SCIENTIFIC WRITING

Guidelines for degree-/independent projects within the disciplinary domains at first- and second-cycle levels at the School of Health, Care and Social Welfare

The School of Health, Care and Social Welfare (HVV)
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PREFACE

According to the Higher Education Ordinance, students shall develop their ability to seek and evaluate knowledge at a scientific level, follow the development of knowledge within their field and be able to exchange knowledge even with people without specialist knowledge within the field. The requirements for knowledge and evidence-based work for professions in health, care and social welfare are based on the students developing a critical, reflecting and scientific way of thinking, along with a knowledge of and the ability to apply different research methods. This is in order for students to be able to assimilate research findings in the right way with a view to developing their own professional competence.

Writing a degree project means learning to write in a scientific way. The way to write scientific texts can vary within and between different disciplines and higher education institutes, but there are nevertheless many common features.

The purpose of these guidelines is to describe a common standard for degree-/independent projects in the Public Health Sciences, Physiotherapy, Social Work and the Caring Sciences with specialisation in Nursing, at the School of Health, Care and Social Welfare (HVV) at Mälardalen University (MDH). To facilitate reading of the guidelines, degree-/independent projects will also be named essays. For the sake of simplicity the terms student/author of the essay will be used in the singular. Should special guidelines apply for more than one author in certain courses, these are stated in each respective study guide.

When working out these guidelines, previous directions for degree projects (17 January 2011 and 17 June 2008) have formed the basis, apart from the experience as supervisors and examiners of the group appointed by the School. Valuable opinions from colleagues and what is to be found in the literature within each respective subject area have also been taken into account.

The initial provisions of the Higher Education Act have also constituted an important source for the School’s guidelines. In Section 8 of the Higher Education Act (1992:1434) it is stated that “First-cycle courses and study programmes shall develop the ability of students to make independent and critical assessments, the ability to identify, formulate and solve problems autonomously, and the preparedness to deal with changes in working life” (Addendum Ordinance 2009:1037). According to Section 9, “Second-cycle courses and study programmes shall involve the acquisition of specialist knowledge, competence and skills in relation to first-cycle courses and study programmes, and in addition to the requirements for first-cycle courses and study programmes shall further develop the ability of students to integrate and make autonomous use of their knowledge, develop the students’ ability to deal with complex phenomena, issues and situations, and develop the students’ potential for professional activities that demand considerable autonomy, or for research and development work” (Addendum Ordinance 2006:173).

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## CONTENTS

1 GENERAL GUIDELINES........................................................................................................ 1

1.1 Choice of subject ........................................................................................................... 1

1.2 Progression .................................................................................................................. 1
  1.2.1 Degree project at first-cycle level........................................................................... 1
  1.2.2 Degree project at second-cycle level .................................................................... 2

1.3 Responsibility and Ethics ............................................................................................ 2
  1.3.1 The student’s responsibility ................................................................................ 2
  1.3.2 The supervisor’s responsibility .......................................................................... 3
  1.3.3 The examiner’s responsibility ............................................................................ 3
  1.3.4 Ethical review ..................................................................................................... 3

1.4 Language and writing rules ........................................................................................ 3

1.5 Layout .......................................................................................................................... 4
  1.5.1 Style sets ............................................................................................................ 4
  1.5.2 Using style sets .................................................................................................... 5

1.6 About cheating and plagiarism ................................................................................... 5

2 STRUCTURE, CONTENT AND SCOPE OF THE DEGREE PROJECT ....................... 6

2.1 Title page ...................................................................................................................... 6

2.2 Summary and Abstract ................................................................................................ 7

2.3 Table of Contents ........................................................................................................ 7

2.4 Introduction, Background and Aim ............................................................................. 8

2.5 Presentation of previous research .............................................................................. 8

2.6 Theoretical perspective ............................................................................................... 8

2.7 Methods and Materials ............................................................................................... 8

2.8 Results .......................................................................................................................... 9

2.9 Discussion ................................................................................................................... 9

2.10 Conclusions ................................................................................................................. 10

2.11 References .................................................................................................................. 10

2.12 Appendices ............................................................................................................... 11
3 ASSESSMENT AND PUBLICATION OF THE DEGREE PROJECT .....................11
   3.1 Seminar ..............................................................................................11
   3.2 Grading ..............................................................................................13
   3.3 Archiving and publishing in DiVA ........................................................13
1 GENERAL GUIDELINES

These guidelines are intended for students, supervisors and examiners in order to carry out degree-/independent projects at HVV. All essay writing shall have these guidelines as a formal basis. They can also be used to advantage in other written work during the course of studies.

For essays at first- and second-cycle level there are supplementary guidelines and information in study guides. A study guide cannot replace what is laid out in these guidelines.

1.1 Choice of subject

When choosing a topic for an essay, this topic must, at all levels, be relevant to each respective disciplinary domain. A definition of each disciplinary domain is to be found in the appropriate programme syllabus.

When writing essays the students shall learn to observe an independently critical approach. It is desirable, and also an ambition, that degree projects can be carried out in cooperation with the surrounding community. When requests about essay subjects come in from the surrounding community, it is particularly important to check that enquiries and requests are in accordance with the demands pertaining to a degree project.

1.2 Progression

In education at first- and second-cycle level there is a progression regarding the demands on a scientific approach. This means that the demands on the awareness of theory and method, and the depth of analysis are increased at second-cycle level, as also the demands on the student’s ability to pursue an argument throughout the entire essay.

1.2.1 Degree project at first-cycle level

A degree project means that the student is able to independently plan, carry out, analyse, document and present an investigation in order to apply acquired theoretical and methodological knowledge. At first-cycle level the student shall demonstrate, by a critically reflective approach, that she/he has advanced knowledge of relevant theories and models, and the ability to apply this knowledge. The student shall first of all search in national and international scientific publications relating to the problem area to be studied, clearly describe the method used in the degree project, and also draw relevant conclusions.
1.2.2 Degree project at second-cycle level

At second-cycle level the aim is for the students, apart from the requirements at first-cycle level, furthermore to acquire specialised knowledge within the disciplinary domain, and also of scientific theory and methodological approaches. Furthermore it includes critically examining, analysing and presenting one or several problems, along with being able to contrast, integrate, evaluate and argue previous research and the students’ own findings in a scientifically relevant way.

1.3 Responsibility and Ethics

When carrying out degree- and independent projects supervision is important. The supervisor shall provide support for the students in developing their capacity for working independently.

For every essay a supervisor and an examiner shall be appointed. The following formal requirements for supervising and examining are to be met:

- Degree projects at first-cycle level: for supervising at least a Master’s degree is required and for examining a Ph.D. or equivalent knowledge.
- Degree projects at second-cycle level: for supervising and examining essays a Ph.D. is required. A doctoral student approaching the end of doctoral studies or someone with equivalent competence may be appointed as a supervisor.

For every essay there is a limited time allocated for supervision. The scope and forms for this are described in the study guide.

In cases where the student, on successful completion of the degree project, wishes to publish the essay in the form of a scientific paper or similar, both the supervisor and the student shall appear as the authors.

1.3.1 The student’s responsibility

When the supervision process has begun the supervisor and the student shall come to agreement about a timetable for the studies. The student bears the responsibility for the execution of the degree-/independent project and its being completed on time. It is also the student who is responsible for continual contact with the supervisor. Further, the student is responsible that the supervisor is kept updated on the ongoing work. At the request of the supervisor or the examiner, the student shall be able to present data which form the basis of analysis. The student shall describe the need for help and support. If cooperation between the student and the supervisor is unsatisfactory for any reason, the student should turn to the course coordinator. In the same way it is the student’s responsibility, where applicable, to raise the matter with the supervisor at an early stage if cooperation with a co-author is not functioning in a satisfactory manner. In cases involving several authors, these are responsible, at an early stage in collaboration, for communicating and determining a timetable, procedure and objectives of the essay. In cases where there are several authors of
an essay, all these authors have a joint and equally large responsibility for the process, content and presentation of the work.

1.3.2 The supervisor’s responsibility

The supervisor shall support the student in developing the ability to carry out a degree-independent project. The supervisor shall, in consultation with the student, make sure that the project is clearly defined and adapted according to the level. Supervision shall be carried out in accordance with learning objectives and assessment criteria. It is the supervisor who makes an assessment that the project can be discussed in a final review. If a student demands to be examined against the supervisor’s recommendation, the supervisor’s responsibility for the project will cease. The supervisor’s assent to the final review does not mean that the essay is approved. In general, the supervision process ceases with the final review.

1.3.3 The examiner’s responsibility

It is the examiner who determines the final grade of an essay based on the current assessment criteria. If a supplementary qualification is required in connection with a final review, a written document stating what the student is required to do for the project to be approved is to be submitted to the student and a copy of this assessment to the supervisor. The date for completion of this supplementary work is to be decided at the final review or in accordance with the guidelines in the study guide. The examiner shall consult with the supervisor regarding the assessment. At the final review the examiner has the ultimate responsibility for its being conducted in a professional way. Apart from the usual formalities this means that criticism is given in an objective way by the student reviewer in such a way that the final review is regarded by the author of the essay as being constructive. Public examination and defence shall be approved by the examiner.

1.3.4 Ethical review

In the case of an empirical study, the student shall, prior to collection of data, make a self-rated research ethics assessment and discuss this with the supervisor. More detailed guidelines are stated in each respective study guide.

1.4 Language and writing rules

The essay is to be written in clear and correct language. Spelling, sentence structure, punctuation and paragraphing are to follow the accepted standards. Abbreviations shall be recognised and used only sparingly. Abbreviations pertaining to names or similar shall always be explained on their first appearance.

The student is responsible for the language being correct, and students who have writing difficulties are urged to contact those responsible for such matters at MDH. It is also
important that the student at an early stage learns the advantages of word processing, e.g. the spell check program. The university also offers writing support in English at KLOKverkstan - the Academic Skills Centre at MDH, www.mdh.se/student_pages/klok/writingsupportenglish, where some excellent English websites are available.

1.5 Layout

A template has been produced for the design of a degree project with regard to layout, and this is to be found on www.mdh.se/hvv/student_pages/thesis_work. The author of the essay writes directly into this template right from the start, which facilitates the actual writing process.

The degree project template is built up of style sets. Each style set is linked to a certain type of text (different headings, quotes, running text etc.). This means that the layout in the degree project will be correct. Furthermore, there is no more need to wonder about which font, size, line spacing etc. to use. This is because these are included in the style sets. Another additional advantage is that the table of contents will be correct when each respective headline is given the corresponding style set.

1.5.1 Style sets

Fonts, sizes, line spacings between the different styles accompany the style sets. This applies to all style sets.

The following style sets are available for use:

- Normal: This is the style set for the actual body text, that is to say all the running text.
- Heading 1: This is the heading for the main chapter, i.e. the highest level of headings. This is automatically numbered in headings.
- Heading 2: Heading 2 is the first heading level under the main chapter. This is numbered with the same number as its chapter, along with a digit in sequential order.
- Heading 3: This is the lowest heading level, and this is also numbered. As heading level 3 it receives the numbering x.x.x, where the first two x’s refer to the chapter number and the number of Heading 2 respectively.
- Heading 4: This heading is used only for the heading of the reference list. It looks like Heading level 1, but it starts automatically on a new page and lacks heading numbers.
- Appendix: This style set used for the headings of each appendix.
- List of Appendices: In the table of contents the appendices are not listed automatically, since they should not have page references there. Instead the list of appendices must be written in manually, directly under the table of contents. Once this is done they are marked and the Appendices style set is selected.
• Bulleted list: To make a bullet list, mark the paragraphs to be bulleted and select the Bullet list style set. In this way a suitable distance between the bullets is obtained.

• Figures and pictures: Descriptions for figures and pictures are placed under them. Use the Caption format. The word “Caption” and its number are in italics, which the author has to do personally, whereas the heading itself is in non-italic script.

• Reference list: This style set is used only in the Reference list chapter. It is used for all the entries, which means that each paragraph has hanging indentation.

• Table: For tables the Table heading style set is used for the table heading, which is placed above the table itself. The word “Table” along with its number must be written by the author personally in italics, whereas the heading itself is in non-italic script.

• Quote: The quote format means that the text becomes somewhat smaller than the body text, and an indent is made from the left.

1.5.2 Using style sets

This is how style sets are produced to have them easily available when the report is being written.

Office 2010:

1. The style sets are under the Start menu in the Format group.
2. In the lower right-hand corner, just below the two As, is a little arrow.
3. Click on this and a narrow window with all the style options will appear. It is these style sets that are to be used.

Office 2007:

1. Click on the menu tab Home (Start).
2. Go to the area Style (Style set).
3. Click on the strip arrow below the scroll bar to the right of the four style boxes.

To use a style set, the text to be formatted is marked and then clicked on the actual style set. In the degree project template there are short descriptions of each respective style set, along with examples of how they are to be used. Guidance is also given here for how the table of contents is updated and how section breaks are inserted. The latter is necessary if appendices are to be included.

1.6 About cheating and plagiarism

Cheating is about misleading the examiner when a student’s efforts are to be assessed, and leads to serious consequences in the form of disciplinary measures. Plagiarism is a form of cheating which involves presenting someone else’s work as one’s own. The author shall
mainly use his/her own wording when writing the text; if other authors’ texts are used verbatim, they must be written as quotations. Sources must always be stated. Books and articles must be function only as a basis for argument. All the literature that the author of the essay makes use of must thus be clearly presented, as a reference or as a quotation. It is not enough to change a few words or verb tenses for it to be counted as a new text. As a student, one must write in one’s own way and not in anyone else’s. On suspicion of plagiarism the teacher is obliged to report this to the Disciplinary Board.


2 STRUCTURE, CONTENT AND SCOPE OF THE DEGREE PROJECT

The structure of a degree project can differ between different disciplinary domains. Below are presented guidelines on common content in degree projects for all disciplinary domains within HVV. Above these, supplementary guidelines on the structure and content of the project may be added to their respective study guides.

The distribution between the various sections of the essay may vary depending on the nature and content of the essay. A suitable distribution between the parts of the essay comprise an introduction, previous research, theoretical frame of reference/interpretation, along with method and empirical material is equivalent to 50 per cent and the remaining 50 per cent is used for the presentation of results, discussion and conclusions.

The scope of the essay is ca. 10,000 words at first-cycle level, excluding cover page, literature lists and appendices. For second-cycle level the scope is described in each respective study guide.

2.1 Title page

The title page of the degree project is included in the template. On the title page of the degree project’s seminar version, MDH’s logotype shall not be included; it is easily deleted by clicking on the logo and then clicking the Delete button. However, the logo must be pasted in again for the final review. Get out the template for the degree project again (it is on www.mdh.se/hvv/student_pages/thesis_work), click on the logo, copy and then paste in on the title page of the completed essay.
If any principal’s logotype is to be included, it is placed on a horizontal row on the right of MDH’s logo. In other words MDH’s logotype is to be placed on the far left. If a picture is to be included on the title page, this is placed between the author’s name and the footer.

In general, the rule is that all text within square brackets, [ ], must be deleted, including the brackets, and replaced by the required text. Below follow clarifications of the headings that are to be filled in.

**Author:** Here the author’s given name and family name are stated. If there are several authors, these are entered in alphabetical order of the family name. Separate with a new line.

**Principal:** If an external party is a principal for the degree project, their name and organisation are filled in here. If there is no principal, this line is deleted.

**Level:** State whether Second-cycle level or First-cycle level.

**Higher education credits:** Write the number of HE credits for the degree project, including the expression “higher education credits” in full.

**Date:** On the title page of the seminar version of the degree project is written the date of the final review. On the title page of the final review of the degree project is written the date of the final approval by the examiner. This is also the date which will be registered in LADOK.

(**Assistant supervisor:** Any assistant supervisor(s) for the degree project must be specified under a separate heading in a line directly below “Supervisor”. If there are several assistant supervisors, these must be entered in alphabetical order of the family name.)

### 2.2 Summary and Abstract

The summary shall consist of a maximum of 200 words and contain parts of the work in its entirety. Four to six keywords must be stated to highlight the core content. The keywords are not to be included in the title. An English version with the title “Abstract” shall be included on a separate page. Both the summary and the abstract shall appear before the table of contents.

### 2.3 Table of Contents

The table of contents is already included in the template for the degree project. By using the correct style sets, Heading 1 for each new chapter etc., the table of contents will be correct. What is required is that the table is updated as and when necessary. A description of how to go about this is included in the template. Moreover, a list of any appendices must be inserted manually. In this case too there are guidelines for how this is done.
2.4 Introduction, Background and Aim

In the part of the degree project that constitutes the background, information is presented which gives an understanding of and background to the aim of the degree project. The background shall be relevant to the subject and lead towards a clear formulation of the aim of the study. The aim and problem area shall relate to research within the chosen field. The aim can be subdivided into concrete questions, each of which must be answered in the paper. The questions must be relevant to the aim and in accordance with the method chosen. The introductory section shall be divided into subheadings, and core concepts shall be described or defined with references.

2.5 Presentation of previous research

Previous research, which consists of scientific papers, may be presented individually or grouped according to theme or content, with clear references for each respective study. By this presentation the student shall demonstrate the ability to summarise and present previous research in a scientific way. It could, for example, be a matter of showing the ability to contrast and make comparisons between findings from different studies, and in doing so to obtain a clear basis for further problematisation. This section may be concluded by a short reflective summary in which a connection is made between the project work and previous research. Scientific papers are, in principle, articles and Ph.D. theses scrutinised by assessors. For second-cycle level, contrasting and comparisons with findings from previous research constitute arguments for the student’s own description of the problem. The scope of the project is stated in the study guide.

2.6 Theoretical perspective

The choice of models and theories is adapted to each respective academic subject area. More detailed information is given in the study guide and in conjunction with supervision.

2.7 Methods and Materials

The aim and problem questions have a decisive importance to the choice of scientific theory specialisation, design and methodological approach. Generally it can be said that the method section shall, in a clear and concrete way, describe and make it possible to understand how the study is structured and carried out. The method description shall focus on how the method has been applied in the actual study. Methodological considerations shall be supported by references. The method description is important to be able to assess reliability and to understand how and why the student has collected his/her empirical material and also how the analysis was carried out.
The method section shall contain the choice of method, selection, collection and processing of data, and analysis along with a research ethical standpoint. The method description is important to be able to assess the reliability of the study (compare validity and reliability). Interview guides, covering letters, questionnaires and other instruments used in the study shall be enclosed as appendices.

Where appropriate, any falling off should be reported and in cases where a falling off analysis is needed, this too is presented under the method section or alternatively under the method discussion. When systematic studies of literature are made, keywords and databases shall always be presented as well as reasons for the selection of data upon which the analysis is based.

The size and scope of the data may vary depending on the type of quality in the selected sources and are ultimately decided upon in consultation with the supervisor. For more specific details, see the relevant study guide.

2.8 Results

The results shall be presented in accordance with the method selected and answer the aims and questions posed in the degree project. One way is to answer one question at a time. Another way is to present the results in the form of themes which taken together contribute towards answering the questions. By all means use quotes, tables and figures. For more specific details of ways of presenting results, see the relevant study guide.

2.9 Discussion

There can be different ways to present the discussion. One of the most common ways is to begin by stating the aim and questions of the study, along with a short summary of the result without repeating what is presented in the previous section. Thereafter follows a result discussion, a method discussion and an ethical discussion. Regardless of how this section is presented it is important that the student, as a result of the argumentative process, arrives at an answer to the aim and questions of the essay. If the student has arrived at an answer to these, what is it? If the student has not succeeded in getting an answer to them, why not?

In the result discussion, the most important findings in relation to the aim and questions of the study are discussed. The student’s own result is discussed and placed in a broader context in relation to the previous research and the theoretical starting points or the theoretical frame of reference that has been presented. For example, similarities and differences can be brought out, but the focus shall be on the student’s own result. The author should mention how the results could be put into practice and any implications at societal level when possible.

In the method discussion, the quality of the study is discussed from a self-critical standpoint. Does the study investigate what it sets out to investigate? What are the weaknesses and
strengths of the method chosen? Could other methods have been used? The study is reviewed and discussed on the basis of different quality criteria (for example validity, reliability, generalisation and transferability) and concepts encompassed in the methodological approach.

Research ethical views of the completed study are discussed. Furthermore, if the study gives rise to ethical reflections, this should be pointed out. If no ethical problems have arisen, it will suffice to state this.

2.10 Conclusions
All essays shall be concluded by a section that describes the conclusions the author has drawn from the results. These are related to the aim of the essay, to how the aim has been fulfilled and to how each question has been answered. Further, conclusions are drawn on what significance the results may have. Everything mentioned in the conclusions must be based on the results of the study. The section shall be concluded with the author’s own views on the need for further research or development work. The section should not exceed one half of an A4 page in length.

2.11 References
The reference list shall contain the literature the student has used as source material in the essay. When constructing the reference list and citing references in running text, the APA system shall be used. The heading “References” shall begin on a new page and numbered not with the heading number but with the pages numbered in consecutive order. References to literature shall appear in both the running text and in the reference list at the end of the essay. In principle, the student shall avoid the use of notes and footnotes. References are important for the essay text to be “transparent”, i.e. that it shall be apparent what the author of the essay bases his/her assertions and ideas on. The references shall be easy to find if anyone wishes to read the same book or article that the author of the essay has read. Therefore some different, but very strict sets of regulations have been developed for how references are to be cited.

At HVV we have decided that the APA style shall be used as a reference system in essays, examination assignments and other written assignments.

The APA style has been drawn up by the American Psychological Association and is used worldwide in scientific journals. The APA style contains not only a reference system but also a number of other recommendations for how a scientific report is to be written.

The student can find information about the APA style at MDH: www.mdh.se/library/search/databasesindexpage/referencing and on the internet: www.apastyle.org; http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style.
2.12 Appendices

The appendices referred to by the student, for example interview guides or policy documents, and only briefly mentioned in the text, along with other relevant material, should be included in the “Appendices” section. The appendices shall be listed in the table of contents with a heading stating the content of the appendix. If there is more than one appendix, each one is designated by a letter in consecutive order (in the order they are referred to in the text). If there are more than two pages, each appendix is page numbered separately.

2.13 Back cover

The template for the degree project contains a back cover with the University’s logotype and contact information. For this page to actually end up as the last page the total number of pages in the essay must have an even number (which includes the title page, table of contents etc.). This means that before the seminar version and final review respectively are printed it may be necessary to insert a blank page before the back cover.

To insert an extra page in front of the back cover, a section break must be inserted. How this is done is explained in the template in connection with the insertion of several appendices.

3 ASSESSMENT AND PUBLICATION OF THE DEGREE PROJECT

When the essay is finished it shall undergo assessment in a final review, graded and thereafter published.

3.1 Seminar

When the supervisor has provided clearance for the essay to be discussed in a final review, the student prepares the essay in the form of a PDF document. This is submitted in accordance with the guidelines for submission prior to the final review as stated in the relevant study guide. For courses using Urkund or the equivalent there are special routines which are laid out in the study guide. It is the student’s responsibility as author of the essay to ensure that the essay arrives at the right time and to the right persons at the right addresses.

At the final review the degree project is discussed by one or two reviewers, usually other students. An examiner reviews how the seminar has been conducted regarding the public discussion and defence of the degree project. The examiner further gives opinions about revisions of the paper. The final review is arranged within the framework for each course on
three occasions (one ordinary and two extra seminar times) and the times are described in more detail in the appropriate study guide.

The student reviewer is appointed by the course coordinator/administrator who informs the reviewer as well as the author of the paper and the examiner. The content and carrying out of the review process constitute an important part of the student’s study performance.

The final review is led by the examiner and the review process is in brief conducted in the following way:

- The author of the essay is given the opportunity to correct and clarify. No details shall be mentioned, only more overall aspects. Where necessary the author writes an “errata list”, i.e. a list of writing and language errors in the essay, and distributes this at the final review to the student reviewer, examiner and the audience.

- The student reviewer or the author of the essay (in accordance with the guidelines in the appropriate study guide) summarises the essay. The summary shall be done in such a way that even a person who has not read the essay gets a general idea of the content of the essay.

- The student reviewer makes a critical analysis and asks open questions on the content of the essay. During this process the student reviewer should observe how the author has worked on the parts that should be included in the essay according to the guidelines on the structure of the essay. The author shall be given the opportunity to respond to the student reviewer’s comments and questions. A constructive discussion between the author and the student reviewer is the hallmark of a good review.

- The review session is concluded by the seminar participants being given the opportunity to ask questions and give opinions to the author. The examiner also makes comments and concludes the seminar.

The time given for each review is limited and will be stated in the timetable for the appropriate final review. Since the review time is limited, it is important to concentrate the discussion on the most important aspects and avoid getting stuck on the details. As a student, the reviewer shall have studied the essay carefully and have summarised in writing his/her comments, which shall be submitted to the examiner before the final review.

The final review and the critical analysis is a part of the work process and shall lead to further improvement of the essay. The final review is an educational situation which shall imply a critical scientific examination of the essay.

Formal errors (for example spelling errors, references and misplaced modifiers) are not particularly interesting for the other seminar participants but certainly for the author of the essay. The student reviewer can therefore hand over a list of these to the author and does not need to mention this at the seminar.

The author’s public defence of the essay is an important part of the seminar, that is to say to listen, take in and learn from the criticism and the suggestions for improvement that are given. This also involves defending, explaining and justifying what has been done insofar as the author considers the student reviewer to have erroneous views. The examiner may
intercede and correct erroneous statements or contribute knowledge as necessary during the course of the review.

Where necessary, further guidelines on public examination are described in the study guide.

## 3.2 Grading

In each study guide the criteria for both the Pass (G) and, if applicable, the Pass with Distinction (VG) grades are stated. The grading criteria are to be found in the study guide.

At a request for review of a grade decision, the University's “Rules and regulations for first cycle and second cycle assessment” are applied. According to these rules and regulations, a grade decision may not appealed against by law, which means that the student cannot request a higher authority to make a new assessment of the examiner’s decision. However, the student has the right to request a review, which in turn means that the examiner will make a new assessment of the decision. A student who wishes to have her/his grade reviewed shall provide written arguments as to what she or he regards to be incorrectly assessed and submit these to the examiner.

See [www.mdh.se/polopoly_fs/1.3041!Examinationsdokumentet_2009_07_14_eng.pdf](http://www.mdh.se/polopoly_fs/1.3041!Examinationsdokumentet_2009_07_14_eng.pdf) for further rules and regulations for first cycle and second cycle assessment at Mälardalen University.

## 3.3 Archiving and publishing in DiVA

When the essay has been graded the student shall submit a copy to HVV's student reception for archiving in paper format. Once the grade is registered, the student is urged to choose to publish the essay electronically in DiVA (Digitala Vetenskapliga Arkivet). Either the whole essay can be published in full or just a summary and abstract.

To publish the essay electronically, the author of the essay goes in to [www.mdh.se/library/services/electronicpublishing/studenttheses](http://www.mdh.se/library/services/electronicpublishing/studenttheses) where there are detailed instructions on what to do. If the essay has been written by two authors, it is only one of them who shall log in and register the essay. When the essay is to be published in full it shall be enclosed in PDF format. By registering the essay in the DiVA system, it will be disseminated by being electronically available to others interested in the subject area dealt with.

For essays written in courses where two or more higher education institutes cooperate, specific guidelines may apply regarding publishing in DiVA and archiving.