**PPE Tutorial and Thesis Manual**

Version: 6.5

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This manual describes the tutorial and thesis process in the Philosophy, Politics and Economics (PPE) programme at Vrije Universiteit Amsterdam.

The manual is adapted from the Philosophy BA thesis manual and consistent with the Bachelor’s and Master’s thesis regulations of the Faculty of Humanities:

<https://vunet.login.vu.nl/services/pages/practicalinformation.aspx?cid=tcm%3a164-854385-16> (login required).

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# Introduction

Students complete the PPE programme by writing a Bachelor’s thesis.

Alongside the thesis process, a tutorial is organized, meant to complement and support the thesis process.

Successful completion of the tutorial and thesis process yields 18 ECTS, partitioned in 6 ECTS for the tutorial and 12 ECTS for the thesis.

In the tutorial the student demonstrates being able to:

* formulate a PPE thesis proposal
* synthesize relevant scholarly work in a literature review,
* work together and provide feedback in small peer groups,
* effectively communicate results in (online-facilitated) discussions and presentations.

In the thesis the student demonstrates being able to:

* analyze relevant scholarly work,
* apply suitable methodologies, possibly including the use of data sources,
* interpret results and relate them to the existing literature,
* discuss limitations and formulate interesting questions for further research,
* write independently and coherently.

The word count for the PPE Bachelor’s thesis is: **7500 (+ or -10%)**, including footnotes, excluding title, abstract, bibliography and appendices.

# Requirements for access to the PPE tutorial and thesis process

The requirements for access to the PPE tutorial and thesis process are found in Article 9.1.1 of the Academic and Examination Regulations, which states:

“A student must have obtained 138 EC before starting work on the bachelor thesis. In exceptional circumstances, the Examination Board may, at the request of the student, permit an exemption from the requirement of having obtained 138 EC.”

# The PPE tutorial and thesis process

The following table summarizes the most important dates and deadlines of the PPE tutorial and thesis process for the graduating class of 2022. All group meetings are indicated in light blue and individual meetings are indicated in tan.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Period** | **Week** | **Date and time** | **Tutorial** | **Thesis** |
| 5 | 1April 4 – April 8 | Mon & Tue, April 4-5, time: to be announced | Supervisor Q&A sessions. Schedule to be posted on Canvas. Basis of these sessions are the info sheets posted in Canvas under “Files”. |
| Wed, April 6, noon. | Upload supervisor rankings to Canvas by noon. Thesis groups announced on Wed at 17.00. |
| 5 | 2April 11-15  | See Canvas | Tutorial 1 & 2 | Thesis group meeting 1 |
| 5 | 3April 18-22 | See Canvas | Tutorial 3 & 4 | Thesis group meeting 2 |
| 5 | 4April 25-29 | See Canvas | Tutorial 5 & 6 | Thesis group meeting 3 |
|  | 5May 2-6 | Spring break |
| 5 | 6May 9-13 | Thu, May 12, 23:59 | **End of Tutorial:** Upload literature review and research proposal on Canvas |
| Friday, May 13 |  | **Student presentation 1**: research proposals (thesis group only) |
| 5 | 7May 16-20 | See Canvas |  | Thesis group meeting 4 | Feedback on research proposal by supervisor  |
| 5 | 8May 23-27 | See Canvas |  | Thesis group meeting 5 |  |
| 5 | 9May 30-June 3 | See Canvas |  | Thesis group meeting 6 | Progress meeting with supervisor  |
| Wed, June 1, 23:59 | Resit Tutorial | Upload thesis draft on Canvas  |
| Thursday and Friday June 2-3 |  | **Student presentation 2:** Thesis conference |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Period** | **Week** | **Date and time** |  | **Thesis** |
| 6 | 1June 6-June 10 | See Canvas |  | Thesis group meeting 7 | Feedback on thesis draft by supervisor  |
| 6 | 2June 13-17 | See Canvas |  | Thesis group meeting 8 |  |
| 6 | 3June 20-24 | See Canvas |  | Thesis group meeting 9 | (Optional)progress meeting supervisor |
| 6 | 4June 27-Jul 1 | Friday, July 1, 23.59 |  | **End of Thesis**: Upload final thesis on Canvas |

The PPE tutorial and thesis process starts in week 1 of period 5 with Q&A sessions in which supervisors can answer questions about their own research interests, thesis topics that they would be interested in supervising, and which readings/structure the tutorial will have. Information regarding these will be posted in Canvas under “Files” and “Supervisor Info Sheets”. Attendance at these Q&A sessions is mandatory. The schedule for these Q&A sessions will be posted on Canvas in mid-March.

At noon, on Wednesday of week 1 at noon students will upload a preference ordering of all of the thesis supervisors. This preference will be indicated via a Google Form Survey, the link for which will be posted on Canvas via an Announcement. On the basis of these rankings, students will be assigned to a thesis supervisor using a matching algorithm called the random serial dictator algorithm. The algorithm will allot a total of four students to each supervisor. These thesis groups will be announced later in the day on Wednesday.

A thesis group consists of four students and a supervisor. During the remainder of week 1, the thesis group members together with their supervisor will make a plan for subsequent tutorial and thesis group meetings. This will include not only a schedule of meetings, but a plan as to the content of the tutorial.

*\*\*Special arrangement for academic year 2021-22\*\**

Because some students will be unable to attend in-person tutorial and thesis group meetings, this year, there will be *in-person thesis groups* and *online thesis groups*. By Feb 1st, students will have been asked to indicate via a Google Form Survey as to whether they will do the thesis online or in person. This indication will be used to determine how many thesis groups will be online and how many will have in person.

Some things to note about this arrangement:

* The particular thesis supervisors who will be teaching the online groups will be determined once it is known how many groups are needed.
* We will aim for a disciplinary balance among the supervisors of the online thesis groups (ex: if three online groups are needed, there will be one economist, one political scientist and one philosopher)
* Students in online groups will be matched according to the same algorithm that is used for in person groups.
* The impact of a smaller cohort of online thesis supervisors may be that online students are matched to a thesis advisor whose areas of expertise departs substantially from any particular areas of topic interest of students. For this reason, it’s important for students to remain flexible regarding their potential thesis topic.
* There will be no mixed in-person and online groups

***PPE Tutorial***

In weeks 2-4 in period 5 students work on their literature review. Each week, two tutorials of 1hr 45min are organized. In the tutorials, seminal papers/chapters/books are discussed.

*Literature review*

By the end of week 5 in period 5, the student uploads the literature review on Canvas. The literature review must include the following components:

* literature review (maximum word count: 1500 words),
* bibliographic citations of sources used so far in the project,
* five annotations on key sources in the bibliography.

More information on bibliographic citations can be found in the PPE Style Guide (Under Files on the Thesis Canvas page), section 8.2 *Bibliographic Citations*, p.26-28. The five annotations should be brief (usually about 150 words) paragraphs, that inform the reader of the relevance, accuracy, and quality of the sources cited. Note that an annotation is different from an abstract. An abstract is only descriptive, whereas an annotation is both descriptive and evaluative. Sample literature reviews from previous years are posted in Canvas under “Files” and “Sample Literature Reviews”.

***PPE Thesis***

Simultaneously with the PPE tutorial, students work in their thesis groups on their research proposal. Each week, one thesis group meeting of 1h45 min is organized. In the thesis group meetings, feedback is given on each other’s proposal work.

*Research Proposal*

By the end of week 5 in period 5, the student uploads the research proposal on Canvas. Research proposals are also presented to the thesis group.

The research proposal must include the following components:

* a working title
* a summary of the thesis plan, including a precise statement of the research questions posed in the thesis
* a provisional structure of sections/chapters (maximum word count: 1000 words)

More information on structuring and sectioning can be found in the PPE Style Guide, section 2 *Structure*, p.7-8. More information on the different paper elements (title, introduction, body, conclusion) can be found in the PPE Style Guide, section 4.1 *Paper Elements*, p.13-15.

On the Friday of week 5 in Period 5, students will give their first Student presentation to their own thesis group and supervisor. The presentation will summarize their research proposal and offer the opportunity for feedback from other students and the supervisor. This student presentation will be graded pass/fail. More information on presenting can be found in the PPE Style Guide, section 7 *Presentations*, p.18-21.

*Thesis draft*

In weeks 6-9 in period 5 students write their thesis draft. In the beginning of this period the student will have the first individual meeting with their supervisor to receive feedback on the research proposal. During this drafting process, student and supervisor should meet again to discuss progress. Thesis group meetings in this period are again meant to provide peer feedback on each other’s work.

On Wednesday of week 9 in period 5, the student uploads the thesis draft on Canvas and emails it to the supervisor. The thesis draft consists of the following components:

* title (and subtitle if applicable),
* draft version (maximum word count 3000 words) of
	+ introduction,
	+ main body of the thesis,
	+ conclusion,
* bibliography.

All academic writing and in-text citing must comply with the instructions provided in the PPE Style Guide. More information on academic writing can be found in the PPE Style Guide, section 3 *Writing*, p.8-11. More information on in-text citations can be found in the PPE Style Guide, section 8.1 *In-Text Citations*, p.23-26.

On Thursday and Friday of week 9 in period 5, a student conference will be organized. Every student must present his/her thesis statement and main results during a fifteen-minute presentation (including discussion) to peers and staff.

*Final thesis*

During weeks 1-4 of period 6, students finalize their thesis. They can incorporate feedback received during: the thesis draft and progress meetings with their supervisor, the thesis conference, and the weekly thesis group meetings 7-9. Students are also allowed to approach external VU staff for additional feedback.

Before Friday, July 1st, at 23:59, the student uploads the thesis on Canvas and emails it to the supervisor, second assessor the thesis coordinator. The final thesis consists of the following components:

* title (and subtitle if applicable),
* name, student number and email address of student,
* names and email addresses of supervisor and second assessor,
* name of programme and university,
* date of completion,
* abstract (max 150 words),
* five keywords,
* word count (including footnotes, excluding title, abstract, bibliography and appendices)
* declaration of originality (see Appendix G),
* table of contents,
* introduction,
* main body of the thesis,
* conclusion,
* bibliography,
* appendices (optional),
* acknowledgment (optional).

More information on table of contents, abstract and appendix can be found in the PPE Style Guide, section 4.2 *Optional Elements*, p.15.

# Role of Supervisor, Second Assessor and Thesis Coordinator.

*Supervisor and Second Assessor*

The role of the supervisor is to provide guidance and monitor progress throughout the PPE thesis process. Student and supervisor will meet three times on an individual basis: once to provide feedback on the research proposal, once to discuss progress while writing the thesis draft and once to provide feedback on the final thesis draft. The schedule above contains some suggestions as to when these individual meetings may occur.

The supervisor also determines the final grade of the tutorial. The tutorial assessment form can be found in Appendix C. The grade of the tutorial is based on the literature review, the student presentation 1 (pass/fail), the research proposal (pass/fail), and an overall evaluation of the student’s attendance and performance in the thesis group meetings. The literature review assessment form and rubric are found in appendices A and B, respectively.

When the student has completed the final thesis, the supervisor assesses it on the basis of the final thesis assessment form in Appendix D. As part of this assessment, the supervisor will check for plagiarism utilizing the plagiarism checker in canvas. If plagiarism is found, contact should be made with the PPE Exam committee, and the thesis coordinator should be notified.

The final thesis is graded by a second assessor, using the final thesis assessment form in Appendix D. The second assessor guarantees an independent check of the thesis quality. Depending on thesis topic and availability, the second assessor can be selected from a different discipline than the supervisor. All supervisors will be second assessors for the same number of theses they are supervising. In the event that a third assessor is needed, supervisors may be asked to do this as well.

**Procedure for assessment:**

1) Supervisor and second assessor complete the Thesis Assessment form (see Appendix D) independently.

2) The second assessor shares their completed form with the supervisor.

3) If the grades are the same, then this grade will be the final thesis grade.

4) If the assessments differ by two or more points or when one deems the thesis sufficient (pass) and the other not (fail), the supervisor will notify the thesis coordinator at which point a third assessor will be assigned. In this case, the final thesis grade will be the average of the three separate assessments.

5) If the assessments differ by fewer than two points, then the supervisor and second assessor should discuss what the final thesis grade should be. In the event that there is no consensus, the grade for the thesis will be the average of the two grades.

The supervisor must fill in the Final Thesis Assessment Cover Sheet (See Appendix F) indicating the independently assessed grades and, in the event of a discrepancy, either the agreed upon consensus final grade or the average final grade. In either case, a short explanation of how the grade was determined must be provided in the field “Summary of assessment”. If there was initial agreement ((3) above), this field can remain blank.

Concluding the thesis process, the supervisor sends the following files to the Thesis Coordinator:

* thesis in PDF
* final thesis assessment cover sheet (Appendix F)
* supervisor’s final thesis assessment form (Appendix D)
* second assessor’s final thesis assessment form (Appendix D)

The final assessment of the thesis is communicated to the student in an interview with the supervisor (and if possible the second/third assessor).

*Thesis Coordinator*

The role of the thesis coordinator is to monitor the thesis process, which includes updating the thesis manual. If conflicts arise between a student and a supervisor, the thesis coordinator will mediate between them (if the thesis coordinator is also the supervisor, mediation is done by the Dean of PPE). If no solution is found, the matter will be referred to the PPE Examination Board.

# Academic misconduct

At the front of the thesis, after the title page and before the table of contents, the student must state in a signed declaration of originality (see Appendix F) that he/she has written the thesis him/herself and has appropriately referred to the work of others used in it. When the completed thesis has been submitted via Canvas, a plagiarism check will be performed.

If academic misconduct is suspected, the supervisor reports the case to the Examination Board. The Examination Board will handle the subsequent procedure.

# Extensions and resit

*Tutorial*

If the tutorial receives a failing final grade, the student can resubmit a revised version of the literature review by Jun 1 at 23.59. In this case the maximum grade a student can receive for the tutorial is 6/10.

*Thesis*

If a delay in submitting the final thesis is expected due to extenuating circumstances, an extension can be requested from the PPE Examination Board at least two weeks before the final deadline. When an extension is granted, the student must coordinate with supervisor and second assessor when to submit the final version of the thesis. For administrative reasons, the supervisor must in any case be able to submit the final thesis grade on July 15th, 2021, 23.59 at the latest.

If the mark is **a fail**, then there's a possibility of a resit. Make clear agreements about this with your supervisor regarding what changes are needed in order to pass. August 15th, 23:59 is the deadline for submitting the revised thesis to your supervisor. In this case the maximum grade a student can receive for the thesis is 6/10.

***Please note***: a resit of the thesis means that it is not possible to enroll in a Dutch master's programme because a graduation statement cannot be issued in time. Depending on the date of the Graduation Day which is still being determined, participation in the graduation ceremony cannot be guaranteed.

# PPE Thesis database, John Stuart Mill thesis prize and Cum laude

PPE theses will be cataloged in the VU library’s thesis database. In order to graduate, students must upload their thesis here: <https://ub.vu.nl/en/university-library-for-students/upload-your-thesis/index.aspx> Well-motivated exceptions to this requirement (regarding thesis upload) are permitted. Please submit your motivation for opting out as an additional Appendix in the final version of the thesis that is uploaded to Canvas. Once you receive a passing grade for your thesis, please upload your thesis to the database. (Note: you may have to try different browsers if you can’t manage to upload it).

A committee installed by the dean of PPE will convene to judge the theses. The three best theses will receive the John Stuart Mill thesis prize, which will be announced and awarded at the graduation ceremony.

For cum laude an 8 for the thesis is required.

# Appendix A: Literature review Assessment Form

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Assessment criteria | -- | - | -+ | + | ++ | Explanatory notes |
| 1. Article selection (10%) |  |  |  |  |  |  |
| 2. Synthesis (40%) |  |  |  |  |  |  |
| 3. Five (5) annotations in bibliography (25%) |  |  |  |  |  |  |
| 4. Language use and style (25%) |  |  |  |  |  |  |
| Final grade: |  |

A more detailed explanation of each criterion can be found in the Literature Review Grading Rubric in Appendix B.

In each column, please enter a numerical score that falls within the range indicated in the rubric below. The weights for each category are just an indication.

# Appendix B: Literature review Rubric

Five categories:

* ++: Very good / over 8.5
* +: Good / 7 to 8.5
* +-: Satisfactory / 5.5 to 7
* -: Unsatisfactory / 4 to 5.5
* --: Very unsatisfactory / below 4

**1. Article selection**

|  |  |  |
| --- | --- | --- |
|  *(Very) Good* | *Satisfactory* | *(Very) Unsatisfactory* |
| Includes an (exceptional) variety of sources from high-quality journals and publications | Includes primary research articles from well-respected journals in the field. | Over-reliance on low quality journals and/or a few sources are not reliable. |
| All sources selected are clearly relevant to the topic. Relevance is (very) clearly articulated. | Apparent match between all sources and the topic, although perhaps not clearly articulated. | Apparent match between some sources and the topic, though some are mismatched. |

**2. Synthesis**

|  |  |  |
| --- | --- | --- |
| Summarizes and (very insightfully) cohesively synthesizes the literature information, including analysis of gaps in and/or limitations of the research. | Summarizes the overall picture obtained from the literature and synthesizes the knowledge gained. | Lacks summary or synthesis of the information, leaving each article as a stand alone piece and/or misinterprets the information and/or makes statements unsupported by the literature. |

**3. Five annotations in bibliography**

|  |  |  |
| --- | --- | --- |
| All five annotations offer (very sharp and) accurate summaries of the articles and discusses limitations or objections. | All five annotations offer accurate summaries of the articles though some don’t mention limitations or objections. | Some of the article summaries are missing or offer misleading or inaccurate summaries of the articles. |

**4. Language use and style**

|  |  |  |
| --- | --- | --- |
| Contains no spelling or grammatical errors, (demonstrates creative use of language), uses quotations and citations to enhance written narrative, and makes (smooth) transitions. Adheres to required length. | Contains few spelling or grammatical errors, uses quotations and citations appropriately, transitions included. Adheres to required length. | Contains noticeable (and distracting) spelling or grammatical errors, uses quotations and citations (very) ineffectively or inappropriately, and/or lack of transitions. Does not adhere to required length. |

# Appendix C: Tutorial Assessment Form

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Assessment criteria | -- | - | -+ | + | ++ | Explanatory notes |
| 1. Literature review (80%) |  |  |  |  |  |  |
| 2. Thesis proposal (pass/fail) |  |  |  |  |  |  |
| 3. Tutorial Participation (20%) |  |  |  |  |  |  |
| 4. Presentation 1 (pass/fail) |  |  |  |  |  |  |
| Final grade: |  |

The grade categories for the tutorial are as follows

* ++: Very good / over 8.5
* +: Good / 7 to 8.5
* +-: Satisfactory / 5.5 to 7
* -: Unsatisfactory / 4 to 5.5
* --: Very unsatisfactory / below 4

The weights for each category are just an indication.

# Appendix D: Final Thesis Assessment Form

Student name:

Student number:

Assessor:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Assessment criteria | -- | - | -+ | + | ++ | Explanatory notes |
| 1. Methodology (10%) |  |  |  |  |  |  |
| 2. Argumentation and Analysis (formal, empirical, normative, conceptual) (30% |  |  |  |  |  |  |
| 3. Discussion (30%) |  |  |  |  |  |  |
| 4. Structure (10%) |  |  |  |  |  |  |
| 5. Language use and style (5%) |  |  |  |  |  |  |
| 6. Originality (10%) |  |  |  |  |  |  |
| 7. Interdisciplinarity (5%) |  |  |  |  |  |  |
| Final grade: |  |

A more detailed explanation of each criterion can be found in the Grading Rubric in Appendix E.

In each column, please enter a numerical score that falls within the range indicated in the rubric below. The weights for each category are just an indication.

# Appendix E: Thesis Grading Rubric

Five categories:

* ++: Very good / over 8.5
* +: Good / 7 to 8.5
* +-: Satisfactory / 5.5 to 7
* -: Unsatisfactory / 4 to 5.5
* --: Very unsatisfactory / below 4

1. Methodology

|  |  |  |
| --- | --- | --- |
|  *(Very) Good* | *Satisfactory* | *(Very) Unsatisfactory* |
| The methodology is (very) innovative to the research question. . | The methodology is appropriate to the research question. | No clear methodology is used. |

2. Argumentation and Analysis (formal, empirical, normative, conceptual)

|  |  |  |
| --- | --- | --- |
| The argumentation is (very) well thought out  | The argumentation is fairly well thought out. | The argumentation is lacking or invalid. |
| The argumentation is (very) well explained using examples (chosen or devised by the student), the relevance of which is always clear. | The argumentation is explained on the basis of existing examples. | No examples are given, so the argumentation remains abstract. |
| The analysis is (very) relevant to the research question  | The analysis is sufficiently relevant to the research question. | The analysis does not relate to the research question. |
| The analysis is (fully) developed; the student sets out all stages of the reasoning and guides the reader through them. | The analysis is fairly well developed. | The analysis is incomplete, weak or non-existent. |
| If applicable, the data collection and data analysis is carried out (extremely) meticulously. | If applicable, the data collection and data analysis is carried out correctly. | If applicable, the data collection and data analysis is carried out incorrectly and with little effort. |

3. Discussion

|  |  |  |
| --- | --- | --- |
| There is a (very) comprehensive description of the implications of the results. | There is a concise description of the implications of the results  | There is no description of the implications of the results |
| The limitations of the analysis are (very) clearly highlighted. | The limitations of the analysis are sufficiently highlighted. | No limitations of the analysis are highlighted. |
| The student makes (many) explicit connections between the research findings and society. | The student makes some connections between the research findings and society. | The student makes no connections between the research findings and society. |

4. Structure

|  |  |  |
| --- | --- | --- |
| The structure of the text is (always) clear (partly as a result of including a summary, contents, titles, paragraph breakdown, empty lines, key words). | The structure of the text is sufficiently clear. | The text structure is unclear, illogical or not consistently maintained. |

5. Language use and style

|  |  |  |
| --- | --- | --- |
| The style is academic, and yet lively and appealing. | The style is academic. | The style is inappropriate for an academic paper  |
| The formulations are accurate, clear, consistent. | The formulations are fairly accurate, clear and consistent. | The formulations are careless, ambiguous or inconsistent. |
| The text is easy for the intended audience to follow. | The text is sufficiently easy to follow. | The text is impossible to follow. |
| No grammar and spelling errors | Limited grammar and spelling errors | Notable grammar and spelling errors |

6. Originality

|  |  |  |
| --- | --- | --- |
| The thesis shows an independent line of reasoning, adds to the literature and stimulates thought (and may even contain material for a publication). | The thesis shows an independent line of reasoning but is otherwise unremarkable. | The thesis reproduces the studied sources passively, without critical reflection or addition. |

7. Interdisciplinarity

|  |  |  |
| --- | --- | --- |
| The thesis develops and combines insights from at least two PPE disciplines (in a very well-integrated fashion). | The thesis, though largely monodisciplinary, explains the relevance to research in at least one of the other disciplines.  | The thesis is monodisciplinary. |

**APPENDIX F**

**Faculty of Humanities**

**Cover page for thesis assessment**

This assessment must be sent with the thesis (pdf) and assessment forms of 1st and 2nd assessors to onderwijsbureau.fgw@vu.nl.

|  |
| --- |
| **Cover page for thesis assessment (bachelor and master)** |
| Student name |  |
| Student number |  |
| Thesis title |  |
| Name of 1st assessor (supervisor) |  |
| Grade of 1st assessor (supervisor) |  |
| Name of 2nd assessor  |  |
| Grade of 2nd assessor  |  |
| Course name | PPE Thesis |
| Course code | W\_JSM\_SCR |
| Number of EC’s  | 12 |
| Final grade |  |
| Plagiarism check performed? |  |
| Date of assessment |  |

|  |
| --- |
| **Append the following documents** |
| ( ) Supervisor’s assessment  |  |
| ( ) 2nd assessors assessment  |  |
| ( ) Thesis in PDF  |  |

|  |
| --- |
| **Summary of assessment** (only necessary if grades awarded by supervisor and second assessor differ by one point or more) |
|  |

# Appendix G: Declaration of Originality

This is to certify that to the best of my knowledge, the intellectual content of this thesis is the product of my own work. I confirm that I have clearly referenced, in both the text and the bibliography, all sources used in the thesis. No data or findings in the thesis have been falsified. No content of the thesis has been used previously for other courses.

I confirm that I understand that my work may be electronically checked for plagiarism by the use of plagiarism detection software and stored on a third party’s server for eventual future comparison.

Your signature.

Your name.

Date and place.