



Graduate School

FACULTY OF SOCIAL SCIENCES

GRADUATE SCHOOL STAFF GUIDES

THESIS MANAGEMENT INFO

Dept. planners | Supervisors |
Examiners

Version 4.0 – January 2022



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Examiners



Thesis coordinator
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THESIS PROCESS OVERVIEW

At Graduate School the thesis process is somewhat complicated by the otherwise pleasant fact that we need to coordinate our efforts with departments that do things in slightly different ways. This means that sometimes processes that seem obvious and self-evident to planners at one department appear quaint to colleagues in the next building. Our aim is to interfere as little as possible with your normal way of doing things, and the processes we outline below are designed with that in mind, while still providing a superstructure that makes sense to Graduate School students (and sometimes other inbound students too).

Our ambition with this document is to provide a one-stop source of information about the entire thesis process at Graduate School for department planners, supervisors and examiners.

Contact info

Graduate School

e-mail: master@sam.lu.se

Home page: graduateschool.sam.lu.se

Facebook: [tinyurl.com/LUgradschoolFB](https://www.facebook.com/LUgradschoolFB)

Student Union

Home page: samvetet.org

Lund University

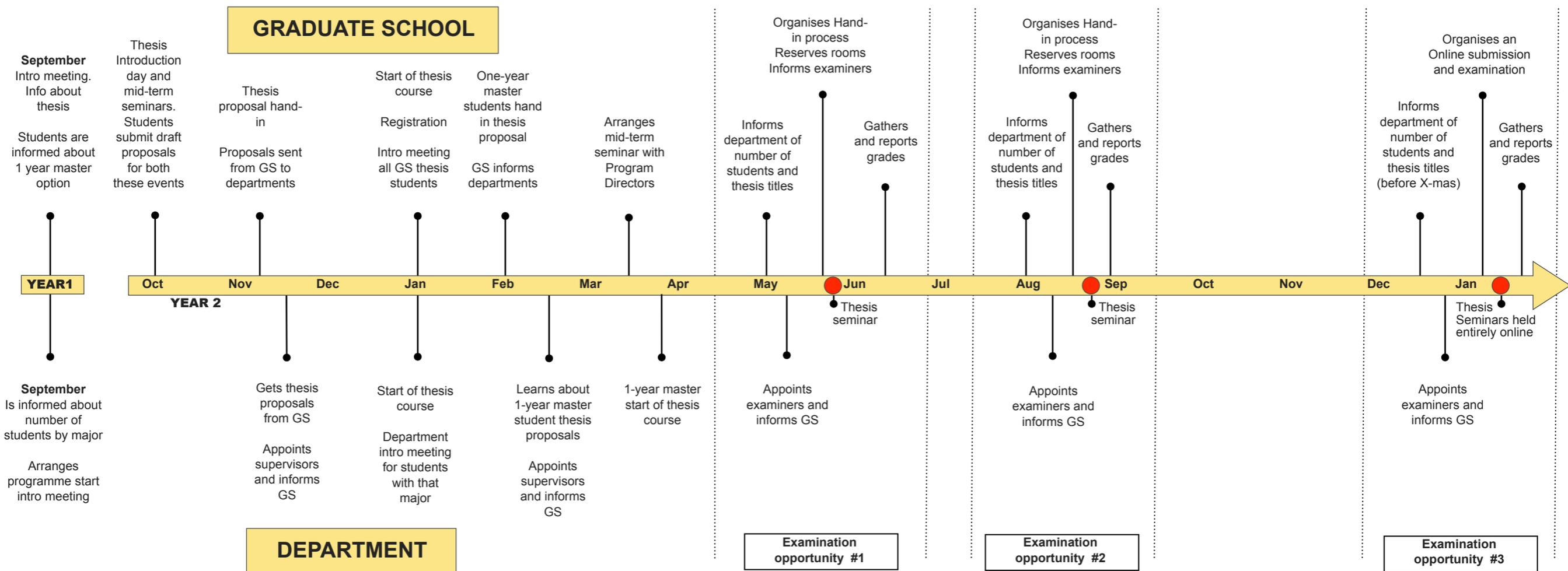
Home page: <http://lunduniversity.lu.se>

The university is on [Youtube](#), [Facebook](#) and [Twitter](#)



Timeline

Graduate School and departments share the thesis process, and the below timeline will indicate who does what when.



INFORMATION TO DEPARTMENT PLANNERS

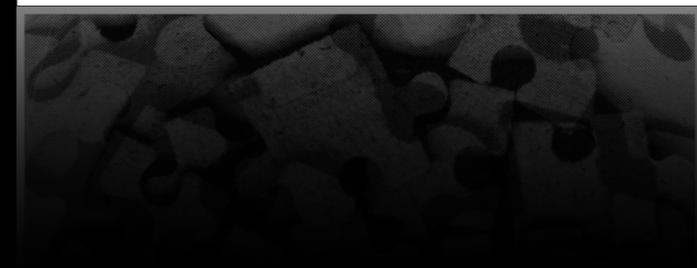
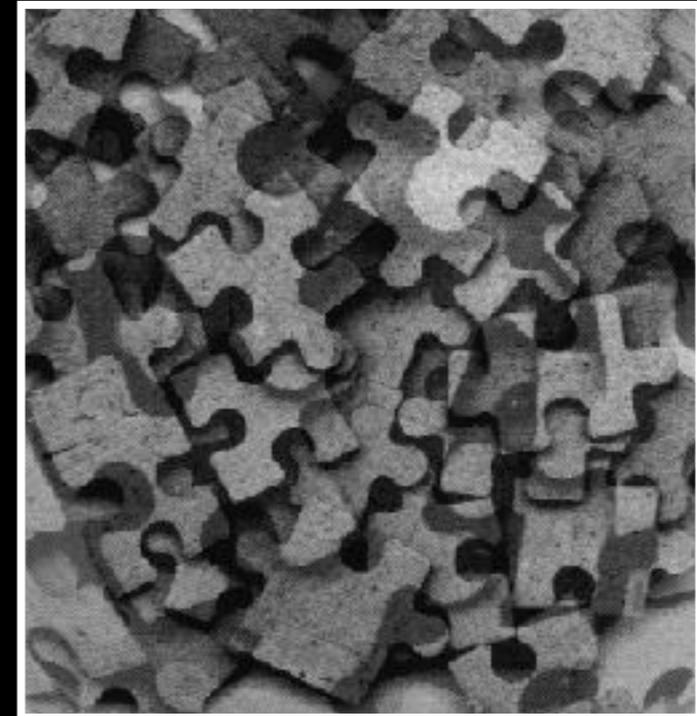
As a thesis coordinator and/or contact person at your department, you are a key to a successful thesis course for Graduate School students. In this chapter we will outline the Graduate School thesis process so that we are in accord who does what when. If you have any suggestions for improvement of this process you are more than welcome to contact us!

Assigning supervisors

During the third term (autumn) students will write two thesis proposal drafts and a final thesis proposal which will eventually be sent to you to help aid the process of assigning suitable supervisors. Graduate School arranges two events in the autumn which are meant to assist students in the writing of their thesis proposal. The first of these is the Thesis Introduction Day for which students submit a first draft of their thesis proposals for the purpose of discussing it in a peer-group workshop led by the programme director. Similarly, the mid-term seminar is focuses on the students' second thesis proposal draft. In the end of November students submit their final thesis proposals on Canvas, after which the thesis coordinator will check students' eligibility and forward the proposals to departments. We would greatly appreciate if you would let us know the designated supervisors before the Christmas holidays. Unless the department explicitly states that it wishes to make that contact, Graduate School informs the students about their supervisor at the start of the spring term. Assigned supervisors should always be reported to the Graduate School thesis coordinator for hours allocation purposes.

Introductory meeting

The thesis course starts in the spring term, usually around January 15-20. On the first day of the spring term, Graduate School arranges an introductory meeting for all programmes before lunch. Departments are asked to arrange separate introductory meetings after lunch or in the next few days. At this meeting students should receive department-specific thesis guidelines.



Assigning examiners

A couple of weeks before final submission (May, August and January), students should notify Graduate School if they plan to submit and send their preliminary thesis title. The Graduate School thesis coordinator will collect this information and forward it to you so that you can start assigning preliminary examiners. As soon as possible after the submission deadline, Graduate School will contact you again to confirm how many students actually submitted and how many examiners are required. The interval between submission and the seminars is very narrow, and it is vital that the assigning of examiners is done promptly.

Information we give our students

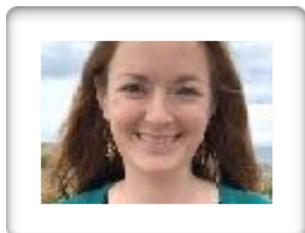
The Thesis Portal on Canvas is our main channel of communication with thesis students, so any term-specific information can be found there:

<https://canvas.education.lu.se/courses/7718>

Contact information

Graduate School contacts

1. **Katie Ahlstedt** (Thesis coordinator)
Tel. 046-222 48 01 | email: katherine.anderson_ahlstedt@sam.lu.se
2. **Chris Swader** (Director of Studies)
Tel. 046-222 30 04 | email: christopher.swader@soc.lu.se



Katie
Ahlstedt



Chris
Swader

Our department contacts

These are our listed contacts at the various departments. We would greatly appreciate knowing if/when this changes so this list is always kept up-to-date.

Major: Political Science

Designated primary contact: Maria Hedlund, maria.hedlund@svet.lu.se

Designated primary contact: Daniel Alfons, daniel.alfons@svet.lu.se

Director of Studies: Jakob Gustavsson, jakob.gustavsson@svet.lu.se

Major: Sociology

Designated primary contact: Bo Isenberg, bo.isenberg@soc.lu.se

Director of Studies: Mimmi Barmark, mimmi.barmark@soc.lu.se

Major: Social Anthropology

Designated primary contact & Director of Studies: Tova Højdestrand, tova.hojdestrand@soc.lu.se

Major: Social Work

Designated primary contact: Alexandru Panican, alexandru.panican@soch.lu.se

Director of Studies: Leili Laanemets, leili.laanemets@soch.lu.se

Major: Human Geography / Major Development Studies

Designated primary contact & Director of Studies: Henrik Gutzon Larsen: henrik.gutzon_larsen@keg.lu.se

Major: Gender Studies

Designated primary contact & Director of Studies: Terese Anving: terese.anving@genus.lu.se

Major: Sociology of Law

Designated primary contact: Ida Nafstad ida.nafstad@soclaw.lu.se

Director of Studies: Anna Sonander, anna.sonander@soclaw.lu.se

Middle Eastern Studies

Designated primary contact & Programme Director: Rola El-Husseini: rola.el-husseini_dean@svet.lu.se

INFORMATION TO SUPERVISORS

Welcome as a Graduate School supervisor

Thank you for taking on the role as a Graduate School thesis supervisor! This section contains information about the administrative part of supervision. The pedagogical and academic part we leave to you. In this chapter you'll find information about your role as a supervisor as well as an overview of the information that we hand out to our students.

Programme and major

A student from Graduate School can be enrolled in one of these master's programmes:

- Development Studies
- Global Studies
- Social Studies of Gender
- Middle Eastern Studies

Students are admitted with a major in a social sciences field (Sociology, Political Science, Gender studies etc.). The thesis should reflect *both* the programme *and* the major. *

Generally, students cannot choose a supervisor themselves, although some departments encourage students to suggest a person they would like to work with and the suggestion will be considered, if possible.

Students can, in some special cases, have a supervisor from another department than the one corresponding to their major. This has to be authorised by the Graduate School Director of Studies and the thesis coordinators/directors of studies at the relevant departments.



Conducting supervision

Some departments arrange group supervision sessions with peer review, others do not. Due to fieldwork, some students wish to do supervision online, via e-mail or Zoom. It is up to you to decide whether or not you can do supervision online, the students are informed that they cannot expect it but that it may be agreed upon.

How best to spend the time with the student is entirely up to you and your department. We would however appreciate if you keep track of the number of hours spent on each student to ease the process of handling any delayed writers. Please report any students interrupting the thesis course to Graduate School as soon as possible.

Hours allocation

For supervision of a 30-credit master's thesis Graduate School allocates 24 clock hours. For 15-credit one-year master's thesis 18 clock hours are allocated. Graduate School pays separately for each thesis examination – more info about this later in this document. Please note that individual departments decide how actually to allocate the hours – some departments encourage more individual supervision, while others organise more seminars.

Students can write their thesis in pairs. Preferably the students writing together should be in the same major. Graduate School allocates 30 clock hours for a 30 credit thesis co-written by two students.

Student instructions

To the left you find the thesis instructions provided by Graduate School. Our instructions are deliberately terse and generic as we want the students primarily to follow the guidelines given by the respective department, i.e., a thesis with a major in Sociology should follow the guidelines from the department of Sociology. We thus assume that any available departmental guidelines will be provided by the departments' thesis coordinators and/or supervisors. Links to some such resources can be found at the end of this section.

You can use the Graduate School thesis portal on Canvas (which will soon be described) to disseminate this information in an organised fashion.

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September, 2015



LUND UNIVERSITY
Faculty of Social Sciences

Graduate School

General Guidelines for Thesis Writing

Please note that these are general guidelines. Always check with your department if they have other guidelines with which you need to comply.

Number of pages and words
Master's (One Year) thesis, 15 credits, 25-30 pages, 12 000 words (approx.)
Master's (Two Years) thesis, 30 credits, 50 pages, 20 000 words (approx.)

Typographical guidelines
Times New Roman 12
1.5 line spacing
Page width: 3.5 cm margins on each side
Page length: 3.5 cm margins, top and bottom margins
Footnotes

Printing instructions
Double-paged, stapled
Think about the environment and keep it simple: No binders or plastic folders!

Sources
Sources with another language than English can be used, but the quoted text shall be translated into English, with a comment: "My translation" in parenthesis. If the book also is published in English, you should use the English translation.

Pictures
Make sure that the pictures are not larger than 1MB.

Information sources
Graduate School website for current students:
<http://graduateschool.sam.lu.se/current-students/masters-thesis>
Master's thesis database: <https://lup.lub.lu.se/student-papers/search/>
Social Sciences Library: http://www.sambib.lu.se/in_english/

Postal address Box 117, 221 03 LUND Visiting address Sandgatan 3, Gamla Kirurgen Telephone +46 222 31 30, +46 46 222 00 00
Fax +46 222 44 11 E-mail master@sam.lu.se Website <http://graduateschool.sam.lu.se>

Thesis deadlines

Graduate School students will have an overview of any thesis dates and deadlines on Canvas. The main deadline is the submission of the thesis around May 20th. Graduate School also offers a second opportunity to submit in early August and a third in early January. During the thesis course the students have the opportunity to participate in a mid-term seminar led by the programme director. These seminars are arranged by Graduate School and take place in late March/early April.

Upcoming deadlines for the thesis examinations can always be found on Canvas as well as on our general website: <http://graduateschool.sam.lu.se/current-students/masters-thesis>

Canvas thesis portal

Graduate School uses a thesis portal in Canvas to provide information to students in all programmes. Thesis coordinators and supervisors are more than welcome to use the thesis portal to disseminate their information. Supervisors and contacts will be given access to their relevant major, which should make it easier to locate information from specific departments. Any announcement or assignment created by a supervisor/contact can also be group specific, and only therefore only visible to your students. Please contact the Graduate School thesis coordinator for access to Canvas.

Thesis submission

Graduate School organises thesis submissions in May, August, and January each year. A couple of weeks before submission, students are required to fill out a webform on our website to confirm their submission plans and lodge their preliminary thesis titles. It differs between departments whether or not the supervisor must approve of the student submitting beforehand. Let the students know about the relevant routine at your department.

Delayed thesis students

Graduate School informs all students that normal supervision is limited to the actual course period, i.e. during the spring term. The students cannot expect supervision during the summer, although some supervisors agree to have contact up until the August hand-in. If the supervisor feels that the allotted hours have not been used already, the supervisor is welcome to provide the student

with additional supervision outside of the normal course period. However, Graduate School cannot allocate an extra hours of supervision in the case of delayed thesis work.

Delayed thesis students should be referred to the Graduate School thesis coordinator. Graduate School will re-register the student if needed and inform the student of the extra resources channels which can be utilised in lieu of supervision.

- Library: www.sambib.lu.se/en/write-and-publish/student/library-support-services-for-students/academic-writing-and-reference
- Book a librarian: www.sambib.lu.se/en/find/cant-find-what-you-are-looking-for/book-a-librarian
- Academic Support Centre: www.lunduniversity.lu.se/current-students/academic-matters-support/the-academic-support-centre
- Academic Writing in English platform: awelu.srv.lu.se
- Midterm Seminars with Graduate School programme directors in March-April. Information is posted on the Canvas Thesis Portal.

If additional supervision is agreed upon, it is important to outline to the student what and how much they can expect in terms of support.

Some departments offer a final session for stragglers before the thesis is submitted. This might, however, be conducted by someone other than the designated supervisor. The primary contact for the student should be the Graduate School thesis coordinator.

Copyright issues

Some students may wish to include pictures, tables or graphs not of their own making in their theses. It is important that you remind the students to make sure that they are not violating copyright regulation.

INFORMATION TO EXAMINERS

Welcome as a Graduate School examiner

Programme and major

A student from Graduate School can be enrolled in one of these master's programmes:

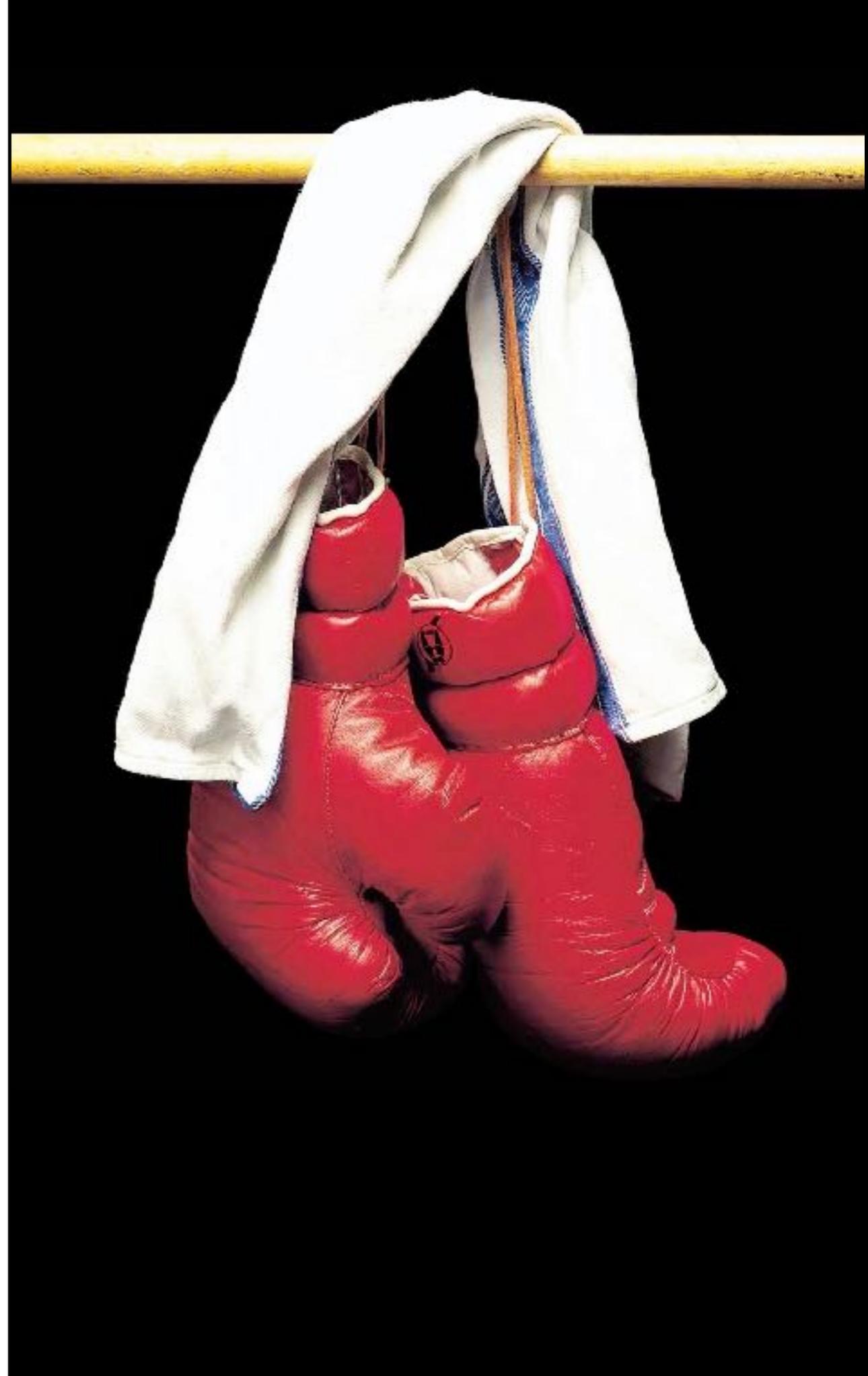
- Development Studies
- Global Studies
- Social Studies of Gender
- Middle Eastern Studies

Students are admitted to one of our master's programmes with a major. The student you will be assessing will thus have a major that corresponds to your home department.

A student from Graduate School must use a two-pronged approach when writing their master's thesis – the overarching programme focus perspective must be combined with theory and method from the major.

This dual approach is important to keep in mind for both supervisors and examiners. As an examiner you could have a student from the Master of Science Programme in Social Studies of Gender with a major in Sociology. This means that the student's master's thesis should reflect the programme studies in Social Studies of Gender while using sociological theories and methods. Another example is a student who is enrolled in the Master of Science Programme in Development Studies with a major in Political Science. That student must make use of Political Science theories and method in her/his master's thesis, while connecting to the programme studies in Development Studies.

All Middle Eastern Studies students will have a major in Middle Eastern Studies.



Formal examiner requirements

Based on a formal decision from 2007 (original decision appended to the right) Graduate School requires examiners to be Associate Professor (Docent) or full Professor. Some departments have the tradition of assigning two examiners for each thesis. Graduate School requires only one examiner per thesis but departments who want to have two are free to designate an assistant reader to the examiner. (Please note that they will, by necessity, have to share the allocated resources).

Hours allocation

We allocate 8 clock hours for examination purposes including seminar and reporting per 30-credit thesis. For a 15-credit thesis we allocate 7 hours.

Examination process

The examination consists of the student's defence and opposition, to be completed in two separate seminars. The structure of the seminars is described on page 11 of this handbook.

After the seminar, you assess and grade the thesis and report the grades to Graduate School within three weeks. You must also provide the student with a written assessment of the thesis. Detailed information about the administrative process can be found later in this document.

Important: it is the thesis as presented at the seminar that is to be graded. Post-seminar revisions must never affect the final grade.

The thesis should be examined in accordance with the departmental guidelines, but with the theme of the programme kept in mind.

The administrative part of the examination is handled by the Graduate School thesis coordinator.



BESLUT
2007-10-18

Dnr G 11 S2007/341

LUNDS
UNIVERSITET

Samhällsvetenskapliga fakulteten

Kompetenskrav på examinatorer på avancerad nivå

Kurser på avancerad nivå ska utmärkas av stark forskningsanknytning, studenter ska dessutom för masterexamen uppvisa väsentligt fördjupade kunskaper inom delar av huvudområdet, fördjupad insikt i forsknings- och utvecklingsarbete samt fördjupad metodkunskap. I examensarbetet ska studenten visa att kunskap, färdigheter och förmågor enligt ovan har förvärvats. För att avgöra detta krävs att examinator har betydande vetenskaplig kompetens.

Samhällsvetenskapliga fakulteten beslutar

att fastställa följande rekommendation för kompetenskrav på examinatorer på avancerad nivå:

För examinatorer på kurser på avancerad nivå krävs doktorexamen eller motsvarande vetenskapliga kompetens eller annan yrkesskicklighet som är av betydelse med hänsyn till utbildningen.

För examinatorer på examensarbeten för masterexamen krävs docentkompetens eller motsvarande.

På fakultetsstyrelsens vägnar



Sune Sunesson

Postadress Box 117, 221 00 LUND Besöksadress Paradisgatan 5H Eden Telefon dir 046-222 72 64, växel 046-222 00 00 Telefax 046-222 44 11
E-post Lindha.Makne@kansli.lu.se Internet http://www.sam.lu.se

Formal learning outcomes

There is one thesis course syllabus for each programme.

Development Studies

Knowledge and understanding

- demonstrate knowledge and understanding of Development Studies, including both a broad knowledge of the field and a considerable degree of specialised knowledge in certain areas of the field as well as insight in current research and development work;
- demonstrate specialised methodological knowledge in the chosen field of study.

Competence and skills

- demonstrate the ability to critically and systematically integrate knowledge and analyse, assess, and deal with complex phenomena, issues, and situations, even with limited information;
- demonstrate the ability to identify and formulate issues critically, autonomously, and creatively, as well as to plan and, using appropriate methods, undertake advanced tasks within predetermined time frames, and so contribute to the formation of knowledge as well as the ability to evaluate this work;
- demonstrate the ability in speech and writing, both nationally and internationally, to clearly report and discuss their conclusions and the knowledge and arguments upon which they are based in dialogue with different audiences;
- demonstrate the skills required for participation in research and development work or autonomous employment in some other qualified capacity;
- demonstrate an ability to correctly cite and refer to literature and other relevant material;
- communicate scientific issues and follow the development of knowledge within their field of study.

Judgement and approach

- demonstrate the ability to make assessments in the chosen field of study informed by relevant disciplinary, social, and ethical issues, and also to demonstrate awareness of ethical aspects of research and development work;
- demonstrate insight into the possibilities and limitations of research, 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 one's own ongoing learning.

Global Studies

Knowledge and understanding

- demonstrate knowledge and understanding of Global Studies, including both a broad knowledge of the field and a considerable degree of specialised knowledge in certain areas of the field as well as insight in current research and development work;
- demonstrate specialised methodological knowledge in the chosen field of study.

Competence and skills

- demonstrate the ability to critically and systematically integrate knowledge and analyse, assess, and deal with complex phenomena, issues, and situations, even with limited information;
- demonstrate the ability to identify and formulate issues critically, autonomously, and creatively, as well as to plan and, using appropriate methods, undertake advanced tasks within predetermined time frames, and so contribute to the formation of knowledge as well as the ability to evaluate this work;
- demonstrate the ability in speech and writing, both nationally and internationally, to clearly report and discuss their conclusions and the knowledge and arguments upon which they are based in dialogue with different audiences;
- demonstrate the skills required for participation in research and development work or autonomous employment in some other qualified capacity;
- demonstrate an ability to correctly cite and refer to literature and other relevant material;
- communicate scientific issues and follow the development of knowledge within their field of study.

Judgement and approach

- demonstrate the ability to make assessments in the chosen field of study informed by relevant disciplinary, social, and ethical issues, and also to demonstrate awareness of ethical aspects of research and development work;
- demonstrate insight into the possibilities and limitations of research, 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 one's own ongoing learning. Social Studies of Gender

Social Studies of Gender

Knowledge and understanding

- demonstrate knowledge and understanding of Social Studies of Gender, including both a broad knowledge of the field and a considerable degree of specialised knowledge in certain areas of the field as well as insight in current research and development work;
- demonstrate specialised methodological knowledge in the chosen field of study.

Competence and skills

- demonstrate the ability to critically and systematically integrate knowledge and analyse, assess, and deal with complex phenomena, issues, and situations, even with limited information;
- demonstrate the ability to identify and formulate issues critically, autonomously, and creatively, as well as to plan and, using appropriate methods, undertake advanced tasks within predetermined time frames, and so contribute to the formation of knowledge as well as the ability to evaluate this work;
- demonstrate the ability in speech and writing, both nationally and internationally, to clearly report and discuss their conclusions and the knowledge and arguments upon which they are based in dialogue with different audiences;
- demonstrate the skills required for participation in research and development work or autonomous employment in some other qualified capacity;
- demonstrate an ability to correctly cite and refer to literature and other relevant material;
- communicate scientific issues and follow the development of knowledge within their field of study.

Judgement and approach

- demonstrate the ability to make assessments in the chosen field of study informed by relevant disciplinary, social, and ethical issues, and also to demonstrate awareness of ethical aspects of research and development work;
- demonstrate insight into the possibilities and limitations of research, 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 one's own ongoing learning.

Middle Eastern Studies

Knowledge and understanding

- demonstrate knowledge and understanding of the delimitations of the field of Middle Eastern Studies, both geographical and intellectual
- demonstrate knowledge and understanding in the main field of Middle Eastern Studies, including both broad knowledge of the field and a considerable degree of specialised knowledge in certain areas of the field as well as insight into current research and development work, and
- demonstrate specialised methodological knowledge in the main field of study.

Competence and skills

- demonstrate the ability to critically and systematically integrate knowledge and analyse, assess and deal with complex phenomena, issues and situations even with limited information
- demonstrate the ability to identify and formulate issues critically, autonomously and creatively as well as to plan and, using appropriate methods, undertake advanced tasks within predetermined time frames and so contribute to the formation of knowledge as well as the ability to evaluate this work
- demonstrate the ability in speech and writing both nationally and internationally to clearly report and discuss their conclusions and the knowledge and arguments on which they are based in dialogue with different audiences, and
- demonstrate the skills required for participation in research and development work or autonomous employment in some other qualified capacity.

Judgement and approach

- demonstrate the ability to make assessments in the main field of Middle Eastern Studies informed by relevant disciplinary, social and ethical issues and also to demonstrate awareness of ethical aspects of research and development work
- demonstrate insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used, and
- demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her ongoing learning.

Before, during and after the seminar

January 2019


LUND UNIVERSITY
Faculty of Social Sciences
Graduate School

Written Assessment of Master's Thesis
Name of author:
Thesis title:
Examiner:
Date:

1. Purpose and specific research questions of the thesis are clearly stated and addressed
2. The theoretical framework is relevant to the purpose of the thesis and the empirical material presented in the analysis
3. Reference to current research : author demonstrates knowledge of the broad field which constitutes the background to the thesis.
4. The thesis constitutes an analytical piece of work in which theoretically and empirically grounded reflections underpin the analysis.
5. Critical thinking – arguments presented on the basis of complementary perspectives and empirically grounded data
6. Methodology : the specific methodology employed by the author, and the pros and cons of this methodology are discussed

Postal address Box 117, 221 00 LUND Visiting address Sandgatan 3, Gamla Kirurgen Telephone +46 46 222 31 30, +46 46 222 00 00
Fax +46 46 222 44 11 E-mail master@sam.lu.se Website www.sam.lu.se/iss

Before the seminar

As you can see in the timeline at the beginning of this manual, students can submit the thesis in May, August or January each year. The thesis is submitted on Canvas (which is connected to Urkund for automated plagiarism control) and one hard copy is handed in by the author on the morning of the deadline. This is all arranged by Graduate School. On the day of the submission, Graduate School's thesis coordinator immediately starts organising a seminar schedule, pairing students with a discussant and an examiner to form seminar groups. Information about who is assigned to be an examiner should come from the thesis coordinator (or contact person) at the department. The schedule will be sent to students and examiners as soon as it is ready. This process usually takes about 4-5 days.

Examiners will receive an email confirmation with the time and place of the seminar, a link to the student's full-text thesis document, a copy of the written assessment form as well as the contact information for the student defendant and opponent.

The seminar

Graduate School schedules the thesis examination seminars. At Graduate School the examination seminar for a Master's Thesis is one hour, 60 minutes. The seminar for a one-year master's thesis is 45 minutes. The seminar starts with the author presenting his/her own work. This presentation should last approximately 10 minutes. We recommend that students prepare a power point presentation for this.

After the presentation, the opponent takes over. The opponent's part constitutes the main body of the seminar and is intended to lead the overall discussion of the defendant's work. The examiner acts as a moderator in this dialogue and can help give it direction when necessary. If you would like your own time to reserve for separate questions to the defendant, you can work that in towards then end reserving whatever amount of time for this that you see fit. But you are also welcome to ask your own questions they become relevant to the discussion.

After the seminar, the opponent should write an overall assessment of the thesis which should be handed to the author.

We strongly recommend that you do not explicitly spell out where in the Pass range a thesis will end up (things like "I will not be giving this thesis a high

grade”) in class. The concern is that unmet expectations will impact the remainder of the seminar in a negative way. Some examiners organise brief private chats with thesis authors after the seminar, and then it is of course fine to provide detailed information about grading.

Because department routines differ, it is important that you acknowledge and integrate these expectations when you conduct the thesis seminar – we want all Graduate School thesis authors to have similar seminar expectations and experiences.

After the seminar: reporting

The grade should be reported to the Graduate School thesis coordinator within 15 working days from the seminar. This should be done by filling out a written assessment form and emailing it to the Graduate School thesis coordinator. The examiner may also send the written assessment to the student author, but this is not necessary since the thesis coordinator will send a copy of the student’s assessment once the grade has been reported in Ladok. The written assessment form can be found on our staff resources page and this form will also be attached in any thesis seminar confirmation email.

The grade U (fail) should always be reported. If the student can scrape through after making some minor required corrections (komplettering), the grade should not be reported until the emendations have been made. Usually, a redacted thesis should be handed to the examiner within 10 days. It is up to the examiner to decide whether or not to use the “minor corrections”-option.

If the student fails, he or she is required to do another examination seminar and a new opposition. The student is welcome to contact the Graduate School thesis coordinator for further assistance.

The opponent should be graded Pass (G) or Fail (U)

Graduate School’s Director of Studies Chris Swader has been formally appointed the examiner for all Graduate School thesis courses and therefore will approve any thesis grades in Ladok. This means you do not need to plan on attesting any thesis grades!

Thesis Grading Scale

The grades awarded are **A, B, C, D, E or Fail (F)**. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

The student’s performance is assessed with reference to the learning outcomes of the course.

- **For the grade of E** the student must show acceptable results.
- **For the grade of D** the student must show satisfactory results.
- **For the grade of C** the student must show good results.
- **For the grade of B** the student must show very good results.
- **For the grade of A** the student must show excellent results.
- **For the grade of Fail (U)** the student must have shown unacceptable results.

If the student must complement his/her thesis, or if it is deemed a Fail (U):

- A fail grade (U) must always be reported to the Graduate School thesis coordinator. We emphasise this as it sometimes seems to be the case that non-reporting is taken to represent a non-pass = a fail – but at Graduate School we need a formal report here too.
- Thesis alterations deemed not to require a new seminar must be returned to you for a second assessment no later than 10 work days after the first seminar.
- If 10 work days are deemed insufficient to remedy outstanding problems in the thesis, the student should be graded U and must then attend a new thesis seminar. Students must participate in an opposition seminar for every new submission.

LUP Student Papers

After the seminar the student should upload the thesis in LUP Student Papers. Although uploading the thesis is required, the student can choose whether or not to make it accessible to the public. Note that this is only for theses with a Pass grade. The student can make minor, not mandated, adjustments based on seminar comments before uploading the thesis in LUP. The Graduate School administrator will make sure the theses are published. The examiner or department contact person does not have to do anything in LUP.

Grade review procedures

Some disappointed students will inevitably ask for a review of the grade. The faculty has established procedures, that we at Graduate School adhere to, and provide relevant instructions here:

https://www.sam.lu.se/en/internal/sites/sam.lu.se.en.internal/files/information_om_andring_av_betyg_2015-10-20_eng.pdf

For your convenience, we provide the same information below.

Grade review

Grading decisions cannot be appealed (Chapter 12 Section 4 of the Higher Education Ordinance (1993:10) compared with Section 2 of the same chapter). However, there are provisions on the correction and review of decisions in the Swedish Administrative Procedure Act and Higher Education Ordinance (See Sections 26 and 27 of the Administrative Procedure Act and Chapter 6 Sections 23 and 24 of the Higher Education Ordinance). Until a grade has been established in some form – e.g. registered in Ladok, sent by regular mail to the student's home address, posted on the course website, or displayed in a list of exam results – the examiner is free to change the grade. Any later changes will require support from the Higher Education Ordinance, the Administrative Procedure Act, established practice or legal literature.

Under the Higher Education Ordinance, the following rules apply:

- Chapter 6, Section 23: A decision pursuant to Section 26 of the Administrative Procedure Act (1986:223) on rectification of a typographical error, miscalculation or similar oversight concerning a grade shall be made by an examiner.
- Chapter 6, Section 24: If an examiner finds that a decision on a grade is obviously incorrect owing to new circumstances or for some other reason, he or she shall change the decision if this can be done quickly and easily and if it does not mean lowering the grade.

Chapter 6, Section 23 of the Higher Education Ordinance refers to Section 26 of the Administrative Procedure Act: Section 26: A decision that contains a manifest error in writing, calculation or any other similar oversight by the authority or someone else may be corrected by the authority, which made the decision. Before a correction takes place the authority shall give the parties an opportunity to express themselves on the issue, provided that the matter concerns the exercise of public power in relation to someone and the measure is not unnecessary.

Correction of a grading decision is thus permissible if the decision is clearly incorrect as a result of an oversight, such as a writing or calculation error. The error is to be apparent to practically anyone reviewing the case in order to warrant a correction under the provision. Corrections in accordance with this provision can be made both to the benefit and detriment of students, i.e. grades can be both raised and lowered. The decision to lower a grade must be made very cautiously, and changes may only be made in obvious cases. Before making such a change, the student is normally to be given an opportunity to comment. A decision on a correction is to be made by the examiner. The University cannot give some other official the authority to correct a grading decision. In most cases, this means that the examiner who made the initial grading decision also has to decide on a possible correction of the decision.

If the examiner for any reason is unable to decide on a correction, the decision may be made by another teaching staff member, appointed by the University to be an examiner on the course.

The provision on the correction of grades applies also when the decision itself is correct, but has been reported in an incorrect way, e.g. in Ladok or on a list of exam results.

As for a grading decision that is clearly incorrect due to new circumstances, the examiner is obliged to change the grade, provided that it can be done quickly and easily, and without lowering the grade. The first condition for the review obligation to apply is that the decision is obviously incorrect. This means that the examiner does not need to conduct any thorough scrutiny of the previously established grading decision, unless there is a special reason to do so. The second condition is that the review can be performed quickly and easily, which means that there is generally no obligation to reassess the decision if it requires further investigation of the matter (See the legislative history of the Administrative Procedure Act (1986:223), Government Bill 1985/86:80, p. 39 (in Swedish)).

Based on practice, it is possible to change a previously decided grade to the detriment of a student if the student has been found guilty of cheating in an exam or other assessment of study performance, i.e. when the student has obtained a grade through deception (Government Bill 1985/86:80, p. 39 (in Swedish)). The student shall be given an opportunity to comment before any changes are made.

There is also an opportunity to change a grade to benefit the student, i.e. raise the grade. Caution should be exercised. It is crucial to fair examination that the examiner assesses all cases equally (See the Higher Education Agency report 2008:36R Rättssäker examination, andra omarbetade upplagan (Fair examination, second revised edition), p. 67 (in Swedish)).

Note that a grade of Pass cannot be changed to a grade of Fail on a student's request (Ibid., p. 68.).

A student who has collected their exam does not automatically forfeit their right to request a review. Furthermore, it is not permitted to set deadlines for students to submit their requests for review. However, conducting a review can become more difficult the more time has elapsed since the initial grading decision, so students should not wait to request a review, even if they do not forfeit that right after a certain period of time (Ibid., p. 68.).

Procedures for grade review

A student who wants to request a grade review should do so in writing, and clearly specify anything that is "obviously incorrect". The decision is to be made by the examiner on the course, and the student is to be notified of the decision in writing.

Important!

Students must never be allowed an option to "upgrade" pass grades after the seminar (e.g., a "D" to a higher grade because of post-seminar manuscript improvements) – grading must be based *solely on the quality of the thesis + defence as exhibited in the thesis seminar*.

APPENDIX I

OFFICIAL FACULTY GUIDELINES

For reference, we include the Faculty's guidelines for first and second cycle degree projects at the Faculty of Social Sciences which were approved by the Board of the Faculty of Social Sciences on 31 January 2019 and replace the faculty-wide guidelines for first and second cycle degree projects, most recently revised on 28 April 2016.



Guidelines for first and second cycle degree projects at the Faculty of Social Sciences

The present guidelines were approved by the Board of the Faculty of Social Sciences on 31 January 2019 and replace the faculty-wide guidelines for first and second cycle degree projects, most recently revised on 28 April 2016.

The aim of the guidelines is to clarify what is expected of both the student and the supervisor. The guidelines represent a target document for the students at the Faculty of Social Sciences at Lund University and the departments and equivalent (henceforth referred to as 'departments'). In view of the range of different activities organised by the departments within the faculty, certain deviations from the guidelines may occur. However, the departments should aim to follow the guidelines as closely as possible.

1. At the start of courses related to degree projects, written information shall be provided regarding the regulations for degree projects within the department. The regulations shall, among other things, include the following information:
 - The extent of the supervision
 - The design and execution of the degree project
 - The assessment criteria
 - The procedure for the critical review/defence of the degree project
 - The procedure for publication in the Lund University Open Access database
2. Assessment criteria shall be included in all degree project courses at the faculty.
3. If the right to supervision is limited in scope and time, information on this is to be included in the course syllabus.
4. In appointing a supervisor, the student's wishes with regard to a topic shall, as far as possible, be taken into consideration. Supervision is to take place during scheduled one-on-one meetings, unless the course is taught online or another arrangement has been agreed to by the student and the supervisor.
5. If the student does not attend the introductory meeting for degree projects, it is his or her responsibility to find out about the provisions and guidelines for degree projects that apply at the department, which are to be made available by the department.
6. Degree projects shall primarily be supervised by lecturers from the faculty, who have a PhD and who have completed a training course in teaching and learning in higher education, including training in the supervision of degree projects.
7. Supervisors shall provide supervision regarding the choice of a topic, the planning of work on the project and the writing of the project report, including theoretical and methodological aspects. Supervision can take place individually or in a group. The supervision shall be structured and take the form of a mutual dialogue as well as providing the student with guidance and constituting a learning situation.
8. The student has the right to be allocated a new supervisor within a reasonable period of time, if there are special reasons for this.
9. If the degree project is the work of two students, it should preferably be carried out within the same main field.
10. Students shall complete a course of at least 7.5 credits in methodology and the theory of science during the study period prior to the work on a degree project for a first cycle degree (Bachelor) and of at least 15 credits during the study period prior to the work on a thesis for a second cycle degree (Master (60 credits) or Master (120 credits)).
11. The degree project shall be completed within the time period allotted for this on the course, unless there are special reasons for deviation from the timetable and an agreement on this has been reached between the student and supervisor. A time for the submission of the degree project report to the seminar group shall be agreed on at the start of the student's work on his/her project.
12. The supervisor and the examiner cannot be the same person. Examiners for second cycle degree projects are required to hold the qualifications of an associate professor.
13. The degree project shall be presented for a public defence at a seminar with one or more specially appointed reviewers. The discussion of the project in the seminar shall be based on criteria relevant within the discipline and shall comprise a critical review of the degree project in question. Subsequent to the seminar, the student shall be given the chance to make editorial changes in the text. A paper copy of the version that has been graded is to be archived at

APPENDIX II

PROCESSING STUDENT COMPLAINTS

It is actually relatively rare, but it does happen that students complain about what happens in a course (including a thesis course) to the point when it is hard to know what to do. The Faculty has set up a common process for these occasions, so both students and teachers know the options. In this appendix we present the faculty guidelines in full.



Processing of complaints from students concerning first and second cycle education at the Faculty of Social Sciences

The present document describes the processing of education-related complaints from students at the Faculty of Social Sciences.

Before students proceed with a complaint, they should find out what rules apply in various situations. Students' rights and obligations at Lund University (LU) are described in the List of students' rights (see link below). For example, the list describes what applies to the study environment, course syllabi and timetables, exams and assessment, degree projects and course evaluation. Another important document that governs education is the relevant course syllabus. It is also possible to obtain information by contacting the study advisor at the department.

Students with a complaint can primarily turn to the relevant lecturer/course director or to the programme director. In many cases the problem can be solved closest to where it arose. For further processing of a complaint, please see the flow chart below.

At LU there is a student representative to whom students with a complaint can turn for support and help. The student representative is not part of the University administration, but an independent party whose role is to support and guide the students' unions and the students in their case. The students can also obtain support and advice from the Social Sciences Students' Union. Support from the student representative or the Social Sciences Students' Union does not require membership in the students' union.

The flow chart below aims to clarify the work flow and contact people in cases of student complaints at the Faculty of Social Sciences. The fundamental principle is that a case is to be processed promptly, documented and registered according to the usual procedures. All student complaints that become cases are to be registered at LU (official document).

The description of the procedure does not prevent a student from appealing a decision pursuant to Chapter 12 of the Higher Education Ordinance (see below) or reporting LU to the Swedish Higher Education Authority. At LU, it is also

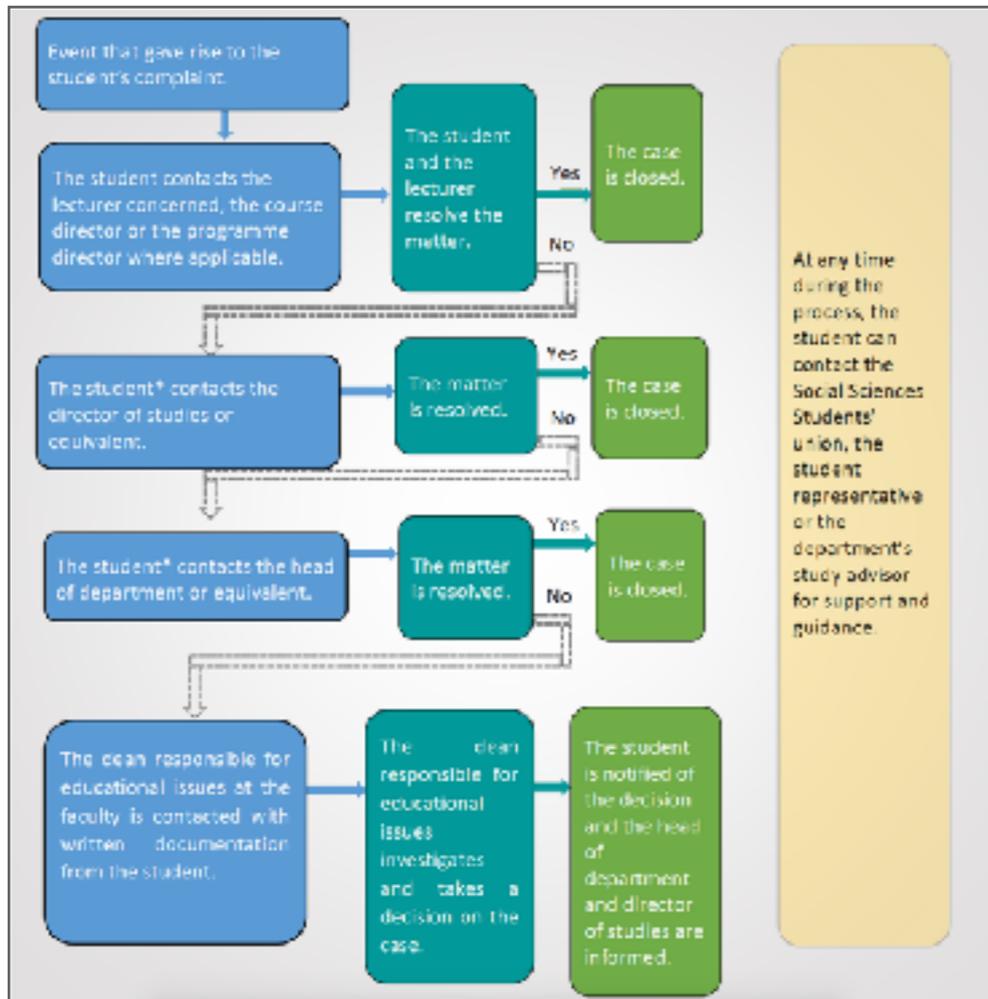
possible to turn directly to the vice-chancellor according to guidelines approved on 12 March 2015 (see link below).

The procedure description/flow chart does *not* cover:

- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment of qualifications and admission, approved leave from studies, deferred entry, credit transfer of previous studies, requests for exemption from study components and applications for degree certificates. If the decision on such matters goes against the applicant, he or she can apply to the Higher Education Appeals Board. Information on how to do this is to be attached to the decisions.
- Disciplinary matters, that are to be processed by the vice-chancellor/disciplinary board (pursuant to Chapter 10 Section 3 of the Higher Education Ordinance).
- Changes to grading decisions (pursuant to information approved on 2 December 2015, see link below).

The present document is to be published on each department's website and information about the document should be disseminated to new students at the Faculty of Social Sciences in connection with course/programme introductions. The document was produced in collaboration with the Social Sciences Students' Union.

Processing of students' complaints at the Faculty of Social Sciences



* The lecturer or the director of studies concerned can also choose to take unresolved issues to the next level.

Relevant links

List of rights for students at Lund University

www.lunduniversity.lu.se/sites/www.lunduniversity.lu.se/files/list-of-rights-lund-university.pdf

Guidelines on handling complaints from students concerning first, second and third cycle studies at Lund University (LU central document regulating these matters). Document approved on 12 March 2015.

www.staff.lu.se/sites/staff.lu.se/files/guidelines-on-handling-complaints-from-students-concerning-first-second-and-third-cycle-studies-at-lund-university.pdf

How to process cases of discrimination or harassment

www.staff.lu.se/employment/work-environment-and-health/health-and-wellness/victimisation-and-harassment

Changes to grading decisions (official document approved on 2 December 2015).

sam.lu.se/internt/sites/sam.lu.se.internt/files/information_om_andring_av_betyg_-_2015-12-02.pdf

APPENDIX III

MANAGING SUSPECTED CASES OF PLAGIARISM

Plagiarism is rare, but if you expect plagiarism (or other forms of cheating) is on the cards – this is what you do.

Tech system note

Urkund is an automated plagiarism control system used throughout the university. It is integrated in Canvas, and will warn you if its pattern-matching algorithms has been detected something suspect (warnings will appear in Canvas when you prepare to download student assignment texts).



Dealing with Plagiarism

The formalities

Dealing with cheating and plagiarism is a hard and sometimes painful experience for all involved. It is also a necessity: as employees at Lund University, we are in fact *obliged* to report suspected cases *regardless* of the motivation of the student and the teacher to fail a student for plagiarism – or not:

If an employee has cause to suspect an attempt by a student to deceive, by prohibited aids or other means, during examinations or other forms of assessment of study performance, the employee is obliged to report this. This obligation applies to all university employees and all education cycles”

Lund policy Reg. no LS 2010/722, 2012.

Lund University defines plagiarism as

“...a lack of independence in the design and/or wording of academic work presented by a student compared to the level of independence required by the educational context. Deceitful plagiarism is a lack of independence combined with an intent on the part of the student to present the work of others as his or her own.”

13 December 2012 1 Reg. no LS 2010/722 DECISION

Preventative measures

There are ways of preventing a lot of unintentional plagiarism. Making students aware of what plagiarism is and how to reference correctly is one of them.

Graduate School provides a text on Academic writing and plagiarism to students upon arrival in the Student Handbook – see info box on next page – and students are reminded of this throughout their programme via the relevant course guides and other sources such as Canvas. Course coordinators and teachers should also explicitly discuss plagiarism and how to avoid it when the course kicks off. This is also a good time to mention our automated plagiarism control system *Urkund*. Assignment and exam instructions must also be clear and precise so

that they cannot be interpreted in ways that might suggest that insertion of unreferenced text chunks is permissible or even desirable.

All of this is important – we need to be able to verify that a charged student has in fact received information about plagiarism, or the case is severely weakened.

Determining Plagiarism

According to Lund policy, the following should usually constitute valid grounds for suspicions of deceitful plagiarism:

- Paraphrasing without any form of citation
- Verbatim copying not marked as a quotation (with or without citation)
- Text, with or without citation, that is too similar to the original to be considered independently formulated

The above is relative to course objectives and the level of independence expected from the students when producing content.

Copying one’s own previous work is also considered plagiarism and the same regulations apply.

Web: tinyurl.com/LUplagiarism (a complete outline of these regulations).

Detecting plagiarism

Teachers tend to note plagiarism in a variety of ways, but the automated service *Urkund* is a potent tool that is integrated in Canvas and that will automatically compare assignments to its vast database of existing texts.

When plagiarism is suspected

Once there is a suspected case of plagiarism, the official stance is that the lecturer must refrain from discussing it with the student but rather report the incident to the Vice-Chancellor. But there is a bit of a grey area – the *Lund University Guidelines on Plagiarism* clearly state that there must be *valid grounds* to report plagiarism or attempts to cheat. ‘Valid grounds’ are defined thus:

There must be some objective basis for the suspicion; it must be based on something more than subjective intuition. A suspicion with very shallow support may be enough for a report [to the Vice-Chancellor] to be required. A deliberation over the strength of possible evidence should not as a rule be necessary at this stage.

These are the formally mandated requirements, but there are obviously cases where you as the teacher may be unsure if the grounds are indeed valid. As a result, there may well be situations where you feel that some sort of discussion with the student will be necessary to determine the strength of the potential plagiarism case.

Reporting plagiarism

Assuming that you have concluded that you have a case of plagiarism on your hands, you will now have to prepare a formal report that will be sent to the Disciplinary Board – a central university entity headed by the Vice-Chancellor. The quality of this report will very often determine the outcome of the case. Forming the report is usually a joint effort where you, the Director of Studies and others in the admin team will compile the required information.

The report is to be emailed to: disciplin@lu.se and must include the following:

- The student's name and personal number
- The student's address
- Name of the relevant course, and how many credits it comprises
- Name of the relevant course component, and how many credits it comprises
- Relevant facts of the case. *This is the core component of the report.*
- Reports from *Urkund* (or other tools) when it has been used
- Information about the source material from which the student is supposed to have plagiarised (for printed matter, include the front page of each source and the pages on which there are parts which have been plagiarised). It is important that relevant passages are highlighted so that both the reported student and the members of the Disciplinary Board will see exactly which parts of the student's paper he or she is suspected to have plagiarised and which sources they relate to.

- Information about any tools permitted at the exam (this is rarely if ever relevant at Graduate School)
- Notes from and about any related talks with the student
- How the student has (or should have) learnt about plagiarism (a reference to the Student Handbook text, course guide, and any additional course-specific information about this will suffice)
- Witness accounts if pertinent

Who reports?

At Graduate School, the teacher who has detected the plagiarism is the primary agent writing the report, and going to the relevant Disciplinary Board hearing. The reason is that the teacher normally has detailed overview of the assignment in question, and how plagiarism came to be suspected. In some cases the student might be suspected to have copied not only text, but ideas, and structural components from someone else and this is an additional reason why it is important that the person *reporting* the student is also the one who writes the report. If the teacher is wholly unable to do this, it does happen that the course coordinator or the Director of Studies step in instead.

Important!

This task is considered seriously important. We realise that writing a report and going to a hearing are time-consuming tasks. We thus remunerate teachers who the Director of Studies deems will need to go through this process (see more below) with up to four clock hours per case (caveat: the teacher's department Director of Studies will have to agree to such additional hours).

The investigation phase

Once a report has been submitted, a full investigation will be carried out. The suspected student will be informed at an early stage by the University's Legal Division and will be given generous opportunities to provide their own account of what has transpired. This statement may then be sent back to the person who submitted the report for further comments. The investigator might also want further information to complement the initial report.

Once the investigation is complete, it is sent to the *Disciplinary Board* and the student is given the opportunity to attend the meeting and speak. The board can then put questions to both the student and the Graduate School representative (normally the teacher who wrote the report) and will then discuss the case in private in order to come to a decision. The student will be informed both orally and by means of a written decision that will be sent within a week of it being made.

You can find student information about this process [here](#).

- reviewing and potentially beefing up informing to future students taking the course in question regarding the requirements built into the assessment
- reviewing and potentially redesigning the course/component of the course in such a way that future students will not misunderstand the purpose of the assignment(s)
- reviewing and potentially redesigning the broader study programme
- reviewing and potentially suggest alterations to Lund University's guidelines and/or local instructions

Decision & penalties

If the student is *cleared* then the work in question should be assessed normally.

If the student is found *guilty*, the Disciplinary Board (formally the Vice-Chancellor) will either issue a warning or suspend the student from the university for a set period of time (this also includes suspension from examinations and other activities within the context of education).

It is at that point up to the relevant course examiner to decide whether to pass or fail the student, even if a grade has already been submitted. This is one of the few cases when a grade decision can be annulled.

Students can appeal the decision made by the board.

Further Graduate School quality assurance measures

Apart from drawing up a formal report of plagiarism, there are of course different measures and combinations of measures that can be taken with the aim to improve the situation in the future, including:

- informing the student why the lecturer deems the work to be of poor quality and thus why a lower grade is given to the student (or why it needs to be redone) – above and beyond the actual plagiarising
- encouraging the student to sign up for courses in academic writing

The process from A to Z – from a teacher’s POV

When you suspect a student has plagiarised (or cheated in some other way):

1. Read through this text and notify the Graduate School Director of Studies (DoS).
2. A meeting with the student is set up (usually you, the DoS and the student, but sometimes only you and the student – this format is up to you).
3. If you and/or the DoS deems that there are grounds for a proper plagiarism case: compile the report (confer with the DoS about the process).
4. You or the DoS send the report to disciplin@lu.se. *This should be done as soon as possible after the noted offence.*
5. The investigator may request additional information to complete the report.
6. You will be called to an oral hearing about the case. *This may be many months after the report was sent.*
7. You will be informed of the rendered decision.
8. If the student is found *not guilty* you will have to decide whether or not to pass or fail the student, and inform the GS admin team.
9. If the student is found *guilty*, Graduate School will inform course coordinators and teachers if the student is not allowed to join their educational activities.

Sources referred to in this text and further resources for students and staff

To learn more about Academic writing and plagiarism visit

libguides.lub.lu.se/mastersprogrammes/academicwriting

Lund University page on how to avoid plagiarism, including Lund policy on plagiarism:

www.lunduniversity.lu.se/current-students/academic-matters-support/academic-support-centre/avoiding-plagiarism

Guide to Academic Integrity provided by the Lund University libraries:

www.lub.lu.se/en/services-and-activities/student-support/academic-writing/academic-integrity

How to avoid plagiarism:

awelu.srv.lu.se/academic-integrity/plagiarism/avoiding-plagiarism/

Disciplinary Process – Lund University:

www.lunduniversity.lu.se/current-students/academic-matters-support/student-rights-guidelines/cheating-disruption-and-harassment

Excerpt from the Student Handbook

This is the information we disseminate to all Graduate School students. Similar information is included in most Course Guides too – this is something you can refer to if a student wonders where such information is to be had.

Academic honesty

Academic honesty means that you as an author are responsible for your work and that you must be able to support the statements you make. Likewise, citation and referencing must be done correctly and it is never allowed to copy, fabricate or manipulate your data. This means that everything you hand in has to be made and written by you and nobody else. If that is not the case you can be accused of plagiarism, a serious offence. The penalties for plagiarism at LU are for example suspension between 2 weeks and 6 months.

Plagiarism – and how to avoid it

If you copy, paraphrase or translate materials from websites, or library or other sources in your written assignments or thesis without giving full and proper credit to the original author(s), you are committing plagiarism. Accusations concerning plagiarism are taken very seriously and the consequences for your academic career and professional future may be disastrous, involving not only the loss of credit for courses in which the offence occurred, but even suspension for a certain time from your degree programme, not to mention having to live with a lingering reputation for dishonesty. Submitting the work of others as if it were your own is unacceptable. Plagiarism must be understood and avoided at all costs.

Students should expect to have their papers checked for plagiarism electronically. Whenever you use the words or ideas of others, fair academic practice requires that you identify your sources fully and accurately. Simply mentioning an author’s work at the beginning of a paper does not mean that you are then free to copy or paraphrase from that work; specific references must be given each time you quote or paraphrase. The fair use of evidence from primary and secondary sources is the basis of academic discourse, and abuse of this fairness undermines the very nature of scholarly research. Although plagiarism is not always illegal (since copyright laws usually presume a financial motive), it is nevertheless a form of intellectual theft and fraud. By committing plagiarism you show disrespect for the fundamental values of the academic community.

If you find yourself in doubt about quotations or your use of sources, it is always a good idea

APPENDIX IV

GRADUATE SCHOOL: A BRIEF

An innovative organisational solution to the problem of managing and exploring interdisciplinarity is now a teenager, and an established part of the Faculty of Social Sciences.



A brief history

Graduate School's story began with a push for internationalisation at Lund University prompted primarily by Sweden's adoption of the *Bologna Process* regulations. In 2004, Sweden began the process of reforming the preexisting higher education structure to follow a common European model. The Bologna Process inspired a number of new developments here at the Faculty of Social Sciences. The Faculty Leadership sought to create two-year Master's programmes in accordance with Bologna regulations as well as creating international programmes and courses on the faculty level, and it was decided that the Faculty of Social Sciences should create international master programmes at the faculty level. There already were two international master programmes in existence at the faculty – Welfare Policies and Management and International Development and Management, but those belonged to the Political Science and Human Geography departments respectively. Coordinating master programmes at the faculty level was something that had not been done before.

An advisory board comprised of representatives, usually Directors of Study from nearly every subject at the faculty, was assembled to decide which subject areas should be chosen to become international programmes and courses that might best serve the needs and interests of Social Sciences students. The response to the proposed additions was positive, particularly from departments with lower student rates. A common, faculty level master programme could be more cost effective to run than one at a single department and could even offer courses in theory and method to not only its own programme students but also to students in smaller master programmes elsewhere within the faculty, thereby allowing departments to offer a wider variety of programmes to students.

Developing Interdisciplinarity

While the intention for the programmes to be international was a primary focus from the start, the interdisciplinary aspect of the proposed programmes came later.

The advisory board discussed the issue of how to create a faculty-wide, interdisciplinary master programme at length and decided that such programmes should be theory-based, designed to focus on a major – a primary field of study within the programme subject – and also require applicants to meet the eligibility

requirements for their major. Fulfilling major requirements in one field on the bachelor's and subsequently the master's level would then allow a graduate to have the possibility to continue to a PhD.

11 different programme topics were suggested and of those, three were ultimately selected and are still the backbone of Graduate School today: the MSc Programmes in *Development Studies*, *Global Studies*, and *Social Studies of Gender*. These would be led by a Director of Studies with individual Programme Directors for each of the three programmes and a board made up of the departments participating in the interdisciplinary cooperation. Once the subject areas were decided upon, the advisory board for deciding upon faculty-level international master's education became the steering committee for the three new programmes. Among those in that committee was Kjell Nilsson, who became the first Director of Studies of Graduate School. Franz-Mikael Rundquist would become the Programme Director for Development Studies, Catarina Kinnvall the Director for Global Studies, and Sara Goodman the Director for Social Studies of Gender.

The name "Graduate School" was decided upon, with the intention that the name should communicate its offerings to international students, and to indicate that international master level programmes and courses as well as a few international PhD courses were available there.

Graduate School welcomed its first programme students in the Autumn of 2007. Located in the Eden building, Graduate School was made up of its Director of Studies Kjell Nilsson, two administrative staff, and 9 students in Social Studies of Gender, 26 students in Global Studies, and 23 students in Development Studies.

Although the general opinion towards the newly created international, interdisciplinary programmes and courses was enthusiastic, some at the faculty were still unsure about the idea of international programmes, particularly with regards to having to teach courses in English. Initially, Graduate School sought to incentivise potentially reluctant teachers to lecture on its courses by offering them a few more teaching hours, but as time went by Graduate School was able to find more and more teachers who simply enjoyed working with international students and teaching in English.

Director of Studies Kjell Nilsson's ability to network within the faculty, garner support for and subsequently structure three unique, ambitious interdisciplinary master programmes helped to bring the concept of Graduate School to life. He and the steering committee set the stage for the next level of development for the

organisation. In this period, Kristina Jönsson became the new programme director for Development Studies.

In September 2010, Lena Örnberg took the reins as Graduate School Director of Studies. The numbers of programme students had decreased since the programmes' first year, which led to some criticism as to the perceived success of the interdisciplinary programmes. Lena sought to improve both the student experience as well as numbers of students in the programmes by placing emphasis on student events and administrative structure. Teaching and administrative staff would have increased contact, such as at teaching team wrap-up meetings at the end of courses, to create more cohesion between the two groups and to relieve teaching staff of unnecessary administrative tasks. The number of students began to grow and an additional third full time administrative position was added.

Finding (and Creating) a Physical Home

It was at this time that Graduate School moved from the Eden building to Gamla Kirurgen. There the programme would have its own classrooms and study area, separate from other departments. This fostered a feeling of "home" and a sense of belonging among Graduate School students. Events like programme introduction day, potlucks, fika, and information lunches that include both students and staff bring class cohorts together and familiarise them with staff, so students know who to turn to when in need of support.

Seeking to further improve structure and processes, the Graduate School team traveled to the University of Amsterdam in Spring 2011 to meet with colleagues there working with their interdisciplinary Master Programme in International Development Studies. While comparing programme structure and administrative processes with their Amsterdam colleagues, the Graduate School team were somewhat surprised (and pleased) to discover that their Dutch counterparts were impressed by Graduate School's thoroughness in interdisciplinarity. The difference was that the interdisciplinary focus was not limited to the makeup of the student body or the teachers – even the courses were interdisciplinary, down to mixed, interdisciplinary teaching teams on a single course. University of Amsterdam staff thought mixing teaching teams was incredibly ambitious and would not be possible at their university. Lena later remarked that this difference was a testament to the efforts made by the original steering committee that made a truly interdisciplinary Graduate School possible. This practice of

interdisciplinary teaching teams continues at Graduate School today and is seen as a strength by staff and students alike.

A Maturing Organisation

By the time Lena left her post as Director of Studies in late 2014, student numbers had risen dramatically and a place in a Graduate School programme became highly sought after by international students. Around that time Lena left, programme directors Kristina Jönsson (Development Studies) and Sara Goodman (Social Studies of Gender) stepped down from their posts. Karin Steen took over for Development Studies and Rebecca Selberg took over for Social Studies of Gender. In 2017, Rebecca stepped down and the role has now been taken on by Marta Kolankiewicz.

After Lena's departure, the remaining admin team members successfully managed programme admissions until Mikael Sundström was installed as the new Director of Studies in the spring of 2015. Since then, Graduate School has looked for complementing ways to develop, further increasing its reach by way of communications material and processes and improved overall quality of courses, particularly methods courses. Programme and course guides and the very handbook you are reading now have been designed, reworked and reformulated to provide comprehensive information with a unique, signature style. Students are kept up to date with a bi-weekly *Newsflash* email with an overview of upcoming important Graduate School information as well as interesting events and activities around the faculty and the university.

In the last five years we have also been placing extra focus on our theory and methods courses offerings. A *Methods Director* position (currently held by Shai Mulinari after a productive stint by our current programme director Chris Swader) has been introduced to keep track of and develop the various courses in theory of science and methods. The aim is to further develop the quality, design, and variety of the method courses that are offered to Graduate School students as well as many other master and PhD students. In addition, we have set about documenting all available theory and method courses at the Faculty of Social Sciences, providing a clearer overall picture of the state of theory and method courses at the faculty.

A New Growth Period

In 2018 two momentous decisions were rendered. First, Graduate School would become the new home of the *Middle Eastern Studies* programme from 2019, with Rola El-Husseini as the designated Programme Director.

Second, Graduate School was to develop a brand new master programme, labelled *MSc in Social Scientific Data Analysis (SSDA)*, slated to start in 2021. Chris Swader is the designated Programme Director for the SSDA.

When these developments have concluded, Graduate School will have grown from 180 full-time student equivalents (*Helårsstudent, HÅS*) to 280!

Graduate School – Our House!

Graduate School is housed in what is now known as “the old surgery clinic” (Gamla Kirurgen). Our two lecture halls (236 & 240) used to be ten-bed wards with an observation room (238) and pantry (237) sandwiched in-between. From the observation room, nurses could keep a watchful eye on recovering patients through two windows that have since been removed. The Student Lounge still has a vaguely religious look to it, and was indeed used as a church room in the past.

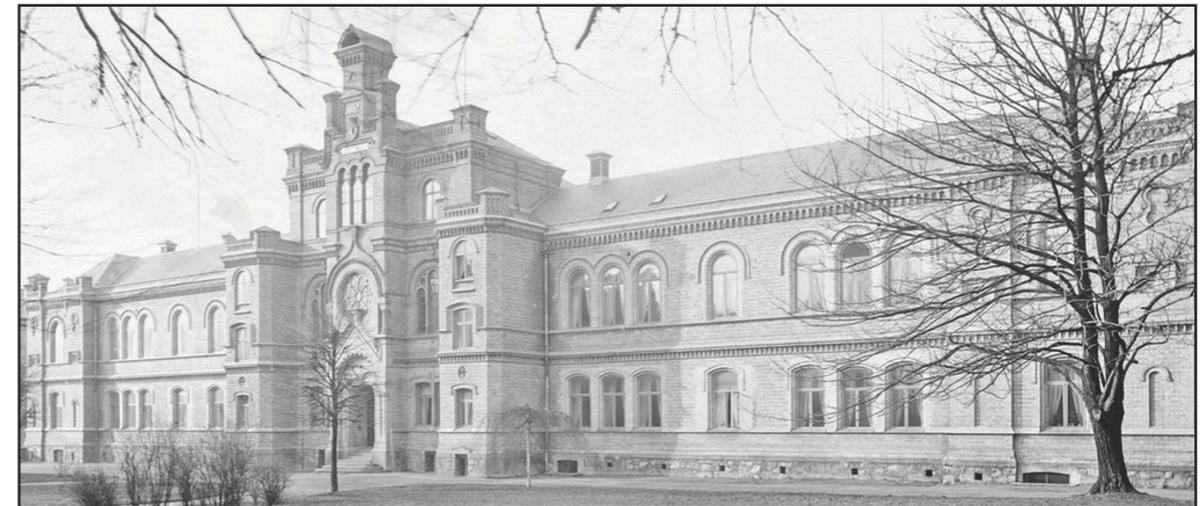


Helgo Zettervall (1831–1907)

Renowned architect who designed the open surgery clinic along with many other buildings around Lund, including the main university building

In 1868, the house we now inhabit finally opened for business as Lund’s main open surgery clinic. The famous and prolific architect Helgo Zettervall designed the building’s late gothic style, and although it has undergone substantial renovations in 1905, 1928 and 1978, many of his original ideas remain intact. The most notable changes in the intervening years was probably the installation of many more windows than Zettervall had opted for, and the wing extensions to increase floorspace.

Inside, changes have been much more far-reaching. Among other things, what is now the stairwell in the



Picture of the surgical clinic by Per Bagge in 1906. Reproduction: University Library, Lund University.

third floor used to be the very heart of the building as it housed the central operation theatre.

When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive changes (this status was removed in 2005).

Over the years, the building has housed a range of University units, notably the “UB3” University Library branch on the top floor. Today it is predominantly a social science building, with the central Faculty Administration, the International Office, Graduate School and the School of Journalism as main anchors. The 150-year old is still going strong!

