comprise 15 credits.
The licentiate thesis shall correspond to 75 credits.

7 Other provisions

7.1 Required reading
The required reading in the subject area is listed in the course syllabuses for the compulsory courses.

7.2 Course selection
The research student plans, in consultation with the supervisor, which courses should be part of the programme. The selection is subsequently laid down in the individual study plan.

7.3 Half-way licentiate degree
Students admitted to the programme concluding with the doctoral degree may conclude part of their studies with a licentiate degree, if their studies comprise at least 120 credits. To obtain such a half-way degree, the same criteria apply as to programmes that are to be concluded with a licentiate degree. See above.

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11 Higher Education Ordinance, Chapter 6, Section 5
12 Higher Education Ordinance, Chapter 6, Section 4, and the university’s regulations on research study programme qualifications
8 Further information

Further information about provisions for the programme can be found on the university homepage, in the section on research studies. Documents there include the Admission Regulations for Örebro University and other information about national and local regulations.

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Entry into force and transitional provisions

This general syllabus shall be in effect from 1 April 2012.

Research students who have been admitted for research studies in sport science before 1 January 2012 shall, regardless of specialisation, as a principal rule conclude their studies in accordance with the qualification requirements applicable for them on 31 March 2012 under the former subjects area’s general syllabus, including its transitional provisions. If appropriate, the head of school may however, at the request of the research student, decide that the research student may continue his/her studies under the new general syllabus for sport science.

Research students who have begun their studies on the programme before 1 July 2007 are hereby reminded of their right to complete, as an alternative, their studies and obtain their qualification pursuant to the earlier provisions for studies on a research study programme that were in force before the so-called Bologna reform. This right exists until, but no later than, the end of June 2015 (point 5, transitional provisions of SFS 2006:1053). See further the transitional provisions of previous general syllabuses for the subject areas in question.
Appendix 1 to the general syllabus

Extract from the Qualifications ordinance, annex 2, Higher Education Ordinance (1993:100)

Outcomes for the licentiate degree

Knowledge and understanding
For a Licentiate the third-cycle 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 of research in particular.

Competence and skills
For a Licentiate the third-cycle 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,
– 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 skills required to participate autonomously in research and development work and to work autonomously in some other qualified capacity.

Judgement and approach
For a Licentiate the third-cycle student shall
– demonstrate the ability to make assessments of ethical aspects of his or her 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 his or her ongoing learning.

Outcomes for the doctoral degree

Knowledge and understanding
For the degree of Doctor of Philosophy the third-cycle student shall
– 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
For the degree of Doctor of Philosophy the third-cycle student shall
– 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
For the degree of Doctor of Philosophy the third-cycle student shall
– 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.
Appendix 2 to the general syllabus

Admission to research studies – entry requirements and selection

1 Admission requirements – Higher Education Ordinance

The Higher Education Ordinance stipulates that the number of research students that may be admitted by the university may not exceed the number that can be offered supervision and otherwise acceptable conditions for study and whose studies are funded pursuant to the provisions in the Higher Education Ordinance\textsuperscript{13}.

The requirements for admission to third-cycle courses and study programmes are that the applicant
1. meets the general and specific entry requirements that the faculty board may have laid down, and
2. is considered in other respects to have the ability required to benefit from the course or study programme\textsuperscript{14}.

2 Entry requirements

2.1 General entry requirements

A person meets the general entry requirements for third-cycle courses and study programmes if he or she
1. has been awarded a second-cycle qualification,
2. has satisfied the requirements for courses comprising at least 240 credits of which at least 60 credits were awarded in the second-cycle, or
3. has acquired substantially equivalent knowledge in some other way in Sweden or abroad.

The higher education institution may permit an exemption from the general entry requirements for an individual applicant, if there are special grounds\textsuperscript{15}.

Transitional provisions

a) A person with credits or qualifications from undergraduate programmes corresponding to the entry requirements above will also be eligible\textsuperscript{16}. Exemptions from the entry requirements may be made also in these cases, if there are special grounds.

b) A person who meets the general entry requirements for research study programmes (120 credits from undergraduate programmes or corresponding knowledge \textsuperscript{17}), before 1 July 2007, will also be considered to meet the general entry requirements for third-

\textsuperscript{13} Higher Education Ordinance, Chapter 7, Section 34
\textsuperscript{14} Higher Education Ordinance, Chapter 7, Section 35
\textsuperscript{15} Higher Education Ordinance, Chapter 7, Section 39
\textsuperscript{16} Point 10, transitional provisions for SFS 2006:1053
\textsuperscript{17} A person who has completed an undergraduate programme of at least 120 credits, or in some other way, in Sweden or abroad, has acquired substantially corresponding knowledge.
cycle courses and study programmes after that, however until no later than the end of June 2015. Exemptions from this provision are not permitted.

2.2 Specific entry requirements

A person meets the specific entry requirements for third-cycle courses and study programmes in the subject if he or she has passed courses of at least 90 credits, including an independent project on the advanced course level, in sport science or other subject of high relevance to the discipline in question. A person who has acquired substantially corresponding knowledge, in Sweden or abroad, also meets the specific entry requirements.

Transitional provisions
A person with credits or qualifications from undergraduate programmes corresponding to the entry requirements in the previous paragraph will also be eligible.

This primarily refers to passed courses of at least 60 credits (including an independent project on the advanced course level/60 credit level) in sport science or other subject of high relevance to the discipline in question.

2.3 Ability in other respects to benefit from the education

The assessment whether the applicant has such ability in other respects to benefit from the programme shall be made based on his/her education and other previous activities, as well as on the essays and other independent projects of a scholarly nature that have been submitted by the applicant (compare section 3 below on the assessment criteria for the selection of research students, especially concerning capability).

3 Selection from among the applicants

In selecting between applicants, their ability to benefit from the programme shall be taken into account. The higher education institution determines which assessment criteria shall be used in determining the ability to benefit from the programme.

However, the fact that an applicant is considered able to transfer credits from prior courses and study programmes or for professional or vocational experience may not alone give the applicant priority over other applicants.

Assessment criteria for selection

The criteria A - B aim at facilitating the determination of the applicant’s ability to benefit from the programme. They should therefore be relevant to the applicant’s

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18 Point 11, transitional provisions for SFS 2006:1053
19 The “advanced course level” refers to the same level of in-depth studies as under the previous higher education system. With the new credit system, the advanced course level thus refers to 61-90 credits within the main field of study.
20 Point 10, transitional provisions for SFS 2006:1053
21 Higher Education Ordinance, Chapter 7, Section 41
22 Local regulations on the selection of research students to third-cycle courses and study programmes etc.
ability to later achieve the learning outcomes of the programme. The outcomes are described in appendix 1 to this general syllabus.

A  Education and other previous activities – formal qualifications

The assessment is based on submitted certificates and transcripts as well as degree certificates and/or course certificates.

Training and experience contributing to the applicant’s ability to successfully benefit from the programme applied for are considered an additional qualification.

- Education
Special emphasis is given to the scope, depth and grades of the applicant’s training within the subject area applied for, particularly the grades on written independent projects.
Emphasis is also given to the scope, depth and grades of training within other fields of great relevance to the field applied for.

- Other previous activities
Special emphasis is given to long and independent professional and/or vocational experience of great relevance to the subject area applied for.

B  Capability – demonstrated knowledge, competence and skills

The assessment is based on a consideration of the applicant’s submitted essays and other written independent projects of a scholarly nature, as well as a research plan. For those applicants who at this stage are considered to be most qualified, and if it is deemed necessary, references will be taken and interviews will be carried out.

It is considered an additional qualification if the applicant demonstrates such knowledge, competence and skills that contribute to his/her being successfully able to benefit from the programme applied for. These are for example
- sound theoretical, analytic and methodological knowledge;
- sound ability to discuss, in writing and in speech, issues and conclusions;
- intellectual independence; and
- sound ability to carry out advanced tasks within given time frames.

Special emphasis is given to the applicant’s ability to
- identify and formulate realistic and productive research problems;
- integrate knowledge and experience and apply these in ways and in contexts where they have not previously been used; and
- conduct a dialogue characterised by independence as well as by an ability to cooperate.

C  Weighing up qualifications

The fact that an applicant is considered able to transfer credits from prior courses and study programmes or for professional or vocational experience may not alone give the applicant priority over other applicants (Chapter 7, Section 41, Higher Education Ordinance).

When weighing up the assessment criteria A and B, the greatest emphasis is placed on criteria B, Capability.
D Gender equality

If, followed from the above, applicants are found to have equal qualifications, preference will be given to applicants of the underrepresented sex among the research students within the subject area\textsuperscript{23}. Here, the underrepresented sex shall be understood to be the share of either female or male students enrolled on the subject area’s research study programme that amounts to less than 40 per cent.

\textsuperscript{23} Higher Education Act (SFS 1992:1434), Chapter 1, Section 5, second paragraph; and other provisions