Course Guide YSS 84818 BSc Thesis Health and Society

Academic Year 2022-2023

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BSc Health and Society

Thesis coordinator and Contact person

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Course Outline YSS84818 BSc Thesis Health and Society

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)
	(If timing is different, please contact the education coordinator of the chair group of your preference)

**BSc Health and Society
thesis coordinator and
contact person:** Gerry van Nieuwenhoven (gerry.vannieuwenhoven@wur.nl)

Study advisor BSc. Health and Society: Lonneke Debets (lonneke.debets@wur.nl)

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BSc Thesis supervisors: WUR staff involved in the BSc Health and Society

Involved chair groups: BMO, CHL, CPT (COM + KTI), HSO, RSO, UEC

Examiners: Chairholders and selected WUR staff involved in the BSc Health
and Society
Prof. Dr. W.A. Dolfsma (BMO)
Prof. Dr. E.W.M.L. de Vet (CHL)
Prof. Dr. R. Vliegenthart CPT-COM)
Prof. Dr. Ir. A. Hardon (CPT-KTI)
Prof. Dr. D.S. Moore Jr (HSO)
Prof. Dr. Ir. J.S.C. Wiskerke (RSO)
Prof. Dr. Ir. E.S. van Leeuwen (UEC)

Examination (assessment): Written component (90%) and Oral component (10%)

Type of assessment: The assessment is based upon the following four components:
- research competence   (30%)
- research report   (60%)
- oral presentation   (5%)
- oral defence   (5%)
All components will contribute to the final mark, and each
component has to be at least 5.5.

Presumed knowledge: All BSc Health and Society courses taken to date

Prerequisites: Students must have successfully completed 102 ECTS, including
all first-year BSc Health and Society courses, and at least taken
the course YRM21806 Data Analysis for Health and Society in
order to begin the thesis process.

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1. Introduction

This course guide is meant for BSc Health and Society students starting their BSc thesis. In this document you can find all information you need to set up, execute and finalize your thesis. Read the course guide carefully before you start your thesis. In case something is unclear or if you have ideas to improve or supplement the course guide, please can contact the thesis coordinator. Enjoy the process and good luck with your BSc thesis!

2. Profile of the Thesis

The BSc thesis Health and Society is an individual project in which various academic research skills are applied to a specific field, resulting in a thesis and presentation, after which the BSc Health and Society is completed. In the BSc Health and Society thesis, students must demonstrate that they master the bachelor competencies[1] to a satisfactory level and that they can independently apply obtained knowledge and skills to a chosen assignment.

Students have to study, by means of a literature review and supplemented by empirical research, a subject within the field of the major and prove to have sufficient knowledge to critically analyze and summarize the given subject. The exact subject will be determined in consultation with the thesis supervisor. Student have to define the research problem and formulate research questions in a proper way, deal with the logistics of carrying out such an individual research project, plan and schedule the different activities in a decent way, present the results in writing in a clearly organized report and present the results orally in a proper way.

The thesis can be written under supervision of staff of Business Management & Organisation (BMO), Consumption and Healthy Lifestyles (CHL) Strategic Communication (COM under CPT course code), Knowledge, Technology and Innovation (KTI under CPT), Health and Society (HSO), Rural Sociology (RSO), Urban Economics (UEC).

3. BGM Thesis Learning Outcomes

After successful completion of the BSc thesis Health and Society you are expected to be able to:
- Proactively plan and carry out independent research, under supervision, based on the knowledge and skills acquired in the BSc programme, within the designated timeframe;
- Search, select and integrate relevant academic knowledge regarding an issue in the field of health and society, among other things to build the argument for the scientific and societal relevance of the study;
- Formulate a problem statement including a research question for research in the field of health and society;
- Develop and use a theoretical/conceptual framework to conduct the research study;
- Select appropriate research methods and carry out a research;
- Critically analyze and interpret research findings;
- Write a BSc-level academic report - with the use of feedback - in a way that clearly, understandably and systematically describes the methods, analyzed results of the research project;
- Discuss the scientific and societally value of the study results in the context of existing literature; identify strengths and limitations of the stud; and provide recommendations for future research and practice;
- Clearly present, and orally defend the research project and its results.

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[1] See Appendix 1 for the BSc Health and Society programme learning outcomes

4. Course Materials and Resources

The documents related to the BSc thesis Health and Society (YSS84818) are:
- Course Guide BSc Thesis Health and Society
- BSc Thesis Contract Health and Society
- Assessment form BSc Thesis Health and Society

and available via the [BGM Brightspace page](#).
It is students' responsibility to gather and analyze the appropriate literature and empirical data for their projects, as arranged with their supervisors.

5. Study Load

As a guideline, 1 credit (ECTS) equals to 28 hours, thus the total time involvement is 504 hours. The thesis requires half days of work in period 5 and fulltime involvement in period 6.

6. Step-by-step Outline of the Thesis Process and Activities

Students carry out the BSc Health and Society individually and independently, under the guidance of their supervisors. Supervisors propose topics related to their own on-going research to which students will be able to contribute. Students must identify and define a research problem relative to any of these topics, 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 thesis and colloquium.

As such, the BSc Health and Society Thesis 'course' consists of eight steps:
1. Be paired up with a supervisor doing research related to the student's identified interests in the study of health and society;
2. Formulate objectives and preferences with respect to the BSc thesis project and fill in/sign the Health and Society Thesis Contract with the supervisor, including getting a signature of the study advisor (who signs for sufficient study progress) on the thesis contract;
3. Conduct an independent literature search and literature review;
4. Formulate a research 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 (colloquium);
8. Defend and reflect upon the research process, theory, methods and results as well as upon personal actions and thought processes;

> Note: There might be slight differences in the procedures per chair group. The education coordinator of the involved chair group will inform you.

Step 1: Be paired up with a supervisor doing research related to the student's identified interests in the study of health and society
In period 4 students will receive a list of research topics/projects via an email from their study advisor or the BSc thesis coordinator. This list consists of research topics and projects appropriate for the BSc Health and Society Thesis, as described by prospective supervisors. The thesis topics are brought together by the thesis coordinator. See Appendix 2 for some examples of research topics of 2022-2023.

Students must select their top 4 choices from the list of thesis projects proposed by supervisors by 20 February 2023.

Based on students' responses, the thesis coordinator, in collaboration with the education coordinators of the involved chair groups will pair up students with supervisors by March 6, 2023. Students are informed on their topic via the education coordinators of the involved chair groups. Students' first choices cannot always be guaranteed but we aim at giving priority to first choices. In case several students choose the same topic, a lottery has to be drawn.

Note: If you plan to write your thesis in a different period than 5-6 or 1-2, please directly contact the education coordinator of the chair group of your preference.

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 their own progress, to set the dates for meetings with the supervisor, and 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 20 March 2023) 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 formalise the collaboration with the thesis supervisor, the BSc Health and Society thesis contract needs to be filled in and signed by both the supervisor, student and study advisor. The study advisor is the one who checks if the student has sufficient study progress to start with the thesis. Students must have successfully completed 102 ECTS, including all first-year BSc Health and Society courses, and at least taken the course YRM21806 Data Analysis for Health and Society in order to begin the thesis process.
After signing by all three parties, please submit the thesis contract by sending it to the education coordinator of your chair group and the study advisor. For a template of the thesis contract, see Appendix 3.

Step 3: Conduct independent literature review
A literature review is a critical and in-depth evaluation of previous research, and is an essential part of almost any scientific process. In the HSO31306 course, students learn knowledge and skills necessary to conduct a systematic literature review. A concise 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 may 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.

Step 4: Formulate a research proposal with the support of the supervisor
In the first part of the BSc Health and Society thesis process, the student must write a BSc research proposal. This proposal should contain at least the following 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 number, and supervisor's name along with the date and the course code on the front page.
2	**Topic introduction and background**	Identify the general topic and why it's important to your study field. Include up-to-date references to related literature based on what you learned in the literature review. 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 key questions and debates related to it today?
3	**Research question and scientific and societal relevance**	Zoom in on your own contribution to the topic. What key question(s) do you intend to address in your research project? What makes this contribution relevant/important for science and society? TIP: make sure you explicitly frame the research question and relevance of your thesis in the introduction of your final thesis.
4	**Conceptual/ theoretical framework**	Describe the specifics. How do you intend to address your research question? What relevant theories or concepts will you draw upon to do this?
5	**Research design**	What methodologies or research strategies will you employ (e.g. comparative case studies, thematic analysis, statistical analysis, content analysis, etc.)? What materials 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.
6	**References**	List all cited references in a format appropriate to your field of study (please confirm them with your thesis supervisor), or your supervisor does not recommend a specific format, use APA style. *Note: References are not included in the overall word count.*
7	**Time planning**	Add a planning to the proposal. The time planning should show clearly which steps you take when to conduct your research. Including deadlines may help.

The proposal must further meet the following two criteria: 1) the subject is relevant to the academic study of health and society; and 2) the subject and the intended approach should enable students to demonstrate BSc-level competences regarding their academic knowledge and skills.

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.

The student cannot start conducting the research project before the research proposal has been approved by the supervisor.

Step 5: Conduct the research according to the proposal and within the designated timeframe
Upon proposal approval, students can commence with carrying out their approved research project and start their data collection.

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.

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 in order to receive detailed oral and/or written feedback from their supervisor. The deadline for submission is discussed between the student and supervisor. After processing the feedback, students submit their final version (by email). It is the student's responsibility to email their final report to the supervisor and examiner. If the thesis report receives an insufficient grade from either the supervisor or examiner, the thesis will have to be revised and resubmitted, and the student's presentation/defence will be scheduled for a later date.

It is the students' responsibility to consult the BSc Health and Society thesis assessment rubric (see annex 5) 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

Plagiarism is considered to be a serious form of fraud. The student is expected to be familiar with proper referencing techniques before starting to write the thesis and the student is advised to consult relevant information available on the WUR website (https://www.wur.nl/nl/artikel/Citing-and-referencing-1.htm). It gives access to a fifty minutes workshop for students focussing on how to cite and reference correctly without committing plagiarism. Via this workshop you learn how to avoid plagiarism by citing and referencing correctly, and how tools like Endnote can save you countless hours formatting reference lists. The workshop is organised within the Wageningen Writing Lab and it is not necessary to register in advance.

Step 7: Present and discuss the research in a public oral presentation
Each chair group schedules when the presentations of the BSc theses take place. In general, 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 the BSc Health and Society thesis assessment rubric).

Step 8: Defend and reflect upon the research process, theory, methods and results as well as upon personal actions and thought processes
The final oral examination is a discussion with the supervisor and a second reviewer/examiner who was not involved in the thesis process. The discussion focuses on the contents of the thesis, in which your knowledge, understanding, insights, as well as creativity and scientific attitude are evaluated. As a student you are expected to be able to place the results and conclusions in the context of the field of science and to indicate possibilities for applying the findings in practice. In addition, after the examination you will receive the reasoning behind the thesis grade including specific feedback on all aspects of the assessment. As student you have to make an appointment for the oral examination well in advance. Ask the supervisor or education coordinator of the chair group for the rules on this.

7. Assessment Strategy

For the assessment, supervisors/examiners use the standard BSc thesis YSS84818 Assessment form of the current academic year (appendix 4). In the assessment the student is evaluated on 4 categories:
Part A) Research Competence – the ability to execute a research project = 30% of the final mark
Part B) Thesis report – the ability to write a research report = 60%
Part C) Colloquium – the ability to deliver an oral presentation of the research = 5%
Part D) Final discussion- the ability to defend the thesis orally = 10%.
Each main category should have at least 5.5 on average to pass. The final grade is based on all categories and should be at least 5.5.

The thesis supervisor will assess learning outcomes for part A and each member of the thesis assessment committee (supervisor and examiner) will assess part B, C and D.

The corresponding rubric (appendix 5) is used as a tool to determine the appropriate mark for each criterion within a main category. 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.

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 a1-3 on one criterion and a 9-10 on another.

The assessment strategy (Table 1) Shows the relation between the learning outcomes and the different part of the assessment.

Table 1. Assessment strategy of the BSc thesis

		Assessment			
	Learning outcomes	Research competence 30%	Thesis report 60%	Oral presentation 5%	Final discussion 5%
1	Proactively plan and carry out independent research, under supervision, based on the knowledge and skills acquired in the BSc programme, within the designated timeframe	x	x		x
2	Search, select and integrate relevant academic knowledge regarding an issue in the field of health and society, among other things to build the argument for the scientific and societal relevance of the study	x	x		
3	Formulate a problem statement including a research question for research in the field of health and society	x	x		x
4	Develop and use a theoretical/conceptual framework to conduct the research study	x	x		x
5	Select appropriate research methods and carry out a research	x			x
6	Critically analyze and interpret research findings	x	x		x
7	Write a BSc-level academic report - with the use of feedback - in a way that clearly, understandably and systematically describes the methods, analyzed results of the research project		x		
8	Discuss the scientific and societally value of the study results in the context of existing literature; identify strengths and limitations of the study; and provide recommendations for future research and practice	x	x		X
9	Clearly present, and orally defend the research project and its results			x	x

8. Encountering 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 your study advisor and/or the BSc Health and Society thesis coordinator. Try to prevent problems from escalating or leading to study delay.

9. Evaluation of your thesis period

Following the assessment, Wageningen University will send you a link to an online evaluation questionnaire. Please, complete this, even if the work has been finished. The results of the questionnaires help us to improve the quality of the thesis supervision and organisation, and to identify potential or actual problems. The evaluation is anonymous.

10. Checklist for organising a Bachelor thesis Health and Society

- Check whether you are allowed to start the thesis
- Find a thesis topic (after having received the mail with topics from the coordinator) in case you are writing your thesis in period 5 and 6 or 1 and 2. If you write your thesis in other periods, directly contact the education coordinator of the chair group where you would like to write your thesis. You can ask the thesis coordinator for a list of the available vacancies.
- Discuss the thesis topic with your supervisor
- Discuss the requirements for your research proposal with your supervisor (length, depth etc.)
- Write a thesis proposal
- Ask your supervisor for approval of the research proposal
- Arrange dates for the final assessment (handing in the thesis report, colloquium, oral defence)
- Fill in the BSc Health and Society thesis contract YSS84818 including a signature of your study advisor (who checks if you have sufficient study progress to start the thesis)
- Send (by email) the by all parties (your supervisor, your study advisor and you) signed BSc thesis contract to the secretary of the chair group where you do your thesis and to your study advisor

Appendix 1. BSc Health and Society Programme Learning Outcomes

After successful completion of this BSc programme graduates are expected to be able to:

- Apply the theoretical approaches and infer the theoretical underpinnings of empirical research of sociology, social psychology and communication to current issues in public health, focussing on health care and prevention, including the interaction between health, lifestyle and the social and physical environment and their effects at various levels;

- Explain the governance of public health while applying economic, management and policy-oriented concepts;

- Interpret basic social, physical and environmental determinants of health and explain how these determinants interact;

- Critically analyse basic public health issues, such as obesity, chronic diseases and inequity in health;

- Choose and apply the appropriate qualitative and quantitative social science research methods for data collection and analysis in empirical research, under supervision;

- Define public health issues, translate research outcomes into advice, and evaluate policies and programmes for health promotion in various fields of practice and at various levels, under supervision;

- Effectively contribute to the design, organisation and management of interventions in the field of public health and collaborate and communicate with (multiple) experts as well as other stakeholders;

- Explain the ethical issues that may arise when working as experts in the field of public health;

- Compare the multiple interpretations and applications of public health across time and place;

- Cooperate in a (multidisciplinary) team to perform project-based work;

- Communicate clearly (verbally and in writing) about the results of projects and research and their rational underpinnings with a diversity of public;

- Reflect (under supervision) upon personal knowledge, skills, attitudes and functioning, both individually and in discussions with others, and design and plan their own study path.

Appendix 2. Examples of the Bachelor Health and Society Thesis Research Topics 2023

Example BMO

Quantitative or qualitative	Jasmina Ruger 1 vacancy	Using patient experience data to inform innovation in healthcare Understanding how patient experience data can be used to inform new product development decisions is an important area of research for healthcare organizations looking to create new products or services. As the patient is often the end user of a product or service, it is important to consider the patient's perspective when designing and developing new products. By understanding how patients interact with and benefit from existing products, healthcare organizations can create better solutions that meet their needs. Collecting and examining data from surveys, focus groups, interviews and other sources (e.g., social media) can provide insight into the needs and preferences of customers. This information can be used in tandem with other sources such as statistics, market trends and customer feedback to develop a better understanding of what potential users want from a product or service. In this thesis project, students will explore the various ways patient experience data can be used to inform new product/service innovation, and will also reflect on the ethical implications of using patient data in such a way.

Example CHL

Qualitative	Christa Blokhuis 1 vacancy	Protein transition in a dynamic food environment: a systems approach Topic 1: Consumption of proteins at the household level From surveys, experiments and focus groups we know quite well what motivates people to consume either animal- or plant-based protein sources. Little is known about the moment when the food decision is actually made: what conditions play a role and what thoughts are considered? Research tells us that people overestimate their ability to make rational decisions and are often (unknowingly) following social norms or let habits take over. Students choosing this theme will use interviews and a food diary to gain increased insight in the consumption of proteins at the household level. Main focus is to pinpoint what drives consumption choices of protein sources at particular moments during the day, and can we actually call this a "choice".

Example CPT (COM)

Quantitative or qualitative	Sophie Boerman 3 vacancies	Several topics Social media and advertising have an important influence on our knowledge, attitudes, and behavior regarding topics such as climate change, sustainable consumption patterns, food consumption, body image, and healthy lifestyles. This thesis topic aims to gain insights into how people are influenced by (digital) communication, and how persuasive communication can empower people to make healthy and sustainable decisions. Possible topics include (but are not limited to): the potential of social media influencers and so-called greenfluencers to promote pro-environmental behavior, and the role of influencers in materialism and consumerism; the persuasive potential of data-driven (i.e., personalized, targeted) advertising in stimulating more sustainable clothing consumption or other pro-environmental behavior; the role of social media and influencers in young adults' acceptance and normalization of cosmetic procedures; the impact of transparency concerning the environmental impact of products on consumption patterns; the proportion of unhealthy vs. healthy food in social media content. Research methods to study these topics include (online) experiments, (longitudinal) surveys, (automated and manual) content analysis, interviews and focus groups.

Example HSO

Qualitative	Kirsten Verkooijen & Guven Alarslan 1 vacancy	De maatschappelijke impact van sportprogramma's voor sociaal kwetsbare groepen
		Het 4-jarige LETS (Life Experience Through Sports) project onderzoekt de impact van sportprogramma's die zijn ontworpen voor kwetsbare burgers, zoals daklozen, ex-gedetineerden, mensen met psychische problemen en/of grote afstand tot de arbeidsmarkt. Hiervoor werken de onderzoekers samen met Life Goals, een stichting die samen met gemeenten en sportclubs dit soort programma's helpt opzetten. De grote vraag van het onderzoek is wat de sportprogramma's opleveren, zowel voor de deelnemer als de maatschappij breed. Life Goals heeft een monitor ontwikkelt om veranderingen bij deelnemers te evalueren. Onbekend is echter hoe valide en praktisch uitvoerbaar deze monitor is. Daarom zoeken we een student die het leuk vindt om dit te onderzoeken. Daarnaast zoeken we iemand die een eerste stap wil zetten in het uitvoeren van een zogenaamde maatschappelijke kosten-baten analyse van de Life Goals sportprogramma's. Zo'n analyse houdt in dat de kosten van het opzetten en uitvoeren van een dergelijk programma wordt afgezet tegen de maatschappelijke opbrengsten die het programma met zich meebrengen

Example RSO

Qualitative	Jessica Duncan 1 vacancy	Mapping networks in food systems governance
		Food systems governance is emerging as an important field but remains increasingly contested and fragmented. This project focusses on mapping and analyzing new networks and actors that contribute to a changing food system landscape. Particular attention will be paid to the relationships (formal and non-formal) between governance organizations and the actors engaged in and across these spaces to assess whose voices and what narratives are prioritized.

Example UEC

Quantitative	Jannette van Beek 2 vacancies	Psychological and/or behavioral economic approaches of health behavior
		Many concepts and theories from either psychology or behavioral economics can be used to understand all kinds of health behavior. Time orientation and intertemporal choice, for example, deal with the trade-offs that people make between present and future costs and benefits. Construal level and psychological distance have to do with how far away and abstract or near and concrete (the consequences of) health behavior appear(s) to be, whereas regulatory focus concerns a prevention or promotion focus towards health behavior. You will preferably apply these concepts and theories to eating and/or exercising behavior, but other concepts or theories from either psychology or behavioral economics and other types of health behavior are an option as well (to be decided in mutual consultation). You will use quantitative methods, such as a survey or an experiment.

Appendix 3. BSc Health and Society 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 Charter. Please fill out this form (also available on Brightspace) and submit a signed copy to your supervisor BEFORE any thesis activities begin. Please make sure that a fully signed copy of this contract is emailed to the secretariat of the chair group that supervises your thesis.

WAGENINGEN UNIVERSITY BSc Health and Society thesis contract
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1 GENERAL INFORMATION

Student: …………………………………………………

WU student registration no.:   ---

Course code: YSS84818

Thesis topic: …………………………………………………

BSc thesis Supervisor: …………………………………………………

Supervisor's department/chair group: …………………………………………………

Examiner: ---

Examiner's department/chair group: ---

BSc Health and Society Study Advisor: ---

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

Planned starting date: --

Planned completion date: --

Special circumstances concerning this student's thesis planning: --

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3. ADMISSION TO the THESIS

In order to start the bachelor thesis, the student must have at least 102 credits of the described programme. This includes all credits form the first year.

All first year courses:	**Passed:**	**Yes/no (select one)**
At least 102 credits	**Passed:**	**Yes/no (select one)**
At least taken the YRM21806 course: Yes/no	**Passed:**	**Yes/no (select one)**

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4. AGREEMENT SIGNATURES

.................,	**Student**	**BSc Health and Society Thesis supervisor**	**BSc Health and Society Study advisor**
[date]			
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Appendix 4. BSc Health and Society Assessment form

Assessment Form BSc Thesis Social Sciences Wageningen University

Involved BSc programmes: BGM

Complete the green fields boxed with a single line. Use a point as decimal sign; the default language is English (UK)

Name chair group (three letter code)	Chair Group ▼
Name student	
Registration number	
BSc programme	
Major / Specialisation	Sum of percentages is not 100
Course code BSc thesis	
Examiner* (according to Study Handbook)	Examiner ▼
Short title thesis	
Date examination	Signature
Supervisor (first assessor)	
Second assessor	

ASSESSMENT CRITERIA		Grading Mark 1-10	Relative weight **	Check
**A) Research competence (30%) **			30%	
1 Initiative, pro-activity and creativity				
2 Commitment and perseverance				
3 Time management			0.00	Fail
4 Critical and self reflective capacity				
5 Handling supervisor's comments				
6 Analysis and processing of (literature) data				
**B) Thesis report (60%) **			60%	
1 Problem definition & research set-up				
2 Theoretical underpinning and use of literature				
3 Description of methods and analysis (literature) data			0.00	Fail
4 Clarity of argumentation and conclusions				
5 Critical discussion				
6 Writing skills incl. correct quoting				
C) Colloquium (5%)	*(Not applicable for BIN)*		5%	
1 Presentation (use of graphics, etc.)				
2 Verbal and non-verbal presentation			0.00	Fail
D) Final Discussion (5%)			5%	
1 Defence of the thesis				
2 Knowledge of study domain			0.00	Fail
	TOTAL not rounded		0.000	
	FINAL GRADE		0.0	Fail

Extensive comments by supervisor and 2nd assessor on next page
NOTE: this form, including the signatures, needs to be archived for 7 years for accreditation purposes

Comments by supervisor. (Please use ALT+ENTER to open a new line)

Comments by 2nd assessor. (Please use ALT+ENTER to open a new line)

Appendix 5 Rubric for the BSc thesis Health and Society (2023 version)

A1) Research competence (30%)					
1. Initiative, pro-activity and creativity					
1-3	4-5	6	7	8	9-10
Student shows no initiative or ideas at all.	Student picks up some initiatives and/or ideas suggested by others (e.g. supervisor), but the selection is not motivated.	Student shows some initiative and/or together with the supervisor develops one or two ideas on minor parts of the research.	Student initiates discussions on ideas with supervisor and develops one or two own ideas on minor parts of the research.	Student has his own creative ideas on hypothesis formulation, design or data processing.	Student develops innovative hypotheses, research methods and/or data-analysis methods.
2. Commitment and perseverance					
1-3	4-5	6	7	8	9-10
Student is not motivated. Student escapes work and gives up regularly.	Student has little motivation. Tends to be distracted easily. Has given up once or twice.	Student is motivated at times, but often, sees the work as a compulsory task. Is distracted from thesis work now and then.	The student is motivated. Overcomes an occasional setback with help of the supervisor.	The student is motivated and/or overcomes an occasional setback on his own and considers the work as his "own" project.	The student is very motivated, goes at length to get the most out of the project.
3. Time management					
1-3	4-5	6	7	8	9-10
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.	Student selects and plans the tasks together with the supervisor and performs these tasks on his own.	Student plans and performs tasks mostly independently, asks for help from the supervisor when needed.	Student plans and performs tasks independently and organizes his sources of help independently.
Final version of BSc-thesis or presentation hugely overdue (without a valid reason).	Final version of BSc-thesis or oral presentation at one-two months overdue (without a valid reason).	Final version of BSc-thesis or oral presentation at most a month overdue (without valid reason).	Final version of BSc-thesis or oral presentation at most two weeks overdue (without valid reasons).	Final version of BSc-thesis or oral presentation at most one week overdue (without valid reasons).	Final version of BSc-thesis or oral presentation finished within planned period.

4. Critical and self-reflective capacity					
1-3	4-5	6	7	8	9-10
Student doesn't realize the occurrence of strengths and weaknesses of the research (plan).	Student is not able to point out strengths and weaknesses of the research (plan).	Student is able to point out some strengths and weaknesses of the research (plan).	Student is able to point out many of the strengths and weaknesses of the research (plan).	Student is able to point out most of the strengths and weaknesses of the research (plan).	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.

5. Handling supervisor's comments					
1-3	4-5	6	7	8	9-10
Student does not pick up suggestions and ideas of the supervisor.	The supervisor needs to act as an instructor and constantly needs to suggest solutions for problems.	Student incorporates some of the comments of the supervisor, but ignores others without arguments.	Student incorporates most or all of the supervisor's comments.	Supervisor's comments are weighed by the student and asked for when needed.	Supervisor's comments are critically weighed by the student and asked for when needed, also from other staff members or students.
Knowledge and insight of the student (in relation to the prerequisites) is insufficient and the student is not able to take appropriate action to remedy this	There is some progress in the research skills of the student, but suggestions of the supervisor 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 develops some skills independently as well	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 explores solutions on his own, increases skills and knowledge where necessary.

6. Analysis and processing (literature) data: a) data analysis, b) model development, c) literature analysis. Only assess those criteria that are relevant for the BSc-thesis of the student.					
1-3	4-5	6	7	8	9-10
a) Data analysis Student is lost when using data. Is not able to use a spreadsheet program or any other appropriate data-processing program.	Student is able to organize the data, but is not able to perform checks and/or simple analyses.	Student is able to organize 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 he is unable to analyse the data independently.	Student is able to organize the data, perform some basic checks and perform basic analyses that contribute to the research question.	Student is able to organize the data, perform commonly used checks and perform some advanced analyses on the data.	Student is able to organize the data, perform thorough checks and perform advanced and original analyses on the data.
b) Model development Student is not able to make any modification/addition to an existing model.	Student is able to make minor modifications to an existing model, but errors occur and persist. No validation.	Student is able to make minor modifications (e.g. a single formula) to an existing model. Superficial validation.	Student is able to make major modifications to an existing model, based on literature. Validation using some basic measures of quality.	Student is able to make major modifications to an existing model, based on literature or own analyses. Validation using appropriate statistical measures.	Student is able to develop a model from scratch, or add an important new part to an existing model. Excellent theoretical basis for modeling as well as use of advanced validation methods.

c) Literature analysis Student is not able to organize literature and come to a	Student is able to organize the literature, but is not able come to a synthesis that results	Student is able to organize literature and comes to a synthesis that results in own insights,	Student is able to organize literature and comes to a synthesis that results in own insights,	Student is able to organize literature and critically evaluates the quality of his literature	Student is able to organize literature and critically evaluates the quality of his literature
synthesis.	in own insights, hypotheses or conclusions independently.	hypotheses or conclusions; but the way the literature is used does not clearly contribute to answering of the research questions	hypotheses or conclusions which contribute to the research question.	sources. He comes to a synthesis that results in own insights, hypotheses or conclusions which contribute to the research question.	sources. He comes to an original synthesis that results in own original insights, hypotheses or conclusions which contribute to the research question.

B) Report (60%)					
1. Problem definition & research set-up					
1-3	4-5	6	7	8	9-10
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 sharper at some points.	The research questions and the delineation are mostly clear but could have been defined sharper 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.
2. 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 gray literature.	Relevant peer-reviewed papers in reference list but also some gray literature or text books. Some included references less relevant.	Mostly peer-reviewed papers or specialized monographs in reference list. An occasional reference may be less relevant.	Almost exclusively peer-reviewed papers in reference list or specialized monographs All papers included are relevant.
3. Description methods and analysis (literature) data					
1-3	4-5	6	7	8	9-10
No description of methods and analysis of the information/data.	Insufficient information on methods and insufficient analysis of the information.	Some aspects of the project regarding methods and analysis of information are described insufficiently. Used methods and analysis of data/information are not always appropriate.	Description of methods and analysis of information/data is lacking in a number of places. Used methods and analysis of data/information mostly appropriate.	Description of methods and analysis of information/data is mostly complete, but there are lacking some details. Used methods and analysis of data/information are appropriate.	Description of methods used and analysis of the information is appropriate, complete and clear.

4.	Clarity of argumentation and conclusions				
1-3	4-5	6	7	8	9-10
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 given.	Recommendations are absent or trivial.	Some recommendations are given, but the link of those to the conclusions is not always clear.	Recommendations are well-linked to the conclusions.	Recommendations are to-the-point, well-linked to the conclusions and original.	Recommendations are to-the-point, well-linked to the conclusions, original and are extensive enough to serve as project description for a new thesis project.

5.	Critical discussion				
1-3	4-5	6	7	8	9-10
No discussion and/or reflection on the research. Discussion only touches trivial or very general points of criticism.	Student identifies only some possible weaknesses and/or points at weaknesses which are in reality irrelevant or non-existent.	Student indicates most weaknesses in the research, but does not weigh their impact on the main results relative to each other.	Student indicates most weaknesses in the research and is able to weigh their impact on the main results relative to each other.	Student indicates all weaknesses in the research and weighs them relative to each other. Furthermore, (better) alternatives for the methods used are indicated.	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.	Student identifies only most obvious conflicts and correspondences with existing literature. Student tries to describe the added value of his study but does not relate this to existing research.	Student shows minor and major conflicts and correspondences with literature and can identify the added value of his research relative to existing literature.	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 work to the development of scientific concepts

6.	Writing skills including correct quoting				
1-3	4-5	6	7	8	9-10
BSc thesis badly structured. In many cases information appears in wrong locations. Level of detail is inappropriate throughout.	Main structure incorrect in some places, and placement of material in different chapters illogical in many places. Level of detail varies widely (information missing, or irrelevant information given).	Main structure is correct, but lower level hierarchy of sections is not logical in places. Some sections have overlapping functions leading to ambiguity in placement of information. Level of detail varies widely (information missing, or irrelevant information given).	Main structure correct, but placement of material in different chapters illogical in places. Level of detail inappropriate in a number of places (irrelevant information given).	Most sections have a clear and unique function. Hierarchy of sections is mostly correct. Ordering of sections is mostly logical. All information occurs at the correct place, with few exceptions. In most places level of detail is appropriate.	Well-structured: each section has a clear and unique function. Hierarchy of sections is correct. Ordering of sections is logical. All information occurs at the correct place. 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 wording occurs regularly and it affects 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. BSc thesis report could have been written more concisely.	Formulations in text are clear and exact, as well as concise.	*Textual* quality of thesis is such that it could be acceptable for a peer-reviewed journal.
English incorrect and unreadable. Spelling and grammar errors too many to count.	English incorrect and very hard to read. Spelling and grammar errors so numerous that they make the thesis almost impossible to understand.	English somehow correct but not pleasant to read. Spelling and grammar errors numerous.	English basically correct and readable. Spelling and grammar errors present but at acceptable quantities.	English correct and pleasant to read. Some spelling and grammar errors.	English fluent and pleasant to read. Few spelling and grammar errors. English is (almost) at the level of what is written in peer-reviewed journals.
Student is often inconsequent in references in the text and/or reference list or often references are lacking.	Student is often inconsequent in references in the text and/or reference list or often references are lacking.	Student is sometimes inconsequent in references in the text and/or reference list or sometimes references are lacking.	Student is sometimes inconsequent in references in the text and/or reference list.	Student uses one format for references in the text and reference list.	Student uses one format for references in the text and reference list.

C) PRESENTATION / COLLOQUIUM (5%)					
1. Presentation (use of graphics, etc.)					
1-3	4-5	6	7	8	9-10
Presentation has no structure.	Presentation has unclear structure.	Presentation is structured, though the audience gets lost in some places.	Presentation has a clear structure with only few exceptions.	Presentation has a clear structure. Mostly a good separation between the main message and side-steps.	Presentation clearly structured, concise and to-the-point. Good separation between the main message and side-steps.
Unclear lay-out. Unbalanced use of text, graphs, tables or graphics throughout. Too small font size, too many slides.	Lay-out in many places insufficient: too much text and too few graphics (or graphs, tables) or vice versa.	Quality of the layout of the slides is mixed. Inappropriate use of text, tables, graphs and graphics in some places.	Lay-out is mostly clear, with unbalanced use of text, tables, graphs and graphics in few places only.	Lay-out is clear. Appropriate use of text, tables, graphs and graphics.	Lay-out is functional and clear. Clever use of graphs and graphics.
2. Verbal and non-verbal presentation					
1-3	4-5	6	7	8	9-10
Spoken in such a way that majority of audience could not follow the presentation.	Presentation is uninspired and/or monotonous and/or student reads from slides: attention of audience not captured	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 audience's attention.	Relaxed and lively though concentrated presentation. Clearly spoken in such a way that it keeps audience's attention.
Student does not make eye-contact, moves in a very restless way or is completely frozen, does not support his words with gestures.	Student hardly makes eye-contact, moves too much or is almost frozen, hardly supports his words with gestures.	Student sometimes makes eye-contact, moves in a way that is not very annoying or distracting, makes some useful supporting gestures.	Student regularly makes eye-contact, moves rather naturally, makes some supporting gestures.	Student makes eye-contact, moves naturally, makes supporting gestures.	Student constantly makes eye-contact, moves naturally, is lively and relaxed and makes supporting gestures.

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Language and interest of audience not taken into consideration at all.	Language and interest of audience hardly taken into consideration.	Language and interest of presentation at a couple of points not appropriately targeted at audience.	Language and interest of presentation mostly targeted at audience.	Language and interest of presentation well-targeted at audience. Student is able to adjust to some extent to signals from audience that certain parts are not understood.	Take-home message is clear to the audience. Language and interest of presentation well-targeted at audience. Student is able to adjust to signals from audience that certain parts are not understood.
Bad timing (way too short or going on and on till stopped by supervisor or chairman).	Bad timing (way too short or at least twice as long as planned).	Timing marginally okay but rushing or killing time in the end.	Timing more or less okay, no rushing or killing time.	Presentation finished well in time.	Presentation finished well in time.
Student is not able to answer questions.	Student is able to answer only the simplest questions	Student answers some of the relevant questions appropriately and deals in an acceptable way with the questions he cannot answer.	Student is able to answer many relevant questions in an appropriate way, although not to-the-point in some cases.	Student is able to answer most of the relevant questions in an appropriate way.	Student is able to give appropriate, clear and to-the-point answers to all relevant questions.

D) Final discussion (5%)					
1. Defense of thesis					
1-3	4-5	6	7	8	9-10
Student is not able to defend/discuss his thesis. He does not master the contents	The student has difficulty to explain the subject matter of the thesis.	Student is able to defend his thesis. He mostly masters the contents of what he wrote, but for a limited number of items he is not able to explain what he did, or why.	Student is able to defend his thesis. He masters the contents of what he wrote, but not beyond that. Is not able to place thesis in scientific or practical context.	Student is able to defend his thesis, including indications where the work could have been done better. Student is able to place thesis in either scientific or practical context.	Student is able to freely discuss the contents of the thesis and to place the thesis in the context of current scientific literature and practical contexts.
2. Knowledge of study domain					
1-3	4-5	6	7	8	9-10
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 realizes the importance of literature without using it.	The student understands the subject matter of the thesis including the literature used in the thesis.	Student is well on top of subjects discussed in thesis: not only does he understand but he is also aware of current discussions in the literature related to the thesis topic.