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# Guidelines and rules for degree projects in Economics at the School of Business and Economics





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Appendix 1: Examination and grading



## 1 Introduction

This document contains guidelines and rules<sup>1</sup> for degree projects in economics at the School of Business and Economics. The document serves as guidelines for students, supervisors, and examiners in the subject of economics, before, during and after the process of conducting a degree project. The objectives upon which assessment is based are specified in the relevant syllabus. When the course starts, it shall be made clear what applies to the specific course. Assessment and grading criteria shall be communicated to the students in writing (according to “Local regulations for first-cycle and second-cycle courses and examination”, dnr: 2020/651–1.1).

### 1.1 Purpose

The degree project involves independently formulating a research question and conducting a study, the results of which are subsequently presented in the form of an academic thesis. The purpose of having a degree project is for the student to develop and demonstrate an ability to conduct a reflective degree project on a scientific basis. The student shall demonstrate methodological knowledge and an ability to independently gather, process and analyse information on the basis of theory relevant to the subject.

### 1.2 Difference between degree projects at different levels

In the subject of economics at the School of Business and Economics there are degree projects at the bachelor’s as well as at the master’s (60 or 120 credits) level. Regardless of level, a degree project may be based on theoretical and/or empirical research questions. There are, however, higher demands on projects at the master’s level, compared to the bachelor’s level, in terms of theoretical and empirical relevance. Regardless of level, degree projects are expected to have a clear academic orientation; they should be positioned relative to previous research and have a scientific approach.

## 2 Roles and responsibilities

There are several roles involved in conducting a degree project – more precisely those of student, supervisor, examiner, course coordinator and, in some cases, co-assessor. In the following, expectations on each of these roles are described briefly.

### 2.1 Students’ roles and responsibilities

The students have the main responsibility for the implementation and quality of their projects. It is their competence and ability to use instructions from their supervisor and the examiner, along with feedback from fellow students, that will determine how well they succeed. It is important to note that students who aim for a grade higher than an E (Pass) cannot expect their supervisor to instruct them in a way that will

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<sup>1</sup>Rules are indicated through the use of the word “shall”. For instance, in order to receive the grade of Pass, the student **shall** achieve all the objectives listed in the syllabus.



automatically lead to a high grade. Skills and abilities that are crucial in order to achieve a good result, and thus a high grade based on the assessment criteria, include meticulousness, creativity, analytic ability, ability to use theory, ability to use empirical material, and ability to consider and integrate comments from the supervisor, the examiner, and fellow students in their work.

Students shall

- take clear responsibility for their degree projects, within given time frames
- in cases where the degree thesis is co-authored, divide work equally between them, and see to it that a good work environment is sustained
- keep in touch with their supervisors throughout the process
- send material to their supervisors well in time before supervision meetings, and meet deadlines set by the examiner
- come well prepared to, and participate actively in the various seminars, both as authors and as peer reviewers.

## 2.2 The examiner's role and responsibilities

The examiner<sup>2</sup> has the overall responsibility for assessing and grading degree projects.<sup>3</sup>

The examiner shall

- manage the organisation and realisation of the compulsory thesis seminars, including the final, examining seminar and the resit seminar
- inform students about assessment criteria and rules
- function as an advisor and a discussion partner to the supervisor(s) throughout the process, since it is important that the examiner and the supervisor(s) are in agreement on requirements and expectations<sup>4</sup>
- shall ensure that the degree projects meet scientific standards
- ensure that degree projects are run through the anti-plagiarism software Urkund
- grade the final seminar versions of the degree projects, based on suggestions made by the supervisor(s)<sup>5</sup>
- see to it that results are reported to the education administrator
- inform students of their grades and explain the grades relative to the course objectives.

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<sup>2</sup> If there are more than one examiner involved, one of them should have the overall coordinating responsibility.

<sup>3</sup> According to "Local regulations for first-cycle and second-cycle courses and examination", dnr: 2020/651-1.1, the examiner must not serve as supervisor as well as examiner of one and the same project, unless there are special reasons for this.

<sup>4</sup> This is suitably done by the examiner initiating a brief discussion after each seminar.

<sup>5</sup> It is recommended that the examiner make a preliminary assessment of the quality of the projects/award preliminary grades before consulting the supervisor(s). In cases of disagreement, it is recommended that yet another colleague be consulted.



## 2.3 The course coordinator's role and responsibilities

The examiner (or one of the examiners) also serves as the course coordinator.

The course coordinator shall

- post information on MyMoodle before and during the course
- plan the course and its seminars
- provide students with clear information about the structure of the course and about grading and assessment criteria
- assign a supervisor to each student/student pair (in consultation with the head of department)
- in cases of more than one examiner, divide projects between the examiners (in consultation with the head of department)
- plan seminar times for the relevant course.

## 2.4 The supervisor's role and responsibilities

The supervisor's role is to supervise and tutor the students throughout the work process. The supervisor's advice and comments are generally based on written material from the students, and may concern relevant literature, useful theory, choice of method, the text as such, empirical analyses, suggestions for policies, conclusions, etc. The exact form of these comments (written/oral) may vary from one supervisor to another; the main point is that the student gets proper support and advice, helping them complete a degree project that meets the objectives specified in the syllabus.

The supervisor shall

- guide the students through all the stages of conducting a degree project, and contribute to a learning process that enables the students to meet the objectives
- discuss the practical aspects of the supervision and collaboration process with the students, including forms of communication, how long in advance drafts should be submitted for the supervisor to be able to comment, etc.
- provide final tutoring (Swedish "sluthandledning")
- communicate with the examiner about requirements and expectations before and during the course of the project, for instance after each seminar
- suggest grades to the examiner before grades are determined and reported.

## 2.5 The co-assessor's role and responsibilities

In the rare case where the same person acts as examiner as well as supervisor, a co-assessor shall be appointed by the head of department. The co-assessor gives feedback and suggests grades to the examiner. After consultation with the head of department, a co-assessor may also be consulted in cases where the examiner and the supervisor disagree on a grade. It is nevertheless always the examiner who is ultimately responsible for the grades.



## 3 The work process

### 3.1 Compulsory seminars

To support the students in their writing process, degree projects in the subject of economics at the School of Business and Economics are built around a series of compulsory seminars. The number of seminars depends on the length of the course (30 credits/15 credits). At these seminars, the students' texts, at their various stages of development, are discussed relative to the course objectives, under the guidance of the examiner. For the seminars to be constructive, students are expected to participate actively. This means that students shall present their own written texts, as well as give constructive feedback on fellow students' texts. The course coordinator informs the students about the exact schedule before the course starts. Before each seminar, the supervisor sends an assessment to the examiner of the quality of the work that has been done so far.

The degree project course (and thus the series of seminars) ends with a final seminar, which constitutes the course examination. The examiner assesses each student individually, in terms of

1. their written degree thesis
2. their review and discussion of another student's degree project (Swedish "opposition")
3. how well they defend their own degree project.

### 3.2 Supervision

When the course starts, each student is assigned a supervisor. The supervisor is available for reading texts, giving advice, giving instructions, and discussing problems. Tutoring takes place continuously throughout the course. The students decide on meeting times together with their supervisors. The students are responsible for planning their work in a way that they will meet the qualitative targets within the given time frame. For each degree project, a specified number of hours are allocated for supervision. In order to make the most of the time given, the students should send material to their supervisors well in time and come well prepared to supervision meetings.

Supervisors have limited opportunities to help students with language issues and literature searches. If need be, students are instead referred to

- [the University Library's page on writing and referencing](#)
- [the University Library's page on searching and evaluating](#)
- [the anti-plagiarism guide REFERO](#)
- [the writing guide](#)
- [the Academic Support Centre](#)



## 4 Formal requirements

### 4.1 Entry requirements

Entry requirements for the respective types of degree project are regulated in the current syllabi. Please use [the search tool](#) to find the right syllabus.

### 4.2 The extent of the degree project

The student is expected to strive to write a text that is accurate and relevant, and that exhibits academic precision. The recommended number of pages differs between degree projects at different levels. A project at the bachelor's level should not exceed 30 pages (including appendices but excluding reference list and table of contents). For a project at the master's level (60 as well as 120 credits) the recommended number of pages is 30–50, depending on method and topic. The student and the supervisor shall decide together what is a reasonable number of pages in the specific case.

### 4.3 Peer-review and discussion – Swedish “opposition”

Students are expected to review and discuss each other's various drafts of the degree thesis. Instructions as to how exactly this should be done are given by the examiner at the course introduction meeting. Projects are discussed individually, at specific seminars. The examiner decides which project should be discussed when. Review seminars – Swedish “opposition” – are compulsory.

### 4.4 The final version of the degree project

The student shall submit the final version of their degree project to the examiner and the supervisor well in time before the final seminar. Deadlines and work process are specified by the examiner when the course starts. In cases where the supervisor and the examiner find it necessary, the thesis should be submitted for plagiarism check, in accordance with the examiner's instructions. Students shall also see to it that their peer-reviewers in the seminar group have access to the project. Note that it is the final version of the project that is to be graded.

Before the project is published in DiVa, minor corrections, such as corrections of spelling errors, are allowed; these will, however, not affect the grade. In some cases, the grade is conditioned, so that the project will be awarded said grade provided that certain minor corrections are made in accordance with the examiner's instructions, within a week following the final seminar. In other cases, more comprehensive supplementation is needed, in which case the grade of Fx may be used, which will change into the grade of E once supplementation is completed.

### 4.5 Layout and structure

Use the template for title page that is found on the University Library's page “[Thesis template](#)”.

The degree thesis should contain the following:

1. a title page with
  - a title (mid-page)



- the name(s) and personal identity number(s) of the author(s)
- the name of the supervisor
- the name of the examiner

## 2. first page with

- an abstract of 200–250 words (on a separate page)

And after

- a table of contents
- text with headings and possible subheadings
- a reference list
- an appendix, if necessary

## 4.6 Line spacing and font

The degree thesis should have 1.5 line spacing and be typed in Times New Roman, font size 12.

## 4.7 Heading styles and referencing

The students choose the heading style that they think is appropriate for the thesis. As regards referencing, a well established style should be used. The course coordinator/examiner will suggest appropriate referencing styles. It is essential that the chosen referencing style is used consistently. For further information about referencing, please visit the University Library's page on [referencing](#). [The Harvard referencing style guide](#) may also be useful.

## 4.8 Reference list

The reference list shall only contain literature that is cited or referred to in the text.

# 5 Other instructions

## 5.1 Group size

Degree projects in economics are conducted in pairs or individually at the bachelor's level, and individually at the master's level.

## 5.2 Ethical considerations

Ethical considerations are of utmost importance. In the collection and processing of data, data should be anonymised, and anonymity guaranteed. The empirical analysis shall be unique, and the text shall be written in a way that there can be no suspicion of plagiarism. All degree theses are run through the anti-plagiarism software Urkund.

## 5.3 Registration and publication

Once the examiner has notified the student that they have passed the course, the student is responsible for registering and publishing their degree thesis in DiVa, via





[the University Library website](#). When this is done, the examiner will see to it that the grade is reported in Ladok (with the help of an administrator).

## 5.4 Commissioned projects – confidentiality

If a degree project has been commissioned, thus entailing some kind of remuneration (financial or other) from a client, this does not mean that the academic requirements change. It is important to note that degree theses are public documents that shall be published in DiVa. If a degree thesis contains information of a kind that the client demands be classified, an exception to the requirement of publication in DiVa may be made in special cases. In such cases, it may be enough that the thesis is only registered in DiVa, or that it is anonymised or published in a special version for academic use.

## 5.5 Expenses in connection with the degree project

The students themselves shall pay for all expenses in connection with their degree projects, such as travel expenses, printing expenses, postage, and telephone bills. The students are encouraged to apply for grants. In cases where a project has been commissioned, the client should be able to assist with such expenses.

# 6 Grading

At the School of Business and Economics, the faculty board has decided that the grading scale A–F should be used in all first- and second-cycle courses. This applies to degree projects as well. Current grading criteria for the respective levels are presented when the course starts.

Note that the student's peer-reviews and contributions to the compulsory seminars, as well as the content and quality of their degree project, shall be assessed in grading. To receive a passing grade, the student must meet all the course objectives. Grading is individual, which means that two students who have co-authored a thesis may receive different grades, if the examiner deems their contributions to differ.

The examiner makes a holistic assessment. The examiner shall use the supervisor's and any co-assessor's assessments as support in the grading process. In cases where one and the same person serves as examiner as well as supervisor, a co-assessor shall be consulted. For further information about the examination and grading process, please see Appendix 1.



## Appendix 1: Examination and grading

Student effort	Possible grades	Process
Participation in the final seminar	A-E	<p>About a week after the final seminar (unless some other time span has been agreed upon), the final, corrected version of the degree thesis shall be sent to the examiner for approval and grade reporting.</p> <p>Students are required to publish their degree projects electronically in DiVa.</p> <p>The examiner reports the grades after having consulted the supervisor(s) and possible co-assessors.</p> <p>An administrator enters the grades in Ladok.</p> <p>The examiner attests (approves) the grades in Ladok.</p>
	Fx	<p>The examiner deems the degree project to be in need of supplementation, communicates to the student(s) what such supplementation should consist in, and reports Fx to the administrator.</p> <p>The administrator enters Fx in Ladok.</p> <p>The student supplements their degree project by the deadline and sends it to the examiner.</p> <p>The examiner assesses the supplement. If it is deemed to be sufficient, the examiner reports the grade of E to the administrator. If it is deemed to be insufficient, the examiner reports the grade of F to the administrator (this also happens in cases where a student fails to submit a supplement, or submits to late).</p> <p>The administrator enters the grade in Ladok.</p>
	F	<p>If the examiner assesses a degree project as failed, the grade of F is reported to the administrator, after consultation with the supervisor.</p> <p>The administrator enters the grade in Ladok.</p> <p>The students has the opportunity to submit a revised or a new project the next time the course is offered.</p>