

DOCTORAL PROGRAMME
IN MUSICAL ARTS

docARTES.

docARTES

Handbook

March 2023
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Introduction

docARTES is an international inter-university doctoral programme for practice-based research in musical arts, designed for musician-researchers and integrated in a professional artistic research biotope. The programme involves both individual supervision at the level of the degree awarding partner institutions, and a joint curriculum, coordinated by the Orpheus Institute.

The four-year doctoral curriculum, consisting of an intro(ductory) year and three focus years, allows doctoral candidates to develop their artistic qualities, broaden their academic knowledge and expand their methodological skills. Candidates partake in the curriculum as a group, the dynamics of which provide a doctoral research environment that offers the individual projects, which have a central position in the training, exposure to the diversity of worldwide artistic research interests. An international community of researchers from a rich variety of (musical) backgrounds - *in situ* or invited - guarantees an inspiring and dynamic biotope for artistic research and prepares doctoral candidates for a professional career as an artistic researcher.

Upon successful completion of the docARTES trajectory, the doctoral researchers will be awarded the doctoral title (Dr. in Dutch; PhD in English).

It is the responsibility of docARTES doctoral candidates to read the Handbook and to become familiar with its content, especially in those chapters that outline the policies, requirements, and responsibilities.

Contents

Introduction	2
1. Contact and organisation	5
1.1 CONTACT INFORMATION	5
1.2 ORGANISATION	8
2. Profile of a docARTES applicant	10
3. Duration and stages of the doctoral programme	11
3.1 DURATION	11
4. Use of languages	14
4.1 THE APPLICATION FORM	14
4.2 THE INTERVIEW	14
4.3 THE DOCTORAL CURRICULUM	14
4.4 FINAL SUBMISSION	14
4.5 ADEQUATE COMMAND OF THE ENGLISH LANGUAGE	14
5. Application procedure	15
5.1 APPLICATION DEADLINE	15
5.2 THE APPLICATION FORM AND GUIDELINES.....	15
5.3 APPLICATION FEE	15
5.4 FIRST JUDGEMENT BY THE ADVISORY GROUP.....	15
5.5 FINAL JUDGEMENT BY THE ENTRANCE EXAMINATION COMMITTEE.....	16
6. Study contract, tuition fee and scholarship	17
6.1 STUDY CONTRACT	17
6.2 TUITION FEE.....	17
6.3 SCHOLARSHIP	17
7. Doctoral curriculum	19
7.1 RESEARCH ENVIRONMENT	19
7.2 ACADEMIC AND ARTISTIC DEVELOPMENT	19
7.3 STRUCTURE OF THE DOCTORAL CURRICULUM.....	20
7.4 ASSESSMENT AND CREDIT-WEIGHTING OF THE CURRICULUM.....	21
8. Supervision	23
8.1 ROLE OF THE SUPERVISION	23
8.2 PROCEDURES AND FORMALITIES	24
9. Interim evaluation	26
9.1 THE QUALIFYING HURDLE [QH]	26
9.2 PERIODIC PROGRESS EVALUATIONS	27
9.3 MONITORING OF THE ARTISTIC COMPONENT.....	27

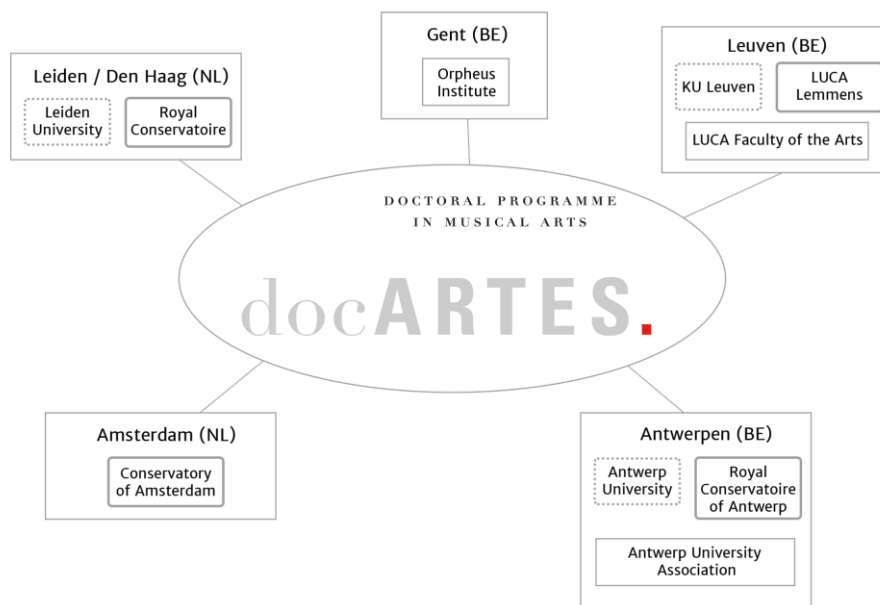
10. Final submission	29
11. Ombuds service	30
12. Research integrity	31
13. Benefits of docARTES.....	32
Glossary.....	33
ANNEX I – Profile of a DocARTES doctoral candidate	34
ANNEX II – Second cycle learning outcomes.....	36
ANNEX III – Third cycle learning outcomes.....	39
ANNEX IV – Important dates.....	42
ANNEX V – docARTES structure and organisation	43
ANNEX VI – Equal Opportunities Policy	44

1. Contact and organisation

1.1 CONTACT INFORMATION

1.1.1 docARTES partners

docARTES involves several higher education institutions. You can contact each of these institutions for more information concerning the admission procedures and exams, the profile of docARTES candidates, the docARTES programme, etc.



Gent (BE)

Orpheus Instituut
Korte Meer 12
B - 9000 Gent
www.orpheusinstituut.be
www.docartes.be

Contact person: Kathleen Snyers, project manager
info@orpheusinstituut.be
+32 (0)9 330 40 81

Leuven (BE)

Geassocieerde Faculteit Kunsten – KU Leuven
[doctoral degree awarding institution]
Paleizenstraat 70
B – 1030 Brussel

Onderzoekseenheid Muziek & Drama – Research Unit Music & Drama
LUCA School of Arts – Campus Lemmens
Lemmensberg 3
B – 3000 Leuven

Contact person: Katrien Foubert katrien.foubert@kuleuven.be
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Leiden/Den Haag (NL)

Universiteit Leiden, Academie der Kunsten – Leiden University, Academy of Creative and Performing Arts

[doctoral degree awarding institution]

Office address

Nonnensteeg 1-3
NL – 2311 VJ Leiden

Postal address

Faculty of Humanities / ACPA
Postbus 9515
NL – 2300 RA Leiden

www.universiteitleiden.nl/en/humanities/academy-of-creative-and-performing-arts

Koninklijk Conservatorium Den Haag – Royal Conservatoire The Hague

Spuiplein 150, room 5.35 (Lies Colman, director)

2511 DG Den Haag – NL

www.koncon.nl

Contact person: Marcel Cobussen acpa@hum.leidenuniv.nl +31 (0)71 527 1480

Amsterdam (NL)

Amsterdamse Hogeschool voor de Kunsten - Amsterdam University of the Arts
Jodenbreestraat 3
1011 NG Amsterdam
<https://www.ahk.nl>

Conservatorium van Amsterdam – Conservatory of Amsterdam
Oosterdoksade 151
1011 DL Amsterdam
www.conservatoriumvanamsterdam.nl

Contact person: Loes Rusch loes.rusch@ahk.nl

Antwerpen (BE)

Associatie Universiteit en Hogescholen Antwerpen – Antwerp University Association
Middelheimlaan 1
B - 2020 Antwerpen
www.associatie-antwerpen.be

Universiteit Antwerpen – Antwerp University
[doctoral degree awarding institution]
Prinsstraat 13
B - 2000 Antwerpen
www.uantwerpen.be

Artesis Plantijn Hogeschool Antwerpen - AP University of Applied Sciences and Arts
Lange Nieuwstraat 101
B - 2000 Antwerpen
www.ap.be

Koninklijk Conservatorium – Royal Antwerp Conservatoire (AP University College)
Desguinlei 25
B - 2018 Antwerpen
www.ap.be/koninklijk-conservatorium

Contact person: Kevin Voets kevin.voets@ap.be +32 (0)3 244 18 27
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1.1.2 Coordination of the docARTES programme

Joost Vanmaele, docARTES coordinator - year 1

joost.vanmaele@docartes.be

Luk Vaes, docARTES coordinator - year 2 to 4

luk.vaes@orpheusinstituut.be

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1.1.3 Management and administration of the docARTES programme

The admission process to the docARTES programme, as well as the curriculum itself, is managed and administered by the Orpheus Institute. Your various submissions, reports and other forms associated with this curriculum will be requested by, and should be returned to the Orpheus Institute:

Orpheus Instituut

Korte Meer 12

9000 Ghent

Belgium

Contact person: Kathleen Snyers, project manager.

info@orpheusinstituut.be

+32 (0)9 330 40 81

1.2 ORGANISATION

Faculty / guest speakers

All docARTES sessions within the curriculum are hosted and taught by a core team of musician-researchers: the docARTES faculty. The docARTES curriculum also relies on guest-professors from the partner institutions and on a strong international network of experts, performers, and artist-researchers.

Supervision

As a doctoral candidate at one of the universities in the docARTES programme, the formation of a supervising team takes place at the beginning of your doctoral trajectory. Supervision is always related to one of the degree awarding institutions.

The supervising team generally consists of one or two supervisors (Dutch: promotor) who may, depending on the institution where you are registered, be joined by additional members (supervisors, co-supervisors). Minimally one of the candidate's supervisors has the right to

act as *promotor*, that is: to confer the PhD degree (*ius promovendi*). The other members of the supervising team are usually staff members with specific competence in the field of interest, experts that are available from the docARTES partner institutions, or external specialists.

Members of your supervising team are key contacts for regular support and guidance in the development of your doctoral trajectory.

Supervision involves a binding cooperation between you and your supervising team at all stages of the research project, from its initial acceptance to its final presentation (concerts, publication, etc.). The task of the supervising team is to monitor this research project and provide feedback, including timely warnings of inadequate progress. However, doctoral candidates are always directly responsible for the progress of their own research project.

You will read more about supervision in Chapter 8.

2. Profile of a docARTES applicant

To envisage entering the doctoral curriculum in musical arts, you should meet the following general requirements:

- hold a Master's degree in the creative or performing arts from a recognised conservatoire, college or university or demonstrate a comparable level of accomplishment;¹ As a guide to what this level might be, the learning outcomes for second-cycle conservatoire degrees in music agreed by the Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (AEC) are set out below (see ANNEX II).
- be a highly accomplished and reflective practising musician (in performance, composition, or music pedagogy), with original, clear, and well-articulated ideas for research in and through musical practice;
- have a good command of the English language (oral & written), see 4.5.;
- submit a fully completed application form before the given deadline;
- successfully complete the admission procedure.

You will find a detailed description of a doctoral candidate's profile in ANNEX I – Profile of a docARTES doctoral candidate.

You will find a list of the required skills and learning outcomes of the 2nd Cycle in ANNEX II – Learning Outcomes of the 2nd Cycle.

¹ The formal requirements and procedures in terms of degree certificates (or exemption from educational requirements) differ in each of the degree awarding institutions. The specific directives can be found in the enrolment regulations of the universities in the docARTES programme.

3. Duration and stages of the doctoral programme

3.1 DURATION

The duration of the doctoral curriculum is four years, the duration of the entire doctoral programme may take longer.

3.2 STAGES

There are seven stages within the doctoral programme:

Stage 1: Application

You may apply for the doctoral curriculum in musical arts at any time of the year. However, one application session will be organised each year (application deadline: January 15; entrance examination: April).

The application form can be accessed, and guidelines can be downloaded from www.docartes.be.

Stage 2: Assessment application form & entrance examination

An Advisory Group with representatives from the Orpheus Institute, the KU Leuven Association, Leiden University (Academy of Creative and Performing Arts), the Conservatory of Amsterdam and the Antwerp University Association preselects candidates based on their submitted application form and accompanying materials (recordings, scores, etc). The Advisory Group focuses on both the intellectual and the artistic potential of the applicant and decides whether an applicant is allowed to take part in the entrance examinations.

Once applicants are admitted to the entrance examinations, they are expected to present their research proposal to the Entrance Examination Committee and to give an artistic performance. Applicants will also be interviewed by the Entrance Examination Committee that will assess the practical and academic level of these applicants.

You will read more about admission procedures and guidelines in Chapter 5.

Stage 3: Enrolment/registration

If you pass the entrance examination, the Entrance Examination Committee will formulate a recommendation for acceptance addressed to the doctoral degree awarding institution that is willing to act as host institution. This recommendation forms the basis for the admission and enrolment procedure at the degree awarding institution.

Because the final admission and enrolment regulations differ in the doctoral degree awarding

institutions related to docARTES, we do not go into detail about them in this Handbook.² To register at the university, you have to get in touch with the contact person of that university: you will find contact details in Chapter 1 of this Handbook.

Enrolment at a university is required to start the doctoral curriculum.

Next to enrolment at the university, you will also register at the Orpheus Institute where you follow the compulsory curriculum of four years. You will receive a tuition fee invoice from the Orpheus Institute.

You will read more about the enrolment in Chapter 6.

Stage 4: Four-year doctoral curriculum

Together with fellow doctoral candidates you will follow a doctoral curriculum over four years at the Orpheus Institute Ghent. The curriculum starts in September and consists of eight monthly sessions of two or three consecutive days (delivered by permanent staff and guest speakers) during the first introductory year, and (at least) 8 sessions spread over the following three years, with a minimum of 2 sessions in each of those three years.

You will read more about content, structure, assessment, and credits of the courses in Chapter 7.

Stage 5: Interim evaluation (qualifying hurdle)

After you have finished your first year of the doctoral curriculum, an interim evaluation is organised. An evaluation committee will judge your submission.

You will read more information on the interim evaluation in Chapter 9.

Stage 6: Completion of the doctoral curriculum

Next to the interim evaluation, you must have successfully undertaken other assessment activities to be awarded the credits associated with the doctoral curriculum. The credit structure for the curriculum is designed to enable you to earn part of the credits from other activities that you may undertake during this period of your doctoral studies.

You will read more information on ECTS in Chapter 7.

Stage 7: Progress to final submission for the doctorate

The final completion of the doctorate usually involves one or more artistic presentations, such as concerts, performances, and demonstrations, as well as a public defence of the thesis. The procedures for obtaining the doctorate (including those for the final presentation and the acceptance criteria for the thesis) are specified in the regulations of each of the degree

² The enrolment procedures usually include articles on topics such as degree requirements (or exemption from those requirements), residence permits, command of language.

awarding institutions.

You will read more information on progress to final submission in Chapter 10.

4. Use of languages

4.1 THE APPLICATION FORM

When applying for the docARTES programme, you have to write your application form in one of the following languages: (preferably) English, German, French or Dutch.

If the application form is not written in English, you should add an English translation of Section 2 of the original application form – ‘Description of the proposed research’. However, in their assessment, the Advisory Group and the Entrance Examination Committee will refer wherever possible to the original text (in the original language).

4.2 THE INTERVIEW

The language of the interview during the entrance examination is English.

In case both the candidate and the members of the Entrance Examination Committee are Dutch-speaking, the language will be Dutch.

4.3 THE DOCTORAL CURRICULUM

If you are successfully admitted to the docARTES curriculum, you will be following an English-speaking curriculum. All presentations and all written work required during the curriculum sessions will be in English.

4.4 FINAL SUBMISSION

At some universities, the rules for submitting the doctoral thesis can allow for different languages. Check on the regulations with the university where you are registered.

4.5 ADEQUATE COMMAND OF THE ENGLISH LANGUAGE

docARTES expects doctoral candidates to have an adequate command of the English language.

Applicants who demonstrate a lack of proficiency in English on the occasion of the application and entrance trajectory can be asked by the supervisor to take additional language courses, or can be refused entrance to the programme.

5. Application procedure

5.1 APPLICATION DEADLINE

In general, you can apply at any time of the year to the Orpheus Institute. However, only one application session is organised each year: to start the programme in September, the application form and supporting materials have to be submitted before or on January 15. Entrance examinations are normally organised in April.

Please note that the deadline is strictly observed. Application forms that do not reach the Orpheus Institute before the deadline are not eligible (but will be eligible for the following application deadline).

See ANNEX IV for an overview of the important dates.

To submit your application form, you should follow this application procedure:

5.2 THE APPLICATION FORM AND GUIDELINES

A first step in the application procedure is the submission of your application form. Applicants submit the digital application form together with URLs to recent CD/DVD recordings (performers) or a portfolio of compositions (composers). All parts of the application form should be completed in full and submitted online with all necessary attachments before or on January 15 (23:59 CET) to be taken into consideration. Download the application guidelines to prepare your application. More info: <https://www.docartes.be/en/admission/application-form>.

5.3 APPLICATION FEE

There is a non-refundable application fee of € 100, payable at the point of application.

5.4 FIRST JUDGEMENT BY THE ADVISORY GROUP

Once your application package has reached the Orpheus Institute in time, it will, it will be initially assessed by the Advisory Group. The Advisory Group makes an initial evaluation, focusing on your intellectual and artistic potential, and decides whether it is appropriate for you to proceed to the entrance exam.

If the Advisory Group feels that your application should proceed directly to the Entrance Examination Committee, you nevertheless may be given the opportunity to make some minor revisions to it, prior to the entrance examination. You will be given the dates of the week in which your live entrance examination will take place.

Even if the Advisory Group does not feel that your application is ready to proceed immediately, they may still believe that you have the potential to be a successful doctoral candidate, given some further development. If this is the case, the feedback you receive may

include recommendations as to the types of courses or units of study that you should consider undertaking prior to re-applying. If you choose to follow this advice, it may improve your chances of success, but you should not assume that taking the courses recommended will automatically mean that you will be accepted at your next attempt.

The Advisory Group may feel that, even with further development, your application is unlikely to be successful. If so, this will be reflected in the feedback, which may be disappointing, but is intended to be fair and constructive.

5.5 FINAL JUDGEMENT BY THE ENTRANCE EXAMINATION COMMITTEE

The entrance examination will consist of:

- an artistic presentation in your discipline, linked (at least partly) to your research topic; composers present a portfolio of their oeuvre (min. 20 - max. 30 minutes)
- an oral presentation of your research topic (max. 15 minutes);
- a personal interview on your research topic, conducted by the members of the Entrance Examination Committee (max. 25 minutes).
- The entrance examination will take place in front of the Entrance Examination Committee, consisting of:
 - a chair;
 - members of the Advisory Group;
 - one or more experts.

Your spoken presentation and the subsequent discussion with the Committee will be in English (or Dutch, see Chapter 4.2). The entrance examination will be followed by a deliberation of which the results will be communicated within the two weeks after the completion of the exam period.

The entrance examination normally takes place in the Concert Hall of the Orpheus Institute in Ghent in April.

See ANNEX IV for an overview of the important dates.

6. Study contract, tuition fee and scholarship

6.1 STUDY CONTRACT

When you enter the docARTES doctoral curriculum at the Orpheus Institute, a study contract between you and the Institute is drawn up. The contract specifies the arrangements concerning the content of the doctoral programme, which has been agreed to safeguard and facilitate the progress of your study. It summarises the agreements concerning supervision, evaluation and planning of your research project. The contract takes into account both the general university guidelines for doctoral research and the specific guidelines for a doctorate in creative and performing arts.

The contract states these elements (which are not exhaustive):

- the subject and outline of your research project;
- the name and function of the members of the supervising team (circumstances may cause that supervision is established shortly after the beginning of the programme);
- a description of the exact tasks of the members of the supervising team, and you as a doctoral candidate;
- the method and timeframe for evaluating the progress of your research project;
- the tuition/enrolment fee;
- your personal details.

The study contract is accepted, completed, and signed by all parties at the start of the doctoral programme. All parties receive a copy of the signed original.

One copy of the contract will be added to the doctoral candidate's file. Copies of the project outline will be sent to all members of the supervising team.

In addition to the study contract concluded between you and the Orpheus Institute, there may also be binding agreements with regard to the enrollment at the host or degree awarding institution. Please contact the administrative department of your host institution for more specific information.

6.2 TUITION FEE

Once admitted to the docARTES curriculum and having received notification of the recommendation of the Entrance Examination Committee, you should enrol at, and pay a tuition fee to the Orpheus Institute.

You pay an annual fee of € 1.250 during the first two years (which amounts to € 2.500 for the whole doctoral curriculum) at the beginning of your doctoral trajectory (September) and after having received an official invoice.

6.3 SCHOLARSHIP

The docARTES-programme does not provide a univocal system of scholarships. Doctoral candidates need to explore the possibilities of funding within the specific context of each of

the partner institutes.

7. Doctoral curriculum³

7.1 RESEARCH ENVIRONMENT

The doctoral curriculum is coordinated by the Orpheus Institute. The curriculum takes place in a research environment that fosters intellectual and artistic exchanges and ensures an appropriate infrastructure and facilities (research and presentation spaces, instruments, staff, library, internet, etc.).

The research environment encourages debate with fellow researchers (doctoral and senior researchers as well as prominent figures in the academic and artistic communities). You can draw on interesting examples of good research practice and will be able to compare and relate your own field of interest to other research topics and to a broader research context. Experiencing this peer group as a context for your research builds trust and confidence and fosters an appropriate vocabulary. Becoming aware of the potentials and complexities that exist at the interface of theory and practice can open new perspectives that enhance both the depth and the breadth of your research.

You are encouraged to attend external lecture series, seminars, and conferences and to organise and take part in a wide range of professional activities, including concerts, exhibitions, performances, and artistic and academic presentations.

7.2 ACADEMIC AND ARTISTIC DEVELOPMENT

As part of your doctoral curriculum, you will receive individual coaching and further tuition in the academic skills you need for your research (see also Chapter 8 on Supervision).

The elements addressed include:

- designing and implementing a research project;
- placing the research topic in a broader context;
- research methods, skills, and techniques;
- comparative study, especially of related research;
- understanding the relations and tensions between theory, practice, and criticism;
- presentational, documentation and information processing skills;
- structuring a thesis;
- bringing your own artistic accomplishments into line with the thesis and vice versa.

Special attention is devoted to your artistic development. This may take many different forms, depending on the topic of research. Although creative or performing achievements at a high level are already required for admission to the programme, you may need to develop further into a particular artistic direction or expand your musical imagination.

³ This chapter deals with the joint curriculum followed by all docARTES candidates. Depending on the degree awarding institution you are affiliated with, there may be additional obligations in terms of courses or modules to be followed.

7.3 STRUCTURE OF THE DOCTORAL CURRICULUM

The curriculum is organised over four years.

The introductory year starts each year in September and consists of eight monthly sessions of two to three consecutive days. It is positioned at the beginning of the doctoral research trajectory to provide you with knowledge, insights and capabilities needed to conduct research in the creative and performing arts.

The monthly gatherings are organised in terms of a number of specific modules that allow the doctoral candidates to interact with each other and with the senior researchers that chair the modules. The modules contextualize artistic research, help doctoral candidates gain proficiency in research craftsmanship, add support to their individual projects by offering collective and expert feedback, and enable them to engage in hands-on research.

The 2nd, 3rd and 4th year of the curriculum are focus years. During these focus years, the docARTES candidates will participate in (at least) 8 sessions spread over the three years, with a minimum of 2 sessions in each of those three years⁴.

The focus sessions, aimed at relatively small groups, are practice-based, and allow candidates to choose a session that caters to their personal doctoral project topic. The goal is for the candidates is to take a step forward in their research during the focus session.

The event sessions have a more open and public character and come in the form of a seminar or conference. They coincide with the research interests of the research fellows at Orpheus Institute or with research events and agendas initiated by one of the docARTES partners.

Every year, by the end of June, the candidates receive an overview of the focus and/or event sessions from which they can choose to attend during the next curriculum season. In general, the Orpheus Institute organises 2 to 3 focus sessions and about 3 to 4 event sessions per year.

Participation in the focus sessions can be active or passive. In both cases a registration form, which will be sent by the Orpheus office, has to be filled out.

Attendance to 16 sessions of the docARTES curriculum – 8 sessions in the introductory year and 8 sessions in the following years – is compulsory. You are only allowed 1 absence during 1 of these 16 sessions. At the end of your doctoral trajectory, you should have attended a minimum of 15 (complete) sessions. All other absences will result in attending extra focus and/or event sessions.

⁴ In the first year of the curriculum, the doctorandi can register for focus and event sessions but their participation will not be considered as part of the requirements for the focus years (8 sessions to be followed during the 2nd, 3rd, and 4th year of the curriculum).

7.4 ASSESSMENT AND CREDIT-WEIGHTING OF THE CURRICULUM

European Credit Transfer System (ECTS)

The docARTES curriculum represents a volume of study equivalent to 60 ECTS credits overall. Of these, 45 ECTS points are ascribed to the core activities of the docARTES curriculum and 15 ECTS points are therefore available to be earned in other ways. All of this may be discussed with your host university and your Directing Supervisor. The 15 ECTS points may include taking elements of third-cycle study offered in another discipline or engaging in artistic activity outside the specific context of the research project being pursued (see below).

As a doctoral candidate enrolled in the docARTES curriculum, your workload will consist of preparing for the monthly sessions, the focus and the event sessions and participating in these sessions, as well as taking forward your research project and, at the end of the first year, assembling the various elements of the submission that forms the crucial 'qualifying hurdle' for progression to the later stage of the doctoral trajectory.

It is envisaged that across the docARTES intro year, you will spend roughly two thirds of your study time on preparing this submission and roughly one third on the work associated with the sessions.

The interim evaluation (qualifying hurdle) involves your submitting a portfolio and various accompanying materials, all of which are described in greater detail in Chapter 9. The purpose of this submission is to allow your examiners to evaluate your progress towards completing your doctoral project and, from the distance you have travelled already, to form a view of the likelihood of your going on to complete your doctoral trajectory successfully and within an appropriate timescale (see below).

As you approach the end of the docARTES curriculum, you will have to demonstrate that you have succeeded in establishing yourself within the community of artistic researchers. The assessment of this aspect takes the form of you demonstrating that some aspect of your work as an artistic researcher has been accepted, or is of a level suitable to be accepted, in a refereed conference or publication, an invited concert or compositional commission, etc.

The precise nature of this assessment should be agreed between you and your Directing Supervisor. The following examples give some indication of the form it may take:

- Submitting a proposal for the Orpheus Doctoral Conference [ODC] held annually at the Orpheus Institute on themes relating to research in-and-through musical practice (*since programming considerations may mean that an otherwise worthy proposal cannot be accommodated in the conference, you will be awarded the 15 ECTS points associated with this aspect of the curriculum if your proposal is judged to be of a standard worthy of acceptance, whether or not it is programmed in the conference*);
- Producing evidence of having a paper, or other presentation, accepted at an external refereed conference during the period of your taking the curriculum;

- Offering evidence of a chapter being accepted for a refereed journal;
- As a performer or composer, providing evidence of an invitation to give a concert in a professionally recognised venue or to write a piece for performers or ensembles of good professional standing (*the artistic work must be directly relevant to your doctoral project and evidence for this must be provided in the form of a 300-word statement*).

The remaining 15 ECTS points are awarded for work complementary to the docARTES curriculum but outside it. They may be given in recognition of work at doctoral level within another programme or discipline that may have a helpful bearing on your research project (for example higher-level computer skills for a composer working with this technology). Alternatively, they may be given for work of an artistic nature which demonstrates your continuing growth as a musician, and which will therefore reinforce the artistic side of your work as an artist researcher. In this case, the sole criterion for success or failure will be the level of artistic quality. As a result, it will be necessary for the members of the supervision team either to attend the performance or to be provided with a good quality DVD recording.

You should discuss and agree with your supervising team the form that both these 15 ECTS point assessments will take. Such discussions may evolve over the earlier stages of your taking the curriculum but there must be a clear written agreement as to the form the assessment will take before the event itself happens.

The table below summarises these various assessments and their relationship to one another:

At the end of the 1st year Qualifying hurdle	At the end of the 4th year	Accumulated credits	Total credits
Assessed submission including attendance of the compulsory curriculum 30 ECTS	Presentation accepted in Orpheus Institute conference or equivalent 15 ECTS (see above)	45 ECTS within curriculum	60 ECTS
Credited work within other doctoral curricula or assessed artistic work not necessarily connected to the candidate's doctoral project. 15 ECTS outside curriculum			

8. Supervision

As a doctoral candidate at one of the universities in the docARTES programme, the formation of a supervising team takes place at the beginning of your doctoral trajectory. Supervision is always related directly to the degree awarding institution.

Owing to the singularity of a doctoral programme in the creative and performing arts, where artistic research calls for high achievement both in the artistic and in the scholarly aspects of the research, the expertise embedded in the supervising team is a crucial factor in the course of study. Thanks to international collaboration, doctoral candidates can rely on an international team of supervisors covering a diverse range of musical specialisms.

8.1 ROLE OF THE SUPERVISION

The supervising team (also referred to as supervisory committee or individual PhD commission) generally consists of one or two supervisors who may, depending on the university where you are registered, be joined by additional members. Minimally one of the candidate's supervisors must have the right to act as promotor, that is: to confer the PhD degree (*ius promovendi*). Usually one member of the team directs the supervision⁵. The other members of the supervising team will usually be staff members with specific affinity to the field of interest, experts that are available from the docARTES partner institutions, or external specialists. The supervising team as a whole is concerned with overseeing the artistic development as well as the academic embedding of the PhD-project.

In the light of the artistic development which you intend to achieve as part of your project, you will be guided by internationally known and active artists, working at the highest level of their profession and with knowledge of research in the arts. Assessment in this domain is aimed at whether the development process and the results that are produced along the way are influenced by your research and whether the relationship between your research and artistic development is useful, in particular in relation to the final. Supervision in the artistic domain can evolve during the process, sometimes having more of a steering function and at other times including intensive coaching.

In the domain of academic embedding, you will receive the support of supervisors who themselves have a doctoral qualification and can therefore operate as independent researchers. They have an international reputation and work as specialists in their field and are usually attached to a higher education institute which is qualified to award doctorates. Academic supervision of your project keeps track of, and guides you in, a variety of areas including the following:

- the method of study;
- the angles from which you approach and carry out your research;

⁵ depending on the degree awarding institution referred to as First Supervisor or Corresponding Supervisor. Within the context of this handbook we will refer to the member of the supervising team that takes on this particular role as the Directing Supervisor.

- whether you have sufficiently taken into account the international debate in your particular research field;
- the way in which you use information and facts;
- the logic and consistency of your arguments;
- your planning and progress in relation to deadlines and, above all, the final submission;
- the written content of reports, submissions, and the final thesis.

Supervision in the academic field, too, changes in the course of the process. To begin with, you will be stimulated and challenged by the introduction of fresh ideas and counterarguments; soon, the emphasis of supervision will change to helping you to discipline your thoughts and tackle in a timely manner all kinds of tasks including the writing of interim research papers. Later, monitoring and commentary activities will take precedence, forming a kind of ongoing assessment dialogue leading up to the defence of the thesis for the doctorate.

All members of the supervising team are familiar with your research dossier, its artistic content, the research proposals contained in it, the intended research methods, the hypotheses, and the expectations with regard to possible results and the provisional final outcome. They study, analyse and, in a more general sense, form an opinion of the material that you put forward and the processes and products of your artistic development. As part of this, they must continually be able to assess whether the expected final result of your project will be capable of withstanding the critical scrutiny brought to bear on a thesis for a doctorate at the university. They provide comments, give advice, and proceed in the course of the process to evaluation, checking and assessment. All of this takes place within the framework of your agreed plan of study.

8.2 PROCEDURES AND FORMALITIES

The initiative for making contact (making appointments, inviting to presentations, visiting studios, making documents available, responding to emails etc.) lies with you as a doctoral candidate. Should you fall short in this respect, the relevant specialist will get in touch with you, and with your Directing Supervisor, to point out your responsibility.

As a rule, specialists and doctoral candidates meet for serious discussion for a good half day at least once every two months. It is highly recommended that you should keep in regular touch with your specialists in the intervening period to check on progress.

All the members of your supervising team will regularly inform each other of the state of your project. This is of particular importance in terms of the communication of information from supervisor(s). If members of the supervising team start to have doubts about the feasibility of a doctoral project, they will communicate this to the other members of the team. Thereafter your Directing Supervisor will discuss the matter with you.

docARTES plays an initiating role with regard to supervision and encourages a process that runs smoothly. This applies especially to the first two years of your studies, during which you pursue the docARTES curriculum and are therefore in monthly contact with the docARTES team. Nevertheless, the formal responsibility for supervision rests with the university where

the doctorate will be awarded. This applies equally to formal matters and any financial arrangements.

If you should feel that you are not being supervised sufficiently or appropriately, you will probably wish to discuss this informally with your Directing Supervisor as a first step. If the problem persists, you should take the matter up with the university where you are registered and where, if ultimately successful, your doctorate would be awarded.

IMPORTANT

As a rule, assignments (in all subjects) should be submitted by the doctoral candidates to the appropriate member of the supervising team by the due date.

Paperwork submitted by the doctoral candidate to (a) member(s) of the **supervising team** has to be sent **min. 10 days beforehand**, to allow for proper preparation and/or set up a meeting.

Doctoral candidates are advised to keep a duplicate copy of the work.

Specific information with regard to supervision:

- Leiden University: *PhD trajectory*
<https://www.universiteitleiden.nl/en/humanities/academy-of-creative-and-performing-arts/research/phd-trajectory>
- KULeuven: *Charter of the PhD researcher and the supervisor*
<https://research.kuleuven.be/en/career/phd/charter>
- Antwerp University: Supervision – individual PhD commission (IPC) – faculty PhD commissions <https://www.uantwerpen.be/en/centres/antwerp-doctoral-school/regulations-and-documents/>

9. Interim evaluation

9.1 THE QUALIFYING HURDLE [QH]

All doctoral candidates must take this Qualifying Hurdle (QH) at the end of their first year of study. Candidates must pass the QH to be allowed to progress to the second year of the docARTES curriculum.

The QH generally takes between 1.5 and 2 hours and consists of: (a) an artistic presentation of maximum 25 minutes, (b) an oral presentation of maximum 20 minutes, and (c) a discussion about the research project with the evaluation panel.⁶

Practicalities⁷:

- Doctoral candidates must organize the QH themselves and inform the contact point of the partner institution on the state of affairs.
- The date of the QH must be set according to the agendas of all people involved; the hurdle is to be organised in the period following the completion of the first year.
- The panel that will evaluate the QH consists of: (a) all members of the supervising team, and (b) a docARTES faculty member.
- The doctoral candidate must deliver all materials for the QH (see below) in due time to all members of the evaluation panel.

The QH consists of the following elements:

1. A **Portfolio** containing:
 - a. An abstract of 300-500 words summarizing the essence of your research project (an annotated research question/hypothesis/problem).
 - b. A document of minimum 1.500-2.000 words, setting out the current conception of your research project and the form that you expect it to take at final submission (e.g. a brief contextualization of your research topic, a provisional table of contents, ideas about artistic outputs, ideas about the layout of the dissertation). This document should also show how practice and theory are integrated in the project. If applicable, this document should also describe and justify any alterations and evolutions that have taken place during the first year of the project.
 - c. The Individual Writing Project, including the review reports.
 - d. Where relevant, other materials such as scores, recordings, video, and other media, etc.

⁶ This timeframe is extendable in case the QH is part of a larger public event (conference, concert, etc.).

⁷ The dates indicated in relation to delivering the materials (July 1) and organising the QH (between July and September) can be overruled by the supervisor and members of the panel if the candidate can convincingly demonstrate that such an adjustment adds value to the evaluation process (e.g. a conference date, a concert).

2. An artistic presentation (max. 25 mins.) showing the progress you have made during the first docARTES year based on your collaboration with your artistic supervisor. The form of this artistic presentation should be agreed upon with your supervising team prior to the QH.
3. A brief oral presentation (max. 20 mins.) of your project.
4. A discussion with the evaluation panel.
5. Decision

Based on one's progress over the course of one year, the evaluation panel will provide feedback and deliver a decision about the continuation of your research project:

- Positive: the candidate can start the second year of the docARTES curriculum and continue with the doctoral trajectory.
- Negative, with possibilities: the candidate can start the second year of the docARTES curriculum. However, (parts of) the QH (portfolio and/or artistic presentation) need to be retaken within 6 months of the initial QH.
- Negative: the candidate cannot continue with the docARTES curriculum. The candidate's enrolment at the host university will be terminated.

Doctoral candidates have the right to appeal the evaluation panel's decision. The procedure below sets out how a doctoral candidate may seek to have their complaints addressed.

In the first instance, the candidate addresses a complaint in writing to the chair of the evaluation panel (usually the Directing Supervisor), outlining the nature and details of her/his complaint. The panel may wish to hear the doctoral candidate's complaint during a second meeting. Afterwards, the members of this panel will decide either to uphold the original decision or to pronounce a new decision.

If the doctoral candidate is dissatisfied with the response of the evaluation panel regarding the complaint, the complaint procedure of the host university needs to be initiated. The decision following completion of this process will be considered final.

9.2 PERIODIC PROGRESS EVALUATIONS

After the Qualifying Hurdle the progress of the candidate will be periodically evaluated every 12 to max. 15 months after the previous evaluation. The panel consists of the full supervising team, in some cases supplemented by an invited expert. The doctoral candidate must organize these Periodic Progress Evaluations.

9.3 MONITORING OF THE ARTISTIC COMPONENT

The artistic component of the project is also subject to the supervision and evaluation process. As such, the development, process, and outcomes of this component will be actively monitored and assessed during the Qualifying Hurdle, the Periodic Progress Evaluations, and in preparation for the final decision on the project by the external expert panel ('Promotiecommissie').

Throughout the trajectory, the PhD candidate must actively inform the supervising team in a

timely manner about the artistic component of the doctoral trajectory (as demonstrated during concerts, rehearsals, masterclasses, presentations of creative work, etc.).

10. Final submission

Completion of the doctorate will usually include one or more artistic presentations, such as concerts, performances, and demonstrations, as well as a public defence of the thesis.

Because the final submission regulations in the doctoral degree awarding institutions differ, we do not go into detail about them in this Handbook. You will follow the regulations the university you are enrolled in. Please refer to the procedures for obtaining the doctorate (including those for the final presentation and the acceptance criteria for the thesis), specified in the regulations of the institution in question.

See Chapter 1 of the Handbook for contact details.

11. Ombuds service

A candidate must address all complaints that relate to issues such as the quality of the programme, individual supervision, etc. to the ombuds service of the host university. If the doctoral candidate feels that the Orpheus Institute is better positioned to address the problem, the ombuds service of the Orpheus Institute can be contacted.

The ombuds service will act as a mediator between the parties involved. Complaints will be dealt with confidentially and with respect for privacy.

In case of an application declined by the Entrance Examination Committee, applicants may wish to ask why their application has not been successful or believe that they have cause for complaint. Since the applicant is not registered at a university, the applicant should raise the complaint in writing to the chair of the Entrance Examination Committee, outlining the nature and details of the complaint.

However, applicants should note that they have no right to challenge or complain about decisions or professional judgements made by the entrance examination committee on the quality of the work. Due to the level of competition for places, particularly for highly selective programmes of study, there will inevitably be occasions when an applicant is disappointed with the decision not to offer a place.

See Chapter 1 of the Handbook for contact details.

12. Research integrity

Integrity and reliability are important elements in any PhD trajectory and therefore special attention is devoted to these aspects in the research projects of all docARTES candidates: doctoral research must be conducted in a verifiably fair, impartial, and independent manner.

To safeguard a research and education environment where research integrity is constantly maintained and improved, the docARTES program endorses The European Code of Conduct for Research Integrity (ALLEA, 2017) serving as a general framework for integrity in the research and educational activities. More specific approaches to scientific or research integrity can be found on the websites of the degree awarding institutions that are part of docARTES.

Special attention is paid to proper data management, integrity of authorship, correct citing of peers, mentioning acknowledgements, and to Research Ethics by aligning to the recommendations from the statement 'Ethics Education in science (2013) of the ALLEA Permanent Working Group on Science and Ethics.

13. Benefits of docARTES

docARTES offers you:

1. an inspiring curriculum with innovative, group-based, and hands-on training modules, seminars, workshops, colloquia, and other events;
2. an international community of students, staff, and alumni from a rich variety of (musical) backgrounds;
3. a Europe-wide team of supervisors covering a diverse range of musical specialisations;
4. a dynamic and professional research environment;
5. a unique global network of leading performers, composers, and scholars.

Glossary

- Applicant (docARTES or doctoral): someone who makes a formal application for docARTES; the stage before acceptance/enrolment at a degree awarding institution within the docARTES network.
- Candidate (doctoral or PhD): an early stage researcher who has been admitted to the doctoral programme and is enrolled at a degree awarding institution.
- Curriculum (doctoral): the training sessions/gatherings coordinated by the Orpheus Institute, consisting of an intro(ductory) year and three focus years.
- Programme (doctoral): involves both individual supervision at the level of the degree awarding partner institutions, and the joint curriculum, coordinated by the Orpheus Institute.
- Supervisor (general): a member of the supervising team.
- Supervisor (Directing): a member of the supervising team who oversees and coordinates the supervision; depending on the degree awarding institution referred to as First Supervisor, Corresponding Supervisor or Supervisor.
- Degree awarding institution (within docARTES): Leiden University, Academy of Creative and Performing Arts; KU Leuven, Associated Faculty of the Arts; Antwerp University.

ANNEX I – Profile of a DocARTES doctoral candidate

What is the profile of doctoral candidates that become a member of the docARTES community of enquiry? The programme is primarily intended for gifted musicians in the field of performance, composition, and music pedagogy, but giftedness is not the only measure of aptitude for the doctorate in the creative and performing arts. Candidates must have an attitude of curiosity and adventure, but not every curious and adventurous artist will be invited to enrol. docARTES seeks artists whose work raises questions or problems that can be further articulated and analysed through research. By posing and resolving such issues, they can change their own practice and open new paths for others to explore. Their research may even help find new common ground between artists, scholars, and scientists. In any case, it is imperative that it transcend individual goals and interests. Artistic research should contribute to our knowledge and understanding of artworks and creative processes. It should make insights, skills, and material available for future use and study, and thus enhance the development of the arts and their interaction with other disciplines.

It is for this reason that artistic research projects always have a dual nature. They comprise theory and practice. They necessarily involve verbal reflection with reference to the topic of investigation, but their artistic potential can only be observed from concrete products, be it works, performances, or events. docARTES leaves candidates considerable flexibility as to the relative weight of the theoretical and practical components and the degree of their integration, but the artist's perspective is at the heart of each project that qualifies for its support.

The flexible blend of theory and practice allows a range of research output options. Each option suggests a particular researcher profile and related admission requirements. The entrance committee of docARTES will assess candidates based on the profiles that emerge from their project proposals. It will pass judgement on their ability to carry out the research as proposed, and to present the results appropriately.

For example, it is possible to graduate on an ambitious artistic project (a series of concerts, a coherent body of compositions, etc.) supported by a relatively short dissertation. In such a case, artistic production and research must be very closely entwined. Since creative and performing activities are so central to the project, high demands are made on the technical and artistic proficiency of candidates. They should already be able to act on an international stage.

The same highly skilled artist may also undertake a more scholarly informed project, seeking to answer questions of a historical, theoretical, pedagogical, or other nature. Such a project puts more weight on the dissertation than a project of the previous kind. The actual research is less entangled with artistic production. However, its relevance to artistic practice remains

a sine qua non and should be convincingly demonstrated by the applicant. The admission requirements additionally include a capacity for scholarly research, explanation, and critique.

Candidates who are more modestly active as practicing musicians may yet qualify for admission to the docARTES curriculum if their dissertation proposals sufficiently exploit their professional expertise, and if the practical importance of their project is demonstrable through master classes and (or) lecture-recitals. Such events can be proposed by candidates who exhibit great skills as teachers or lecturers. The research as reported in the dissertation will be judged by its capacity to generate a greater number of these events. Research and practice are interwoven to the extent that candidates with this profile contribute to the development of their professional fields.

This list of applicant profiles is not exhaustive; nor are profiles always strictly delimited. What the reader should take from the above descriptions is the attitude of docARTES towards proposals of new candidates – an attitude that is open-minded as well as demanding.

ANNEX II – Second cycle learning outcomes

PRACTICAL (SKILLS-BASED) OUTCOMES OF THE 2ND CYCLE⁸

(where appropriate, and according to the individual nature of 2nd cycle curricula)

Skills in artistic expression

- At the completion of their studies, students should emerge as well-developed personalities, having developed to a high professional level their ability to create, realise and express their own artistic concepts.

Repertoire skills

- At the completion of their studies, students should have built upon their experience of representative works of the Principal Study repertoire either by broadening it to a comprehensive level and/or by deepening it within a particular area of specialisation.
- Students should be fluent across a range of styles and/or should have developed a distinctive and individual voice in one particular style.

Ensemble skills

- Where students have engaged in ensemble activity as part of their 2nd cycle study, at the completion of their studies they should be able to take a leadership role in this activity.

Practising, rehearsing, reading, aural, creative and re-creative skills

- 2nd cycle curricula usually assume that students have already acquired these skills. At the completion of their studies, students should have ensured that any areas of relative weakness have been addressed. Through independent study they should also have continued to develop these skills sufficiently to support their ability to create, realise, and express their own artistic concepts.

Verbal skills

- Where required, students should be able to demonstrate their command of verbal skills in extended written or spoken presentations.

Improvisational skills

- At the completion of their studies, students should be able to take responsibility for the engagement between context, audience and musical material, projecting their musical ideas fluently and with confidence in a wide variety of performance settings.

⁸ Following general requirements as agreed by the AEC (Association Européenne des Conservatoires).

Pedagogical skills (where applicable)

- Where they receive basic pedagogical training, be it in the 1st or 2nd cycle studies, students should be able to teach the Principal Study to students at a variety of levels.
- Where pedagogy is taught in 2nd cycle studies as a continuation of courses in the 1st cycle, students should usually have demonstrated that they can deal with the theoretical and practical application of pedagogical theory at a high level.

THEORETICAL (KNOWLEDGE - BASED) OUTCOMES OF THE 2ND CYCLE

(where appropriate, and according to the individual nature of 2nd cycle curricula)

Knowledge and understanding of repertoire and musical materials

- At the completion of their studies, through individual in-depth research and study, students should have acquired comprehensive knowledge of Principal Study repertoire.
- Students should be able to apply their knowledge about the common elements and organisational patterns of music to express their own artistic concepts.

Knowledge and understanding of context

- At the completion of their studies, students should have extended their contextual knowledge, developing it independently in ways relevant to their specialism.
- Based upon a knowledge of musical styles and their associated performing traditions, students should be able to develop, present and demonstrate programmes that are coherent and suitable to a wide range of different performing contexts.
- At the completion of their studies, students should have a profound understanding of the interrelationship between their theoretical and practical studies and should have a sense of how to use this knowledge to strengthen their own artistic development.

Improvisational skills

- At the completion of 2nd cycle curricula where improvisation is relevant to the specialisation, students should have a broad knowledge of improvisational patterns that is sufficiently internalised for them to be able to apply them freely in a variety of contexts.

Pedagogical skills (where applicable)

- Where they receive basic pedagogical training, be it in the 1st or 2nd cycle studies, students should be familiar with the basic concepts and practices of pedagogy, especially as they relate to music education.
- Where pedagogy is taught in 2nd cycle studies as a continuation of courses in the 1st cycle, students should be able to demonstrate that they have a thorough understanding of pedagogical theory at a high level.

GENERIC OUTCOMES OF THE 2ND CYCLE

(where appropriate, and according to the individual nature of 2nd cycle curricula)

Independence

Building on the skills acquired in the 1st cycle, students should have become fully autonomous learners, able to integrate knowledge and to undertake in an organized manner tasks that may be:

- Extended and complex
- In new or unfamiliar contexts
- Based upon incomplete or limited information

Psychological understanding

Building on the skills acquired in the 1st cycle, students should have become self-confident and experienced in the use in a variety of situations of their psychological understanding.

Critical awareness

Building on the skills acquired in the 1st cycle, students should have fully internalised their critical awareness.

Communication skills

Building on the skills acquired in the 1st cycle, students should have become confident and experienced in their communication and social skills, including the ability to:

- initiate and work with others on joint projects or activities
- show skills in leadership, teamwork, negotiation and organisation
- integrate with other individuals in a variety of cultural contexts and present complex work in accessible form

ANNEX III – Third cycle learning outcomes

docARTES provides a doctoral study framework, which equips the candidate with the skills and experience to proceed independently as an artistic researcher.

PRACTICAL (SKILLS-BASED) OUTCOMES OF THE 3RD CYCLE

(where appropriate, and according to the individual nature of 3rd cycle curricula)

Artistic development and skills

- The skills to integrate and demonstrate original artistic insights in performing, composing, theorizing and teaching
- The capacity to extend in a significant way our artistic understanding and to communicate those insights in a fully realized manner
- The development and realisation of artistic autonomy

Research skills

- The capacity to frame research proposals – whether pertaining to theoretical, practical or creative issues or a combination of these rigorously, lucidly and in terms of questions to be answered, insights to be gained, and indicators of success to be applied
- The capacity to identify and contextualize currently dynamic issues in one's field, in the sense of open questions, new topics and trends
- The capacity to realise the goals set for one's project, through intermediary steps and appropriate methods, equipment and team members, where relevant
- The capacity to identify and utilize the relevant literature and/or other resources in connection with one's field
- The capacity for critical analysis and evaluation of one's own and other's outcomes
- The capacity to document, analyse and summarise the interim and final outcomes of one's projects
- The capacity to use project funding and evaluation systems in the development of one's own work

THEORETICAL (KNOWLEDGE-BASED) OUTCOMES

(where appropriate, and according to the individual nature of 3rd cycle curricula)

- Awareness of, and respect for, standards of excellence in one's own field; the capacity to distinguish between valuable and irrelevant inquiry, whether in the theoretical, practical and/or creative spheres
- Thorough knowledge and understanding of the national and international context of activity and output into which one's work will be disseminated
- Awareness of ownership rights of those who might be affected by one's project (e.g. copyright, intellectual property rights, confidential information, ethical questions, etc.)
- Awareness of the work and health implications for those involved in one's activities; the capacity to conduct research with a strong sense of responsibility and vigilance
- Awareness of the economic potential and value of one's outputs.
- Awareness of relevant methods and techniques of inquiry related to one's field of study.

GENERIC OUTCOMES

(where appropriate, and according to the individual nature of 3rd cycle curricula)

Independence

- The capacity to pursue one's own questions and ideas
- The capacity to comprehend the transferability of one's research capabilities to other fields and to recognize any associated career opportunities
- The capacity to sustain and deepen one's inquiring, research-oriented approach throughout one's career and, where appropriate, across all aspects of one's work and endeavour

Critical awareness

- The capacity to question the legitimacy of self-serving or commonplace ideas, conventions, fashions, etc.
- The capacity to see one's own shortcomings and untapped potential, and to devise strategies for maximizing one's performance
- The capacity to recognize and challenge the standards within one's community of researchers, practitioners and creators
- The capacity to respond with understanding and responsibility to critical considerations from within one's community of researchers, practitioners and creators

Communication skills

- The capacity to establish and maintain cooperative relationships with colleagues and students within one's own institution and among the wider scholarly and artistic community
- The capacity to write/present/perform clearly and appropriately for the target audiences (e.g. research reports, journal articles, presentations, performances or other artistic events intended to have a research output)
- The capacity to improve the public's understanding and/or artistic insight in one's field of study
- The capacity to assess the effect of one's own behaviour on other team members, artistic collaborators, etc.

This document is derived from the AEC Learning Outcomes for the 1st, 2nd and 3rd cycle (7).

ANNEX IV – Important dates

Application Procedure

Application deadline: submission of application form and supporting materials	January 15
Assessment by Advisory Group (AG)	January/February*
Notification of Advisory Group decision	February/March*
Entrance exams - assessment by Entrance Examination Committee (EEC)	April*
Notification of entrance decision	within 2 weeks after completion of the exam period
Start doctoral curriculum	September

* Exact dates differ per year. Applicants will receive more detailed info via e-mail during the application process.

ANNEX V – docARTES structure and organisation

A/ DOCARTES PARTNERS

docARTES started in January 2004 and was set up by the following partners:

- Orpheus Institute, Ghent (BE);
- Leiden University, Academy of Creative and Performing Arts, Leiden (NL);
- KU Leuven Association, Leuven (BE) (KU Leuven, LUCA School of Arts / campus Lemmens, Associated Faculty of the Arts)⁹;
- Royal Conservatoire The Hague, The Hague (NL);
- Conservatory of Amsterdam, Amsterdam (NL);
- Antwerp University Association, Antwerp (BE); Royal Conservatoire Antwerp, Antwerp (BE)¹⁰.

ORPHEUS
INSTITUUT

KONINKLIJK
CONSERVATORIUM
ANTWERPEN

AP
ARTESIS PLANTIJN
HOGESCHOOL

 Universiteit
Leiden
Academy of Creative
and Performing Arts

LUCA
SCHOOL
OF
ARTS

MEMBER OF

ASSOCIATIE
KU LEUVEN


Royal
Conservatoire
The Hague

 Conservatorium van Amsterdam
Amsterdam University of the Arts

B/ DOCARTES BOARD OF DIRECTORS

The docARTES board of directors consists of:

- Peter Dejans, director Orpheus Institute, Ghent (BE), coordinating institution;
- Erik Viskil, Leiden University, Academy of Creative and Performing Arts, Leiden (NL);
- Katrien Foubert, LUCA School of Arts, campus Lemmens, Leuven (BE);
- Michiel Schuijjer, Amsterdam University of the Arts, Amsterdam (NL);
- Pascale De Grootte, AP University of Applied Sciences and Arts, Antwerp (BE).

⁹ Joined docARTES in 2007.

¹⁰ Joined docARTES in 2011.

ANNEX VI – Equal Opportunities Policy

Statement of general

docARTES is committed to a policy of equal opportunities. It aims to provide musical education and training at the highest international level to meet the aspirations of as many as possible of those whom it deems to have the ability and motivation to benefit.

As an institution described at its foundation as one whose doors are open to the whole world, docARTES acknowledges and welcomes influences from diverse social and artistic traditions. docARTES seeks to foster excellence in everything in which it is involved.

College Commitments

The Equal Opportunities Policy of docARTES aims to ensure that no candidate, member of staff or visitor is subjected to unfair discrimination. docARTES will not discriminate unfairly on the grounds of age, disability, marital status, race, religion, class, gender, sexual orientation, or other such unjustifiable cause. docARTES will endeavour through equal opportunities action to create an environment in which candidates and staff give due respect to other people and their work or ideas.

Educational provision

Candidates are recruited based on their merits, abilities and potential. In any review of selection criteria and procedures docARTES will ensure that consideration is given to equal opportunities issues.

Employment

Selection criteria and procedures for staff will be designed, monitored, and reviewed to ensure staff are recruited and selected based on their merits, abilities and potential. The institutions of docARTES will work to ensure equality of opportunity and treatment in the recruitment, selection, training, development, and promotion of staff at all levels.

Monitoring

docARTES will collect, evaluate, and publish data relevant to its equal opportunities policies. Procedures for the assessment of candidates' progress and achievements will be monitored and reviewed regularly to ensure that the principles of this policy are being followed.

Policy review

docARTES is committed to the continuing development and review of its policies and practices to ensure equality of opportunity and treatment of those who are, or seek to be,

involved in docARTES. docARTES will also, where suitable, initiate new policies and practices. In meeting these commitments docARTES will take due account of any duties or obligations imposed by law.

Awareness

docARTES will encourage greater awareness of its aims, policies, and procedures in the field of equal opportunities and provide appropriate information and training as required.

Failure to adhere to the policy

docARTES will do its utmost to protect applicants, candidates and staff from discriminatory behaviour by any individual or groups within the institution. Allegations of discriminatory behaviour on the part of candidates or staff will be dealt with under the regulations of the institution where candidates are registered, or staff is employed.

ORPHEUS

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