

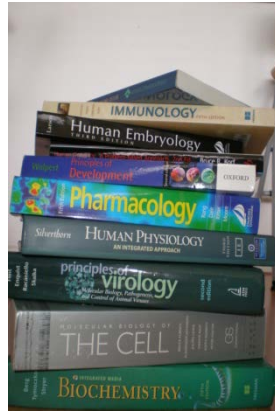


Universiteit Utrecht



UMC Utrecht

Master Writing Assignment Guide for supervisors



Utrecht University
Graduate School of Life Sciences

2016

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Preface

This guide is intended for staff members of the Graduate School of Life Sciences or external supervisors charged with the task of supervising students performing a writing assignment as part of their Master's programme. A corresponding guide has been drawn up for students.

The purpose of this guide is to provide a helping hand, and refer to other sources for additional information or support. All official regulations are recorded in the Education and Examination Regulations, which can be found on the [study guide](#) of the Graduate School of Life Sciences. For less experienced supervisors, this guide also contains more general information relating to the process of student supervision.

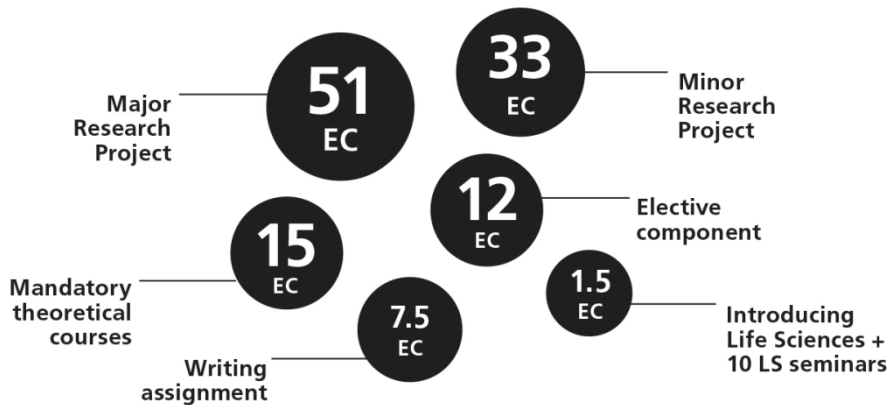
About the Graduate School of Life Sciences

The Graduate School of Life Sciences at Utrecht University combines research, training and education for Master's and PhD students. The curriculum of the GSLS Master's programmes is research-intensive. To train scientist for the future, the GSLS has linked all its education to high-quality international research. Students have the opportunity to work side by side with highly qualified researchers at one of the many excellent research groups of University Medical Center Utrecht (UMC Utrecht) and Utrecht University. The GSLS falls under the responsibility of the Deans of the three participating faculties (Medicine, Veterinary Medicine, and Science). The Deans have appointed an executive Board of Studies to act as managing body of the GSLS.

Master's programmes

The GSLS offers 14 research Master's programmes. These last two years and comprise a total of 120 credits (EC). The main component includes two research projects; a major and a minor project. In addition, each programme offers one or more specific Master's courses. Students will also write an assignment and attend a number of seminars. Finally, each programme includes an elective component.

General programme scheme



Chapter 1. The writing assignment

What is the writing assignment?

The writing assignment has been assigned a study load of 7.5 credits, which corresponds to five weeks of full-time study. The writing assignment can take one of two forms: a literature review, or a research proposal. The whole assignment should be completed in 3 months, from the first meeting with the supervisor to submission of the final version. However, we urge students to finish the assignment within the allotted five weeks, giving them the opportunity to practise working under a tight deadline and experiencing the pressure that goes with it. This is only possible if the scope of the assignment is limited and clearly defined, the student works diligently, and the agreements between supervisor and student about the content and scope of the assignment are clear. The student should be supervised by an experienced scientist.

The role of the supervisor

The supervisor is responsible for coaching the student and helping him or her during the whole process of the writing assignment. The role of the supervisor is to offer the student the help and guidance (s)he needs, and establishing an environment in which the student can learn and grow. Since no two students are the same, and each student brings different talents, strengths and attitudes, a tailor-made approach is necessary. Making sure the rules and guidelines are followed and the necessary agreements are made is also part of the supervisors job, but less important.

Scientific integrity

When a student writes his or her assignment, (s)he is part of the world of scientific research. This world has its own code of conduct, based on principles of proper scientific behaviour. The GSLS adheres to the principles of scientific integrity, as described in the *European Code of Conduct for Research Integrity*.¹

Fraud and plagiarism regulations

Utrecht University takes fraud and plagiarism very seriously. All writing assignments have to be scanned for plagiarism using the plagiarism-detection programme Ephorus. Those (co-)committing fraud or plagiarism will be punished by the sanctions described in the Education- and Examination Regulations. Sanctions vary from the invalidation of a paper and a record in OSIRIS to the permanent termination of programme registration. A student cannot graduate with Cum Laude honours if (s)he has been found guilty of plagiarism or other scientific misconduct.

A supervisor should not hesitate to contact the Board of Examiners for an informal discussion before taking formal steps.

Please contact the secretaries of the Board of Examiners:

- For the Master's programmes of Biomedical Sciences (Biofabrication, Biology of Disease, Biomedical Image Sciences, Cancer Stem Cells and Developmental Biology, Epidemiology, Epidemiology Postgraduate, Infection and Immunity, Neuroscience and Cognition, Regenerative Medicine and Technology) contact **Els van der Vlist** via BoardofExaminersGSLS@umcutrecht.nl.
- For the Master's programmes of of the Science Faculty (Drug Innovation, Environmental Biology, Molecular and Cellular Life Sciences, Science and Business Management) contact **Sascha van der Veen** via BoardofExaminersGSLS@uu.nl.

¹A European Code of Conduct for Research Integrity, Pieter J.D. Drenth, 2010.

Source: www.esf.org/fileadmin/Public_documents/Publications/Code_Conduct_ResearchIntegrity.pdf

Copyrights and publication

Students always write their assignment under experienced supervision, and their assignment is often part of a larger framework/project. It is therefore not unlikely that part of their work will be published. This can even happen during the writing process. In this light, it is important to note that the copyright (auteursrecht) of any written text always belongs to the writer, unless agreed otherwise. That means the student holds the copyright of their writing assignment. When supervisors, or others, use part of the data or texts in their publications, they need to follow the guidelines of scientific fairness and acknowledge the students' contribution. This can be done in a number of different ways and depends on the amount of data/text used, the quality of the work and the students' level of independence during the project. A student may be named in the acknowledgments, their report/writing assignment may be used as a literature reference or they may be asked to be a co-author on an article.

Chapter 2. Rules and guidelines

Rules, guidelines and learning outcomes

The writing assignment is subject to a number of rules and guidelines. All official regulations are recorded in the Education and Examination Regulations, the Rules and Regulations of the Board of Examiners and the Student's Charter. The latest version of these documents is available on the [GSLs study guide](#).

The main purpose of the writing assignment is to teach the student how to independently perform literature research and write a scientific essay or proposal in a limited period. To achieve this objective, the Board of Examiners of the GSLs has defined a number of learning outcomes and assessment criteria for Master's writing assignments. These describe the specific competencies and skills that students must acquire during their writing assignment. Students are expected to have acquired sufficient knowledge and skills to critically analyse and interpret scientific literature, as well as present his/her own views and formulate a research hypothesis for future research. Both the final level of knowledge and skills acquired by the student and the learning process should be taken into account during the final assessment.

Learning outcomes:

After finishing his/her writing assignment the student is capable of independently:

- conducting literature research, using scientific secure literature databases (e.g. PubMed);
- using scientific literature and insights in a critical manner;
- summarising literature using own words;
- integrating results and models of papers read into new models;
- formulating hypothesis for future research.

Supervisor

The supervisor is responsible for proposing a subject that is of a sufficient level, manageable given the time and which enables the student to achieve the learning outcomes. The student is responsible for the actual learning process.

- The examiner: always a staff member of the UU or UMC Utrecht. The examiner is responsible for the academic level of the writing assignment and will determine the grade for the writing assignment. He/she can consult the daily supervisor or host supervisor if necessary.
- Daily supervisor (in case of a writing assignment at UU/UMC): the examiner him/herself or a post-doc or *experienced* PhD student in the group of the examiner.
- Supervisor host institute (in case of a writing assignment outside UU/UMCU): a staff member of an external university or institute, responsible for daily supervision.
- Second reviewer: is a staff member of Utrecht University or UMC Utrecht and an expert in the field who has not been involved in daily supervision of the student. The second reviewer is involved in the assessment of the writing assignment.

In all situations, the examiner from Utrecht University or UMC Utrecht (staff member or head of the research group) is responsible for the writing assignment (contents/planning) and final grade.

Approval of writing assignment application

When a student contacts you with the request to write their writing assignment under your supervision, make an appointment to discuss the possibilities, topic and the size and scope of the assignment. But also discuss who will be the daily supervisor, what the supervision entails and how often you will be in contact. Don't forget to discuss confidentiality if applicable.

The student will use the information from this meeting to fill out the application form to ask for approval from the Board of Examiners. This form has to be signed by the daily supervisor or supervisor host institute (if applicable), the examiner, and the programme coordinator. The quality and suitability of the topic will then be assessed by the Board of Examiners. The student cannot start

the writing assignment without this approval. The application form has to be handed in at least 20 working days (4 weeks) before the starting date of the writing assignment.

Confidentiality and accessibility of the writing assignment.

An external organisation may request confidentiality from the student, both during and after the writing assignment. It is however mandatory that the examiner (Utrecht supervisor) has access to the writing assignment of the student at all times. The Board of Examiners should be allowed to have access to the student's report upon request. If confidentiality applies, a student will not be asked to provide a copy of the assignment to the Administration Office, but hand in a summary with additional contact information. The mandatory Ephorus plagiarism check can be done without storing the report in the database, choosing the option 'under embargo'.

It is important that the report is available to the Board of Examiners upon request, due to rules regarding accreditation. You as an examiner are requested to keep a copy available for 7 years.

Chapter 3. The writing assignment process

Defining the topic

It is the student's task to decide on a topic and determine the scope, or what the assignment is going to be about, and what will not be part of it. It is the supervisor's role to discuss the topic with the student and provide guidance and feedback. Give the student time to play with ideas. Check if a student really understands the topic by asking questions such as: 'In your own words, tell me what you are about to research. What is the research question or the problem? Why is this problem relevant?' Assist the student in answering these questions and discuss thoroughly whether his/her plans are feasible.

Timetable

It is advisable to start the project by drawing up a timetable that contains the different phases of the writing assignment. Specify when the different parts of the process need to be finished. Set clear targets. Make appointments with the student to discuss the progress of their work and determine when the writing plan, the first draft and final version need to be handed in and when they will receive feedback.

This timetable is a useful tool to avoid delays and gives an overview of the work that has to be done by both parties. The purpose of the timetable is to keep the student on track. It also provides a warning signal when the target is not met, which is an opportunity to define problems and issues early.

Check if a student really understands the topic well enough before (s)he starts writing. Can the student give an elevator pitch on the topic of their writing assignment? Have all issues been addressed? Has the student's interest in the subject faded? Does the student put enough time and effort in the writing assignment? Is the student too critical of him-/herself or the contents of the writing assignment?

Literature review

Once the student has defined the topic of the writing assignment, (s)he can start searching for relevant literature. The three key references listed on the general application form of the student can be used as a starting point. Because it is easy to get lost in the sea of scientific information, it is important that the student stays focused on the chosen topic and doesn't spend (too much) time researching unrelated subjects or collecting too much information. The Utrecht University Library provides tips, theory and training for searching and using scholarly information. The relevant guide can be found at <http://libguides.library.uu.nl/home>. Up-to-date reviews, based on recent literature (no more than five years old) are generally more useful than reviews based on older literature. A review based on recent literature has the added benefit of containing fewer references.

The student is expected to indicate when (s)he needs help or wants to consult the supervisor. Encourage the student to do so, by showing willingness to help and ensuring your door is open for any question the student may have. Actively keep in touch with the student to keep an eye on the student and the writing progress.

Writing

The specific format of the assignment should be discussed before the student starts his/her writing assignment. The assignment should be written in English. The body of the text (excluding legends, tables, footnotes, references, etc.) should be 6000–8000 words long, but keep in mind that the content is more important than the number of words. The literature section should include between 25 and 60 references. The assignment needs to include a summary of the content written for the general public. (laymen's summary – in Dutch or English, 500 words, high school Biology or science level). When writing, the student should start with presenting an overview of recent literature on their topic. The assignment should have an in-depth discussion, in which the student demonstrates his/her ability to critically evaluate hypotheses and results, present his/her own views, and draw conclusions that

point towards new research opportunities. This often requires the student to read additional literature. Many students find this phase particularly problematic. Data needs to be presented in one manageable graph or figure that tells the story. This requires the student to select, order, interpret and clearly present data. It's easy for the student to lose sight of the objectives at this stage.

To help the student gain clarity, you can stimulate him/her to draw up a rough outline of the contents. This outline should contain the different sections of the assignment, each with a few sentences or words about the content of the section, relevant references and the figures that will be used. If producing this outline is hard for the student, try to find out what the reason is. Is the topic clear? Does the student have sufficient theoretical insight? Does (s)he understand the literature and data? Discuss the outline with the student and give clear feedback, but leave room for the student to learn and grow. Encourage the student to submit their writing assignment in different phases. This way you can provide regular feedback, assess the students learning process and keep him/her on track. But keep in mind that the student is ultimately responsible for finishing his/her assignment.

When the student has chosen to write a literature review, (s)he should use a review format suitable for a relevant international peer reviewed journal of high standard. If the student has chosen to write a research proposal, (s)he should use the NWO/ALW grant application format.

It is not uncommon for the students writing assignment to form the basis for a scientific article.

Writing a scientific article is difficult skill to master. Make sure your student finishes his/her writing assignment and assess this assignment, before (s)he starts writing the review article which will be used for publication.

Presenting

A student can be asked to present his/her writing assignment to the research group (s)he worked in.

Chapter 4. Supervision

What is supervision?

There is more to supervising a student than giving a first instruction, keeping an eye on how things are going and grading their final product. As supervisor you are also overseeing the student's learning process. Finishing the writing assignment should mean the student has acquired skills, knowledge and attitudes needed to become a Master of Science. The supervisor should be familiar with the things the student should learn while writing their writing assignment. The criteria are written down in an online Rubric for the [interim assessment](#) and [final assessment](#).

Expectations

It is important to determine what a supervisor can reasonably expect from his/her students. The assessment criteria cover the writing process as well as the final product. The students' analytical skills, initiative and attitude to work are also taken into account.

Due to the Masters' programmes flexible entrance criteria and the highly specialised nature of most research areas, each student has its own unique combination of knowledge, skills and competencies. And each student is different. However, every student should have an academic and critical attitude. The online rubric can be used at the start of the (learning) process as a tool to steer students in the right direction, give insight in what is expected, and how their performance will be graded. The supervisor explains to students which elements (if not all) of the criteria are particularly important to them, and why, so that the students know what is expected of them right from the beginning. The student should be able to fill gaps in his/her knowledge by finding an reading relevant literature, and acquire skills with assistance from their supervisor. Such as formulating a research problem, performing literature research independently, and order, critically review and integrate all necessary information.

Feedback

Constructive feedback is an important part of a successful learning process. In many evaluations students indicate that they would like more feedback when writing their assignment. Students also expressed the need for well-motivated feedback and criticism in order to learn.

Giving constructive feedback is not an easy skill to master. It is not only about what the student is doing well and what (s)he is doing wrong. More importantly, it is about explaining why something is right or wrong, and providing useful advice on how to improve. A supervisor should adjust the way (s)he gives feedback depending on the student. Some students appreciate clear and direct feedback, while others might take such feedback personally. Assure any student that feedback is not personal. It is always meant to help him/her in the learning process. Don't just give your opinion ('I think this is not very good'), but tell the student why you think it is not good (yet) and give advice on how to improve. It is also important to focus on both performance and progress. Start by saying what you like about the work and attitude, and then talk about the things the student could improve upon. 'I think your writing is good, but shortening the sentences might make it easier to read' sounds better than 'The sentences are too long, it's very hard to read. The writing is good however.'

Writing phase

During the writing the student starts to put his/her ideas into words. Proper guidance and moral support is are important during this process. Encourage the student to divide the writing assignment into a number of rounds: begin with a rough outline with titles of main sentences and paragraphs, and rephrase and refine this into a text with complete sentences. It is advisable to give feedback in rounds as well: on the rough outlines, on the content and on the details, dotting the i's and crossing the t's. The supervisor's double role as supervisor and assessor can cause friction with some students. They may delay submitting their 'imperfect' first draft for fear of it affecting their final mark. It is therefore very important to talk about this during the start-up phase. Agree on the number of drafts the student

will submit and the specific assessment criteria. (The online Rubric can be a helpful tool.) Discuss if the draft version(s) will be assessed, or just the final version.

Final assessment

The purpose of the writing assignment is to make the student acquire new skills and assess how well (s)he performs. Keep this in mind during the assessment. Take into account both the student's 'end product' (the writing assignment) and the student's speed of learning, the ability to absorb new information and the student's work attitude.

The examiner from Utrecht University is responsible for the final assessment, in close consultation with the daily supervisor, if applicable, or supervisor host institute. In case of a writing assignment outside Utrecht University, the daily supervisor is the on-site supervisor (a staff member) at the host institute, and the examiner is a staff member of Utrecht University or UMC Utrecht. The second reviewer is a staff member who is not directly involved with the student's supervision. A PhD-student or a post-doc cannot act as second reviewer.

The Rubric contains a list of assessment criteria, which can be used as a guideline for the final assessment. Some supervisors determine the final mark by systematically weighing the assessment criteria they consider particularly important. Others may weigh up these factors more instinctively. Students are entitled to know in which areas they are to be assessed.

By signing the assessment form as an examiner you state that the report was checked for plagiarism (see next paragraph).

After completing the writing assignment, the student should deliver the following to the Administration Office as soon as possible:

- signed assessment form, including the attached evaluation form;
- summary of the Ephorus plagiarism check, provided by his/her examiner (if percentage is >10% a written motivation from examiner should also be included);
- written motivation for the final grade from and signed by the examiner (for **all** grades, not just ≤ 6 or ≥ 8.5);
- PDF file of the writing assignment (via email to the Administration office).

Ephorus

University Utrecht decided that all written products (essays, reports and writing assignments) have to be checked for plagiarism by using Ephorus software. This programme indicates to what extent plagiarism is committed, and which source is used. This plagiarism check is mandatory in both theoretical courses, research projects and writing assignments.

Ephorus account

The examiner should ensure that no plagiarism took place. The final report should therefore be checked for plagiarism via Ephorus. Since no plagiarism checker covers 100% of all existing text sources, it is important that you also critically review the report and references yourself. A print of the summary report of Ephorus should be delivered by the examiner and handed in by the student at the Master's administration together with the assessment form.

Ephorus account and login

When you already have a Ephorus account you can log in via [this link](#). If you do not have an Ephorus account the following procedures apply:

For UMCU examiners: please send an email to the UMCU Ephorus contactperson [Pieter Jan van der Schoot](#). You will receive an email from Ephorus shortly afterwards to activate your account. When you activate your account you can create your own password, your UMCU email address will be you login name.

For UU examiners: If you do not have an Ephorus account, please contact the Ephorus manager from your faculty. Note: All examiners of the faculty of Science have an Ephorus account.

Check for plagiarism with Ephorus

If you would like to check a document for plagiarism, there are two possible ways

1. The student uploads the document

The final report from the student can be uploaded in Ephorus by the student via this link: <http://student.ephorus.nl> **Note:** Ephorus will ask the student to fill out an 'inlever code', which is just the email address that is related to your account, hence your UMCU or UU email address. After the student has uploaded his files the results of the plagiarism check will become visible in your Ephorus account and (depending on your settings) you will receive an email with the results of this check. Ephorus gives the result by means of a percentage. If this percentage is >10%, you need to explain this in writing. This written motivation should be handed in (together with the assessment form and a the summary of the plagiarism check) by the student at the Master's administration office.

2. The supervisor uploads the document

The final report from the student can also be uploaded in Ephorus by the examiner. Log in via this link. Click on the button 'Upload'. Select the file you wish to check and select the folder in which you would like to store the results of the plagiarism check. Please click on the uploaded file to see the percentage of plagiarism. If this percentage is >10%, you need to explain this in writing. This written motivation should be handed in (together with the assessment form and a the summary of the plagiarism check) by the student at the Master's administration office.

Note: Students should only upload the final version, as it will be stored immediately in the database. Uploading a similar text the second time will give a high percentage of overlap. The student may only submit the assessment form of the research project if the result from Ephorus is attached to the assessment form.

In case of secrecy the final report written by the student should be checked 'under embargo' the information in the report will not be stored in the Ephorus database.

Read more

More information on Ephorus, including a manual and contact persons, can be found on the [UU pages about plagiarism](#).

Chapter 5. Issues and problems

Identifying issues

There may be times when a supervisor disagrees with a student about the progress or contents of the writing assignment, or when the student fails to meet the supervisors expectations. A student may be experiencing personal problems, which can cause a delay in the writing process. It is important to identify and recognize issues in time and look for solutions to prevent further problems and delays. Although the student is expected to indicate when (s)he needs help, it is important to actively keep in touch with the student to identify and discuss any issues that may arise. Keep the following questions in mind: Does the student feel (s)he has enough time? Does (s)he still think the topic is sufficiently interesting? Does the student think it is going well? Does (s)he understand feedback and is able to learn from it?

If a supervisor believes that the student's work is not of sufficient quality or quantity this can lead to friction. The student might not be happy with the (amount of) supervision (s)he is offered. Both supervisor and student might feel that the other party has failed to meet expectations, such as maintaining a positive and pro-active work attitude, taking responsibility for specific issues and honouring agreements.

Problems

Below you will find a list of frequently occurring problems, accompanied by some useful questions for identifying and resolving them.

- Bottlenecks in the 'problem formulation' phase
If the scope of the writing assignment is too broad, or not clearly defined, the student will have no clear reference point and runs the risk of getting stuck in the information gathering phase. Because of this, it is important that the student defines his/her writing assignment subject carefully and precisely.
The following questions are particularly useful in this respect: Why have you selected this particular topic (in this research field)? Why does this topic interest you? What are the aims and objectives of your writing assignment? How can you demarcate your issue of interest? Which articles do you need to read if your keyword search produces 5.000 hits? Can the topic of interest be researched in the available time?
- Problems in literature assessment
The information from scientific literature needs to be presented in one manageable figure, graph or table. In order to make this figure, graph or table, the student is required to select, order and interpret scientific information. At this point a student could easily get overwhelmed by the data and lose control of the situation.
The following questions are particularly useful in this respect: Which papers will you use? What are your aims and objectives? How would you go about ordering and integrating the information to achieve these objectives? In what order will you be writing down the information?
- Problems during the writing of the assignment
Many students encounter problems during the writing phase. This tends to be the main cause for delays. Students often don't know how to start writing and to determine which information goes where.
The following questions are particularly useful in this respect: Who is your target audience (general science, scientific journal)? What are the standard criteria for the writing of an assignment? Do you have a rough outline of the table of contents? Do you know how to formulate scientific sentences, how to use references and how to edit a text?

- Attitudinal problems

A student may have a different perception of the writing assignment than the supervisor, or does not know what is expected of him/her. Alternatively, a student may have problems of a personal nature, causing a (serious) delay in the writing process. It is important to agree in advance about content and deadlines.

The following questions could be useful to talk about possible personal problems: How are you coping with the time pressure? Is the topic still sufficiently interesting? Are you receiving sufficient and appropriate feedback? Are you on track with regard to writing your assignment?

If the student has personal questions or problems, but (s)he doesn't want to discuss this with you or other group members, or neither of them can help him/her, please send the student to his/her programme coordinator or study counsellor.

Many of these problems can be prevented by making clear agreements before the start of the writing assignment. If a dispute arises in spite of these agreements, the student and supervisor(s) are expected to discuss the issues with each other first. If this fails to resolve the dispute, the student and/or the supervisor can consult the programme coordinator or study counsellor. Any conversation with the study counsellor is confidential. With the prior approval of the student and supervisor, the study counsellor contacts the other party, or other experts (e.g. the programme coordinator or institute director) for further mediation.

If consulting the programme coordinator or study counsellor does not resolve the issue, the student discusses with the study counsellor about the next step. This can be:

- Contacting Master's degree coordinators Gönül Dilaver or Shirrinka Goubitz
- Contacting one of the complaints coordinators, in case of a dispute on personal grounds.
- Or as a last resort contact the Examinations Appeals Board (College voor het Beroep van de Examen, CBE) in the student disagrees with the decision of the Board of Examiners or an examiner.

Premature termination of the writing assignment

The student can choose to not finish his/her writing assignment. This can be because of a variety of reasons, such as the assignment has failed to meet expectations, or the student is experiencing personal problems that make it impossible for him/her to continue. Before deciding to terminate the writing assignment, the student should contact the study counsellor, discuss the problems and look for a solution. The study counsellor will advise the student on further progress of the study programme. The student must notify his/her supervisor, his/her programme coordinator and the Master's administration office as soon as possible of the decision to stop the writing assignment.

A writing assignment can also be terminated by the supervisor. Reasons could be because the student fails to honour the agreements or doesn't stay in contact.

The following guidelines should be used:

1. The student has failed to honour the agreements as agreed upon and written down in the application form, and has been reprimanded clearly on several occasions by the supervisor.
2. The student has been granted at least two opportunities to redeem him/herself by continuing the writing assignment in the agreed manner. The student must have been notified in writing.
3. The supervisor has mentioned a clear deadline in the second letter, warning the student that the writing assignment will end unless the student alters his/her behaviour and lives up to the previously made agreements. The student will be notified in writing if the assignment is terminated.
4. The supervisor has sent copies of this correspondence to the programme coordinator and study counsellor.
5. The student is entitled to appeal this decision with the Board of Examiners.

No credits will be given to prematurely terminated writing assignments.

Chapter 6. More information and contact

A large part of the information you need is available on the [study guide of the Graduate School of Life Sciences](#), such as contact information of [administration officers](#), [international officers](#) or the [board of examiners](#).

Further reading

Below is a selection of books dedicated to conducting research, on effective interview techniques, and on avoiding and solving bottlenecks during the writing phase (all in Dutch):

- Heinze Oost en Angela Markenhof, Een onderzoek voorbereiden. HB Uitgevers 2005, ISBN 9055743763
- Heinze Oost, Een onderzoek uitvoeren. HB Uitgevers 2002, ISBN 9055743739
- Heinze Oost en Janny de Jong, Een onderzoek rapporteren. HB Uitgevers 2005, ISBN 9055743747
- Markenhof, M. Bastings, et al., Een onderzoek presenteren. HB Uitgevers 2002, ISBN 9055743755
- M. van de Berg, Effectieve tweegesprekken. Sdu Uitgevers 2006, ISBN 9052615683
Schoonhoven, Academic Services.
- M. J. A. Mirande en E. Wardenaar, Scriptieproblemen. Noordhoff Uitgevers b.v. 1997, ISBN 9001589332

Further training

The COLUU institute (Centre for Teaching and Learning) offers several courses a year for students on different subjects, eg. study skills. Have a look at [their Dutch website](#) to see which trainings are offered.