



LUND
UNIVERSITY

Faculty of Fine and Performing Arts, Malmö

General Syllabus for Third Cycle Studies in Music Education

1. Programme details

Programme and specialisation: Third cycle studies in Music Education

Code: KOMUPE00

Credits: 240

Cycle: Third

Degree title in English: Doctor of Philosophy in Music Education

Degree title in Swedish: Filosofie doktorsexamen i musikpedagogik

The syllabus was approved by the Board of the Faculty of Fine and Performing Arts, Lund University, on 23 May 2018. The programme is offered at the Malmö Academy of Music, Lund University, or at another institution with which the Lund University Faculty of Fine and Performing Arts has an agreement.

The syllabus replaces the former syllabus approved by the Board of the Faculty of Fine and Performing Arts, Lund University, on 9 September 2011, 25 September 2014 and 1 March 2017. Students who started the programme prior to 1 March 2017 are entitled to complete the programme in accordance with the former syllabus.

2. Subject description

Music Education as a research subject involves research on *all forms of musical learning*, including the frameworks, backgrounds, traditions and conditions governing all the situations in which music is the core of the learning processes. Accordingly, the research addresses the problems that arise in situations where music is or has been a part of education, schooling, tuition or other forms of influence practised in a certain cultural context. Music Education is by nature an interdisciplinary research field, adopting theories and methods from education, psychology, sociology, philosophy, anthropology, musicology, artistic research and other disciplines, in order to understand and explain phenomena in music education.

3. Objectives and outcomes of the programme

The objective of the third cycle programme in music education is to provide students with specialised knowledge of music education and to train students to become independent and critical researchers equipped with broad subject knowledge, methodological skills and the ability to independently conduct research projects.

A further objective is to provide students with a broad scholarly training, enabling them to assume professional roles in which research in music education is of value.

The thesis, which is the most extensive and important component of the research studies programme, aims to enable the student to critically analyse an issue of relevance to music education and to independently plan, execute and document in writing a research project on the issue.

The activities are to be conducted in forms that enable each and every student to develop in accordance with their personal circumstances and unaffected by irrelevant considerations of gender, ethnic or social

background, religion or other belief, sexual orientation or disability. The Faculty of Fine and Performing Arts has a zero tolerance policy towards all forms of discrimination.

Third cycle studies in music education leads to a degree of Doctor of Philosophy or, as an intermediate exit point, a degree of Licentiate.

For a degree of Doctor the third-cycle student shall

Knowledge and understanding

- demonstrate broad knowledge and systematic understanding of the research field of music education 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 as the ability 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 thesis the ability to make a significant contribution to the formation of knowledge in the field of music education
- 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
- 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
- demonstrate the skills required for participation in research and development work or independent employment in some other qualified capacity
- demonstrate the ability to make assessments of research ethics in his or her own research

Judgement and approach

- demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics
- demonstrate specialised insight into the possibilities and limitations of music education, its role in society and the responsibility of the individual for how it is used
- demonstrate the ability to identify the personal need for further knowledge
- take responsibility for his or her ongoing learning.

4. Programme design

Third-cycle studies comprise 240 credits or four years of full-time study. The programme can also be pursued as part-time studies (at least 50 per cent) or a maximum of eight years of study.

The student also has the right to complete a licentiate (120 credits) as a stage in his or her third-cycle studies, but is not obliged to do so unless he or she has been admitted to studies leading to a licentiate only (see section 9 below).

4.1 Programme structure

The programme comprises 240 credits divided into a course component of 90 credits and a research thesis (PhD thesis) of 150 credits. Teaching is in the form of seminars and courses, and thesis supervision. Furthermore, public seminars and guest lectures are arranged.

For a degree of Doctor, the students must have passed all assessed components of the programme and the thesis.

4.2 Supervision

A principal supervisor who is to be responsible for the programme of study and the thesis project shall be appointed for each doctoral student. The principal supervisor must have the qualifications of an associate professor and be employed at the same department as the doctoral student. Furthermore, at least one assistant supervisor with an expertise that complements that of the principal supervisor shall be appointed. The doctoral student is entitled to supervision to an extent deemed necessary for a programme of 240 credits (four years of full-time study). The maximum allocation of hours for four years of supervision is 340 for principal supervisors (5 per cent of total working hours for four years) and 204 for assistant supervisors (3 per cent). The supervision provided is to assist the student in defining a field of study and to support the progress of the work. Requests for a change of supervisor are processed by the Faculty Board. The principal supervisor, in consultation with the doctoral student and assistant supervisor, is responsible for specifying the role and duties of the assistant supervisor, and for maintaining a dialogue about the studies and artistic project between the doctoral student, principal supervisor and assistant supervisor.

4.3 Individual study plan

The department is responsible for making sure that, at the start of the programme, the doctoral student and principal supervisor together draw up an individual study plan for the duration of the programme. It is to be approved by the Faculty Board and revised annually. The individual study plan is to state the structure of the individual student's programme of study and the duties and responsibilities of the supervisors. Regulations and a template for the individual study plan are available in the Faculty regulations on third-cycle studies.

The research student must register for study at the start of each semester and indicate his or her planned degree of activity during the semester in consultation with the principal supervisor.

4.4 Courses and seminars

The course component includes courses, seminars and other activities at the home department or other higher education institutions.

Transfer of credits for courses completed at other higher education institutions is to be approved by the examiner. The courses to be completed by the individual doctoral student and included in the degree are to be specified in the individual study plan.

The assessed components of the programme, including the thesis, are awarded one of the grades Pass or Fail. Decisions on grading are taken by a professor/head of research or other member of teaching staff with the qualifications of an associate professor.

Course component

The programme of study is to have the following scope and character:

An *Introductory Course* comprising 15 credits and aiming to provide an overview of the rights and obligations of doctoral students, and specialised knowledge of music education as an academic discipline in a cultural and historical perspective. In addition, the student is to develop a *project plan* describing his or her thesis project in the context of the theory of science and methodology.

Courses in the *Theory of Science* and *Research Methods* comprising 35–40 credits and including at least one of the basic method courses *Quantitative Data Analysis* (7.5 credits) and *Qualitative Research Methods* (7.5 credits) or the equivalent.

General orientation courses comprising 30–45 credits within at least three of the following areas:

- *Humanities* (aspects of, for example, musicology, aesthetics, ethnology/anthropology and history of music education)
- *Social Sciences* (aspects of, for example, general education, social psychology or sociology of music education)

- *Behavioural Science* (aspects of, for example, music psychology and developmental psychology of music education)
- *Science* (aspects of, for example, music acoustics, ergonomics or electronics of music education)
- *Arts* (for example interpretation, composition)

Individually selected courses comprising no more than 30 credits focused on the research area of the student's thesis project.

Specialised project comprising 15 credits: A minor research project in an area which is separate from that of the thesis project.

The *Introductory Course* (15 credits) and one of the basic method courses *Quantitative Data Analysis* (7.5 credits) and *Qualitative Research Methods* (7.5 credits) or equivalent courses are compulsory.

Research seminars and other components

Throughout the programme of study and as an integral part of the studies, the doctoral student shall participate actively in seminars on research and the projects of fellow students at the department. Individual doctoral students are to have the opportunity to present memoranda on theoretical and/or method problems in the project, project plans, papers and thesis sections, and to critically review the papers of other doctoral students.

Each doctoral student is to present work in progress and have it reviewed by a critical reviewer on at least three occasions: Planning seminar (when 25 per cent of the project has been completed), Findings seminar (50 per cent) and Final seminar (75 per cent).

4.5 PhD thesis

The PhD thesis is the most important component of the third-cycle programme. It is to comprise 150 credits and be based on an independent research project. The subject is to be determined in consultation with the principal supervisor. The principal supervisor is ultimately responsible for the choice of subject and for ensuring that it will be possible to complete the research project within the applicable timeframe and conditions.

The thesis can be designed either as one unified text (monograph thesis) or as a number of research papers/articles introduced by a short summary (compilation thesis). Before the project can be presented at a public defence, it must be approved by the programme director/director of studies.

The PhD thesis is to be publicly defended. The grades awarded are Pass or Fail and these are determined by an examining committee (see section 8 below).

4.6 Departmental duties

The doctoral student may engage in departmental duties amounting to a maximum of 20 per cent of the total time for studies. The programme of study will be extended by the number of hours devoted to departmental duties by the individual student.

In order to teach in the first and second cycles, the doctoral student must have completed two weeks of introductory training in teaching and learning in higher education or acquired an equivalent qualification in some other way.

5. Admission requirements

The requirements for admission to third-cycle studies are that the applicant meets the general and specific entry requirements that the higher education institution may have laid down, and is considered in other respects to have the ability required to benefit from the programme.

General admission requirements

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

- has been awarded a second-cycle qualification,
- has satisfied the requirements for courses comprising at least 240 credits of which at least 60 credits were awarded in the second-cycle, or
- has acquired substantially equivalent knowledge in some other way in Sweden or abroad.

The Faculty Board may permit an exemption from the general admission requirements for an individual applicant, if there are special grounds.

Specific admission requirements

A person meets the specific admission requirements for third-cycle studies in music education if he or she has passed a higher education/teacher training programme in music comprising at least 270 credits, including at least 90 second-cycle credits and 90 credits in the subject of music education.

A person who by virtue of education in Sweden or abroad has acquired substantially equivalent knowledge also meets the specific admission requirements. Relevant professional experience can also be considered.

Music education is international in character. Consequently, a good ability to understand and produce texts in English is, in addition to proficiency in Swedish, a requirement for completing the programme.

Individual assessments or supplementary courses and exams can be arranged in order to make it possible to meet the specific admission requirements for students who have not completed a regular Master's programme in music education but a performance programme including top-up teacher training of at least 120 credits or who have studied associated subjects such as education or musicology and have experience of music education,

6. Admission and selection

Students are admitted to four years of full-time study leading to a degree of Doctor, in which a degree of Licentiate after two years of study may be a stage. Students can also be admitted to two years of study leading to a degree of Licentiate.

The admission to third-cycle studies is conducted in accordance with the Lund University regulations for admission to third-cycle studies, 15 June 2013, reg. no LS 2012/719.

<http://www.staff.lu.se/sites/staff.lu.se/files/admission-rules-doctoral-programme-2013.pdf>

6.1 Admission

The Faculty aims to admit research students once a year, following a call for applications at a date determined by the Faculty Board. A student admitted to a programme for a degree of Licentiate must submit a new application to pursue the programme for a degree of Doctor. The Faculty Board is to appoint an admissions board.

Only applicants appointed to a doctoral studentship may be admitted to a third-cycle programme leading to a degree of Doctor. However, an applicant who has some other form of funding for his or her studies can be admitted if the Faculty Board and department consider that the funding can be guaranteed for the entire period of study and that the applicant can devote enough time to his or her studies to obtain a degree of Doctor within eight years.

A funding plan detailing the financial situation of the student throughout the period of study is to be attached to the application.

6.2 Selection

A selection among applicants must take place when a limited number of places are available. The basis for selection is the applicant's qualifications at the time of application. The essential selection criterion is the ability of the applicant to benefit from the programme, taking the applicant's suitability for research in music education into special consideration. 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 give the applicant priority over other applicants.

The applicant is to attach a short account of his or her planned research area to the application. The account is to include a description of issues and a rough outline of the execution of the project. The proposed project will be assessed in terms of its relevance, originality and feasibility within the given timeframe (i.e. a period of four years in the case of full-time studies).

The applicants will be assessed on the basis of their first- and second-cycle degree projects (or equivalent papers from other study programmes which are deemed equivalent), research project plans and a personal interview.

7. Credit transfer from previous studies

A student who has previously studied and passed certain second-cycle courses or the equivalent may be eligible to transfer the credits awarded to the third-cycle programme, if approved by the examiner. The credit transfer is to be assessed at the student's own request, on a case-by-case basis.

A doctoral student who has successfully completed part of the third-cycle programme in Music Education or the equivalent at another higher education institution in Sweden, is eligible to transfer the credits awarded to the third-cycle programme in Music Education in accordance with the present general syllabus. A doctoral student may also be eligible to transfer credits from a higher education institution abroad. The assessment of whether the previous studies are eligible for a credit transfer, and if so to what extent, is made by the examiner.

8. Assessed components and public defence

The grades awarded for all assessed components, including the PhD thesis, are Pass or Fail. For a degree of Doctor, the student must have passed all the assessed components of the programme and the PhD thesis. The professor/head of research of music education is the examiner of all assessed components of the third cycle programme. Further examiners can be appointed by the Faculty Board.

The PhD thesis is to be reviewed and defended publicly. The public defence is to be led by a chair and include an external reviewer with the qualifications of an associate professor. The chair and reviewer are to be appointed specially for each defence by the Faculty Board. The PhD thesis is to be made available to the public at least three weeks in advance of the public defence.

The grade for the PhD thesis is determined by an examining committee, which is appointed specially for each defence by the Faculty Board and is to have at least three members with the qualifications of an associate professor. Normally, one member is to be from the home department, one from another discipline at the home university and one from the discipline of music education at another university.

A supervisor of the doctoral student may not be a member of the examining committee. The external reviewer has the right to be present at the meeting of the examining committee and participate in the discussion but not in the decision. This also applies to the supervisors.

9. Degree of Licentiate – a stage of research studies

Students admitted to the third-cycle programme in music education may include a midway stage after four semesters of study for full-time students. Students who pass the stage will be awarded a degree of Licentiate of Philosophy, on application.

9.1 Aim

The aim of the stage is to provide students with training for professions requiring knowledge and skills in music education as a field of research. The aim is achieved through providing the student with specialised subject knowledge, methodological skills and the ability to independently conduct a research project.

For a degree of Licentiate the third-cycle student shall

Knowledge and understanding

- demonstrate knowledge and understanding of the research field of music education, and up-to-date specialised knowledge in a limited area of this field, as well as specialised knowledge in research methodology in general and the methods of the specific field of music education 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 research project 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
- demonstrate the skills required to participate autonomously in research and development work or to work autonomously in some other qualified capacity

Judgement and approach

- demonstrate the ability to make assessments of research ethics in their own research
- demonstrate insight into the possibilities and limitations of music education, its role in society and the responsibility of the individual for how it is used
- demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her ongoing learning.

9.2 Structure and contents

The stage includes compulsory seminars, courses, a thesis and supervision. The contents are the same as those for the first two years of the programme leading to the degree of Doctor. The course component (45 credits) includes the introductory course and the basic method courses accounted for in section 4.4, and a further set of courses comprising 15 credits to be selected by the student in consultation with the examiner among the courses listed under the heading *General orientation courses* in section 4.4.

As part of the stage, the student is to complete a licentiate thesis. The subject of the thesis should be determined early and planned so that the thesis can be completed within the first two years of full-time study. When the Licentiate is a stage in the programme leading to a degree of Doctor, the project should be planned in such a way that major parts can be integrated in the PhD thesis.

9.3 Assessment

The grades awarded for all assessed components, including the thesis, are Pass or Fail. For a degree of Licentiate, the student must have passed all the assessed components of the programme and the thesis, and actively participated in the compulsory seminars.

The licentiate thesis comprises 75 credits. It is to be reviewed and defended at a public seminar. The grade is determined by an examining committee appointed by the Faculty Board. The assessment is to take both the contents of the thesis and the defence into account.

9.4 Miscellaneous

The stage/degree of Licentiate is not compulsory and the student is not required to decide on admission whether he or she will try to obtain a Licentiate degree or not. Consequently, students who do not explicitly wish to take only a Licentiate are advised to plan their studies so as to obtain a degree of Doctor only, as this will not adversely affect their opportunities to include the midway stage later on.

10. Further information

Information on admission and application deadlines is available from the Faculty Office.