

STAFF INFO

Information about the thesis process at Graduate School to
Department planners | Supervisors | Examiners

Version 2.2 – May 2019

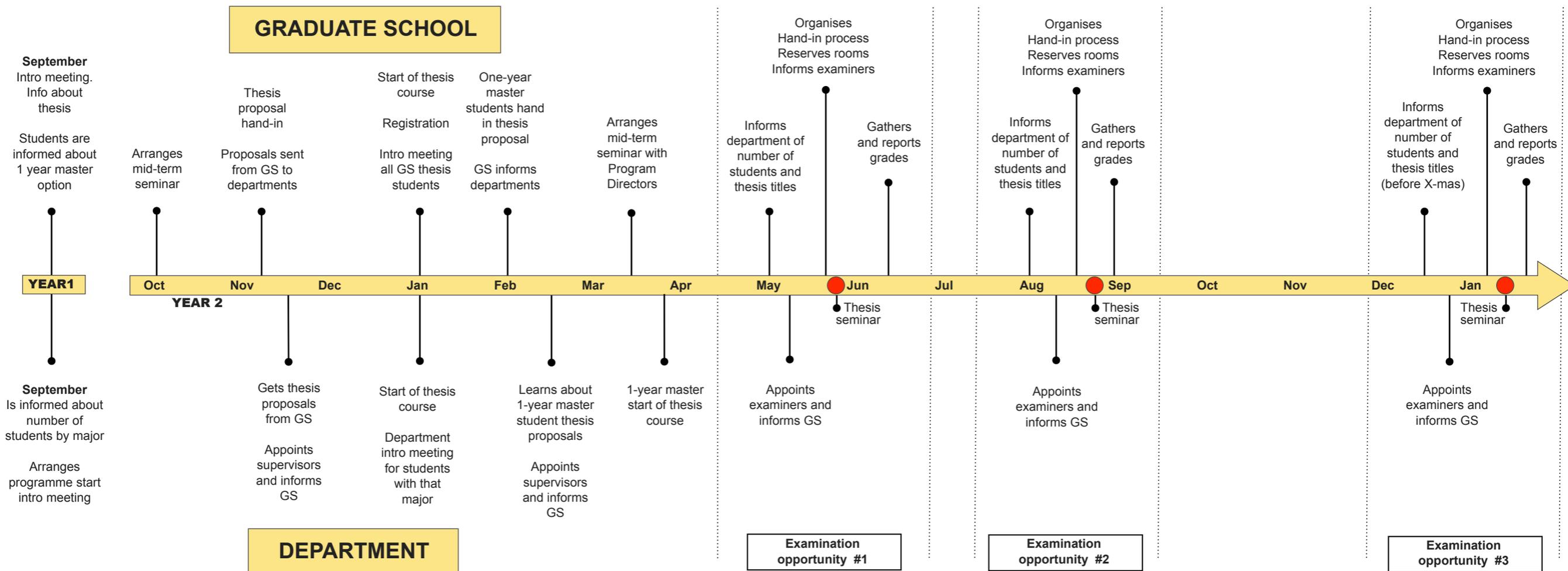
An online and always up-to-date version can be found on the Graduate School web site (staff resources)

The thesis process at Graduate School

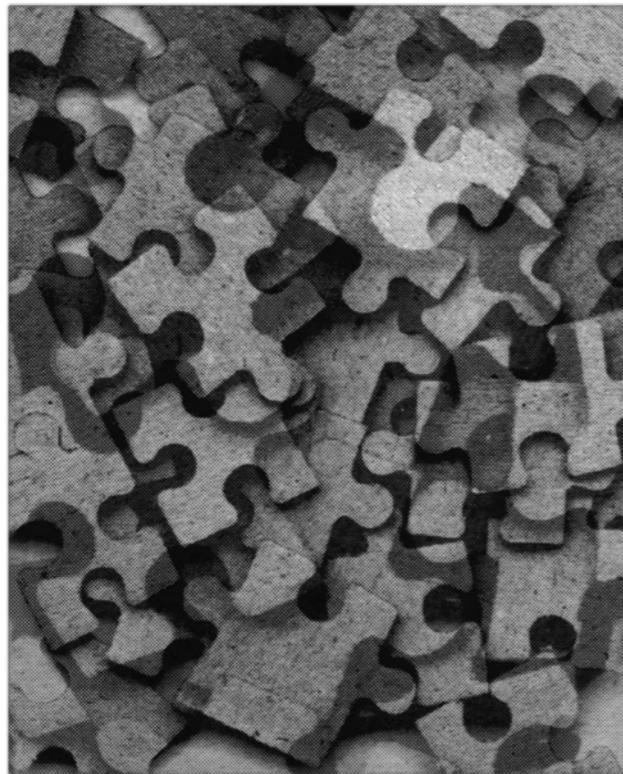
About this document

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.



Information to department planners



Some notes on the thesis timeline

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 are offered a mid-term seminar with their peers from the programme. The seminar is arranged by Graduate School and is lead by the programme director. The aim of this seminar is to assist the student in writing a thesis proposal. The proposal is to be submitted via Live@Lund by mid-November. Later that month the thesis proposals are sent to you to help you to assign suitable supervisors. *We would greatly appreciate if you would let us know the designated supervisors before the Christmas holidays.*

Graduate School informs the students about their supervisor, unless the department explicitly states that it wishes to make that contact. 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 three 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 and/or supervisors should notify Graduate School if they plan to submit, and if so what their preliminary thesis title is. The Graduate School thesis coordinator will collect this information and forward it to you so that you can start assigning preliminary examiners. On the day of submission Graduate School will contact you again to confirm how many students actually submitted and how many examiners that are required.

The interval between submission and the seminars is very narrow, and it is vital that the assigning of examiners is done promptly.

Contact information

GRADUATE SCHOOL CONTACTS & INFO

1. **Sinnamon Varsamouli (Thesis Coordinator)**
sinnamon.varsamouli@sam.lu.se
2. **Mikael Sundström (Director of Studies)**
mikael.sundstrom@svet.lu.se
<http://www.svet.lu.se/mikael-sundstrom>

Graduate School

graduateschool.sam.lu.se/education/information-about-your-studies/masters-thesis

Info to our students about the thesis process can be found here:
graduateschool.sam.lu.se/current-students/masters-thesis

Our department contacts

These are our listed contacts at the various departments. We would greatly appreciate to learn if/when roles are switched to new people so this list is always kept up-to-date.

Major Political Science

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

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

Major Sociology and Sociology Department

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

Director of Studies: Jan-Olof Nilsson, jan-olof.nilsson@soc.lu.se

Major: Social Anthropology

Designated primary contact: Tova Höjdestrand, tova.hojdestrand@soc.lu.se

Director of Studies: Jan-Olof Nilsson, jan-olof.nilsson@soc.lu.se

Major Education

Director of Studies: Jan-Olof Nilsson, jan-olof.nilsson@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 & Head of Department: Rebecca Selberg: rebecca.selberg@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

Rola El-Husseini: rola.el-husseini_dean@cme.lu.se

Information to supervisors



* Does not apply to the Middle Eastern Studies programme

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 an 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, Education 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 catered for if possible.

Students can in some 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 Skype. 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 stragglers. Please report any students interrupting the thesis course to Graduate School as soon as possible.



LUND UNIVERSITY
Faculty of Social Sciences

Graduate School

September, 2015

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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/

The Formalities

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 Live@Lund (which will soon be described) to disseminate this information in an organised fashion.

Thesis deadlines

Graduate School students will have received a thesis timetable for the spring term. This is also sent out to all supervisors. The main deadline is the submission of the thesis around May 20th. Graduate School also offers a second opportunity to submit in mid-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 mid to late March.

Upcoming deadlines for the thesis course can always be found on our student website:

<http://graduateschool.sam.lu.se/current-students/masters-thesis>

Live@Lund thesis portal

Graduate School uses a thesis portal called SIMV07 in Live@Lund to provide information to students. Thesis coordinators and supervisors are more than welcome to use the thesis portal to disseminate their information. The portal has separate folders for each major, which should make it easier to locate information from specific departments. As a supervisor you should have access to the thesis portal once the spring term is under way. If you experience any access problems, please contact the Graduate School thesis coordinator.

Thesis submission

As you can see in the timeline presented on the first page of this document, Graduate School organises thesis submissions in May, August and January each year. A couple of weeks before submission, we would like to know which students are expected to submit, as well as their preliminary theses titles. This information can come from the student or the supervisor. 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.*

Detailed instructions as well as upcoming dates for submission can be found on our website for current students: <http://graduateschool.sam.lu.se/current-students/masters-thesis>

Stragglers

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 stragglers.

Stragglers 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 Live@Lund Thesis Portal.

If additional supervision is agreed upon, it is important to outline to the student what and how much he or she 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.

USEFUL THESIS RESOURCES

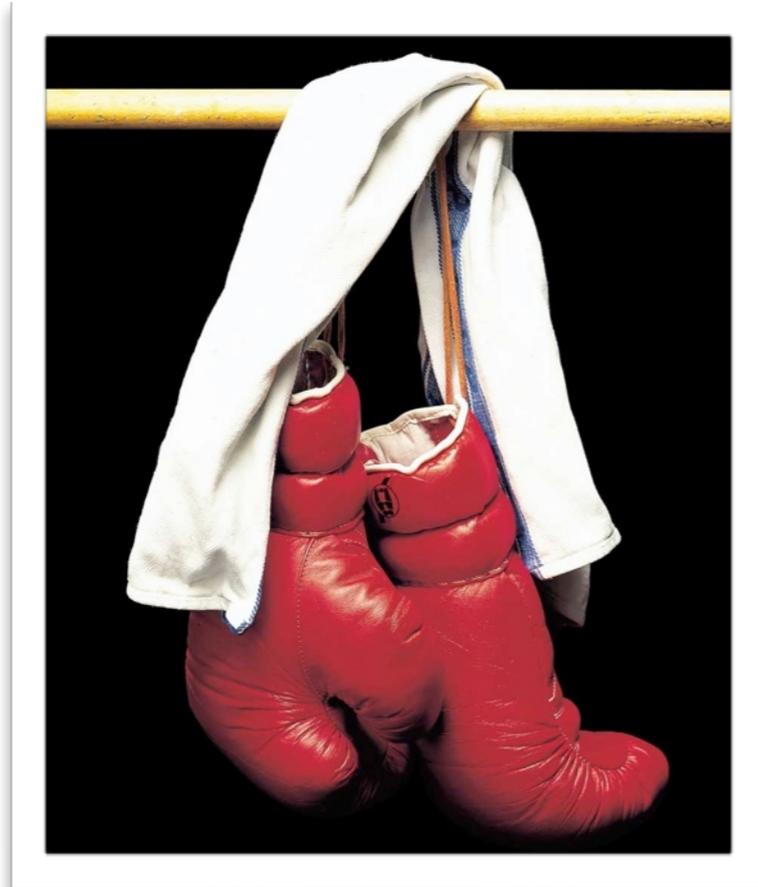
On the Graduate School staff web pages you'll find thesis course resources such as:

- Thesis course syllabi
- Written Assessment Form (to be used by examiners)
- Upcoming settled dates and times
- Links to online thesis resources provided by the individual departments
- Link to Graduate School's own information to thesis-writing students

All relevant resources can be found here:

graduateschool.sam.lu.se/staff/staff-resources

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 the department you work at.

A student from Graduate School *must use a two-pronged approach when writing his/her 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.

The thesis should be examined in accordance with the departmental guidelines, but with the theme of the programme kept in mind. You'll find the learning outcomes for each programme later in this handbook.

The administrative part of the examination is handled by the Graduate School thesis coordinator. This process is described in the coming pages.

The formalities

| | | |
|--|----------------------|--------------------|
|  LUNDS UNIVERSITET | BESLUT 2007-10-18 | Dnr G 11 S2007/341 |
|--|----------------------|--------------------|

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

The Formalities

Formal examiner requirements

Based on a formal decision from 2007 (original decision appended to the left) 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 allocate 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 his/her 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.

Formal learning outcomes

There is one thesis course syllabus for each programme. Our three programs have very slightly different thesis course learning outcomes. We list them here for your convenience:

Development Studies

After completion of the course, the students shall

Knowledge and understanding

- demonstrate knowledge and understanding of Development Studies, including both broad knowledge in the field of development studies and substantially deeper knowledge of certain parts of the field, together with deeper insight in current research and development; and
- demonstrate deeper methodological knowledge.

Skills and abilities

- be able to apply their knowledge and understanding, and problem-solving abilities to contexts related to the field of Development Studies;
- demonstrate an ability to critically and systematically integrate knowledge and to analyse, assess and deal with complex phenomena, issues and situations, even when limited information in the area of Development Studies is available;
- demonstrate an ability to critically, independently and creatively identify and formulate research questions and to plan and, using appropriate methods, carry out advanced tasks within specified time limits and to evaluate this work;
- demonstrate an ability to clearly present and discuss their conclusions and the knowledge and arguments behind them, in dialogue with different groups, orally and in writing, in national and international contexts;
- demonstrate the skill required to participate in research and development work or to work independently in other advanced contexts;
- demonstrate an ability to correctly cite and refer to the literature and other relevant materials; and
- communicate scientific issues and follow the development of knowledge within their field of study

Making judgments

- demonstrate an ability to make assessments in the field of Development Studies, taking into account relevant scientific, social and ethical aspects, and demonstrate an awareness of ethical aspects of research and development work;
- demonstrate insight into the potential and limitations of knowledge in the social sciences, its role in society and people's responsibility for how it is used; and
- demonstrate an ability to identify their need for further knowledge and to take responsibility for developing their knowledge.

Global Studies

After completion of the course, the students shall

Knowledge and understanding

- demonstrate knowledge and understanding of Global Studies, including both broad knowledge in the field of global studies and substantially deeper knowledge of certain parts of the field, together with deeper insight in current research and development; and
- demonstrate deeper methodological knowledge.

Skills and abilities

- be able to apply their knowledge and understanding, and problem-solving abilities to contexts related to the field of Global Studies;
- demonstrate an ability to critically and systematically integrate knowledge and to analyse, assess and deal with complex phenomena, issues and situations, even when limited information in the area of Global Studies is available;
- demonstrate an ability to critically, independently and creatively identify and formulate research questions and to plan and, using appropriate methods, carry out advanced tasks within specified time limits and to evaluate this work;
- demonstrate an ability to clearly present and discuss their conclusions and the knowledge and arguments behind them, in dialogue with different groups, orally and in writing, in national and international contexts;
- demonstrate the skill required to participate in research and development work or to work independently in other advanced contexts;
- demonstrate an ability to correctly cite and refer to the literature and other relevant materials; and
- communicate scientific issues and follow the development of knowledge within their field of study.

Making judgements

- demonstrate an ability to make assessments in the field of Global Studies, taking into account relevant scientific, social and ethical aspects, and demonstrate an awareness of ethical aspects of research and development work;
- demonstrate insight into the potential and limitations of knowledge in the social sciences, its role in society and people's responsibility for how it is used; and
- demonstrate an ability to identify their need of further knowledge and to take responsibility for developing their knowledge.

Social Studies of Gender

After completion of the course, the students shall

Knowledge and understanding

- demonstrate knowledge and understanding of Social Studies of Gender, including both broad knowledge in the field of gender studies and substantially deeper knowledge of certain parts of the field, together with deeper insight in current research and development; and
- demonstrate deeper methodological knowledge.

Skills and abilities

- be able to apply their knowledge and understanding, and problem-solving abilities to contexts related to the field of Social Studies of Gender;
- demonstrate an ability to critically and systematically integrate knowledge and to analyse, assess and deal with complex phenomena, issues and situations, even when limited information in the area of Social Studies of Gender is available;
- demonstrate an ability to critically, independently and creatively identify and formulate research questions and to plan and, using appropriate methods, carry out advanced tasks within specified time limits and to evaluate this work;
- demonstrate an ability to clearly present and discuss their conclusions and the knowledge and arguments behind them, in dialogue with different groups, orally and in writing, in national and international contexts;
- demonstrate the skill required to participate in research and development work or to work independently in other advanced contexts;
- demonstrate an ability to correctly cite and refer to the literature and other relevant materials; and
- communicate scientific issues and follow the development of knowledge within their field of study.

Making judgements

- demonstrate an ability to make assessments in the field of Social Studies of Gender, taking into account relevant scientific, social and ethical aspects, and demonstrate an awareness of ethical aspects of research and development work;
- demonstrate insight into the potential and limitations of knowledge in the social sciences, its role in society and people's responsibility for how it is used; and
- demonstrate an ability to identify their need of further knowledge and to take responsibility for developing their knowledge.

Middle Eastern Studies

After completion of the course, the students shall

Knowledge and understanding

- demonstrate knowledge and understanding of Middle Eastern Studies, including both broad knowledge in the field of gender studies and substantially deeper knowledge of certain parts of the field, together with deeper insight in current research and development; and
- demonstrate deeper methodological knowledge.

Skills and abilities

- be able to apply their knowledge and understanding, and problem-solving abilities to contexts related to the field of Middle Eastern Studies;
- demonstrate an ability to critically and systematically integrate knowledge and to analyse, assess and deal with complex phenomena, issues and situations, even when limited information in the area of Middle Eastern Studies is available;
- demonstrate an ability to critically, independently and creatively identify and formulate research questions and to plan and, using appropriate methods, carry out advanced tasks within specified time limits and to evaluate this work;
- demonstrate an ability to clearly present and discuss their conclusions and the knowledge and arguments behind them, in dialogue with different groups, orally and in writing, in national and international contexts;
- demonstrate the skill required to participate in research and development work or to work independently in other advanced contexts;
- demonstrate an ability to correctly cite and refer to the literature and other relevant materials; and
- communicate scientific issues and follow the development of knowledge within their field of study.

Making judgements

- demonstrate an ability to make assessments in the field of Middle Eastern Studies, taking into account relevant scientific, social and ethical aspects, and demonstrate an awareness of ethical aspects of research and development work;
- demonstrate insight into the potential and limitations of knowledge in the social sciences, its role in society and people's responsibility for how it is used; and
- demonstrate an ability to identify their need of further knowledge and to take responsibility for developing their knowledge.

Before, during and after the seminar



LUND UNIVERSITY
Faculty of Social Sciences

Graduate School

January 2019

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 |
| |

The Formalities

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 handed in via Live@Lund (which is connected to Urkund for automated plagiarism control) as well as two hard copies 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 three days.

A hard copy of the thesis will be sent to the examiner by LU-post (internal snailmail). You can also ask for a pdf version if you would like one (contact the Graduate School thesis coordinator). Together with the thesis you'll receive a form for reporting grades and one for the written assessment. These documents can also be found on the Graduate School web page for staff resources. More about this later in this section.

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. 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 administrator within 15 working days from the seminar and the student and Graduate School thesis coordinator must be presented with a written assessment. The forms for reporting grades (template to the left) and written assessments will be included with the hard copy of the thesis. Links to relevant resources, including these two documents, can be found on our staff resources page (we tell you where you find these resources later in this section).

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 opposition. The student is welcome to contact the Graduate School academic advisor for further assistance.

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

THESIS GRADING SCALE

The grades awarded are A, B, C, D, E or Fail. 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.

Thesis grades should be reported to Graduate School administration using the written assessment form on page 11. All written assessments should be sent to the thesis coordinator electronically.

The Graduate School thesis coordinator will report the grade in Ladok *and the Graduate School Director of Studies Mikael Sundström will attest it*. Please note that in Ladok Mikael Sundström will also be listed as the formal examiner for all of Graduate School's thesis courses.

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.

Written assessment

The written assessment is now formally required by Graduate School in order to ensure that each student receives the same amount of feedback (see p 11). Graduate School provides a template for this which can be found on the Staff Resources page on our website (for link please see p. 6). Once completed, the written assessment should be sent to the student, with a copy to the Graduate School thesis coordinator.

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:

www.sam.lu.se/sites/sam.lu.se/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.

USEFUL THESIS RESOURCES

On the Graduate School staff web pages you'll find thesis course resources such as:

- **Thesis course syllabi**
- **Form for reporting grades (to be used by examiners)**
- **Upcoming settled dates and times**
- **Links to online thesis resources provided by the individual departments**
- **Link to Graduate School's own information to thesis-writing students**

All relevant resources can be found here:

graduateschool.sam.lu.se/staff/staff-resources

www.sam.lu.se/sites/sam.lu.se/files/information_om_andring_av_betyg_2015-10-20_eng.pdf



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.

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 the department.
14. All degree projects for Bachelor's and Master's (60/120 credits) degrees which receive a passing grade from the Faculty of Social Sciences are also to be registered in the Open Access database belonging to Lund University. Each student is to choose the access level of publication. Students are encouraged to publish their degree projects in full. The version that is registered in the Open Access database is to be the final version.