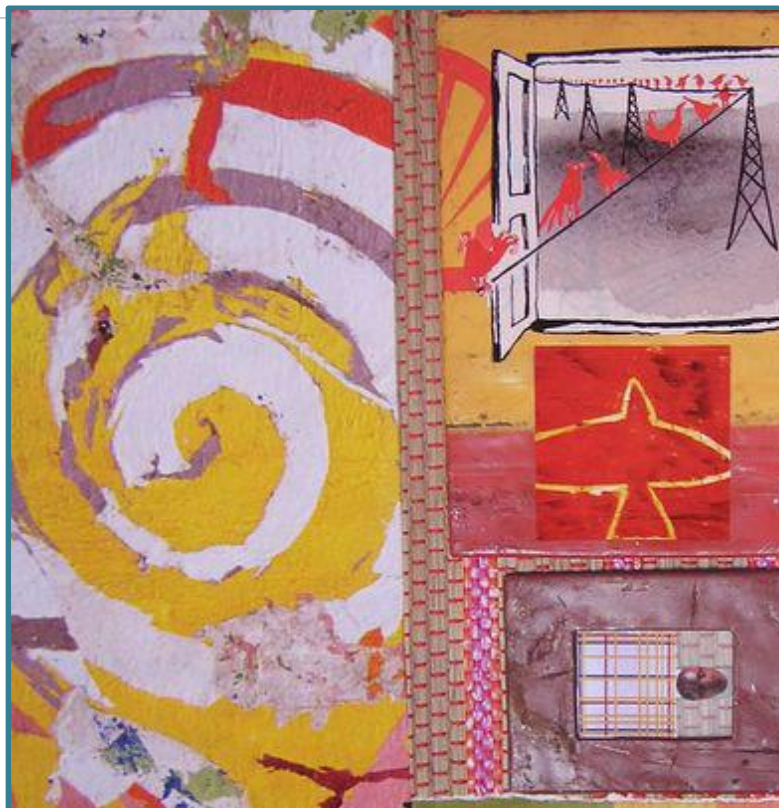


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WAGENINGEN UNIVERSITY
WAGENINGEN **UR**



BSc Tourism Thesis (GEO 80818)

Language of instruction: English
Study load: 18 ECTS (504 hours)
Components of the credits: Supervised self-study

Period/time: Periods 5 (part-time) and 6 (full-time)

<https://ssc.wur.nl/Studiegids/Vak/GEO-80818>

Assessment dates:

Written thesis report Period 6, Week 7 → 25 June 2020
Presentation and oral defence Period 6, Week 8 → 2 July 2020

Coordinators/contact persons: Dr. Emmanuel Adu-Ampong (emmanuel.adu-ampong@wur.nl) and Dr. Arjaan Pellis (arjaan.pellis@wur.nl)

Supervisors: Thesis supervisors from among select BUAS and WUR staff involved in the BSc Tourism programme

Examiners: Dr. Emmanuel Adu-Ampong, Dr. Arjaan Pellis and select BUAS and WUR staff involved in the BSc Tourism programme

Examination (assessment): Written component (80%)
Oral component (20%)

Type of assessment: The assessment is based upon the following four components:
- research competence (40%)
- research report (40%)
- oral presentation (10%)
- oral defence (10%)
All components will contribute to the final mark and each must be evaluated as 5.5 or greater. See assessment rubric below for further details.

Presumed knowledge: All BSc Tourism courses taken to date

Prerequisites: Students must have successfully completed all first-year BSc Tourism courses, Research Methods 2 and the International Field Project in order to begin the thesis. Should students *not* have fulfilled the prerequisites, they must receive permission from the BSc Tourism Study Advisor to be able to proceed with the thesis.

Continuation courses: Not applicable

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0. Preface

This course guide is meant for BSc Tourism students starting their BSc thesis (GEO 80818). In it, you can find all information you need to set up, execute and finish your thesis.

Read the study guide carefully before you start your thesis, so you know what you are doing. In case anything is unclear or if you have ideas to improve or supplement the study guide, you can contact the thesis coordinators. Have fun and good luck with your BSc thesis!

1. Profile of the thesis

The BSc Tourism Thesis is an individual project in which various academic research skills are applied to a specific field, resulting in a paper ('thesis report') and presentation, after which the BSc Tourism study programme is completed. In the BSc Tourism thesis, students must demonstrate that they master the bachelor competencies (see Appendix 4 for BSc Tourism programme learning outcomes) to a satisfactory level and that they can independently apply obtained knowledge and skills to a chosen assignment. Successful completion of the bachelor thesis indicates that students are ready to enter a master's programme.

2. Thesis learning outcomes

An 18-credit BSc thesis results in a written report on a scientific topic that is within the domain of the study programme and is produced through independent research. Upon successful completion of the BSc thesis, students should be able to individually:

1. Formulate individual learning goals based on personal reflection on their own knowledge, skills, attitude and functioning, and incorporate these learning goals in a research project proposal;
2. Perform a literature search and literature study;
3. Survey, apply and integrate relevant academic knowledge regarding a current issue in the field of tourism;
4. Formulate a research project proposal (including theoretical background, problem definition, methodological design and project planning) under supervision and with the use of feedback;
5. Plan and carry out research based on the knowledge and skills which are acquired in the BSc programme;
6. Plan and carry out independent research work, under supervision and appropriate to the BSc level, within the designated timeframe;
7. Write and present a BSc-level academic thesis report – with the use of feedback – in a way that clearly, understandably and systematically describes the methods, findings and analysed results of the research project;
8. Defend and reflect upon the research project and its results as well as upon personal action and thinking throughout the thesis process in writing and orally.

3. Course materials and resources

Guidance materials and resources used in the course can be found on the BSc Tourism thesis (GEO 80818) Brightspace site (<https://brightspace.wur.nl/>). It is students' responsibility to gather and analyse the appropriate literature and empirical data for their projects, as arranged with their supervisors.

4. Step-by-step outline of the thesis process and activities

Students carry out the BSc Tourism Thesis individually (i.e., not as a group, as with the National Field Project (NFP) or International Field Project (IFP) in the past), under the guidance of their supervisors. Supervisors propose topics related to their own on-going research to which students will be able to contribute. Following consultation with the research manager of BUAS Breda's Academy for Tourism, the thesis coordinators will pair up students and supervisors relative to the interests of both parties. Then students must identify and define a research problem relative to this topic, formulate research

questions, manage the logistics of carrying out an individual research project, plan and schedule the different activities appropriately, and present the results in writing and orally in a clearly organised report and colloquium.

As such, the BSc Tourism Thesis 'course' consists of several steps:

1. Be paired up with a supervisor doing research related to the student's identified interests in the study of tourism;
2. Formulate objectives and preferences with respect to the BSc thesis project and fill in/sign Thesis Contract with supervisor;
3. Conduct an independent literature search and literature study;
4. Formulate a research project proposal with the support of the supervisor;
5. Conduct the research according to the proposal and within the designated timeframe;
6. Discuss and analyse the research findings in a written thesis report;
7. Present and discuss the research in a public oral presentation;
8. Defend and reflect upon the research process, theory, methods and results as well as upon personal actions and thought processes.

4.1 Step 1: Be paired up with a supervisor doing research related to the student's identified interests in the study of tourism

A **compulsory group meeting** will be held with students and the coordinators in order **to explain the thesis process on 19 February 2020 (12:30-13:30, Location: Lumen building, room Lumen 1)**. Prospective supervisors will submit a list of research topics and projects appropriate for the BSc Tourism Thesis and students will receive this list of research topics/projects by mid-February, 2020 (at the latest). Students must select their top 3 choices from the list of thesis projects proposed by supervisors **by 24 February 2020 at 14:00**. Based on students' responses, the **thesis coordinators will pair up students with supervisors by 2 March 2020** (note: students' first choices cannot always be guaranteed).

4.1.1. Note on the 'independent route'

Exceptionally academically strong and motivated students who wish to develop their own research projects may opt out of the above-described application/allocation process **ONLY** if they can secure an appropriate supervisor (this must be a BSc Tourism teaching staff member from either Wageningen University & Research or Breda University of Applied Sciences¹) and develop a brief project proposal that has been approved by the supervisor and the thesis coordinators by no later than 24 February 2020. This means that such students **MUST** 1) begin the process earlier than their fellow classmates and 2) assume personal responsibility for ensuring that they complete any additional work necessary in order to be sufficiently prepared. If a student wishes to take this route, they must inform the thesis coordinators and receive prior approval from the thesis coordinators by e-mail by no later than 17 February 2020 in order to proceed.

4.2 Step 2: Formulate objectives and preferences with respect to the BSc thesis project and fill in/sign thesis contract

It is the student's responsibility to monitor his/her own progress, to set the dates for meetings with the supervisor (approx. 5 meetings in total – see 5. Course Schedule below for suggested timings) **and**

¹ A BSc Tourism thesis can be supervised by staff from the Academy for Tourism of Breda University of Applied Sciences or staff from any of the following Wageningen University & Research chair groups: AEP, CPT, ENP, ESA, FNP, GEO, SGL, LUP, MCB, MST and PAP, or. A supervisor must fulfil the following criteria: 1) either already hold a PhD degree or be currently enrolled as a PhD student and 2) be an active research scholar from Wageningen University & Research or Breda University of Applied Sciences.

to provide the supervisor with any drafts and the final written products (e.g., research project proposal in Period 5 and research report in Period 6) **in a timely manner**.

All students must arrange a **meeting during Period 5/Week 1 (starting 16 March 2020) with their supervisors** to familiarise themselves with the supervisor and the topic on which they will be working for their thesis. At this time, the supervisor will provide the students with some background information on the broader research field to which they are contributing, present the topic on which the student will be working and suggest an introductory reading list to help the student prepare their research project proposal. The supervisor also can give advice about ways to find the right sources of information. This is also the time when students should let supervisors know what their own interests are so that they can reach agreement on how to include some of those interests into the way in which the thesis topic will be approached and studied in their project.

To formalize the collaboration with the thesis supervisor, **a thesis contract needs to be filled in and signed by both the supervisor and student**. For a copy of this contract, see Appendix 1

4.3 Step 3: Conduct an independent literature search and literature study

A concise scholarly literature review will serve as a foundation for your thesis proposal. Later, the literature review will appear in a more detailed, extensive form in your thesis report. Students will receive a short list of suggested readings from their supervisor at the start of the thesis process, but it is each individual student's responsibility to search for additional resources in order to go into greater depth in the chosen research topic. In your proposal and thesis report literature reviews, be sure to summarise information on the topic in a structured way and try to use your own words as much as possible, keeping the use of quotes to a minimum.

4.4 Step 4: Formulate a research project proposal with the support of the supervisor

In the first part of the BSc Tourism thesis process, the student must write a BSc Tourism research project proposal. This proposal (2500 words maximum, *not including references*) should contain at least the following five aspects (please consult with your supervisor about the desired order of some of these components):

1	Title	Give a provisional title for your project. On the same page, be sure to include your name, student registration number and supervisor's name along with the date and course code (GEO 80818) on the front page.
2	Topic introduction and background	Identify the general topic and why it's important to tourism studies. Include references to related literature based on what you learned in the literature review (see section 4.3 above). Then, zoom in on the particular aspect of the topic you plan to explore in your project. What do we already know about it and what are some of the key questions and debates today related to it?
3	Research question and scholarly relevance	Next, zoom in on your own scholarly contribution to the topic. What key question(s) do you intend to address in your research project? What makes this contribution relevant/important to scholars? If undertaking a positivist piece of research, what hypotheses related to this question do you propose to examine or test?
4	Conceptual/theoretical framework and	After that, describe the specifics. How do you intend to address your research question? What relevant theories or concepts will you draw upon to do this? What methodologies or research strategies will you employ (e.g., comparative case studies, thematic analysis, statistical analysis, content analysis, etc.)? What

	research design	material do you intend to use to generate data and carry out your research (e.g., documents, datasets, interviews, etc.)? Elaborate on these and provide a solid rationale for them.
5	References	List all cited references in a format appropriate to your field of study (please confirm with your thesis supervisor), or if your supervisor does not recommend a specific format, use APA style. <i>Note: References are <u>not</u> included in the overall word count.</i>

The proposal must meet the following two criteria: 1) the subject is relevant to the academic study of tourism; and 2) the subject and the intended approach should enable students to demonstrate BSc-level competences with regard to their academic knowledge and skills (see Appendix 4).

Throughout the proposal preparation process, students are encouraged to meet with and get feedback from their supervisors on their draft proposals in order to ensure that they submit a quality final product. Also, prior to submitting the final proposal to the thesis supervisor and coordinators, students participate in a **compulsory group feedback session on Thursday, 2 April, from 10:10h-11:40h, Lumen building, room Lumen 1**, where they briefly present their proposals to their peers in small groups, discuss challenges they are facing and identify together strategies for handling those challenges.

To pass on to the next stage towards completing the BSc Tourism thesis, the finalised proposal must be approved by both the student's thesis supervisor and the BSc Tourism thesis coordinators (this is referred to as the 'proposal go/no go process'). The thesis coordinators will provide feedback to the supervisors in order to ensure that all students are undertaking theses at roughly the same level, thus ensuring a more level playing field, and the supervisor will communicate the 'go/no go' decision in addition to any feedback from both the supervisor and coordinators to his/her student. The **deadline for final thesis project proposal submission (by email) to both the thesis supervisor and thesis coordinators is 13 April 2020 at 14:00**. If the proposal receives a 'no go', then the student will receive detailed feedback from the supervisor as to why and the student must submit a new proposal within 5 working days. It is essential that students and their supervisors treat the preparation of their proposal seriously in order to avoid any study delays.

4.5 Step 5: Conduct the research according to the proposal and within the designated timeframe

Upon proposal approval (referred to as a 'go' in the 'proposal go/no go process'), students can commence with carrying out their approved research project. Following approval of their final proposal by the thesis supervisor and coordinator, students also participate in a **compulsory group feedback session on Tuesday, 21 April from 10:10-11:40, Gaia/Lumen building, room Gaia 2**, where they briefly present their data-gathering plans to their peers in small groups, discuss challenges they are facing and identify together strategies for handling those challenges.

4.5.1 What is the difference between a 12- and an 18-credit BSc thesis?

There are three main differences between a 12-credit thesis (most common format at Wageningen University) and an 18-credit thesis (for the BSc Tourism now):

1. Students are expected to have **more developed methodology sections** in their thesis reports. An 18-credit thesis report should have a more thorough description of, as well as a solid rationale for, the research design that is based upon and supported by scholarly literature.
2. Students are allocated **much more time to undertake their own primary research** (e.g., conduct interviews, gather questionnaires, etc.) **and/or in-depth data analysis**. For example, in the past, the limited size of the BSc Tourism (12 credits) meant that students were encouraged to analyse already existing datasets or to undertake only a small number of interviews, etc. With the expanded BSc Tourism thesis now at 18 credits, thesis students are given sufficient time to go into greater depth and undertake more primary data-gathering and -analysis. This reflects the BSc Tourism programme's emphasis on acquiring and applying research skills. *(Note: The enlargement of the thesis to 18 credits does not mean, however, that BSc thesis students should be engaging in primary data-gathering that would be expected of an MSc student.)*
3. Students must **more clearly, and in greater depth, critically reflect upon their research process, theory, methods and results** in an 18-credit thesis report. This involves students explicitly identifying the limitations of their research as well as their own positionality in the research process.

Students have approximately 8 weeks to gather data, analyse it and write up the results. Students are advised to meet with their supervisors at least twice during the period of conducting their research to discuss and get feedback on their progress (time management), data gathering and analysis.

4.6 Step 6: Discuss and analyse the research findings in thesis report

Students must **submit a complete draft of their thesis report (by email) to their supervisors by 11 June 2020 at 14:00** in order to receive detailed oral and/or written feedback from their supervisor prior to **submitting the final version of the report (by email) by 25 June 2020 at 14:00**. In the week when he/she receives the complete draft, the thesis supervisor must decide whether or not the thesis report merits a 'go' or 'no go' (referred to as the 'report go/no go process'). If the thesis draft receives a 'go', then the final version submitted on 25 June 2020 can be sent out to the examiner for evaluation and the presentation/defence can be scheduled. It is the student's responsibility to email their final report to the supervisor and examiner as well as to upload the final report via TurnItIn (the thesis coordinators will provide instructions on the latter step in due time). If the thesis report receives a 'no go' from the supervisor, the thesis will have to be revised and resubmitted, and the student's presentation/defence will be scheduled for a later date (i.e., generally late August 2020 before the end of August deadline for submission of final marks, TBD).

It is students' responsibility to consult the BSc Tourism thesis assessment rubric (see section 6.2) in order to ensure that sufficient reflection on the research process, the theory and methods and the results takes place in the report. Though some students may wish to adopt a different structure for their thesis (in accordance with their supervisor's guidance), a typical thesis report is structured as follows:

1. Introduction
2. Literature review, research questions and theoretical/conceptual framework
3. Methods
4. Results and analysis
5. Discussion

6. Conclusion

4.7 Step 7: Present and discuss the research in a public oral presentation

The presentation, oral defence and final assessment of the thesis take place once a year during a **collective assessment event (2 July 2020)**. All students' theses are presented for an audience of supervisors, fellow students, professionals, friends and relatives. Students have 15 minutes to present their completed thesis projects and 10 minutes to respond to questions posed by the thesis project assessors (supervisor and examiner) and/or the audience. While the result of the research can vary in character, it is the student's responsibility to ensure that the content of the presentation meets the assessment criteria (see again 6.2 BSc Tourism thesis assessment rubric).

4.8 Step 8: Defend and reflect upon the research process, theory, methods and results as well as upon personal actions and thought processes

Following the oral presentation, the student meets privately with their thesis assessors for an oral defence which takes no more than 25 minutes on **2 July 2020**. This is the student's opportunity to reflect on and respond to assessors' questions about the thesis and research process.

4.9 Step 9: Thesis wrap-up

The marks for thesis project assessment components A, B, C and D (see 6.2 BSc Tourism thesis assessment rubric) are negotiated and awarded by the supervisor and examiner on 2 July 2020. These marks are recorded in the thesis assessment form (see Appendix 3), which is submitted to the thesis coordinators for inclusion in the system and then presented to the student some days later. Students who experience a study delay will be offered a second opportunity for the presentation and oral defence in late-August 2020.

5. Course schedule

Period	Date	Phase	Responsibilities – Student	Responsibilities – Supervisor	Responsibilities – Examiner/Coordinator
3	3-14 February	Identify research interests			Establish overview of available thesis project in collaboration with potential BTO thesis supervisors
4	17-21 February	Learn about the thesis process & topic allocation	Participate in the compulsory group meeting for thesis students on 19 February, from 12:30-13:30, Location: Lumen building, room Lumen 1 , to learn about the thesis process		Thesis coordinators run a compulsory group meeting for thesis students on 19 February to inform students about the thesis process. Following consultation with the assistant BUAS thesis coordinator, the thesis coordinators inform students and supervisors of who they will be working with by 2 March 2020
4	17-24 February	Selection of thesis projects	Identify research interests and select top 3 choices from the list of thesis projects proposed by supervisors by 24 February 2020 and at 14:00		
4	24-28 February	Matching students with projects (supervisors)			Thesis coordinators to match students with thesis projects/supervisors and to communicate this to both students and supervisors by 2 March 2020
4	2-15 March	Get familiar with the topic	Search and scan at least 5 relevant research papers to prepare your first meeting with your supervisor (next week) and start to plan your first meeting (see next step)		
5	16-20 March	Meet your supervisor!	- Hold Meeting 1 with the supervisor to find out about the supervisor's proposed research topic and identify how the student's interests can be worked into the supervisor's topic	In Meeting 1 , the supervisor meets with the student to discuss the supervisor's proposed research topic and identify how the student's interests can be worked into a shared research project	
5	23 March – 10	Formulate a research project proposal	- Hand in draft research project proposal to the supervisor - Schedule and hold Meeting 2 with the supervisor to present, discuss and get feedback on the draft proposal - Participate in the compulsory group meeting for thesis students held on Thursday, 2 April, from 10:10-11:40, Gaia/Lumen building, room Lumen 1 , to discuss progress and share strategies relative to the proposal - Revise the proposal in view of the supervisor's comments	In Meeting 2 , the supervisor provides feedback on the student's draft research project proposal	Thesis coordinators run a compulsory group meeting on 2 April 2020 , for all thesis students to discuss progress and share strategies relative to the proposal
5	13-17 April	Finalise the research project proposal	- Hand in final version of the research project proposal to both the thesis supervisor and thesis coordinators by email on 13 April 2020 by 14:00	The supervisor (after receiving feedback from the thesis coordinator) gives a 'go/no go' decision on the proposal by 17 April 2020 (if an agreed 'no go' with the thesis coordinator, then the student must revise the proposal)	Emmanuel Adu-Ampong/Arjaan Pellis or another appointed examiner reads, provides feedback and receives supervisors' feedback on students' proposals by 17 April 2020 (if an agreed 'no go' with the

Period	Date	Phase	Responsibilities – Student	Responsibilities – Supervisor	Responsibilities – Examiner/Coordinator
					supervisor, then the student must revise the proposal)
5/6	20 April – 5 June	Carry out the research project and write the report	<ul style="list-style-type: none"> - In Meetings 3-4, meet with the supervisor to discuss progress and specific questions - Participate in the compulsory group meeting for thesis students held on Tuesday, 21 April from 10:10-11:40, Gaia building, room Gaia 2, to discuss progress and share strategies relative to the thesis data-gathering phase 	In Meetings 3-4 , the supervisor meets with the student to discuss progress and specific questions	Thesis coordinators run compulsory group meeting for thesis students on 21 April 2020 , for all thesis students to discuss progress and share strategies relative to the thesis data-gathering phase
6	8-12 June	Finalise project	Hand in complete draft of the thesis report by 11 June 2020 at 14:00 to supervisor by e-mail for comments	The supervisor reads the draft research report and prepares written feedback for the student's use to revise and improve the thesis report. This feedback is sent to the student by email.	
6	15-19 June	Finalise report	In Meeting 5 , discuss the draft thesis report with the supervisor, address the comments and finalise the report	In Meeting 5 , the supervisor meets with the student to discuss the draft research report	
6	22-26 June	Finalise report	Hand in final thesis report by e-mail to supervisor and examiner by email and to the thesis coordinators via TurnItIn (Brightspace) by 25 June 2020 at 14:00	The supervisor assesses the student's research competencies in addition to reading and assessing the final thesis report using the thesis assessment rubric	The examiners read and assess the final thesis report using the thesis assessment rubric
6	29 June-3 July 2	Presentation and defence	Oral presentation on 2 July 2020 (location: Lumen building, room 1 or 2) (Defence rooms will be announced in due time)	<p>The supervisor and examiner assess the student's oral presentation and defence. They must be present for this on 2 July 2020 (locations: Lumen building, room 1 or 2). Arrangements for timing will be made with the coordinator.</p> <p>Afterwards, the supervisor ensures that the thesis assessment form is complete (signed by both supervisor and examiner, complete with detailed comments from both assessors on the student's thesis performance). He/she then submits the complete exam form to the thesis coordinators by email so that the secretary from her chair group (GEO) can enter the final mark in the system. <i>Note: The GEO secretary is responsible for entering marks – not secretaries of the supervisors' chair groups. This is to ensure that all marks are entered together in a timely manner and that all required documentation has been submitted.</i></p>	

6. Assessment strategy

6.1 How thesis learning outcomes are assessed

The programme uses a standard evaluation form for the assessment of an 18-credit BSc thesis. Criteria for the assessment are:

- Part A - the ability to execute a research project ('research competence' = 40% of the final mark),
- Part B - the ability to write a research report ('research report' = 40%),
- Part C - the ability to deliver an oral presentation of the research ('oral presentation' = 10%) and
- Part D - the ability to defend the thesis orally ('oral defence' = 10%).

		Assessment categories			
		A. Research competence	B. Research report	C. Oral presentation	D. Oral defence
Learning outcomes		40%	40%	10%	10%
1	Formulate individual learning goals based on personal reflection on their own knowledge, skills, attitude and functioning, and incorporate these learning goals in a research project proposal	X	X		
2	Perform a literature search and literature study	X	X		
3	Survey, apply and integrate relevant academic knowledge regarding a current issue in the field of tourism	X	X		
4	Formulate a research project proposal (including theoretical background, problem definition, methodological design and project planning) under supervision and with the use of feedback	X			
5	Plan and carry out research based on the knowledge and skills which are acquired in the BSc study programme	X	X	X	X
6	Plan and carry out independent research work, under supervision and appropriate to the BSc level, within the designated timeframe	X			X
7	Write and present a BSc-level academic thesis report – with the use of feedback – in a way that clearly, understandably and systematically describes the methods, findings and analysed results of the research project	X	X	X	
8	Defend and reflect upon the research project and its results as well as upon personal action and thinking throughout the thesis process in writing and orally.	X	X	X	X

The thesis supervisor will assess learning outcomes for research competence (part A) and each member of the thesis assessment committee (supervisor and examiner) will assess learning outcomes for the thesis report (part B) of the thesis assessment form independently before the oral presentation (part C) and oral defence (part D). For the assessment, a specific rubric is used for the BSc Thesis Tourism (see section 6.2).

The **final thesis report must be handed in as a PDF file to the thesis supervisor by 25 June 2020 (before 2pm)**. Barring extraordinary personal circumstances, the **presentation (colloquium) and oral defence**

must take place on 2 July 2020. Students who experience a significant study delay as a result of a thesis report 'no-go decision' by their supervisor will be offered a second opportunity for the presentation and oral defence in late August 2020 (TBD). If any of the four parts of the assessment form is assessed insufficiently (a 5.5 or greater is required for each part), then the student has one (1) opportunity to improve it within ten (10) working days. In accordance with examination guidelines set for the BSc Tourism programme, if this version is again insufficient, the BSc Tourism Thesis must be repeated in a new period.

Students are reminded that the time period for thesis supervision is fixed. The thesis amounts to 18 credits, or the duration of the educational study period as indicated in the Study Handbook (<https://ssc.wur.nl/Studiegids/Vak/GEO-80818>). Students only have the right to supervision during educational periods 5 and 6. If the thesis takes longer, this right will disappear, and in principle students have to continue on their own, unless the supervisor is willing to continue the supervision on a voluntary basis.

The thesis work is marked by two assessors: the **supervisor** and an **examiner**. Both assessors are present during both the presentation and the defence. In order to secure the reliability of the assessment, the examiner may not personally be involved in thesis supervision. Thesis supervisors are responsible for selecting thesis examiners and handling any necessary arrangements linked to this, though they may request advice from the thesis coordinator. A thesis examiner must fulfil the following criteria: 1) be knowledgeable in the domain of tourism, 2) either hold a PhD degree or currently be enrolled as a PhD student, and 3) be an active research scholar. In 20% of all theses, to ensure continuity, Emmanuel Adu-Ampong/Arjaan Pellis or a specially appointed examiner will be involved in thesis assessment.

Supervisors are furthermore responsible for ensuring the completion and submission of signed thesis contracts (see Appendix 1), assessment forms (see Appendix 2) and final copy of the thesis in PDF (for the archive) to the thesis coordinators (emmanuel.adu-ampong@wur.nl and arjaan.pellis@wur.nl) and chair group secretary (GEO secretary, Ms Keen Mun Poon – keenmun.poon@wur.nl) enters the final thesis mark into the Wageningen University marking system.

6.2 BSc Tourism thesis assessment rubric and user instructions

In the BSc thesis assessment form, a number of criteria for the assessment of the BSc thesis are mentioned. The rubric can be used as a tool to determine the appropriate mark for each criterion. In the rubric, which has the form of a table, each line discusses one criterion for assessment, each column gives a level for the grading, and each cell contains the descriptor of the level for that criterion. The criteria in the rubric follow the order of the criteria in the assessment form for the BSc thesis.

The main intention of using a rubric is to enhance the homogeneity of assessment and to communicate about assessment with students and with colleagues. Furthermore, it clarifies the supervisor's expectations and helps him/her with structuring feedback during the process of thesis research. However, it should be noted that even with the use of a rubric some arbitrariness will remain.

In a few cases the criteria were split into two or more parts because the description of the criteria clearly covered different subjects. The mark for the criteria should in such a case consist of the average mark for the different subjects or if one criterion is far more important for that particular thesis, that criteria should be should be weighted more.

When determining the mark of a certain criterion, always start at the lowest level and test if the student should be awarded the next higher mark. Note that in some cases achievements of a lower level are not repeated at the higher level because the lower level achievements are implicit in the higher levels.

If a level has a range of marks, choose the most appropriate one (consider the description of the level of performance as a continuum, rather than a discrete description). Since the final mark for a thesis usually ranges between 6 and 9, individual levels have been established for the marks of 6, 7 and 8. When performance is at the 9-10 level, it is necessary to decide whether the student is on the low edge (9) or high edge (10) of this level. Descriptions at the 9-10 level tend to describe the ultimate performance (10). Hence, if a student performs well above 8, but below the description at the 9-10 level, a 9 would be the appropriate mark. Keep in mind that each line in the rubric should be read independently: it could be that a student scores a 1-3 on one criterion and a 9-10 on another.

1-3	4-5	6	7	8	9-10
A) Research competence (40%)					
A1. Initiative, pro-activity and creativity					
The student shows no initiative or ideas at all.	The student picks up some initiatives and/or ideas suggested by others (e.g. supervisor), but the selection is not motivated.	The student shows some initiative and/or together with the supervisor develops one or two ideas on minor parts of the research.	The student initiates discussions on ideas with supervisor and develops one or two own ideas on minor parts of the research.	The student has own creative ideas on hypothesis formulation, design or data processing.	The student develops innovative hypotheses, research methods and/or data-analysis methods.
A2. Commitment and perseverance					
The student is not motivated. He/she escapes work and gives up regularly.	The student has little motivation. He/she tends to be distracted easily. Has given up once or twice.	The student is motivated at times, but often, sees the work as a compulsory task. He/she is distracted from thesis work now and then.	The student is motivated. He/she overcomes an occasional setback with help of the supervisor.	The student is motivated and/or overcomes an occasional setback on his/her own and considers the work as his/her "own" project.	The student is very motivated and endeavours to get the most out of the project.
A3. Proposal					
The student is not able to set up a proposal.	The proposal has been set up but it contains many errors in logic even with the supervisor's direct help.	The proposal has been set up with the supervisor's direct help.	The proposal has been set up correctly with direct help of supervisor.	The proposal has been set up correctly after detailed instruction by supervisor.	The proposal has been set up correctly after basic instruction by supervisor.
A4. Time management					
No planning is made.	Planning is without any detail, not feasible and backup strategies are lacking.	Planning is somewhat concrete but not feasible and backup strategies are lacking.	Planning is quite concrete, but some aspects of the planning are not feasible and backup strategies are insufficient.	Planning is quite concrete and feasible, but backup strategies are insufficient.	Planning is concrete and feasible and backup strategies are sufficient.
The student can only perform the project properly after repeated detailed instructions and with direct help from the supervisor.	The student needs frequent instructions and well-defined tasks from the supervisor and the supervisor needs to check carefully to see if all tasks have been performed.	The supervisor is mainly responsible for setting out the tasks, but the student is able to perform them mostly independently.	The student selects and plans tasks together with the supervisor and performs these tasks on his/her own.	The student plans and performs tasks mostly independently, asking for help from the supervisor when needed.	The student plans and performs tasks independently and organises his/her sources of help independently.

1-3	4-5	6	7	8	9-10
A5. Critical and self-reflective capacity					
The student doesn't acknowledge the strengths and weaknesses of the research (plan).	The student is not able to point out strengths and weaknesses of the research (plan).	The student is able to point out some strengths and weaknesses of the research (plan).	The student is able to point out many of the strengths and weaknesses of the research (plan).	The student is able to point out most of the strengths and weaknesses of the research (plan).	The student is able to point out most of the strengths and weaknesses of the research (plan) and is able to give some constructive suggestions for improvement.
A6. Handling the supervisor's comments					
The student does not pick up the supervisor's suggestions and ideas.	The supervisor needs to act as an instructor and constantly needs to suggest solutions for problems.	The student incorporates some of the comments of the supervisor, but ignores others without arguments.	The student incorporates most or all of the supervisor's comments.	The supervisor's comments are weighed by the student and asked for when needed.	The supervisor's comments are critically weighed by the student and asked for when needed, also from other staff members or students.
The student's knowledge and insight (relative to the prerequisites) is insufficient and the student is not able to take appropriate action to remedy this.	There is some progress in the student's research skills, but the supervisor's suggestions are also ignored occasionally.	The student is able to adopt some skills as they are presented during supervision.	The student is able to adopt skills as they are presented during supervision and also develops some skills independently.	The student is able to adopt new skills mostly independently, and asks for assistance from the supervisor if needed.	The student has knowledge and insight on a scientific level -- i.e. he/she explores solutions on his/her own, increases skills and knowledge where necessary.
A7. Critical gathering, processing and analysis of literature and data					
A7a. Literature analysis					
The student is not able to organise literature and come to a synthesis.	The student is able to organise the literature, but is not able to come to a synthesis that results in own insights, hypotheses or conclusions independently.	The student is able to organise literature and comes to a synthesis that results in own insights, hypotheses or conclusions; but the way the literature is used does not clearly contribute to answering of the research questions.	The student is able to organise literature and comes to a synthesis that results in own insights, hypotheses or conclusions which contribute to the research question.	The student is able to organise literature and critically evaluates the quality of his/her literature sources. He/she comes to a synthesis that results in own insights, hypotheses or conclusions which contribute to the research question.	The student is able to organise literature and critically evaluates the quality of his/her literature sources. He/she comes to an original synthesis that results in own original insights, hypotheses or conclusions which contribute to the research question.

1-3	4-5	6	7	8	9-10
A7b. Data gathering					
The student is not able to identify or perform data-gathering techniques appropriate to the research question.	The student makes many errors in identifying and performing appropriate data techniques, even with the supervisor's direct help.	The student is mostly able to identify and perform appropriate data-gathering techniques correctly after detailed instruction by the supervisor.	The student is able to identify and perform appropriate data-gathering techniques correctly after detailed instruction by the supervisor.	The student is able to judge, account for and perform appropriate data-gathering techniques after basic instruction by the supervisor.	The student is able to clearly judge and account for the set-up of the chosen methods, undertake the appropriate techniques and make modifications where necessary.
A7c. Data analysis					
The student is lost when using data. He/she is not able to use appropriate data-processing techniques.	The student is able to organise the data, but is not able to perform checks and/or simple analyses.	The student is able to organise data and perform some simple checks; but the way the data are used does not clearly contribute to answering of the research questions and/or student is unable to analyse the data independently.	The student is able to organise the data, perform some basic checks and perform basic analyses that contribute to the research question.	The student is able to organise the data, perform commonly used checks and perform some advanced analyses on the data.	The student is able to organise the data, perform thorough checks and perform advanced and original analyses on the data.
B) Thesis report (40%)					
B1. Problem definition and research set-up					
There is no researchable research question and the delineation of the research is absent.	Most research questions are unclear or not researchable, and the delineation of the research is weak.	The research questions are mostly clear but could have been defined more sharply at some points.	The research questions and the delineation are mostly clear but could have been defined more sharply at some points.	The research questions are clear and researchable and the delineation is clear.	The research questions are clear and formulated to-the-point and limits of the research are well-defined.
No link is made to existing research on the topic. No research context is described.	The context of the topic at hand is described in broad terms but there is no link between what is known and what will be researched.	The link between the thesis research and existing research does not go beyond the information provided by the supervisor.	Context of the research is defined well, with input from the student. There is a link between the context and research questions.	Context of the research is defined sharply and to-the-point. Research questions emerge directly from the described context.	Research is positioned sharply in the relevant scientific field. Student is able to indicate the novelty and innovation of the research.
B2. Theoretical underpinning and use of literature					

1-3	4-5	6	7	8	9-10
No discussion of underlying theories.	There is some discussion of underlying theories, but the description shows serious errors.	Student has found the relevant theories, but the description has not been tailored to the project at hand or shows occasional errors.	Student has found the relevant theories, and has been partially successful in tailoring the description to the project at hand. Few errors occur.	Student has found the relevant theories, makes a synthesis of those, and has been successful in tailoring the description to the project at hand.	Clear, complete and coherent overview of relevant theories. Exactly tailored to the project at hand.
No peer-reviewed/primary scientific papers in reference list, except for those already suggested by the supervisor.	Only a couple of peer-reviewed papers in reference list.	Some peer-reviewed papers in reference list but also a significant body of grey literature.	Relevant peer-reviewed papers in reference list but also some grey literature or text books. Some included references less relevant.	Mostly peer-reviewed papers or specialised monographs in reference list. An occasional reference may be less relevant.	Almost exclusively peer-reviewed papers in reference list or specialised monographs. All papers included are relevant.
B3. Description of methods and critical analysis of literature and data					
No description of methods and analysis of the information/data.	Insufficient information on methods and analysis of the information.	Some aspects of the project regarding methods and analysis of information are described insufficiently. The methods used and analysis of data/information are not always appropriate.	Description of methods and analysis of information/data is lacking in a number of places. The methods used and analysis of data/information are mostly appropriate.	Description of methods and analysis of information/data is mostly complete, but some details are lacking. The methods used and analysis of data/information are appropriate.	Description of methods used and analysis of the information is appropriate, complete and clear.
B4. Clarity of argumentation and conclusions					
No link between research questions, results and conclusions.	Conclusions are drawn, but in many cases these are only partial answers to the research question. Conclusions merely repeat results or conclusions are not substantiated by results.	Conclusions are linked to the research questions, but not all questions are addressed. Some conclusions are not substantiated by results or merely repeat results.	Most conclusions well-linked to research questions and substantiated by results. Conclusions mostly formulated clearly but some vagueness in wording.	Clear link between research questions and conclusions. All conclusions substantiated by results. Conclusions are formulated exact.	Clear link between research questions and conclusions. Conclusions substantiated by results. Conclusions are formulated exact and concise. Conclusions are grouped/ordered in a logical way.
No recommendations/paths for	Recommendations/paths for future	Some recommendations/paths	Recommendations/paths for future	Recommendations/paths for future research are to-	Recommendations/paths for future

1-3	4-5	6	7	8	9-10
future research given.	research are absent or trivial.	for future research are given, but the link of those to the conclusions is not always clear.	research are well-linked to the conclusions.	the-point, well-linked to the conclusions and original.	research are to-the-point, well-linked to the conclusions, original and are extensive enough to serve as project description for a new thesis project.
B5. Critical reflection and discussion					
No discussion and/or reflection on the research.	Discussion only touches on trivial or very general points of criticism.	The student identifies only some possible weaknesses which are in reality irrelevant or non-existent.	The student indicates most weaknesses in the research, but does not weigh their impact on the main results relative to each other.	The student indicates all weaknesses in the research and weighs them relative to each other. Furthermore, (better) alternatives for the methods used are indicated.	The student is able to identify all possible weaknesses in the research and to indicate which weaknesses affect the conclusions most.
No confrontation with existing literature.	Some confrontation with existing literature but incomplete and irrelevant.	Some confrontation with existing literature, some relevance.	The student identifies only most obvious conflicts and correspondences with existing literature. Student tries to describe the added value of his/her study but does not relate this to existing research.	The student shows minor and major conflicts and correspondences with literature and can identify the added value of his/her research relative to existing literature.	The student critically confronts results to existing literature and in case of conflicts is able to weigh own results relative to existing literature. Student is able to identify the contribution of his/her work to the development of scientific concepts.
B6. Writing skills (including correct formatting and citation)					
Badly structured. In many cases, information appears in the wrong locations. Level of detail is inappropriate throughout.	The main structure incorrect in some places, and the placement of material in different chapters is illogical in many places. The level of detail varies widely (information	The main structure is correct, but the lower level hierarchy of sections is not logical in places. Some sections have overlapping functions, leading to ambiguity in placement of	The main structure correct, but the placement of material in different chapters illogical in places. The level of detail is inappropriate in a number	Most sections have a clear and unique function. The hierarchy of sections is mostly correct. The ordering of sections is mostly logical. All information occurs at the correct place, with few exceptions. In	Well-structured. Each section has a clear and unique function. The hierarchy of sections is correct. The ordering of sections is logical. All information occurs at the

1-3	4-5	6	7	8	9-10
	missing, or irrelevant information given).	information. The level of detail varies widely (information missing, or irrelevant information given).	of places (irrelevant information given).	most places, the level of detail is appropriate.	correct place. The level of detail is appropriate throughout.
Formulations in the text are often incorrect/inexact, inhibiting a correct interpretation of the text.	Vagueness and/or inexactness in the wording occur regularly, and they affect the interpretation of the text.	The text is ambiguous in some places, but this does not always inhibit a correct interpretation of the text.	Formulations in text are predominantly clear and exact. The report could have been written more concisely.	Formulations in the text are clear, exact and concise.	The textual quality of thesis is such that it could (almost) be acceptable for a peer-reviewed journal.
The English is incorrect and unreadable. There are too many spelling and grammatical errors to count.	The English is incorrect and very hard to read. There are so many spelling and grammatical errors that they make the thesis almost impossible to understand.	The English is somehow correct but not easy to read. There are numerous spelling and grammatical errors.	The English is basically correct and readable. There are some spelling and grammatical errors present but at acceptable quantities.	The English is correct and pleasant to read. There are some spelling and grammatical errors.	The English is fluent and pleasant to read. There are few spelling and grammatical errors. The English is (almost) at the level of what appears in peer-reviewed journals.
Correct and full referencing in the text and/or in the reference list is fully lacking.	Correct and full referencing in the text and/or in the reference list is frequently lacking.	Correct and full referencing in the text and/or in the reference list is sometimes lacking.	Correct and full referencing in the text and/or in the reference list is rarely lacking.	One format is correctly used for references in the text and reference list. A few references may be missing.	One format is correctly used for references in the text and reference list. All references are present.

C) Oral presentation (10%)					
C1. Graphic presentation					
The presentation has no structure.	The presentation has an unclear structure.	The presentation is structured, though the audience gets lost in some places.	The presentation has a clear structure with only few exceptions.	The presentation has a clear structure, with a mostly good separation between the main message and side-steps.	The presentation is well-structured.
The graphic lay-out is unclear. Unbalanced use of text, graphs, tables or graphics throughout. Font size too small. Too many or too few slides.	The graphic lay-out is insufficient in many places. Too much text and too few graphics (or graphs, tables, etc.), or vice-versa.	The quality of the graphic layout is mixed. Inappropriate use of text, tables, graphs and graphics in some places.	The graphic lay-out is mostly clear. Unbalanced use of text, tables, graphs and graphics in only a few places.	The graphic lay-out is clear. Appropriate use of text, tables, graphs and graphics.	The graphic lay-out is functional and clear. Clever use of graphs and graphics.
C2. Verbal and non-verbal presentation					
Spoken in such a way that the majority of audience cannot follow the presentation.	Presentation is uninspired and/or monotonous and/or student reads from slides. Attention of audience not captured.	The quality of presentation is mixed: sometimes clear, sometimes hard to follow.	Mostly clearly spoken. Sometimes monotonous or difficult to follow.	Clearly spoken in such a way that it keeps the audience's attention.	Relaxed and lively though concentrated presentation. Clearly spoken in such a way that it keeps audience's attention.
The student does not make eye-contact, moves in a very restless way or is completely frozen, and does not support his/her words with gestures.	The student hardly makes eye-contact, moves too much or is almost frozen, and hardly supports his/her words with gestures.	The student sometimes makes eye-contact, moves in a way that is not very annoying or distracting, makes some useful supporting gestures.	The student regularly makes eye-contact, moves rather naturally and makes some supporting gestures.	The student makes eye-contact, moves naturally and makes supporting gestures.	The student constantly makes eye-contact, moves naturally, is lively and relaxed and makes supporting gestures.
The audience's language and interest are not taken into consideration at all.	The audience's language and interest are hardly taken into consideration.	The audience's language and interest are at a couple of points not appropriately targeted.	The audience's language and interest are mostly targeted.	The audience's language and interest are well-targeted. The student is able to adjust to some extent to audience signals that certain parts are not understood.	Take-home message is clear to the audience. The audience's language and interest are well-targeted. The student is able to adjust to audience signals that certain parts are not understood.
Bad timing (way too short or too long until stopped by supervisor or chair).	Bad timing (way too short or too long until stopped by supervisor or chair).	Timing is marginally okay but rushing or killing time in the end.	Timing is more or less okay, no rushing or killing time.	The presentation finished well in time.	The presentation finished well in time.
The student is	The student is	The student	The student is	The student is able	The student is

not able to answer questions.	able to answer only the simplest questions.	answers some of the relevant questions appropriately and deals in an acceptable way with the questions he/she cannot answer.	able to answer many relevant questions in an appropriate way, although not to-the-point in some cases.	to answer most of the relevant questions in an appropriate way.	able to give appropriate, clear and concise answers to all relevant questions.
D) Oral defence (10%)					
D1. Knowledge of the study domain					
The student does not master the most basic knowledge (even below the starting level for the thesis).	The student does not understand all of the subject matter discussed in the thesis.	The student understands the subject matter of the thesis on a textbook level.	The student understands the subject matter of the thesis on a textbook level and realises the importance of literature without using it.	The student understands the subject matter of the thesis including the literature used in the thesis.	The student is well on top of subjects discussed in thesis: not only does he/she understand but he/she is also aware of current discussions in the literature related to the thesis topic.
D2. Thesis defence					
The student is not able to defend/discuss the thesis. He/she does not master the content.	The student has difficulty explaining the subject matter of the thesis.	The student is able to defend the thesis. He/she mostly masters the content of what was written, but for a limited number of items is not able to explain what was done did or why.	The student is able to defend the thesis. He/she masters the content of what was written, but not beyond that. He/she is not able to place the thesis in scientific or practical context.	The student is able to defend the thesis, including indications where the work could have been done better. He/she is able to place the thesis in either a scientific or practical context.	The student is able to freely discuss the contents of the thesis and to place the thesis in current scientific and practical contexts.

7. What to do if you encounter problems during the thesis process

It is possible that unforeseen troubles arise during your BSc thesis. First of all, it is important to notice the problem. Consider doing a weekly self-check as to whether everything is going well and whether you will finish your thesis project at the end of Period 6 if you continue as you are. Think about constructive solutions. If you need your supervisor for these solutions or if you don't know how to go about solving the problem, take the initiative to make your problem known and discuss it. In case of doubt or questions or if you cannot solve the problem with your supervisor, contact the BSc Tourism study advisor and/or the thesis coordinator. Try to prevent problems from escalating or leading to study delay.

Appendices

Appendix 1. BSc Tourism Thesis contract

The thesis contract formalises the agreements made between the student and the supervisor. In this sense, it is a further supplementation and elaboration of the rights and obligations that the parties already have based on the Higher Education and Research Act, the Education and Exam Regulations and the student statute. Note that not all supervisors' chair groups require a BSc thesis contract, so please check with your supervisor. If the supervisor's chair group requires a BSc thesis contract to be completed and archived in the system, please fill out this form (also available on Brightspace) and submit a signed copy to your supervisor BEFORE any thesis activities begin. Your supervisor will then be responsible for sending the Cultural Geography Chair Group Secretary, Ms Keen Mun Poon (keenmun.poon@wur.nl) a copy of the signed and completed contract so that she can enter it into the system.

WAGENINGEN UNIVERSITY BSc THESIS CONTRACT

1 GENERAL INFORMATION

Student:

WU student registration no.:

Study programme: BSc Tourism

Name of course: BSc Tourism Thesis

Course code: GEO 80318

1st Supervisor:

2nd Supervisor (if applicable):

Supervisor's department/chair group:

BTO Study Advisor: Pieterneel Cremers (bsc.bto@wur.nl)

BTO Thesis Coordinators: Dr. Emmanuel Adu-Ampong (emmanuel.adu-ampong@wur.nl) and
Dr. Arjaan Pellis (arjaan.pellis@wur.nl)

2 GENERAL DESCRIPTION AND PLANNING SCHEME FOR THE THESIS (see also section 3)

Planned starting date: Start of Period 5 (as identified in the thesis course guide)

Planned completion date: End of Period 6 (as identified in the thesis course guide)

Special circumstances concerning this student's thesis planning:

3 HAVE THE FOLLOWING PREREQUISITE SUBJECTS BEEN COMPLETED?

Yes/No (select one)

Check with BSc Tourism study advisor to identify which of the following courses must still be completed.

Code	Name	Credits	Planned completion
(Multiple)	All first-year BSc Tourism courses	60	before starting thesis
XTO 22306	Research Methods 2	6	before starting thesis
XTO 24312	International Field Project	12	before starting thesis

4 AGREEMENT SIGNATURES

Wageningen,
[date]

Student

BSc Tourism Thesis
Supervisor

BSc Tourism Study
advisor

.....

.....

.....

Appendix 2. BSc Tourism Thesis assessment form

This is a sample form. The thesis coordinators will provide supervisors with the Excel form to fill out.

Fill out the single lined fields. Use a comma or a point as decimal sign, depending on the language chosen.					
Supervisor's chair group name					
Student's name					
Student's WU registration number					
Study programme	BSc Tourism				
Thesis code	XTO 80818				
Short title of the thesis					
Date of the examination		Signature			
Supervisor's name					
Examiner's name					
Country in which research was conducted					
		grading mark 1-10		relative weight	
A) Research competence (40%)				40%	
1 Initiative, pro-activity and creativity					
2 Commitment and perseverance					
3 Proposal					
4 Time management					
5 Critical and self-reflective capacity					
6 Handling the supervisor's comments					
7 Critical gathering, processing and analysis of literature and data					
B) Thesis report (40%)				40%	
1 Problem definition and research set-up					
2 Theoretical underpinning and use of literature					
3 Description of methods and critical analysis of literature and data					
4 Clarity of argumentation and conclusions					
5 Critical reflection and discussion					
6 Writing skills, incl. correct formatting and citation					
C) Oral presentation (10%)				10%	
1 Graphical presentation					
2 Verbal and non-verbal presentation and defence					
D) Oral defence (10%)				10%	
1 Knowledge of the study domain					
2 Thesis defence					
	TOTAL				0,00
	FINAL GRADE				
Supervisor's comments					
Examiner's comments					

Appendix 3. BSc Tourism author statement

This completed form must be included in each student's final thesis report and inserted directly after the title page (i.e., as page 2 of the report).

Full thesis title:

Author's name:

Bachelor degree programme: BSc Tourism

Educational Institutes: Breda University of Applied Science and Wageningen University, NL

Authorship statement

I hereby declare that this thesis is wholly the work of *...(insert name of student here)...* Any other contributors have either been referenced in the prescribed manner or are listed in the acknowledgements together with the nature and the scope of their contribution.

Where I have consulted the published work of others this is always clearly attributed. Where I have quoted from the work of others the source is always given. A list of the references used, is included. An appropriate referencing style is used throughout. With the exception of such quotations this thesis is entirely my own work. I have read and understand the penalties associated with plagiarism as stated in the Student Charter.

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Date:

Signature:

Appendix 4. BSc Tourism programme learning objectives

Moments of self-reflection are built into the thesis process, during meetings between students and their supervisors and in the thesis defence. The table below can be used as a tool to help supervisors with assessing students' research competences (see 6.2 BSc Tourism thesis assessment rubric).

	BSc Tourism programme learning outcomes	How the student assesses his/her competence in these areas at the start of the thesis process	How the student planned to use the thesis project to strengthen his/her competence in these areas	How the student now assesses his/her competence in these areas at the end of the thesis process
Generic competences	1 The student has a scientific attitude, as well as a critical and reflective working style.			
	2 The student has the ability to acquire new knowledge and skills, to develop his/her competences and reflect on his/her academic development.			
	3 The student can value the ethical aspects of functioning as an academic professional.			
	4 The student can communicate information, ideas and solutions to tourism professionals and the general public, orally as well as in writing.			
Domain-specific knowledge	5 The student has knowledge of the basic theories and practices of tourism and its contexts.			
	6 The student has broad knowledge of the disciplines			

	relevant to tourism in the social, economic and environmental sciences.			
	7 The student can interpret and integrate knowledge and concepts from the disciplines relevant to tourism in the social, economic and environmental sciences.			
Domain-specific research skills	8 The student can differentiate between and apply the common research techniques in the domain of tourism and has the knowledge and skills to relate theory to empirical work.			
	9 The student can define issues in tourism with the goal to write and carry out a research plan in this domain.			
	10 The student can translate research outcomes into solutions, thereby contributing to the design, organisation and management of (policy) interventions in the field of tourism.			

If money were no object

Where would you go?



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