

General syllabus for third-cycle courses and study programmes in

MUSICOLOGY

Musikvetenskap

This syllabus was approved on 3 May 2007 (CF 62-249-2007)¹, ². It was last amended on 8 September 2022 (ORU 3.4.3-07305/2021).

By virtue of the Higher Education Ordinance, Chapter 6, Section 26 (1993:100), Örebro University prescribes the following.

1 Subject description

The role of musicology is to describe and explain not only music and the generation of musical knowledge, but also to analyse the types of musical training and artistic creation that have existed and currently takes place in society. Musicology research relates to humanistic and social science research on human perceptions of the world. Musicology at Örebro University focuses on music as a cultural and social phenomenon; music's significance for people; and its function within and outside of educational institutions. In compliance with our research profile, we study musical experiences, musical creation, musical habits, musical learning, and musical training. Important perspectives within musicology is how culture and society influence the conditions for the relationship between music and human. Tools used to gain a deeper understanding of musicology are musicology theory – with a special focus on philosophical, cultural theory and didactic perspectives – as well as the theory of science and scientific methods.

The musicology department also offers doctoral programmes with a specialisation in didactics, via the research school UVD (Educational Sciences with Emphasis on Didactics).

2 Outcomes

The intended learning outcomes for the award of the degree, the qualitative targets, are evident from [annex 1](#) to this syllabus. The different components of the third-cycle study programme shall together equip the doctoral student to meet all intended learning outcomes³. The intended learning outcomes are referred to in more detail in the degree requirements in sections 5 and 6.

¹ Faculty Board of Humanities and Social Sciences

² The English translation of this general syllabus was last amended on 11 January 2022.

³ In the Swedish higher education system, and in accordance with the terminology recommended by the Swedish Council for Higher Education, courses and study programmes at the doctoral level are

3 Admission to the programme – entry requirements and selection etc.

Provisions on entry requirements and selection can be found in [annex 2](#) to this syllabus. For information on admission in other respects, see the admission regulations for Örebro University.

4 Programme organisation – general information⁴

There are two types of third-cycle, or doctoral, study programmes – one concluding with the doctoral degree (240 credits, corresponding to four years of full-time study) and one concluding with the licentiate degree (120 credits, corresponding to two years of full-time study).

The programmes mainly consist of courses and the writing of a doctoral or licentiate thesis. The programme components are assessed by means of course examination and the public defence of the thesis respectively. The doctoral student is expected to take an active part in seminars and other auxiliary components during their period of study. The student is further recommended to take advantage of the opportunities offered to attend guest lectures etc. at the university, and to attend and contribute to national and international conferences.

For each doctoral student, a minimum of two supervisors will be appointed, supporting the student during their studies⁵. One of them will be nominated principal supervisor. The detailed organisation of the programme shall be determined in an individual study plan.

In addition to the requirements laid down in this general syllabus, there may be special requirements for the doctoral student's programme, such as courses that are compulsory within the framework of a research school, which must be specified in the individual study plan. The credit distribution between courses/examinations and thesis should nevertheless be in accordance with the programme organisation as laid down in this general syllabus.

Credit overview

Overview of programme organisation and degree requirements		Courses/examinations, credits		Thesis, no. of credits	Total no. of credits
		Compulsory	Elective		
Doctoral degree	Students within the subject in general	60	30	150	240
	Students with a specialisation in didactics	55	35	150	240
Licentiate degree	Students within the subject in general	30	15	75	120
	Students with a specialisation in didactics	25	20	75	120

referred to as *third-cycle courses and study programmes*. In this document, the terms *doctoral* and *third-cycle* are used interchangeably as prefixes to terms related to studies on the doctoral level and they should therefore be considered synonymous [translator's comment].

⁴ Higher Education Ordinance, Chapter 6, Sections 4, 5, 28 and 29 and local guidelines on the organisation of third-cycle courses and study programmes

⁵ The Higher Education Ordinance stipulation that at least two supervisors be appointed for each doctoral student does not apply to doctoral 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 Degree requirements for the Degree of Doctor, 240 credits

For the Degree of Doctor, the doctoral student must

- have received a passing grade in the examinations⁶ of the 90 credits generated by the courses listed below,
- have received a passing grade on a scholarly dissertation (doctoral thesis) corresponding to 150 credits. The thesis is to be defended orally at a public defence event⁷.

Compulsory courses, total of 60 credits

Musicology: Perspectives in the History of Ideas, History and Philosophy, 7.5 credits

The course and examination shall refer to outcomes D1, D4 and D7, annex 1.

Musicology: Culture Theory, 7.5 credits

The course and examination shall refer to outcomes D1, D4 and D7, annex 1.

Musicology: Sociological and Psychological Theories, 7.5 credits

The course and examination shall refer to outcomes D1, D4 and D7, annex 1.

Musicology: Perspectives on Didactics and Learning Theories, 7.5 credits
alternatively

Musicology: Artistic Perspectives, 7.5 credits

The course and examination shall refer to outcomes D1, D4 and D7, annex 1.

Theory of Science: Philosophy of Knowledge, 7.5 credits

The course and examination shall refer to outcomes D3 and D10, annex 1.

Theory of Science: Established and Recent Positions, 7.5 credits

The course and examination shall refer to outcomes D3 and D10, annex 1.

Qualitative Methods, 5 credits

The course and examination shall refer to outcomes D2, D3 and D9, annex 1.

Quantitative Methods, 5 credits

The course and examination shall refer to the first half of outcome D2, annex 1.

Present Musicological Research, 5 credits

The course and examination shall refer to outcomes D6 and D7, annex 1.

Elective courses, total of 30 credits

Which course/courses a doctoral student shall take is determined based on an assessment of what courses will enable them to meet the intended learning outcomes. The doctoral student plans, in consultation with the supervisor, which courses should be part of their programme. The selection is then laid down in the individual study plan.

⁶ Higher Education Ordinance, Chapter 6, Section 32

⁷ Higher Education Ordinance, Chapter 6, Sections 5 and 33

Block I: In-depth research review within a defined part of the research field, 7.5–15 credits

The courses and examinations included in this block shall refer to the second half of outcome D1, as well as outcomes D6 and D9, annex 1.

Block II: Complementary and specialised courses, 7.5–15 credits

The courses and examinations included in this block shall refer to the second half of outcomes D1 and D2, as well as D3, D4, D9 and D10, annex 1.

Block III: Conducting research and education, 7.5–15 credits

The courses and examinations included in this block shall refer to outcomes D8, D9 and D10, annex 1.

Doctoral thesis and public defence, 150 credits

At the public defence event, the assessment of the doctoral thesis and the public defence thereof shall refer to all intended learning outcomes specified for the award of the doctoral degree, annex 1.

Specialisation in didactics – doctoral degree

For students with a specialisation in didactics, the following specific degree requirements apply.

Compulsory courses, total of 55 credits

Musicology: Perspectives in the History of Ideas, History and Philosophy, 7.5 credits

The course and examination shall refer to outcomes D1, D4 and D7, annex 1.

Musicology: Culture Theory, 7.5 credits

The course and examination shall refer to outcomes D1, D4 and D7, annex 1.

Musicology: Sociological and Psychological Theories, 7.5 credits

The course and examination shall refer to outcomes D1, D4 and D7, annex 1.

Theory of Science: Philosophy of Knowledge, 7.5 credits

The course and examination shall refer to outcomes D3 and D10, annex 1.

Present Musicological Research, 5 credits

The course and examination shall refer to outcomes D6 and D7, annex 1.

Didactics, 10 credits (within the research school UVD, Educational Sciences with Emphasis on Didactics).

The course and examination shall refer to outcomes D1, D4 and D7, annex 1.

Research Methods in Didactic Research, 10 credits (within the research school UVD, Educational Sciences with Emphasis on Didactics)

The course and examination shall refer to outcomes D2, D3 and D9, annex 1.

Elective courses, total of 35 credits

Which course/courses a doctoral student shall take is determined based on an assessment of what courses will enable them to meet the intended learning outcomes. The doctoral student plans, in consultation with the supervisor, which courses should be part of their programme. The selection is then laid down in the individual study plan.

Block I: In-depth research review within a defined part of the research field, 7.5–20 credits

The courses and examinations included in this block shall refer to the second half of outcome D1, as well as outcomes D6 and D9, annex 1.

Block II: Complementary and specialised courses, 7.5–15 credits

The courses and examinations included in this block shall refer to the second half of outcomes D1 and D2, as well as outcomes D3, D4, D9 and D10, annex 1.

Block III: Conducting research and education, 7.5 credits–15 credits

The courses and examinations included in this block shall refer to outcomes D8, D9 and D10, annex 1.

Doctoral thesis and public defence, 150 credits

At the public defence event, the assessment of the doctoral thesis and the public defence thereof shall refer to all intended learning outcomes specified for the award of the doctoral degree, annex 1.

6 Degree requirements for the Degree of Licentiate, 120 credits

The licentiate degree is the degree awarded to those who have been admitted to and successfully completed a licentiate programme. Students who have been admitted to the programme concluding with the doctoral degree have the right to apply for the award of a licentiate degree, as a half-way degree⁸. The degree requirements in this section apply to the licentiate degree both as a final and as a half-way degree.

For the licentiate degree, the doctoral student must

- have received a passing grade in the examinations⁹ of the 45 credits generated by the courses listed below,
- have received a passing grade on a scholarly paper (licentiate thesis) corresponding to 75 credits¹⁰.

For courses and course blocks that are identical for the licentiate and doctoral degrees, please see outcomes and descriptions in section 5¹¹.

Compulsory courses, total of 30 credits

Musicology: Perspectives on Didactics and Learning Theories, 7.5 credits

alternatively

Musicology: Artistic Perspectives, 7.5 credits

Theory of Science: Philosophy of Knowledge, 7.5 credits

Qualitative Methods, 5 credits

Quantitative Methods, 5 credits

⁸ Örebro University's local regulations on qualifications

⁹ Higher Education Ordinance, Chapter 6, Section 32

¹⁰ Higher Education Ordinance, Chapter 6, Section 5

¹¹ Since the licentiate degree may constitute a half-way degree on the road to a doctoral degree, the courses intended for a licentiate degree should, in conformity with the courses intended for a doctoral degree, be linked to the outcomes for the doctoral degree, see further in the guidelines for general syllabuses for third-cycle courses and study programmes.

Present Musicological Research, 5 credits

Elective courses, total of 15 credits

Which course/courses a doctoral student shall take is determined based on an assessment of what courses will enable them to meet the intended learning outcomes. The doctoral student plans, in consultation with the supervisor, which courses should be part of their programme. The selection is then laid down in the individual study plan.

Block I: In-depth research review within a defined part of the research field, 7.5 credits

Block II: Complementary and specialised courses, 7.5 credits

Licentiate thesis, 75 credits

On the examination of the licentiate thesis, the assessment shall refer to all intended learning outcomes specified for the award of the licentiate degree particularly however outcomes L4, L6 and L9, annex 1.

Specialisation in didactics – licentiate degree

For students with a specialisation in didactics, the following specific degree requirements apply.

Compulsory courses, total of 25 credits

Present Musicological Research, 5 credits

Research Methods in Didactic Research, 10 credits (within the research school UVD, Educational Sciences with Emphasis on Didactics)

Didactics, 10 credits (within the research school UVD, Educational Sciences with Emphasis on Didactics).

Elective courses, total of 20 credits

Which course/courses a doctoral student shall take is determined based on an assessment of what courses will enable them to meet the intended learning outcomes. The doctoral student plans, in consultation with the supervisor, which courses should be part of their programme. The selection is then laid down in the individual study plan.

Block I: In-depth research review within a defined part of the research field, 7.5–15 credits

Block II: Complementary and specialised courses, 7.5–15 credits

Licentiate thesis, 75 credits

On the examination of the licentiate thesis, the assessment shall refer to all intended learning outcomes specified for the award of the licentiate degree, particularly however outcomes L4, L6 and L9, annex 1.

7 Further information

Further information about provisions for doctoral study programmes can be found on the university website. Documents there include the admissions regulations for Örebro University and other information on national and local regulations.

Entry-into-force and transitional provisions

This general syllabus shall be in effect from 1 July 2007.

Doctoral students who have commenced their studies before 1 July 2007

Doctoral students who have commenced their studies on the programme before 1 July 2007 shall continue their studies according to the new provisions for third-cycle courses and study programmes. As a principal rule, the doctoral students will be awarded their qualification from the new programme¹².

Amendments approved by the Vice-Chancellor on 19 October 2010 shall take effect on 1 January 2011. These are a result of amendments to the Higher Education Ordinance, but do not lead to any factual alterations in the general syllabus.

Amendments to the general syllabus approved on 25 October 2013 shall take effect on 1 December 2013. These amendments refer to the cancellation of the two previous main specialisations (sections 5 and 6), to changes in the subject description (section 1), and to changes in the special entry requirements (annex 2). The amendments also refer to an adaptation of the general syllabus to the new template, through which, among other things, the different components of the programme are more clearly linked to the different intended learning outcomes (primarily sections 5 and 6).

Doctoral students admitted before 1 May 2013 shall complete their studies in accordance with the previous degree requirements. If requested by a doctoral student and it is deemed appropriate, provisions may be made in the individual study plan for the student to complete their studies in accordance with the new degree requirements.

Amendments to the general syllabus approved on 12 June 2014 shall take effect on 1 August 2014. It refers primarily to a minor rearrangement of the courses for the licentiate degree.

The amendments approved by the Faculty Boards on 3, 4, and 12 September 2019, shall take effect on 1 October 2019. The decision does not entail any changes in substance.

The amendment approved by the Faculty Board on 16 December 2021 shall take effect on 1 January 2022. Doctoral students admitted before 1 January 2022 shall complete their studies in accordance with the previous degree requirements. If requested by a doctoral student and it is deemed appropriate, provisions may be

¹² Point 1, transitional provisions for SFS 2006:1053

made in the individual study plan for the student to complete their studies in accordance with the new degree requirements.

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The amendment approved by the Faculty Board on 8 September 2022 shall take effect on 1 October 2022. Doctoral students admitted before 1 October 2022 shall complete their studies in accordance with the previous degree requirements. If requested by a doctoral student and it is deemed appropriate, provisions may be made in the individual study plan for the student to complete their studies in accordance with the new degree requirements.

Outcomes¹³

Outcomes for the DEGREE OF DOCTOR	Outcomes for the DEGREE OF LICENTIATE
For the Degree of Doctor, the third-cycle student shall	For a Degree of Licentiate, the third-cycle student shall
<i>Knowledge and understanding</i>	<i>Knowledge and understanding</i>
D1 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	L1 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.
D2 demonstrate familiarity with research methodology in general and the methods of the specific field of research in particular.	L2 (for the equivalent to D2, see L1, second part)
<i>Competence and skills</i>	<i>Competence and skills</i>
D3 demonstrate the capacity for scholarly analysis and synthesis as well to review and assess new and complex phenomena, issues and situations autonomously and critically,	L3 (no direct equivalent to D3)
D4 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,	L4 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,
D5 demonstrate through a dissertation the ability to make a significant contribution to the formation of knowledge through his or her own research,	L5 (no direct equivalent to D5, refer however to L4, second part)
D6 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,	L6 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
D7 demonstrate the ability to identify the need for further knowledge, and	L7 (comp. L11)
D8 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.	L8 demonstrate the skills required to participate autonomously in research and development work and to work autonomously in some other qualified capacity.
<i>Judgement and approach</i>	<i>Judgement and approach</i>
D9 demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics, and	L9 demonstrate the ability to make assessments of ethical aspects of his or her own research,
D10 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.	L10 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
	L11 demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her ongoing learning (comp. D7).

¹³ Extract from the Qualifications ordinance, annex 2, Higher Education Ordinance (1993:100)

Admission to doctoral studies – entry requirements

1 Admission requirements – Higher Education Ordinance

The Higher Education Ordinance stipulates that the number of doctoral 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 Ordinance¹⁴.

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 university may have laid down, and
2. is considered in other respects to have the ability required to benefit from the course or study programme¹⁵.

2 Entry requirements

2.1 General entry requirements

A person meets the general entry requirements for third-cycle courses and study programmes if they

1. have been awarded a second-cycle qualification,
2. have satisfied the requirements for courses comprising at least 240 credits of which at least 60 credits were awarded in the second-cycle, or
3. have 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 grounds¹⁶.

Transitional provisions

A person with *credits or qualifications from undergraduate programmes under the previous higher education system* corresponding to the entry requirements above will also be eligible¹⁷. Exemptions from the entry requirements may be made also in these cases, if there are special grounds¹⁸.

2.2 Specific entry requirements

A person meets the specific entry requirements for third-cycle courses and study programmes in the subject if they have a Degree of Master (60 credits) in musicology or music education. A person who has acquired substantially corresponding knowledge, in Sweden or abroad, also meets the specific entry requirements.

¹⁴ Higher Education Ordinance, Chapter 7, Section 34

¹⁵ Higher Education Ordinance, Chapter 7, Section 35

¹⁶ Higher Education Ordinance, Chapter 7, Section 39

¹⁷ Point 10, transitional provisions for SFS 2006:1053

¹⁸ Previous transitional provisions regarding p 11 in SFS 2006:1053 expired at the end of June 2015.

Transitional provisions

A person with credits or qualifications from undergraduate programmes under the previous higher education system corresponding to the entry requirements in the previous paragraph will also be eligible¹⁹.

2.3 Ability in other respects to benefit from the course or study programme

The assessment whether the applicant has such ability in other respects to benefit from the programme shall be made based on prior courses and programmes taken by the applicant, on 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 assessment criteria in accordance with the university's regulations on the selection of doctoral students below).

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 applicants²⁰.

Assessment criteria for selection²¹

The criteria A–B aim at facilitating an examination of the applicant's ability to benefit from the programme. They should therefore be relevant to the applicant's ability to later achieve the learning outcomes of the programme. The outcomes are described in annex 1 to this general syllabus.

A Courses, study programmes and other previous activities – formal qualifications

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

Completed courses and study programmes and experience contributing to the applicant's ability to successfully benefit from the programme applied for are considered an additional qualification.

- Courses and study programmes

Special emphasis is given to the scope, depth and grades of the applicant's prior courses and study programmes within the subject area applied for, particularly the grades on written independent projects.

Emphasis is also given to the scope, depth and grades of prior courses and study programmes within other fields of great relevance to the subject area applied for.

¹⁹ Point 10, transitional provisions for SFS 2006:1053

²⁰ Higher Education Ordinance, Chapter 7, Section 41

²¹ Local regulations on the selection of doctoral students to third-cycle courses and study programmes etc.

- 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 brief outline of research interests. 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 their 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 (Higher Education Ordinance, Chapter 7, Section 41).

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 sex that is underrepresented among the doctoral students within the subject area²². The underrepresented sex here refers to if and when the share of either female or male students enrolled on the subject area's third-cycle study programme amounts to less than 40 per cent.

²² Higher Education Act (SFS 1992:1434), Chapter 1, Section 5, second paragraph and other provisions