

GUIDELINES FOR EVALUATION OF DEGREE PROJECTS (30–60 CR)

Department of Biology, Lund University

The final grade is decided by the examiner after discussion with the supervisor and the external examiner. The examiner is the coordinator of the Master's programme specialization at the Department of Biology or someone appointed by him/her.

The evaluation of the different categories below should be related to the level and extent of the Degree Project. When the student fulfills the requirements for "Pass" in a category a score 3 or higher is used (see guidelines below). A score below 3 is used when the student does not completely fulfill the requirements for "Pass" in a category. When used, scores below 3 should be motivated in the "Additional comments" on the evaluation form. The summarized result of the scoring is not decisive, but a guideline for the final grading.

Guidelines for the examiners when evaluating the Process

1. INDEPENDENCE OF THE STUDENT

Ability of the student to independently carry out and complete the project after discussions with the supervisor.

3. The student shows some independence and takes own initiatives. Input from the supervisor is sometimes needed to push the process forward.

4. The student is relatively independent and takes several own initiatives. Input from the supervisor is rarely needed to push the process forward.

5. Student is largely independent and takes many own initiatives. As a supervisor you primarily give advise and then the work progresses.

2. ABILITY TO CARRY OUT EXPERIMENTS/LABORATORY WORK AND/OR THEORETICAL WORK, INCLUDING DOCUMENTATION OF THE WORK .

3. The student performs experiments, laboratory work, and/or field sampling in a sufficient way. The student acquires theoretical and practical knowledge and documents the work.

4. The student performs experiments, laboratory work, and/or field sampling in a good way and improves his/her skills and techniques. In addition, the student acquires good theoretical knowledge and carefully documents the work.

5. The student performs experiments, laboratory work, and/or field sampling in an excellent way and significantly improves his/her skills and techniques. In addition, the student acquires substantial theoretical knowledge and documents the work carefully and purposefully.

3. ABILITY TO STRUCTURE AND WRITE THE ESSAY.

How much help does the student need to organise and write the essay, including overall structure, linking different parts of the essay, relevance of what is included, as well as the need for linguistic corrections.

3. After discussing the overall disposition with the supervisor the student produces an acceptable first draft. As a supervisor you restructure, clarify and make linguistic corrections. In the following process the student makes the alterations and corrections the supervisor suggests.

4. After discussing the overall disposition with the supervisor the student produces a good first draft. As a supervisor you do some restructuring, clarifications and/or linguistic corrections. In the following process the student makes alterations and corrections in accordance with advise and directions from the supervisor.

5. After discussing the overall disposition with the supervisor the student produces a well structured and well written first draft. In the following process the student independently improves the manuscript according to advise from the supervisor.

4. PROCESSING AND INTERPRETING DATA

3. The student processes, analyses and starts to interpret the data after advise from the supervisor. An acceptable selection of data is presented and after discussions with the supervisor the student demonstrates ability to draw conclusions from the dataset.

4. The student processes, analyses and starts to interpret the data. Data presented are in general well selected and the student demonstrates good ability to draw conclusions from the dataset.

5. The student quickly takes own initiatives in processing, analysing and interpreting the data. Data presented are well selected and the student demonstrates excellent ability to draw conclusions from the dataset.

Guidelines for the examiners when evaluating the Product

1. ORGANISATION OF THE ESSAY

3. The essay is structured, readable and most of the information is in the correct place. The essay is formally and linguistically acceptable.

4. The essay is well structured and organised, relatively easy to read and largely with the correct information in the correct place. The essay is in most parts formally and linguistically correct.

5. The essay is very well structured and organised, easy to read and with the correct information in the correct place. The essay is formally and linguistically correct.

2. DATAPROCESSING AND PRESENTATION OF THE RESULTS

3. Most of the information needed to understand and interpret data is included. Most of the data included are relevant. Data presentation shows an acceptable structure.

4. Almost all the information needed to understand and interpret data is included. Very little irrelevant data are included. Data presentation shows good structure.

5. All information needed to understand and interpret data is included. No irrelevant data are included. Data presentation is very well structured.

3. DISCUSSION OF RESULTS AND ABILITY TO PUT THE WORK INTO A LARGER PERSPECTIVE

3. The student draws acceptable conclusions from the results and relates most of the findings to scientific literature. The work is partly related to current theory within the research area.

4. The student draws relevant conclusions from the results and relates all findings to scientific literature. The work is related to current theory within the research area.

5. The student draws relevant and insightful conclusions from the results and relates all findings to relevant scientific literature. The work is well related to current theory within the research area.

4. ABILITY TO PRESENT AND DISCUSS THE WORK DURING THE EXAMINATION

3. The student gives a relatively structured presentation of the work. The student demonstrates acceptable understanding for the methods used, the results obtained and can relate the work to the greater picture.

4. The student gives a structured and committed presentation of the work. The student demonstrates good understanding for the methods used, the results obtained and how the work fits into the greater picture.

5. The student gives a well structured and committed presentation of the work. The student demonstrates a deep understanding for the methods used, the results obtained and how the work fits into the greater picture.