

ADDITIONAL RULES AND REGULATIONS OF THE PSYCHOLOGY BOARD OF EXAMINERS AS REFERRED TO IN SECTION 7.12 OF THE HIGHER EDUCATION AND RESEARCH ACT.

- SECTION 1 – STRUCTURE AND AUTHORITY OF THE BOARD OF EXAMINERS
- SECTION 2 – THE CRITERIA
- SECTION 3 - ORGANISATION OF SUPERVISION AND COACHING WITHIN THE DEPARTMENT OF PSYCHOLOGY
- SECTION 4 – REGISTRATION OF STUDENT PROGRESS
- SECTION 5 - REGISTRATION OF EXAMINATIONS AND EXAMINATION COMPONENTS
- SECTION 6 – SUPERVISION AND COACHING DURING THE FIRST AND SECOND YEAR
- SECTION 7 – PERFORMANCE- AND CREDIT-RELATED GRANTS AND LOANS
- SECTION 8 – DISABILITIES/FUNCTIONAL DISORDERS
- SECTION 9 – COURSE REGISTRATION
- SECTION 10 – ORDER AND CONDUCT DURING STUDY ACTIVITIES
- SECTION 11 – REGISTRATION FOR EXAMINATIONS
- SECTION 12 – EXAMINATION DATES AND TIMES
- SECTION 13 – REGULATIONS FOR THE CONDUCT OF EXAMINATIONS AND CLASS DISCIPLINE
- SECTION 14 – QUESTIONS AND ASSIGNMENTS
- SECTION 15 – ALTERNATIVE EXAMINATION FORMATS
- SECTION 16 – ASSESSMENT OF EXAMINATIONS
- SECTION 17 – INTERNSHIP AND THESIS
- SECTION 18– RESITS
- SECTION 19 – ACADEMIC FRAUD
- SECTION 20 – THE FIRST-YEAR CERTIFICATE AND THE FIRST-YEAR EXAMINATION TRANSCRIPT
- SECTION 21 – THE BACHELOR’S DEGREE: DEGREE CERTIFICATE AND DEGREE TRANSCRIPT
- SECTION 22 – THE MASTER’S DEGREE: DEGREE CERTIFICATE AND DEGREE TRANSCRIPT
- SECTION 23 – DATE OF COMMENCEMENT
- APPENDIX 1 – REGULATIONS FOR AWARDED FINAL GRADES
- APPENDIX 2 – ROUNDING RULES
- APPENDIX 3 – PROCEDURES EXAMINATIONS
- APPENDIX 4 – GENERAL GUIDELINES FOR INTERNSHIPS AND RESEARCH IN THE MASTER’S DEGREE PROGRAMME

I BOARD OF EXAMINERS

SECTION 1 – STRUCTURE AND AUTHORITY OF THE BOARD OF EXAMINERS

1. The Board of Examiners consists of five members from the five sections.
2. The Board of Examiners has the following responsibilities and authority:
 - a) The Board of Examiners puts forward provisions to the faculty concerning the Teaching and Examination Regulations, including annual amendments of the appendices; it ensures compliance with the regulations.
 - b) The Board of Examiners makes recommendations regarding the Additional Rules and Regulations to the Department and ensures compliance with these rules and regulations.
 - c) The Board of Examiners takes decisions on atypical study programmes (e.g.: exemptions; flexible degree programmes, etc).
 - d) The Board of Examiners supervises the regulations for examination requirements and procedures.
 - e) The Board of Examiners functions as the primary arbitration board where conflicts over examinations, examination requirements or curricula exist.
 - f) The Board of Examiners issues study advice for first-year students in accordance with statutory provisions on study advice.

SECTION 2 – THE CRITERIA

The Board of Examiners or the examiner will use the following criteria as guidelines, and will weigh up the importance of each criterion in turn:

- 1) to maintain quality requirements and selection requirements regarding final examinations and examinations;
- 2) efficiency requirements including:
 - to limit the time lost by students in preparing for an examination, as much as possible;
 - to induce students to cease with their studies if they are unlikely to pass their examinations or final examinations;
 - to protect students who plan to take on too large a study load;
 - to treat students who have fallen behind with their studies as a result of circumstances beyond their control with a proper degree of leniency.

II Study supervision

SECTION 3 - ORGANISATION OF SUPERVISION AND COACHING WITHIN THE DEPARTMENT OF PSYCHOLOGY

- 1) In September, every student is assigned a university supervisor or mentor. Each tutor/mentor group has 12 students, and the tutor/mentor will have an introductory meeting with each individual member of the university supervisor group in September.

- 2) There will be 12 university supervisor group meetings throughout the course of the year. In these meetings, four issues that are important for the successful completion of a university degree programme will be discussed: studying, planning experiments, giving presentations, and writing essays. The topics and assignments dealt with in university supervisor group meetings are closely related to the courses that students are taking at that moment. The assessment of the university supervisor group performance will be based on the assignments handed in and the contribution to the discussions during the university supervisor group meetings.
- 3) In addition to the above there will also be the opportunity to discuss study results and any problems students may encounter. In the event of the latter, the university supervisor will schedule individual meetings with the student concerned.
- 4) The courses of the degree programme are scheduled in such a way that the first examinations take place in October. This means that students will receive feedback and will learn about the requirements of the degree programme at an early stage of their studies. The second examination round is in December, giving students the opportunity to resit examinations. The study results obtained will form the basis of the progress advice in January.
- 5) Throughout the first year, information will be collected with regard to the students' study progress. Individual meetings will be scheduled with students and tutors and/or study counselors three times a year, in which the student receives study advice, based on the information regarding study progress.

SECTION 4 – REGISTRATION OF STUDENT PROGRESS

- 1) Psychology students do not receive any form of evidence after taking an examination. Instead, students can view their exam results via the computer system.
- 2) Students may request an overview of their academic results from the Student Information Desk.
- 3) Full-time first-year students receive an overview of academic results three times, with a view to the binding study advice.
- 4) Part-time students (during the first two years of the course) receive an overview of their academic results three times, with a view to the binding study advice.
- 5) If results attained do not appear in the overview via U-Twist within three weeks, the student is advised to check the reason for the omission or omissions. In most cases the results were probably not handed in yet by the university supervisor at the Student Information Desk. In such cases it is sufficient to check regularly. If the result is for a test or examination taken some time ago, it is recommended the student contact the university supervisor or lecturer. Some courses are completed in parts for which the student is tested in stages, and each stage must be passed before the final result is awarded. In that case the results of the course cannot be processed by the Student Information Desk until each stage has been completed.
- 6) If electives are attended in another department of the University of Leiden, the results are automatically passed on to the administration office of the Department of Psychology. If a student takes an option at another institution or abroad, it is their own responsibility to ensure that an authentic and signed document is produced in evidence at the Student Information Desk. If a student attends a course in another country it is advisable, prior to leaving the country, to make agreements about the assessment of the course component(s) taken abroad.
- 7) Examinations are dated the same day they are sat. Written work is dated on the day the work was formally approved;
- 8) The lecturer publishes the examination results within 21 days after the examination date;

- 9) The lecturer publishes the assessment of written work within 21 days after the work is handed in, provided the work is handed in within the term prescribed by the lecturer;
- 10) Where a student is required to correct work, the lecturer will advise the assessment of the corrected version within 2 weeks after receiving the corrected work;
- 11) For course components for which examinations are taken in stages, different examinations that form part of a larger examination or examinations assessed in conjunction with other written work, no credits are registered until the entire course component has been assessed as sufficient. Exceptions may apply.

SECTION 5 - REGISTRATION OF EXAMINATIONS AND EXAMINATION COMPONENTS

- 1) The Board of Examiners, in this case the Department's Office, is responsible for the registration of the results of examinations and examination components. The secretary is also responsible for the registration and issuing of degree certificates to students.
- 2) No information on registered details, with exception to those concerning degree certificates issued, will be given to anyone except the student, the student counsellor, the head of the department's office, and the director of studies of the section, the appropriate authorities and the Examinations Appeals Board. It is possible to differ from the provisions in subsection 13.1 above with permission of the student.

SECTION 6 – SUPERVISION AND COACHING DURING THE FIRST AND SECOND YEAR

General provisions regarding full-time students

- 1) Throughout the academic year, each (full-time) first-year student receives study advice at five intervals, i.e.:
 - a) Preliminary study advice (late January)
 - b) Progress advice (before 1 June)
 - c) Progress advice (no later than by the end of August). A student receives a negative study advice if he/she has achieved less than 40 credits in the first year of enrolment (before 31 August) for the first-year examination, and if he/she has passed none of the three Research Methods and Technique courses. A negative study advice is binding. If the student has met the requirements obliged in the first year, this advice is also the final advice.
 - d) Progress advice (may second year)
 - e) Final advice
- 2) The study advice is binding; if the binding study advice is negative it is not possible to continue the degree programme at the University of Leiden.
- 3) A student who requests to be deregistered before 1 February of the first year of registration receives no study advice. This student may enrol again in the same programme, the next academic year.
- 4) Under certain circumstances a study advice may be postponed or the Board of Examiners may, by applying the hardship clause, refrain from issuing a negative advice. A final study advice can be appealed against. More information is contained in the Student Charter.

General provisions regarding part-time students.

- 1) Throughout the academic year, each (full-time) first-year student receives study advice at three intervals, i.e.:
 - a) Preliminary study advice (in May, the first year of enrolment)
 - b) Progress advice (in May the second year of enrolment)

- c) Progress advice (no later than by the end of August of the second year of enrolment). A student receives a negative study advice if he/she has achieved less than 40 credits in the first year of enrolment (before 31 August) for the first-year examination, and if he/she has passed none of the three Research Methods and Technique courses. A negative study advice is binding. If the student has met the requirements obliged in the first year, this advice is also the final advice.
- d) Progress advice (January third year of enrolment)
- e) Final advice. A student receives a negative study advice if he/she has achieved less than 40 credits in the first year of enrolment (before 31 August) for the first-year examination, and if he/she has passed none of the three Research Methods and Technique courses. The study advice is binding;
 - 2) If the binding study advice is negative it is not possible to continue the degree programme at the University of Leiden.
 - 3) A student who requests to be deregistered before 1 February of the first year of registration receives no study advice. This student may enrol again in the same programme, the next academic year.
 - 4) Under certain circumstances a study advice may be postponed or the Board of Examiners may, by applying the hardship clause, refrain from issuing a negative advice. A final study advice can be appealed against. More information is contained in the Student Charter.

SECTION 7 – PERFORMANCE- AND CREDIT-RELATED GRANTS AND LOANS

- 1) De Student Information Desk of the Department of Psychology must report at the end of the academic year, before mid-October, which students, to whom the regulations apply, have not met the requirements of the performance-related grant or credit-related grant. Students who have not met the requirements will be so informed in September by means of a written notification sent to their home address and will be given the opportunity, before a date advised on the notification, to submit any missing academic results or inform the Student Information Desk of any incorrect information recorded.
- 2) Students who discontinue their studies in the first year of enrolment in university or higher education before 1 February and have the payment of their student grant discontinued, do not have to pay back the performance-related grant.
- 3) In the event that an examination that has already been passed, is taken for a second time, the second examination will not be taken into account in respect of performance- or credit-related grants and loans; course components for which credits have been awarded may never be included in the calculation of the number of credits obtained twice.

SECTION 8 – DISABILITIES/FUNCTIONAL DISORDERS

- 1) Wherever reasonable, possible and not in conflict with the academic objectives, students with a disability or chronic illness are offered the opportunity to adjust their study programme in accordance with their limitations.
- 2) The Board of Examiners decides for every educational component of the programme, in cooperation with the concerning staff, which adjustments are reasonable and achievable.
- 3) In order to make use of the option of an alternative examination format the student has to consult the student counsellor. After approval of the student counsellors the student has to announce at the Student Information Desk what exam is going to be taken under this alternative conditions. This is to be done not later than one week before the examination. If the student fails to announce his wish for an alternative examination, the possibility of an alternative examination for this date expires. The announcement does not replace the internet-registration for examination (see section 11).

III PROCEDURES REGARDING ENROLMENT FOR COURSES AND EXAMS

SECTION 9 – COURSE REGISTRATION

- 1) Students must register for courses in the second and subsequent years through U-Twist, within the registration period stipulated by the department. Only students who have registered in time have the right to attend courses.
- 2) Courses which are not compulsory for certain degree programmes may have a limited number of participants. Students will be admitted according to their order of registration.
- 3) There is one registration period for the entire year only, in which students can sign up for courses.
- 4) Students who are not registered for a course are not allowed to attend that course. Marks will not be recorded on the student transcript (list of marks).
- 5) In exceptional circumstances the student counsellor has the discretion to permit a student to register for a course after the regular registration for the course has closed, in consultation with the lecturer concerned. The Student Information Desk [*Onderwijsbalie*] will issue a new participants list. Only students on the participants list may be given marks for the course concerned.
- 6) Course registration is separate from examination registration. Students registered for a course are not automatically registered for the examination. In other words, students wishing to sit a course examination must register for that examination even though he or she has registered for the course itself.

SECTION 10 – ORDER AND CONDUCT DURING STUDY ACTIVITIES

- 1) Once the study activity has begun, no more students are admitted to the hall or room. The lecturer will advise at the first meeting whether or not account is to be taken of an ‘*academisch kwartiertje*’, i.e. whether or not the study activity will start fifteen minutes later than indicated on the original timetable.
- 2) A student who must leave the lecture room prior to termination of the study activity for an extraordinary reason must request permission to do so from the lecturer. In all other cases it is not permitted to leave the room prior to termination of the activity.
- 3) Rules 1 and 2 also apply to the entering/leaving of the lecture hall or room before or after a break.
- 4) It is not permitted to consume any beverages or foods in the hall or study room.
- 5) During a study activity it is not permitted to be engaged with any activity bearing no relation to the study activity (e.g. reading newspapers, making phone calls, listening to music, etc.).
- 6) Mobile phones and the like must be switched off during all study activities.
- 7) It is not permitted to behave in a disruptive manner or obstruct the lecturer in performing his/work, or hindering other students in participating in the study activity (e.g. chatting, moving about the room, and so on.)
- 8) With regard to compulsory course components students are obliged to participate and behave in accordance with the rules of conduct described above. With regard to non-compulsory course component students are free to choose whether or not to attend. If they choose to attend, students are obliged to observe the rules of conduct described above. The lecturer may remove a student, who does not abide by the rules, from the activity. If a student has been removed twice they may be expelled from the activity for the remainder of the academic year. In that case the student will not be able to earn credits for the activity concerned.

SECTION 11 – REGISTRATION FOR EXAMINATIONS

- 1) Students must register for each examination they want to take. Students are not allowed to sit an examination without being registered. It is possible to register up to one week before the examination takes place: i.e.: if the examination is to be sat on a Monday, then registration must have taken place by the previous Monday. Final registration dates can be found on U-Twist. It is not possible to register after these dates.
- 2) Students must register for examinations through U-Twist. Otherwise, students may register by post (postal date stamp) or by sending an e-mail (ONPSY@FSW.LEIDENUNIV.NL) to the Student Information Desk. Students may only register by telephone in cases of sickness or exceptional circumstances beyond their control.
- 3) In case the student didn't register one week in advance of the exam, there will be the possibility to register for €20,-. This paid registration can be done at the Student Information Desk until two working days in advance up till exactly 12.00 am.

Day of Exam	Paid registration possible until
Monday	Thursday 12.00 am
Tuesday	Friday 12.00 am
Wednesday	Monday 12.00 am
Thursday	Tuesday 12.00 am
Friday	Wednesday 12.00 am

- 4) Late withdrawal or non-appearance at an examination for which the student has registered will result in the student being unable to register for next examinations, unless a statement of absence due to circumstances beyond the student's control has been issued by one of the student counsellors before or after the examination, or unless the student reimburses the cost of reserving a place for said examination.
- 5) Students who have already registered for, but subsequently decide not to sit an examination, may withdraw up to one week before the sitting. Students can cancel their registration via U-Twist, or in writing to the Student Information Desk.

SECTION 12 – EXAMINATION DATES AND TIMES

- 1) Written examinations are to be held at dates and times which have been established at least two months beforehand by the Board of Examiners.
- 2) The intended dates and times referred to in section 2.1 should be reported to the Student Information Desk [*Onderwijsbalie*], in order for these to be announced to students in a timely fashion.
- 3) Oral examinations are to be held at a date and time which has been agreed upon by the student and the examiner or examiners.
- 4) Sections 2.1, 2.2 and 2.3 also apply to examinations other than written and oral examinations.

SECTION 13 – REGULATIONS FOR THE CONDUCT OF EXAMINATIONS AND CLASS DISCIPLINE

- 1) Examination marks of students who have not registered with the Student Information Desk or are not listed on the examination candidate list will not be recorded on the students' progress reports or students' transcripts.

- 2) It is the responsibility of the Board of Examiners to ensure that invigilators are always present during written examinations, in order to oversee the correct procedures. Only staff who is appointed by the university may invigilate.
- 3) Candidates must provide proof of registration at the examination, in the form of an e-mail message from U-Twist, so that the Board of Examiners can authenticate it against the university register. Candidates may be required to show valid identification.
- 4) Candidates must comply with the instructions of the Board of Examiners and/or the lecturer responsible at all times, i.e. candidates must comply with instructions published prior to the start of the examination, and with instructions given during the examination itself or immediately after the examination.
- 5) Students who fail to comply with the provisions set out in or pursuant to subsections 4.2 and 4.3 may be excluded from the examination by the Board of Examiners and/or the lecturer responsible for the examination.
- 6) Candidates are allowed to enter the examination room up to half an hour after the invigilator has indicated the official commencement of the examination. Candidates may not leave the examination room during the first half hour of the examination; Students who were not present during the first half hour of the examination will not be permitted to enter the examination room to sit the examination.
- 7) Candidates are not permitted to have mobile telephones, buzzers, message-watches and programmable calculators visible on their person, desk or elsewhere during examinations. The use of such communication or IT mediums may result in the candidate being excluded from the examination in question. In addition, the invigilator will immediately inform the Board of Examiners so that appropriate measures may be taken.

SECTION 14 – QUESTIONS AND ASSIGNMENTS

- 1) Students will be informed of the sources on which the examination questions and assignments will be based, i.e. the required reading including written, digital and oral course materials. Examination questions and assignments will be limited to these sources.
- 2) The main sources referred to above must be published before the start of course preparing the student for the examination. Definitive information with regard to the required reading for each course component of the bachelor's degree programme must be published in the prospectus, at the very latest, three weeks before the examination is held. The Board of Examiners and/or the responsible lecturer should ascertain that all candidates are up-to-date with the definitive information regarding the required reading for any course in the master's programme at least two weeks before the examination.
- 3) Examination questions and assignments must be spread evenly over the subject material.
- 4) The examination must represent the course objectives in content and in format.
- 5) Examination questions and assignments must be plain and unambiguous.
- 6) Essay questions should indicate how extensive the student's answer should be.
- 7) The Board of Examiners and/or the responsible lecturer must publish, in a timely manner, how the examinations are to be sat. They must also publish how many questions will be included in the examination and how the final assessment is to be determined.

SECTION 15 – ALTERNATIVE EXAMINATION FORMATS

- 1) In order to make use of the option of an alternative examination format, i.e. an examination format that is different from the original format, the student, after having consulted the director of studies or student counsellor, must submit a request to the Board of Examiners.

- 2) Any student who has sat a particular examination twice may ask the examiner to be allowed to sit the examination using an alternative examination format, provided that the marks from the first two occasions add up together to at least a '9'. This request will only be considered acceptable if the failures are thought to be the result of the responsible lecturer making the wrong choice of format. Any such request should be supported by a recommendation of one of the student counsellors. The responsible lecturer should only depart from the recommendation made in exceptional cases.

SECTION 16 – ASSESSMENT OF EXAMINATIONS

The marks for written examinations must, wherever possible, be awarded on the basis of marking criteria determined prior to the examination, or – should this apply – on the basis of retrospectively adjusted marking criteria, i.e. new marking criteria established after the marking of the examination. The examiner must apply rules for adjustment of marking criteria approved by the department teaching committee.

The manner of the assessment must be so transparent that the student can see how the examination results have been arrived at.

To pass an examination the student must acquire a mark of 5.50 or higher. The provisions for the rounding off of examination marks can be found in Appendix 2.

SECTION 17 – INTERNSHIP AND THESIS

Assessment of the Thesis

- 1) Only individual products may be put forward for assessment as a thesis.
- 2) A thesis proposal should be submitted to and approved by the section of the master's degree programme, before proceeding with the thesis.
- 3) Both the thesis supervisor and a second assessor are involved in the assessment of a thesis.
- 4) After the assessment and discussion of the draft thesis, the student has the opportunity to rework his thesis into a final and definitive version.
- 5) The final assessment – the mark for the thesis – will be based on the definitive version of the thesis.
- 6) In the event of disagreement between the thesis supervisor and the second assessor, the Board of Examiners will arrange for an expert lecturer or a qualified member of the board to give his opinion.

In addition to the provisions pertaining to the assessment of theses (please refer to Section 12 below), the Department draws up guidelines concerning the internship and thesis. These guidelines include provisions regarding requirements as to the content of the internship and thesis, as well as procedural guidelines. The Guidelines for internships and theses are included in an appendix and are also published in the prospectus.

SECTION 18 – RESITS

- 1) Students may not resit examinations which they have already passed.
- 2) In subjects where the final result is dependant on several results, and where the failure of an examination nevertheless results in an overall pass, the student may not resit the failed examination.

SECTION 19 – ACADEMIC FRAUD

- 1) In the event of academic fraud in a course component or examination, the Board of Examiners or the lecturer responsible can exclude the student from further participation of the said course component or examination.
- 2) If it can be established that an examination, thesis, ‘take-home’ examination, research report, essay or such like, or any part thereof, has not been produced by the student, and yet he or she has presented the work for marking claiming to be the author, this may be considered to be fraud, which may result in course failure, or exclusion from the examination or course component in question.
- 3) Copyright law applies to exam assignments. This means that it is not permitted to take home, copy, either wholly or in part, or in any other way reproduce or transfer examination questions without the express permission of the responsible lecturers, and that violation of this provision, i.e. infringement of the copyright on exam questions, will be dealt with in the same manner as academic fraud.
- 4) The lecturer responsible will immediately inform the Board of Examiners of any measures taken pursuant to subsections 6.1 to 6.3.
- 5) Fraud established by a lecturer must be presented to the Board of Examiners, preferably with evidence of the fraud.
- 6) If the Board of Examiners judges that exclusion of the student from the course component or examination was justified, then the student can be excluded from further participation of the course component or examination in question for a period of time to be decided upon by the Board of Examiners. This exclusion period may be up to a maximum of one year after the fraud has been established. In the event of fraud, the Board of Examiners may decide to request the competent authorities to take appropriate action.
- 7) In addition, from January 1, 2006 the Faculty of Social Sciences has instituted the Ephorus system to be used by instructors for the systematic detection of plagiarism in students’ written work. Ephorus compares texts submitted by students with an extensive database of source documents, including papers and theses of other students and electronic documents on the internet, and evaluates the texts for similarities. For each text submitted by a student, the instructor receives a report from Ephorus on identified similarities and can on this basis take any necessary action. For the student, the establishment of the Ephorus system means that from this point each written assignment must be submitted both in printed form to the instructor and in electronic form on Blackboard. Students will be notified via the instructor’s blackboard site on the details of the electronic submission process.

IV CERTIFICATES

SECTION 20 – THE FIRST-YEAR CERTIFICATE AND THE FIRST-YEAR EXAMINATION TRANSCRIPT

- 1) To prove that a first-year examination has been passed, a degree certificate is issued by or on behalf of the Board of Examiners. The degree certificate is signed by at least two members of the Board of Examiners. The certificates are issued in public, unless the Board of Examiners decide otherwise, and under special circumstances.
- 2) A document accompanying the degree certificate (a transcript referred to as the diploma supplement) will list the names of the examination components passed.
- 3) The degree certificate or the diploma supplement (the document accompanying the degree certificate, i.e. the transcript or list of marks) will cite the final grade achieved. The rules for awarding final marks can be found in Appendix 1.

- 4) The registration for the issuing of a degree certificate is arranged by the Student Information Desk of the relevant department, in compliance with the relevant statutory regulations, no later than 30 days before the degree certificate is due to be issued, in accordance with Article 19 of the Teaching and Examination Regulations.
- 5) The procedure is set out in Appendix 4 – Programme Regulations.

SECTION 21 – THE BACHELOR’S DEGREE: DEGREE CERTIFICATE AND DEGREE TRANSCRIPT

- 1) To prove that the Bachelor’s examination has been passed, a degree certificate is issued by or on behalf of the Board of Examiners. The degree certificate is signed by at least two members of the Board of Examiners. The certificates are issued in public, unless the Board of Examiners decide otherwise, and under special circumstances.
- 2) A document accompanying the degree certificate (a transcript referred to as the diploma supplement) will list the names of the examination components passed.
- 3) The degree certificate or the diploma supplement (the document accompanying the degree certificate, i.e. the degree transcript) will cite the final grade achieved. The rules for awarding final marks can be found in Appendix 1.
- 4) The registration for the issuing of a degree certificate is arranged by the Student Information Desk of the relevant department, in compliance with the relevant statutory regulations, no later than 30 days before the degree certificate is due to be issued, in accordance with Article 19 of the Teaching and Examination Regulations.
- 5) The procedure is set out in Appendix 4 – Programme Regulations.

SECTION 22 – THE MASTER’S DEGREE: DEGREE CERTIFICATE AND DEGREE TRANSCRIPT

- 1) To prove that the Master’s examination has been passed, a degree certificate is issued by or on behalf of the Board of Examiners. The degree certificate is signed by at least two members of the Board of Examiners. The certificates are issued in public, unless the Board of Examiners in special circumstances decides otherwise.
- 2) A document accompanying the degree certificate (a transcript referred to as the diploma supplement) will list the names of the examination components passed.
- 3) The degree certificate or the diploma supplement (the document accompanying the degree certificate, i.e. the degree transcript) will cite the final grade achieved. The rules for awarding final marks can be found in Appendix 1.
- 4) The procedure is set out in Appendix 4.

SECTION 23 – DATE OF COMMENCEMENT

The above rules and regulations were drawn up during the Board of Examiners’ meeting of April 2008. These rules and regulations will enter into force on 1 September 2008.

APPENDIX 1 – REGULATIONS FOR AWARDING FINAL GRADES

First-year certificate and Bachelor degree

1) The following two degree classifications may be awarded with regard to **first-year certificates**, and **Bachelor's degrees**, pass [*geslaagd*] and with honours (with distinction) [*cum laude*]

2) Pass [*geslaagd*]:

For the calculation of the grade point average, course components are weighed in accordance with the number of study points. The weighed average of a pass degree is between 6.00 and 8.10.

- For this classification all subjects of the programme must have been passed.

3) With Honours [*cum laude*]:

If a candidate has shown exceptional competency during an examination, the degree certificate will cite the words 'with honours' or 'distinction'. To ascertain exceptional competency, an average mark of at least 8.10 needs to be awarded. The following rules apply to first-year certificates and bachelor's degrees:

- All subjects of the programme must have been passed.
- The calculation is done with all the subjects on the supplement of the diploma, except for subjects earning a V ('Pass') and designated extra curricular subjects.
- The calculation must cover at least two-thirds of the number of study points.
- For the calculation of the grade point average, course components are weighed in accordance with the number of study points.
- To be awarded a *cum laude* degree, a bachelor student is not allowed to have passed more than two course components by taking a resit.
- For bachelor's degrees counts that the student has no more than two subjects with a mark lower than 7.0.
- For bachelor's degrees, first-year subjects are not included in the calculation of the grade point average.

Master degree

1) The following two degree classifications may be awarded with regard to **Master's degrees**, pass [*geslaagd*] and with honours (with distinction) [*cum laude*]

2) Pass [*geslaagd*]:

The grade point average of a pass degree is between 6.00 and 8.10.

- For this classification all subjects of the programme must have been passed.

3) With Honours [*cum laude*]:

The degree certificate will cite the words 'with honours' or 'distinction' which can be awarded by the Board of Examiners in the case of an average mark of at least 8.10. The following rules apply to Master's degrees:

- All subjects of the programme must have been passed.
- The calculation is done with all the subjects on the supplement of the diploma, except for designated extra curricular subjects.

- When at least one-third of the subjects is earning a V ('Pass') the degree classification 'with honours' or 'cum laude' is not applicable.
- For the calculation of the grade point average, all course components are weighed equally.
- To be awarded a *cum laude* degree, a master student is not allowed to pass any course components by taking a resit.
- For master's degrees counts that the student has not any subject with a mark lower than 7.0.
- The master's thesis has achieved a mark of 8.0. or higher.

APPENDIX 2 – ROUNDING RULES

- 1) A student passes an examination if a mark of 5.50 or higher is achieved. The department awards whole numbers and .5 marks, with the exception of 5.5; this mark is not awarded.
- 2) For a 5 or 6 to be awarded the following rules apply:
 - marks higher than 4.75 and lower than 5.50 are rounded to 5;
 - marks higher than or equal to 5.50 and lower than 6.25 are rounded to 6.
- 3) The rounding off of other marks using decimal figures is as follows:
 - decimal figures lower than .25 round down,
 - .25 and decimal figures lower than .75 round to .5,
 - .75 and higher round up.
 Example: 6.24 becomes 6
 5.71 becomes 6
 5.55 becomes 6
 7.75 becomes 8
- 4) If an examination mark is arrived at by combining marks from a number of parts, then the provisions pertaining to rounding off marks apply only to the final combined mark.

APPENDIX 3 Examinations in Psychology

SECTION 1 PROCEDURE FOR FIRST YEAR

- 1) Procedure for full-time students successfully completing their first year [*propedeuse*] and for part-time students successfully completing the first year [*propedeuse*] in two years. The date for the official handing out of the first-year diplomas will be pronounced on the website www.psychology.leidenuniv.nl
- 2) All examination results are verified by the Education Division [*Onderwijsdienst*].
- 3) If the student has met the requirements of the first year, (i.e. total of 60 ECTS points attained and compulsory subjects completed) he will receive an invitation to attend the first-year diploma ceremony, advising date, time and place of the ceremony and containing two admission tickets (1 for the student and 1 for an invitee).
- 4) If any results are missing the first-year examination [*propedeuse-examen*] will be postponed until the results are complete.
- 5) If a student is unable to attend the diploma ceremony, he/she must report this to the Student Information Desk. In such cases the first-year diploma can be collected from the Student Information Desk as of the day after the official first-year diploma ceremony.
- 6) Procedure for students who have satisfied the requirements for the completion of the first year (i.e. total of 60 ECTS points attained, compulsory subjects completed, registration and payment requirements fulfilled): student must report to the Student Information Desk of the Department of Psychology to apply for the first-year examination. If, after verification, it is established that the student has satisfied the above requirements, he/she will receive a letter advising when the first-year diploma certificate can be collected at the Student Information Desk of the Department of Psychology. First-year certificates and transcripts (lists of marks obtained) are issued every month.

SECTION 2 – PROCEDURE FOR BACHELOR’S EXAMINATIONS IN PSYCHOLOGY

- 1) The Bachelor’s degree certificate is dated the last (work) day of the month in which the student has produced his/her last work. Bachelor diploma ceremonies are held at least twice yearly, in the period August / September, and in the period January / February.
- 2) If a student expects to complete his/her Bachelor studies in Psychology in the near future, he/she must submit a ‘Bachelor Examination Application Form’ to the Student Information Desk of the Department of Psychology, on the 2nd floor of the Pieter de la Court building, or forward a request by post or email.
- 3) The student must apply for the Bachelor’s examination either before 30 June (for the August/September ceremony) or 15 December (for the January/February ceremony). After receiving the application the Student Information Desk prepares a provisional file listing any missing academic results (if applicable) and will forward the file to the student. The student will subsequently be given the opportunity to submit any missing result(s) to the Student Information Desk of the Department of Psychology until the last (work) day of the month in which he/she wishes to graduate.
- 4) The Student Information Desk will process the academic results in the student progress system. A student is able to graduate if he/she has passed the first-year examination, completed all compulsory subjects, achieved 180 registered ECTS credits, and met the registration and payment requirements.
- 5) The Student Information Desk will verify, on the last (work) day of the month in which the student wishes to graduate, that all above requirements have been satisfied.

- 6) The student will receive an invitation to attend the official degree ceremony no later than two weeks before the ceremony.
- 7) If a student does not wish to attend the official degree ceremony, he/she must report this to the Student Information Desk of the Department of Psychology at least 2 weeks before the ceremony. In this case the student can collect their degree certificate from the Student Information Desk as of the day after the official degree ceremony.

SECTION 3 – PROCEDURE FOR MASTER’S EXAMINATIONS IN PSYCHOLOGY

- 1) The Master’s degree certificate is dated the last (work) day of the month in which the candidate has produced his/her last academic result. The official degree ceremony in the academic year 08-09 is once every two months (please refer to the ‘overview of master’s examination dates 2008/2009’)
- 2) The student reports to the Student Information Desk of the Department of Psychology no later than the first day of the month, prior to the month in which the student expects to complete his/her final academic work (please refer to ‘final date for the application for graduation’)
- 3) After receiving the application the secretariat of the Student Information Desk will prepare a provisional file listing any missing academic results (if applicable), and will forward this file to the student. The student will subsequently be given the opportunity to submit the missing results to the Student Information Desk of the Department of Psychology until the last (work) day of the month in which he/she wishes to graduate (please refer to ‘final date for handing in academic results’).
- 4) The Student Information Desk will process the academic results in the student progress system. A student is able to graduate if he/she has completed all compulsory subjects, achieved 60 registered ECTS credits, and has met the registration and payment requirements.
- 5) The Student Information Desk will verify on the last (work) day of the month in which the student wishes to graduate and which students will qualify for graduation.
- 6) At least two weeks before the official ceremony the invitations will be sent out advising the time of the graduation ceremony.

SECTION 4 – PROCEDURE FOR GENERAL MASTER’S EXAMINATIONS IN PSYCHOLOGY

- 1) The Master’s degree certificate is dated the last (work) day of the month in which the candidate has produced his/her last academic result. Master’s degree graduation ceremonies are held two-monthly (please refer to the ‘overview of master’s examination dates 2008/2009’).
- 2) If a student expects to complete the Master’s degree programme in Psychology in the near future, he/she must submit an ‘Master’s Examination Application Form’ with the Student Information Desk of the Department of Psychology, on the 2nd floor of the Pieter de la Court building, or forward a request by post or email (for the address, please refer to the bottom of page)
- 3) After receiving the application the Student Information Desk will prepare a provisional file listing any missing academic results (if applicable), and will forward this file to the student by post or by email. The student is subsequently allowed to submit any missing result(s) to the Student Information Desk until the last (work) day of the month in which he/she wishes to graduate.
- 4) The Student Information Desk will process the academic results in the student progress system. A student is able to graduate if he or she has completed all compulsory subjects, achieved 60 registered ECTS credits, and met the registration and payment requirements.

- 5) The Student Information Desk will verify on the last (work) day of the month in which the student wishes to graduate that all the above requirements have been satisfied.
- 6) The student will receive an invitation to attend the official degree ceremony no later than two weeks before the ceremony.
- 7) If a student does not wish to attend the official degree ceremony, he or she must report this to the Student Information Desk of the Department of Psychology at least 2 weeks before the ceremony. In such cases the student can collect their Master's degree certificate from the Student Information Desk as of the day after the official degree ceremony.

APPENDIX 4 – GENERAL GUIDELINES FOR INTERNSHIPS AND RESEARCH IN THE MASTER’S DEGREE PROGRAMME

This section sets out the general guidelines for internships and theses. Each master’s degree programme may, however, draw up further regulations setting out additional requirements with regard to internships and theses, whether in respect of procedures or content. Such additional regulations may not be contrary to the provisions set out below. Please also refer to the ‘Additional Rules and Regulations’ of the Teaching and Examination Regulations’, sections 11 and 12.

The Internship

The internship consists of a practical assignment, which is completed by a written report. The course load is worth 10-20 ECTS credits.

The objective of the internship is for the student, under supervision of a practising psychologist, to gain practical work experience in psychology and to be introduced to the professional activities of psychologists in the field of the master’s degree programme. Although the student will receive supervision, he or she must be given a reasonable amount of responsibility to be able to carry out these professional activities with a certain degree of independence.

Two sorts of internships can be identified: a specified practical experience and a research placement¹, respectively.

A student doing a practical internship must learn to recognise problems, and develop hypotheses and formulate objectives with regard to these problems. The work hypotheses may, for example, relate to treatment methods. The objectives must subsequently be reached through interventions. This practical internship should preferably take place outside the university (and especially outside the student’s own faculty), although exceptions are possible. The internship is supervised by a member of the section (the internship tutor) and someone from the organisation where the student does his/her internship (an external internship supervisor).

A student on a research placement must (on the basis of expertise and skills required to perform the research acquired at an earlier stage) gain further experience (where possible) in different types of research (experimental, survey, qualitative) and in all phases of the research process. The research placement can be conducted as part of the research programme of the section of the department in which the student is studying, but may also be conducted with other another section, department, university or research institute. The research must be supervised by a researcher or research fellow, not being an undergraduate or post-graduate researcher.

During an external internship a supervisor from the section will be appointed as an internship tutor; during an internal internship a ‘second assessor’ [*meelezer*] is involved (see below).

¹ The characterisation of the Practical Work placement and the Research Placement respectively is primarily a theoretical one; in reality there may be work placements where the two types overlap (and this is frequently the case).

The most important agreements between the provider of the internship, the trainee (i.e. the internship student) and departmental supervisor/second assessor must be set out in a (concise) internship contract. These agreements relate to duration, objectives, activities, products to be delivered, internal and external supervision (including the level of supervision), remuneration, publication rights and insurance. The internship contract must also include a clause to guarantee anonymity of patients and/or respondents with regard to details which the student may have access to during his/her internship. The internship contract should be signed by all parties as soon as possible after the commencement of the internship (minimum one month).

Each internship must be completed with a report. The report should be reflective, justifying the choices made and clarifying the use of theoretical and methodical frameworks. The report should, exclusive of appendices, generally be the same size as a scientific article (15-20 pages). Each report must contain a concise summary, and a bibliography that meets standard academic requirements. Individual master's degree programmes may issue more detailed regulations concerning the format and size of the report.

The internship tutor, i.e. the member of the department in which the student is studying who has been appointed as the student's internship supervisor, is the chief assessor of the internship. The assessment is based on the report and on information provided by the external supervisor on the performance of the trainee. In the case of a research placement within the student's own department, a second assessor will be brought in to give an opinion. The performance assessment is based on issues such as the use made of theories and instruments, the extent to which the students is open to learning experiences, the manner in which he or she deals with people at different levels (high and low) within the organisation, etc.

The Master's Research / Thesis

Students must give an account of independently conducted research. Normally, this is done by writing a thesis. However, in principle it is also possible to perform the master's research as part of the internship and present it in the internship report.

The objective of the master's research (thesis) is for the student to conduct research on a topic of his/her own choice and to write a report on the research conducted, with a large degree of independence. It must be apparent from the research that the student is able to:

- independently formulate a research proposition of scientific or academic interest;
- work out a thesis question in detail;
- provide critical reflection on the basis of theoretical insights;
- make considered choices from diverse social-scientific research and data processing methods
- write a report based on empirical research

The master's research enables the student to prove that he/she is experienced in a wide variety of specialised psychological expertise and skills gained during his/her studies.

The empirical thesis must meet the criteria established by the department. These requirements are defined below. The criteria set out in this document are meant to serve as guidance for the student when writing a thesis. There is a list of questions covering the various parts of the thesis (preface, table of contents, abstract, introduction, methods, results, discussion, bibliography and appendices) and answering these questions will help the student with the writing process. Both the student and the thesis supervisor may refer to the criteria. Each student who undertakes an empirical research should first familiarise himself with these criteria.

Part A sets out the criteria which must be met by the student when formulating, planning and writing an empirical thesis. Part B lists the criteria that are used by lecturers of the psychological department in the assessment of theses.

A. Thesis Plan

In an empirical thesis a report is based on an independently performed research that satisfies scientific criteria (including the ability to be replicated or verified). Roughly, a distinction can be made between research which is theory-based, primarily serves a scientific interest and, as a rule, tests hypotheses, and research which is problem-orientated, and is primarily of practical interest and is often somewhat more exploratory in nature.

The term 'theory-based research' relates to research that continues to build upon existing theoretical questions and insights, insights which are to be (hopefully) further developed; this type of research does not need to be linked to a practical problem or a practical application. 'Problem-orientated research' is understood to be research that is linked to a practical problem, whereby a diagnosis must be made and a solution must be sought. With both types of research the thesis should, as far as possible, have the format and style of a magazine article in a journal or scientific magazine, and conform to the APA guidelines.

A thesis consists of the following:

1. Preface, which includes an introduction to the research, and possibly a word of thanks to the client/patron or (external) supervisor.
2. Contents of the chapters, sections and sub-sections, bibliography and any appendices.
3. Abstract of not more than 200 words (preferably in English, even if the main text is in Dutch), whereby the thesis question, the theoretical assumptions, the most important questions and/or hypotheses, the methods and the most important results and the conclusions are reported. The summary must accurately reflect the complete report and not only the conclusions. In addition, the summary must invite the reading of the thesis.
4. Introduction.

The introduction outlines the theoretical questions or the practical problems, and also the arguments which indicate why these are interesting enough to be studied. In other words, the practical and/or theoretical relevance should be explained. The introduction should also contain a description of the background to the questions or the problem, and also the objectives of the research and the research questions. The research questions should take the form of a hypothesis or predictions, wherever possible. Whenever the research is exploratory in nature, the thesis question should contain a description of the questions by means of which a clear diagnosis of the problem may be reached. In all cases use should be made of literature as much as possible. In the case of practical problems, the student should preferably have already orientated himself at this stage with potential solutions to the problem and, thereby, relevant preconditions.

The introduction should thus contain the translation of the problem into researchable questions. Express use should be made of existing literature, preferably scientific literature. Problem-orientated research may also make use of practical literature (e.g.: popular scientific literature, reports, etc).

The student should describe literature which is relevant for the thesis question and research questions in his/her own words. Providing mere summaries of literature used is not sufficient. The student should, in his/her own words, explain the theories or theoretical concepts contained within the literature, and explain their relevance to his/her thesis question. For each theory or theoretical concept there must be references to at least 2 publications. If the literature gives reason to do so, the research questions should be ultimately phrased as predictions (which are provisional in nature) or hypotheses.

The introduction may contain all of the above elements. A student may also decide on a short introduction which includes the most important assumptions, plus a separate section giving a detailed outline of the thesis question, a review of the literature and a description of the predictions or hypotheses.

5. Methods.

This section is concerned with the type of research that is proposed (see a) and where the research will be carried out (see b). Finally, this section contains a description of the data collection methods (see c) and the analysis plan (see d). The student should, at all times, explain his/her reasons for the chosen approach. The student may also opt for the frequently used categories of Incentives, (Measuring) Instruments, Test Subjects, Design, Procedure and Analysis.

a. Type of research.

There are various types of research, and their methods and content vary greatly (e.g.: experimental research, survey research, case studies, simulation research). In the methods section the student must indicate what type of research has been chosen and why.

b. The research plan.

This section should detail where the research took place: in the field or in the laboratory. There should also be a short description of the field or laboratory. In addition, the specific target group of the research should be given, how this target group was selected and approached, and an overview of the research plan. Laboratory research must describe any experimental procedures.

6. Data collections methods.

There are a variety of methods available to collect details. The student must indicate which specific methods have been used to collect the data, and must explain the reasons for the choice of instruments used.

7. Processing the collected data (analysis plan)

It is important that the analysis plan has a clear connection with the thesis question and the presentations of the questions. The student must explain the reasons for the particular choice of the methods and techniques which have been used to analyse the details. A review of the chosen analytical techniques (with arguments for these choices) may also be found in the results section.

8. Results.

This section first of all contains a description of the characteristics of the random samples and also the respondents who participated in the research. In the case of experimental research, there should follow a description of the manipulation checks and then the results of the testing of the hypotheses. The statistical checks should also be reported. Each description should end with a conclusion, indicating whether or not the hypothesis has been confirmed. The tenability of the hypotheses may be included in the Discussion section. The results of the supplementary analysis should only be included as far as they are relevant to the argument.

Non-experimental research should also start with a description of the characteristics of the random samples or research group. The psychometric qualities of the instruments used, with regard to reliability and size, should also be discussed. A description of the results, in the light of the questions and hypotheses (if any), including first conclusions, should follow. The statistical checks used should be reported. Each description should close with a conclusion.

The results will – as a rule – have to be presented or summarised in figures and tables. The APA guidelines must be adhered to.

9. Discussion.

No matter which type of research has been undertaken, this section should include details of the most important results, in the light of the research objectives and the backgrounds of the thesis question or research questions. The weak and strong points of the research conducted must also be reported.

Theory-based research should, therefore, provide a review of the results of the hypothesis tests.

This review must include a discussion of any hypotheses which have not been confirmed by the data. Usually, this means that supplementary literature must be looked for which has not been mentioned in the Introduction. This section should also include a discussion of the consequences of the results for the theory explained in the introduction, and should identify what follow-up research would – in theory – be of most use.

Problem-orientated research should report the results in light of the original predictions. When this type of research is not limited to a diagnosis but also endeavours to come to a solution, a (practical) recommendation should be formulated. These recommendations may be a part of the Discussion section. It is also possible to record them in a separate section.

For both theory-based and problem-orientated research, the extent to which it may be possible to apply the results more generally, should also be discussed in this section.

10. Literature.

All literature that has been used for the thesis must be included in a bibliography, in alphabetical order, and in accordance with the guidelines of the American Psychological Association ('APA guidelines').

11. Appendices.

Relevant appendices (e.g. questionnaires) must be numbered and given a clear title. The number of appendices should be kept to a minimum.

B. Assessment of the Thesis

A number of regulations regarding the assessment of the thesis have been set out in Section 12 of the 'Additional Rules and Regulations' of the Teaching and Examination Regulations, which have been included in this prospectus.

The assessment of the thesis involves the quality of the work, the practical – and if possible, theoretical – significance of the project, and the quality of the thesis handed in. Empirical theses will be assessed on the basis of the criteria set out below. The university supervisor may, at his or her discretion, include additional criteria, such as the student's ability to formulate a hypothesis, conduct research and write a thesis largely independently, the originality of the thesis and the level of difficulty and degree of complexity of the issues discussed in the thesis in the final assessment of the student's work.

1. Abstract

Have the overall research proposal, the theoretical framework, the most important research questions (or: hypotheses) and the most important results and conclusions been presented in a clear manner? Have the most important issues that are analysed in the thesis been briefly discussed in the abstract?

2. Introduction

What is the quality of the thesis question?

Has the candidate clearly defined the sub-hypotheses, if any?

Has the candidate clearly outlined the practical and/or theoretical relevance of the research question or hypothesis?

Are the sources referred to relevant to the thesis, or has sufficient effort been made to select relevant and useful literature?

What is the quality of the thesis in terms of the way in which the student has supported the hypotheses or the expected results or findings, and have the hypotheses or predictions been properly formulated?

3. Research Design and Method

Are the research method/research techniques used relevant to the thesis question?

Is there a clear outline of the research plan?

Is the research plan in line with the research questions/hypotheses?

Have the population and sample of the survey been carefully defined?
Has the approach of the participants (respondents) been outlined in concrete and clear terms?
Has the research procedure been clearly and carefully been described?
Is the choice of the data collection methods adequately justified?
Have the measuring instruments been carefully and accurately described? Is it clear to what extent qualitative and quantitative methods have been used?
Does the description of the organization or field of research contain all the relevant information? If a process of change has taken place, have the different stages of this process been clearly described?

4. Findings and Results

Have the psychometric properties of the instruments been adequately examined and discussed?
In the case of experimental research, have the manipulation checks performed been clearly presented?
Has information on how respondents have been approached and whether any respondents have dropped out been clearly presented?
Have the different research methods and the research techniques been used in the right way? Has sufficient attention been given to the combination of methods and techniques?
Have the correct statistical analysis techniques been used?
Do the tables and diagrams, if any, support the text in the best way possible?
Have the thesis results from the research that are related to the research questions or hypotheses been clearly presented?
Do the data found provide enough information on which to base a clear diagnosis of the problem?
Are the first conclusions based on each of the above items set out in this Section logical and clear?

5. Discussion

Is there a short overview of the most important issues raised in the light of the research question or hypothesis?
Have the manipulation checks and the quality of the instruments been adequately dealt with / explored?
Has the way in which respondents have been approached, the issue of respondents dropping out and other issues, if any, been discussed?
Has the outcome of the hypothesis testing – in particular if the hypotheses are not confirmed – been placed in the right theoretical perspective?
Has sufficient attention been given to research findings and data that are contrary to or inconsistent with the original expectations regarding the problem diagnosis?
Have other unexpected results been discussed in sufficient depth?
Are the suggestions for further research and practical recommendations made not trivial?
Have shortcomings of the research, if any, been commented on?

6. Literature

Are the literature references in accordance with the APA guidelines?

7. Appendices

Are the appendices clear?

8. Presentation of Information: Content and Lay-out

a. Content

Is the thesis clearly written?

Is the thesis well-structured? For example, is there a logical order to the chapters, sections and subsections?

Does the thesis present a clear argument?

b. Lay-out

Does the thesis have a clear lay-out?

Is the title clear and concise, and does it cover the issues discussed in the thesis?

Does the cover contain all the required information, i.e. the title of the thesis, the name of the candidate who wrote the thesis, the thesis supervisor, the department and date?