

Vistula Group of Universities

Guide to writing a diploma thesis

General requirements standard

Warsaw 2017

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Introduction

All written diploma works, both undergraduate and graduate, must meet the requirements set forth by legal provisions [*Law on Higher Education*, Art. 167a, b, c, etc.]. Each thesis must be submitted to anti-plagiarism check and entered to the National Repository of Diploma Theses (information on the name of the supervisor and reviewers, field of study and the faculty must be provided). Since the archived theses can be made available for the public, they are a showcase of the author, the supervisor and the whole university. It is, therefore, imperative that they meet certain requirements standard.

1. Selection of the research problem / thesis subject

The first step in preparing a diploma thesis is the proper choice of the subject. This decision cannot be confined to commonly asked questions, such as: “Will I have enough materials to write on this topic?” (i.e. whether it will be easy to find sources) or “Will my supervisor like it?” (i.e. whether it will be possible to persuade the supervisor to undertake cooperation on a given topic). It must be taken into consideration that the choice of subject matter is not only, and not primarily, the question of the title, but it is a decision regarding the type of research area that the student would like to and is able to study.

That is why, students need to be aware of the implications of **formal requirements** applicable at the university. Those requirements are included in the general provisions of the law on higher education and specified in the Terms and Conditions of Study (see Annex). The former refers to the cardinal requirements formulated in the act, which cannot be changed either by any lower regulation or by the supervisor. The relevant article of the Act [*Law on Higher Education*, Art. 167a, p. 2] defines them as follows:

Diploma thesis is an independent study of a specific scientific or artistic issue or an artistic accomplishment illustrating the student’s general

knowledge and skills related to a particular field of study, the level and profile of education, and the ability to carry out an independent analysis and formulate conclusions.

Thus, **no** diploma thesis can simply be a duplication of the existing content, and in **each**, the author must demonstrate certain skills, including carrying out an **independent** analysis and drawing conclusions, in other words, they must prove their skill of independent thinking.

The next point of the above-mentioned act [Law on Higher Education, Art. 167a, p. 3] provides, moreover, that:

Diploma thesis may, in particular, consist in a written piece of work, a published article, a project assignment, including a design and execution of a program or computer system, and construction, technological or artistic work.

The phrase “in particular” means that all of the above-mentioned types of work, including project assignments popular in some of our faculties, should meet the requirements defined in the former point of the act.

In turn, the university’s terms and conditions, including the documents constituting the so-called National Qualifications Framework for Higher Education - describing qualifications acquired in the Polish higher education system by specifying mandatory learning outcomes - adds [Terms and Conditions, § 7, p. 1]:

Diploma thesis should present the substantive level indicating the knowledge, skills and social competence of the graduate relevant to a given field of study, degree, profile and specialty of studies.

This means that the authors of diploma theses, according to the wording of the relevant learning outcomes, are expected to:

- demonstrate **knowledge** and understanding of the subject they have studied;
- master the **skills** that relate to the use of this knowledge, acquisition of necessary information and data as well as their the interpretation;

- gain useful **competences**, such as setting priorities for assigned tasks, which in this case, especially concerns the subsequent stages of writing and defending the thesis within defined timeframes.

In turn, there are no specific formal requirements as to the volume of the thesis. According to the requirements set forth above, the thesis must present an exhaustive elaboration on a chosen issue, carried out in accordance with the expectations set up in a given field of study, degree, profile and specialty. In other words, the choice of the research issue and the particular subject of study will define the expected volume of work. Generally speaking, it may be shorter in the case of a thesis having a theoretical character, requires reading a lot of source texts and reflection, and thus, devoting a lot of time to gathering and analysing material before writing. A more empirical thesis, presenting broader descriptions of events and research, such as surveys or observations, should be longer. According to customary standards adopted at our university, a Bachelor degree thesis should have 40-60 pages and a Master's degree thesis 80-120. Current preferences must be established with the supervisor.

The student must demonstrate the expected knowledge, skills and competences in a thesis of a specified volume. Therefore, when choosing a research topic the student has to consider whether it is serious and specific enough to meet these expectations. So, in practical terms, whether the knowledge that the student has and is able to present will suffice to produce a thesis of defined, minimum volume. On the other hand, when formulating the subject of the thesis, it is necessary to consider whether it is not too broad, and whether an attempt at providing answers to all associated questions will not result in exceeding the maximum volume, which may result in negative assessment regarding the student's ability to write in a concise and factual way and to select relevant information.

The second criterion of choosing the subject of the thesis, besides the above-mentioned formal requirements, relates to the substantive issues directly associated with them. Emphasis on self-reliance and the appropriate scientific level of the content, results in an expectation that **each** thesis should contain an element of **novelty**, i.e. it should introduce new ideas to science, to the "total knowledge", subject, research methods, postulated area of interest, etc. of the adopted discipline. In short, the thesis should present at least the minimum "added value" in the research area it refers to.

This is not an overly ambitious requirement exceeding students' capabilities, even at the undergraduate level, provided that the component of novelty is properly understood. Of

course, it is difficult to expect a student who has completed three or even five years of study to be able to write a thesis at the level guaranteeing its publication in a reputable publishing house or, even more so, to make breakthrough discoveries. This, however, does not change the fact that properly used time of study provides students with some basis to address **the latest**, relevant **issues** that experienced researchers are just beginning to explore; to propose a **new**, self-formulated **interpretation** of important problems, even if they have been known for a long time; to design a **new**, original **survey** or **questionnaire** about phenomena that have already occupied scientists, but to conduct it in an environment that has not yet been well recognized; to go personally to a company or an organization to carry out **new** on-the-spot observations about their functioning, missions, management models; to make an **novel comparison** which would confront opinions, modes of operation, ways of behavior that have never yet been confronted. The possibilities here are really endless and depend solely on the student's invention and the good will of the supervisor.

It is worth remembering, that the more specific a subject we choose, the easier it will be to show that it actually brings something new. Generalized topics, usually based on a superficial overview of what has previously been written, do not provide such an opportunity. Expressions such as "... analysis and evaluation", "on the basis of ...", "in the light of...", "in the period of..." etc. are helpful in concretising the subject and, at the same time, they mark the author's intention of adopting a creative approach to the subject matter. Such expressions may form a part of the title or the subtitle of the thesis. Another way to demonstrate an innovative approach is to present and analyse self-designed and conducted empirical research.

When looking for such a most modest, and yet innovative, subject, it is worth remembering that it should be possibly most compliant with the student's **own interests**, so that the effort put in writing the thesis should **pay off in the future**. It is a good idea to use concepts and materials previously gathered for a presentation, essay or semester work (provided that the student does not duplicate, or repeat literally the already presented content). Even a better idea here, is to choose a problem that the student is interested in, which they explore in their private life, i.e. the one followed on the Internet, read about, or discussed with colleagues or lecturers. A desire to learn more and share opinions on a subject that the student is passionate about, provides an excellent incentive to write the thesis quickly and prospers well for outcome which will surely be highly rated both by the supervisor and the reviewer.

In this context, students of the first degree studies commencing the second degree in the same field of study, often ask the question as to what extent the MA thesis can be a continuation of the BA thesis. The answer largely issues from what has been said above - students should not expose themselves to the charge of duplicating the content that was once prepared and awarded the Bachelor degree; in other words, they must not commit self-plagiarism. On the other hand, it is possible to base on the knowledge and skills gained while writing the Bachelor thesis if they are deepened by two further years of sound study. During this time, there will surely be new events happening, new books and articles written, new approaches and research methods will be developed. In practice, this may mean that one of the problems presented in the undergraduate thesis will be selected as the research problem, but it will be analysed in greater detail, with more independence, and the reflections will be based on a greater number of sources, including the most recent ones. Or, the approach developed in the Bachelor thesis and focusing on a narrow scope of issues will be expanded by references to a wider area of research and include a greater number of addressed issues, which will, in turn, allow to form new, original conclusions.

It is also worth asking yourself whether it would be possible to devote the thesis to the problems that you intend to deal with later, after graduation. Maybe you want to become an expert in this field? Maybe you would like to work for a company, association, or maybe even a scientific institute whose activity you could analyse in your work and use the results and experience gained when applying for a dream job?

It is also possible to look at the question of selecting the thesis subject from a different angle, namely, taking into account the **preferences of the supervisor**. In the light of the university's efforts to improve the quality of education and the Rector's order on the organisation of graduate diploma lectures [*Order*], the requirements of all supervisors will generally be similar. The differences will be due to their various areas of interest and research competencies. It is natural that supervisors can provide more help in the case of theses that fit within their research area. The more the subject of the thesis is congruent with the supervisors' current area of interest, the more guidance they can provide. That is why, it is important not only to find out what the supervisor suggests at seminars, but it might also be a good idea to make an appointment to find out if they are thinking about wider research projects which the thesis could be associated with. Additionally, this kind of cooperation between the supervisor and students, relying on involving them into participation in research

projects, especially those highly beneficial for both parties, will certainly meet with the approval on the part of the university authorities.

Last but not least, it is important to remember that the decisive factor in the choice of the thesis subject may, ultimately, come down to **availability of materials** necessary to complete the research tasks and to prepare the thesis - if students rely primarily on the existing written sources, and the **possibility of obtaining** appropriate **permits** and contacting the right environments - if students are planning their own empirical research. Availability of sources and the possibility of gaining approval of our individual plans should always be confirmed **BEFORE** taking the final decision and submitting the required document (“Application form of the thesis’ title”) at the Dean’s office. The supervisor can help by suggesting what kind of documents and elaborations the student should be familiar with, but they will not be able to look through library catalogues or browse the Internet resources.

Before submitting the thesis title, the student should also, in consultation with the supervisor, make a critical assessment of their **language skills**. Defining a research problem, especially at the MA level, which would not require even elementary knowledge of foreign literature is almost impossible today. This applies particularly to fields of study directly related to international issues; for example, undertaking the issue of relations between specific countries by a person who can speak only one language may not meet with the approval of the supervisor, since the resulting work would be definitively unilateral and would not meet the formal requirements mentioned above. It is worth pointing out here that, in turn, the knowledge of language other than the language of instruction (i.e. Polish or English), namely the mother tongue, can be a great asset of international students. It allows them to tackle the topic related to countries and problems less well known to the academic community and to use literature that is not widely available, also because of the language barrier.

According to the regulations in force at the university, the thesis’ title submitted by the students, approved by the supervisor, are then accepted by the Deans in consultation with the Heads of the Study Programs. This is not a mere formality, so it is important to note that if the student fails to choose a subject (formulate a title) that would meet the requirements, the Dean may return the “Application form of the thesis’ title” for correction. Consequently, the student will have to discuss the comments with the supervisor, make the necessary corrections and immediately re-submit the “Application” to the Dean’s office. (Details of the procedure for

submitting and approving titles of theses, including deadlines, are contained in the “Rules of Procedure for Degree Granting” at the end of the guide).

2. Asking questions and selecting research tools

2.1. Questions and research methods

According to what has been said above, the thesis cannot be limited to the simple reproduction of something that has already been written by someone else. Therefore, before starting the work on the text, students need to think carefully about **why and how** they want to prepare the thesis. The problem here is, that there are actually many schemes for formulating answers to these questions, depending on the scientific field, the university we study in or the approaches preferred by individual researchers. That is why, it is always a good idea to start by consulting the supervisor.

The general rule should be that too elaborate schemes of the main, partial or stage goals should be avoided, because they may overwhelm the students whose thesis is still the first or one of the first independent research tasks and such “multi-layered” plans can only obscure actual intentions and not to be reflected in the further structure of the thesis. A better solution here is to work out a general formula which could be grasped in one or a couple of sentences, i.e. to present the main idea, the essential point which will be analysed. The conceptual effort has to be focused on putting sensible research questions in the case of a more modest work or undergraduate theses, or on formulating theorems or research hypotheses in the case of more ambitious works and in master’s degree theses.

In the first case, it is important to realise that **research questions** serve not only the purpose of specifying what we want to investigate, but of directing our efforts so that the research problem is effectively solved. Well-formulated research questions will therefore indicate:

- what to pay attention to when looking for thesis materials,
- how to organise the materials and plan the structure of the thesis,
- what existing theories may be helpful in developing the selected research issue,

- what is its scientific and/or practical significance.

For example, research questions may be formulated as follows:

- How is the concept of..... defined ...?
- How extensive is the literature on ...?
- Who has so far studied the issue of ...?
- What factors affect ...?
- What is the relationship between ...?
- What is the essence of ...?
- What are the reasons ...?
- What mechanisms govern the process of ...?
- How is the phenomenon seen ...?
- What are the consequences of...?

These and similar questions are usually posed when the student is not yet familiar with the discussed subject, or does not know the relevant literature in greater detail. At a more advanced stage, when the student has spent more time at university, is finishing the second-degree studies, they may attempt to do more advanced research. Namely, it is possible to formulate hypotheses (for the use of the diploma thesis it is sufficient to assume that these are assumptions requiring verification), or - that is the highest degree of scientific maturity - theorems (sentences expressing certainty, strong convictions¹), which will then be verified in the thesis.

Research methods – the question of recognized, scientific ways of solving a research problem is to a large extent specific to particular disciplines. Therefore, it is necessary to decide with the supervisor, which ones are accepted in the selected discipline and which will be most effective in the case of a particular diploma thesis. It is always worth remembering some general tips.

- There are several general classifications of research methods in science, some of which overlap. They comprise among others:

¹ Strict, scientific explanations of both concepts - the “hypothesis” and “theorem” can be checked in relevant encyclopedias or textbooks.

- quantitative methods - consisting in the determination of numerical parameters of a given issue and qualitative methods - related to its descriptive characteristics;
 - traditional methods - such as historical or legal methods and scientific methods - focusing on the use of mathematics and advanced statistics;
 - theoretical methods - consisting in various thought experiments, creation of abstract models and procedures of idealisation, as well as empirical methods - focusing on the observation of the reality and ways of describing it;
 - deductive methods – reasoning from the general to the specific, concluding on the basis of general statements and known premises about possible specific implications and consequences, and induction based methods - drawing general conclusions based on the knowledge of details.
- Students should not use too many methods simultaneously; In most cases, one method - best suited to a particular research problem - well understood and properly and consistently used, will bring better results than the declarative use of more than one.
 - It is necessary to distinguish research methods as they have been presented above, from research techniques such as statistical analyses, questionnaire and interviewing methodologies, observation techniques, games and simulations, computerised methods, use of keywords, techniques for extracting relevant information from sources, etc. In the last case, it is important to distinguish the technique of “skimming” - extracting the most important information from the whole material, from the “scanning” technique - finding in this material details on a particular subject.
 - An important research tool is making and organising notes. It must be remembered that:
 - mere copying of a printed publication or downloading a text from the Internet to your computer will not bring much effect – it still will be necessary to go back to those materials to find and analyse the necessary information.
 - making notes, you must always remember to write the exact bibliographic data of the material to prevent the necessity of returning to the previously read sources and to avoid the risk of plagiarism;
 - it is important to have clear and organised notes to make it possible to consult the supervisor about their suitability for the thesis at an early stage.

- Critical analysis of literature is of particular importance for diploma theses. It requires students to:
 - select items whose knowledge is essential for writing a thesis (see p. 3.1.);
 - define common points and identify disagreements and controversies in a given field;
 - analyse not only the content of the selected materials, but also their broader context: the time they were worked out, the author's purpose, the reception of the book or article on the part of the readers, possible discussion on them, opinions expressed in reviews;
 - point out the main assumptions and conclusions of the authors, seek a balanced and substantive comment on their advantages and disadvantages;
 - indicate clearly which content and why will be used in the thesis; important – students must never use thoughts that they do not understand well themselves.

In every situation, every effort must be made not to commit plagiarism in the diploma thesis. The next point is devoted to this issue.

2.2. Plagiarism and its consequences

Plagiarism - signing someone else's texts with your own name may result in serious **consequences**. At present, **each** thesis being defended at the university is subject to an anti-plagiarism control procedure, whose database (used to compare checked texts with others already existing) is constantly growing. It is practically impossible to avoid detection in the case of submitting plagiarism.

The Act on Higher Education in the chapter devoted to **disciplinary liability of students** [Law on Higher Education, ch. 6.] states:

Art. 211, p. 1 Students shall be liable to disciplinary action [...] for any breach of the regulations in force in a higher education institution and any conduct considered to breach accepted ethical standards.

Art. 214, p. 4. In the case of a student being suspected of an act which involves the appropriation of the authorship of a significant portion or

other elements of another person's work, the rector shall forthwith order an enquiry.

Art. 217, p. 5. The limitation period shall not apply to the instigation of disciplinary proceedings against a student who is accused of plagiarism.

Criminal penalties for infringement of copyright are even more serious: they may be financial (fines and damages) and even rely on restriction of liberty. Plagiarism is **not time-barred**. Its disclosure provides the basis for **withdrawing** a title or degree.

In order to avoid committing plagiarism, it is necessary to:

- **Understand what plagiarism is.** According to the dictionary definition, plagiarism is “appropriation of someone else’s creative idea, distribution of someone else’s work under his own name, or the literal borrowing of someone else’s work published as his own; also: such a misappropriated idea, a published work or borrowing” [plagiarism - *Dictionary of the Polish Language (Słownik języka polskiego PWN)*]. This general definition comprises many kinds of illicit behavior, such as:
 - mechanical copying of someone’s text without marking it as a quote (see p. 5), the length of the copied fragment does not matter;
 - using someone else’s text without marking editorial corrections, abridgments, changing the order of some passages, etc. (in essence, after attempts to mask this fact);
 - using a translation of someone else’s text without mentioning the source;
 - borrowing someone else’s ideas without indicating the original author;
 - using citations and/or bibliographic footnotes from other texts and give them as a direct result of reaching sources.
- **Remember** that lack of information on the authorship or no copy-ban, do not entitle you to dispose of any text written by someone else. More and more frequent publishing of various “free access” sources means that you do not have to pay for them, and not that they can be duplicated without proper reference to the source.
- **Master** the ability to create original texts, i.e. to search for original research problems, present the issues discussed in your own words, to use citations and bibliographic footnotes properly (see p. 5).

Naturally, in each thesis there may appear some short passages of other authors' texts: above all in the form of quotations, but also titles used in footnotes and even commonly occurring phrases. Therefore, the results of anti-plagiarism checks are forwarded to the supervisor of the [Rules of Procedure for Degree Granting, para. 9., p. 3].

3. Finding and organising information

Knowing what and how to conduct the research on a selected subject, you can begin the process of gathering the materials needed to write a diploma thesis. If you want to do this conscientiously, avoiding the temptation to copy someone else's work, which will anyway be most likely noticed by an experienced supervisor and then detected by an anti-plagiarism procedure, you need to go through the necessary steps: determining where to find materials, gathering and elaborating them.

3.1. Finding materials

The primary search sites are libraries. Printed materials in many cases retain the advantage over web resources (this does not refer to books and articles that came out in print, and were later published on the internet in an electronic version). Reputed Polish and foreign publishers still pay more attention to the high quality of their publications: before being published, they are thoroughly assessed by reviewers and carefully checked by editors to eliminate any possible errors and inaccurate information. In addition, still not all printed materials, including documents, have been made available online.

The university library is also available online [www.vistula.edu.pl/student/biblioteka], which helps students find useful materials. The library also provides access to specialised electronic publishing databases.

However, given the variety of fields offered by our university and still the greater diversity of students' interests, it is difficult to expect that everyone will find in the university library what they need. Therefore, you need to know which other libraries to choose for printed materials.

First of all, there are the libraries of two leading Warsaw universities and two central public libraries:

Warsaw University Library (BUW) [Dobra 56/66, tel. (22) 5525178 [179], <http://www.buw.uw.edu.pl>, open: Mon.-Fri. 9.00-21.00, Sat. 12.00-19.00, Sun. 15.00-20.00] In order to use the University Library's resources, it is necessary to have a library card (available for all interested) but non-UW readers can use the resources **only on site**. To some of them readers have free access, i.e. they are available in open stacks (without filling the book request forms). The library has both a card catalogue and an electronic catalogue (also available online). On the site you can use databases and electronic journals available on the UW network.

Warsaw School of Economics (SGH) Library [Rakowiecka 22B (building B), tel. (22) 564 9505, (22) 564 9739, <http://biblioteka.sgh.waw.pl>, open: Mon.-Fri. 8.30-20.00, Sat. 10.00-18.00, Sun. 10.00-15.00]. There are similar rules as in the University Library.

National Library [Niepodległości 213, tel. (22) 608 29 99, (22) 608 23 30, <http://www.bn.org.pl>, open: Mon-Sat. 8.30-20.30]. Requires registration and applying for a reader's card, general and specialised resources available on-site, rich electronic databases available from the library computers.

Warsaw Public Library - Central Library of the Masovian Voivodeship [Koszykowa 26/28, tel. (22) 5374173, <http://www.koszykowa.pl>, open: Mon. – Fri. 8.00-21.00, Sat. 9.00-17.00, Sun. 9.00-14.00]. It does not have such extensive, specialised collections of academic resources and advanced search tools like the two previous ones, but it allows for **home lending** (a deposit is required, i.e. a fee paid on returning the book, now it is 40PLN). Library resources are available on registration; Catalogues can be viewed online, it is possible to order books via the Internet.

There is also a number of specialised libraries run by state institutions, such as the National Bank of Poland Library, Central Statistical Office Library, Polish Institute of International Affairs Library, etc. The supervisor will help you choose the right library with respect to the topic of your thesis.

If the materials available in the libraries are not satisfactory, if they lack specific items indispensable for the topic being analysed, if you need up-to-date information that has not yet been published or commented on in print, then - of course - it is fully justified to reach the **Internet**. Unfortunately, many people skip the stage of getting to know printed materials and

use the network right away. And, moreover, they use “common” websites of all kinds, not the ones available from library computers, the so-called full-text databases, which contain full, electronic versions of paper publications.

This is a **mistake**. Ease of use and access to unlimited resources are not only the advantages of today’s Internet, they are also a major problem. Let us remember, that the banal assertion that anyone can post anything on the Internet has substantial consequences. First of all, in the vast majority of cases no one checks the accuracy or completeness of information circulating in the network. Secondly, any news, articles, documents, etc. can be intentionally deformed, falsified, or fictitious. So, thirdly, finding really valuable materials and reliable sources is a serious challenge.

To meet this challenge, students have to realise in the first place that what is most often found on the Internet is what, and only what, Google wants to show us. Algorithms of this monopolist in indexing and presenting content (google.com is the most frequently visited site in the world) have never been and are still not really known yet. The efforts of SEO specialists (search engine optimisation to get the highest page rank in search results) further distort the results shown. Consequently, by typing a question in the search engine, we receive a list of sites that **Google recognises** as the ones most deserving to be displayed, and not necessarily those that would be most useful to us. What are the ways of dealing with that?

First – when looking for information, it is necessary to change the habit of “clicking” only on the first few links that are listed by the search engine – let’s assume that, to put it in a nutshell, they most often lead to the most popular websites, and not to those that contain the most valuable data or studies - and check more links instead. (Changing the search engine’s settings from the default one so that **more than 10 results** are shown on the site, might help here).

Second - if we enter a **whole phrase** in the search field instead of a single word, we put it in quotation marks. The results will then be more precise and their number will be much smaller. By way of example: academic skills (without quotes) - nearly 600,000 results, “academic skills” (in quotation marks) – 2,000; process approach in management – 57,000, with quotation marks - 5,000. Of course, it is still an overwhelming number, but by looking at the first few dozen, you will see that they are much more accurate when quotes are used.

Third - learn to use the so-called **operators**. For example, the operator “related:” shows websites that are similar to the ones we have looked for (related: www ____); for example, by

typing “related: vistula.edu.pl” you will find the University of Warsaw in the first position (which undoubtedly attests to the rank of our university in the eyes of Google). By using the operator “filetype:” you will find a list of files in a specified format; For example, the phrase “euro perspectives’ ‘filetype: PDF’” will display nearly 200 articles, among which certainly will be texts worthy of reading and use. And the “cache:” operator shows the website version stored in the search engine memory (e.g. cache: www.____), which is useful if you are looking for a website that has just disappeared from the Internet. Another method, which some people find very comfortable, is to use an “advanced search” option, which allows you to take advantage of the possibilities described in sections 2 and 3, as well as several other.

Fourth - a good way to get relevant Google search results is to use its specialised tools: **Google Books** (<http://books.google.pl>) and **Google Scholar** (<http://scholar.google.com>). The first one, as the name implies, will provide a list of books that contain a searched term and – what is the main advantage here - it will allow you to read quite lengthy passages of selected books. The second provides access to academic publications from the field of interest, again, not only by displaying a list of publications, but also by indicating which ones can be read in full – though, it might happen that some links to websites are already inactive or require logging in.

Fifth - if you are still not satisfied with the result you can try two other simple search engines: **Bing** (<http://www.bing.com>) and **Yahoo** (<http://search.yahoo.com>), or, possibly, the popular in Russia, on Ukraine, Belarus, Kazakhstan and Turkey search engine **Yandex** (<http://www.yandex.com>). However, you will receive even more interesting results, referring to the so-called Next-Generation Search Engines, based on algorithms seeking to show results from many other search engines, in a specific order. They use either a “question-answer” pattern (**Answers:** <http://www.answers.com>; **Ask:** <http://www.ask.com>), or the idea of grouping results according to such criteria as source, domain or topic (**Yippy:** <http://yippy.com>).

When deciding to use the materials found on the Internet, it is important to keep in mind that making the choice - aside from the reservations and suggestions outlined above – it is **IMPERATIVE** to take into account their relevance. This matter, due to its importance, deserves to be discussed in more detail.

3.2. Evaluation of website relevance

Bearing in mind the ease with which web materials are uploaded on the Internet as well as the temptation to use the first suggestions provided by the search engine, you should be guided, in the first place, by the rank and character of the sites that you visit. When writing a diploma thesis, solving the first or one of the first serious research problems, you must make sure that the necessary materials are sources, i.e. are first-hand. In other words, you must reach:

- full documents, not selected passages,
- the texts of politicians' speeches, not their summaries,
- the statistical output, not the interpretation,
- the original scientific texts, not the related comments, etc.

Of course, these sources will be found on the official pages of well-known organisations and institutions, reputable universities and research institutes, or media portals. The supervisor should help the student make a list of the most important sites on the Internet to deal with the thesis theme.

When analysing the functioning of certain organisations or decisions made by specific institutions or individuals, or by considering scientific ideas of particular researchers, you cannot rely solely on what they themselves have to say. It is necessary to take into account commentaries, evaluations, polemics from other authors, sometimes press articles, or even common opinions circulating in a given environment - all those are often referred to as secondary sources of information. This is a complicated issue, because, at this point, you need to enter sites of lower rank, blogs, social media, discussion forums, etc. When using materials from such sites, you must use proven evaluation criteria. These include:

Site reliability. The name of the site's creator and/or owner as well as the qualifications of authors publishing on it must be explicitly stated. Please, check: Is the website (its content) signed? Are there any contact details? Is it possible to find the provided name and/or institution on the Internet to enable verification of the declared identity? Is it possible to confirm the information about the administrator's or author's affiliation given in the header or footer if those data are not provided? Note – in spite of what is commonly recommended, it is not always a good idea to look at the internet address. Serious institutions whose names are in the domain always present their (true!) name on the site, and in turn, the prestigious “edu”

domain, which on principle should be used by trustworthy educational institutions, can now be bought by anyone. If the answers to these questions are negative, it is better not to use the site, even if it makes a good impression, because it is not worth risking the use of materials that are inauthentic or whose authors are unreliable.

Reliability (precision, accuracy). Please check: Are there obvious errors on the site that indicate incompetence or inconsistency of the creators? It is not allowed in such a case to show any understanding (“everyone may be wrong sometimes”). If the authors do not correct even minor mistakes visible on the site, if there is no certainty that someone verifies the information provided on it, then the site cannot be regarded as reliable and used in your research, since we cannot be certain that there are no other errors and distortions that we cannot discern without being knowledgeable about the problem?

Objectivity of the website. Please check: Does the site maintain impartiality? Does the author tend to present different opinions and substantive discussion, or do they want to promote one particular point of view? Is the site not just a form of advertising? There is certainly nothing wrong in spreading certain views, provided they do not violate the law, or in promoting one’s own person or institution. However, it is important to be aware of the intention of the website’s authors in order to interpret the materials properly.

The content of the site. Please check: Does the site contain something that cannot be found elsewhere? How comprehensive is the presented material? What is its real value? Is the author certainly an expert in the field? Do they express their opinion within the scope of their competence or do they have a know-all attitude? In the first case, if their education, competence and experience are evident, you can have more confidence in their words. In the second, when, for example, a biology professor express their opinion on legal issues, it is important to be extremely cautious.

Website relevance. This is a factor which is often neglected by students, who usually do not pay attention to the date when the content that they find on the Internet has been created; there are also sites that do not disclose such dates. Meanwhile, it is necessary to check this date, because relying on information that may be outdated may lead to serious lapses in the thesis. Please check: if the material you would like to use provides the publication date (as is the case with print publications). If not, then check whether the site administrator provided the date of its creation/update/last modification? And if none of this is provided, then at least, whether the links on the website are accessible. Reliable portals and serious authors regularly update

their websites and ensure that there is no doubt as to the date of given information, article or analysis.

Is **Wikipedia** a good source of knowledge? Research conducted 10 years ago in America showed that students constitute the largest group of its users and, undoubtedly, the same refers to students of Polish universities. All this, despite the fact that the founder of Wikipedia, Jimmy Wales, himself warned users not to refer to it for academic purposes. So, can you rely on Wikipedia when writing a diploma thesis?

The answer is yes and no. **NO**, and there are many reasons why: Wikipedia is intended as a source of general information addressed to a wide circle of addressees, and not as a base of specialized studies for academics. Anyone can write a Wikipedia article, regardless of their competence in the field, so the quality of those texts is always uncertain. Any living person can revise an article about themselves in order to present themselves in the best possible light. The system of verifying and editing passwords, although constantly being improved, is still far from perfect, while authors of dissertations are required to know the basic problems and the best experts in the field they work on. A specific sense of humour, political radicalism or mundane hooliganism are behind silly jokes, manipulated slogans and hoaxes published on the Wikipedia sites (some of them are listed by Wikipedia itself). And, last but not least, a graduate is expected to **be able to develop** a particular scientific problem and to do some **independent** work.

YES, but only when it comes to obtaining basic information necessary to get an overview of a given issue, or when you need some hints, what to concentrate on when looking for source materials and you are going to examine and evaluate the provided links and bibliographies yourself. It is also important to note that the more important, more elaborate Wikipedia articles, those verified by demanding and attentive editors, are worked out in the course of **agreement**, compromise reached by many authors who contribute their comments, suggestions and updates. This can serve as an example for students and help them distinguish the content characterised by objectivity and worldview neutrality from the strongly unilateral and biased one found in such sites as YouTube, Facebook or Twitter.

Moreover, the Internet provides some other sites besides Wikipedia, e.g. incomparably more authoritative (though more modest) online encyclopaedias. Those include, first of all:

PWN Encyclopaedia [<http://encyklopedia.pwn.pl>] - the online version contains, as you can read on the main page: “122 thousand passwords and 7 thousand illustrations from the constantly updated encyclopaedia base of the Scientific Publishing House” (constituting the basis of printed editions), which ensures the integrity of the presented content.

Encyclopaedia Britannica [<http://www.britannica.com>] (in English) - as it itself claims: “with hundreds of thousands of objective articles, biographies, films and photos from experts”.

There are also useful specialist encyclopaedias, such as the **Stanford Encyclopedia of Philosophy** [<http://plato.stanford.edu/index.html>] - in spite of its name, containing articles from many social and humanistic disciplines, characterized by extensive, authoritative studies, relevant content and a dynamic system of links, or the **Europeana Collections** [<http://www.europeana.eu>] (multilingual), which provides access to over 50 million “works of art, books, films and recordings from all over Europe”.

4. Structure of work and editorial standards

The proper **structure** of the diploma thesis is one that enables you to reach the ultimate goal - to solve the research problem yourself and confirm the necessary skills - to prepare a longer written work, divided into smaller units of text, logically related to each other, containing the necessary elements, presented in the correct order. These include:

TITLE PAGE - opening the thesis and having a formal character. It must be drawn up in accordance with the model in the annex to the “Rules of Procedure for Degree Granting” (see annex).

TABLE OF CONTENTS - must be legible, the titles of chapters/subsections must not differ from those in the text, and the pages from which they begin must match the actual page numbering. Those kind of mistakes may be avoided by the use of mechanisms automatically generating and updating the table of contents built into text editors. (in the case of Word, it is the menu tab “References – Table of Contents”, you just need to remember to mark the chapter/subsection titles in the text with “Styles” built into the editor).

INTRODUCTION - is the first essential element in the structure of any diploma thesis. In the MA thesis, compared to the BA thesis, its content should be more elaborated and substantiated, but in both cases it should clearly present the following set of essential elements:

- (1) Reasons for selecting the subject - presented in line with what has been said at the beginning of the guide, thus highlighting the novelty of the research problem and the author's autonomous approach towards providing a solution to it. At this point, you can also provide a synthetic assessment of the initial state of knowledge about the problem (and possibly develop it in the subsequent part of the thesis). Note: A related but not the same question is the **formulation of the thesis title**. It must be understandable, concise and linguistically correct, to leave no doubt as to the subject of the thesis. However, if such doubts arise and require expanding, or a significant prolongation of the title, it is better to start by specifying what the title concerns, i.e. explain the essence of the work and of the concepts discussed in it.
- (2) Goal, thesis or research questions - this issue has been discussed in the second point of the guide. It must be remembered that an essential component of completing the thesis consists in referring to all those elements, so they must be formulated in a realistic way in the introduction.
- (3) Characteristics of the research methods - the author of the thesis should, in consultation with the supervisor, apply the research methods that are most appropriate for the subject and purpose of the work as well as their own skills; at this point, they need to be clearly indicated (if required by the thesis subject, the subsequent part of the thesis should contain an appropriate point or chapter devoted to a detailed presentation of the research methods, see below).
- (4) Justification of the thesis structure - especially in the case of the MA thesis, it should not only consist in presenting the content of individual chapters (this is shown in a well-constructed table of contents), but in providing an explanation of why the thesis consists of a given number of chapters arranged in a given order.
- (5) Review and evaluation of literature/sources - again, it is not the matter of calculating the number of positions (this is provided by bibliography), but of providing a comment on its advantages and disadvantages, availability of documents and data, relevance of materials, the scope of included foreign literature, etc.

CHAPTERS AND SUBSECTIONS - constituting the essential content of the work, divided into parts. In most cases, such a two-degree division is sufficient. In the case of a limited volume of work, especially a BA thesis, introducing the next degree (points, paragraphs) usually means multiplication of small, poorly interrelated units of text.

- The division used must be **consistent**, i.e. the chapters and subsections must follow each other in a fixed order, based on a clear criterion (chronological, problematic, logical), and they cannot repeat the discussed issues (overlap).
- The division must also be comprehensive, covering the whole of the research problem.
- Properly structured work requires the use of a well-thought-out and well-planned **division criterion**. In BA theses, this can be a simple transition from general to more and more specific issues. In MA theses, the division criterion should be more advanced, e.g. in the case of historical works, the author must define the basis for the periodisation of a selected period, in the case of a problem thesis, the basis for selecting and ranking the subsequent issues.
- It is common practice to devote the **first chapter** to introducing subject matter of the thesis, such as presentation of the related basic categories (especially in theoretical works), analysis and evaluation of the knowledge contained in the literature on the topic, presentation of the research techniques used (especially in empirical works, based on experiments, independent surveys, participant observation, etc.), presentation of the historical background of the facts analyzed later in the thesis, etc. It is important not to refer to this chapter as “theoretical” – theory in science is an ordered set of explanatory statements, i.e. something definitely different.
- It is generally accepted that the thesis should consist of three to five chapters. A smaller **number** does not allow the student to demonstrate the skill of problematizing the analysed topic - to define the key issues and to organise them. On the other hand, introducing a larger number of chapters with the assumed volume of work, can result in superficial presentation of many minor issues and lack of a holistic approach.
- The **length** of individual units of text should be similar, i.e. the issues should be analysed in a systematic way, with similar degree of conscientiousness in subsequent chapters and subsections. This, however, cannot be a rigid rule, exceptions issuing from the specific character and complexity of particular issues, are allowed.

It is also important to remember not to make a mistake that violates the sense and logic of the work:

- No chapter can be **titled** as the whole thesis, because it would mean that the remaining chapters are not related to the main topic and are, therefore, superfluous; this also applies to the titles of chapters and subsections, i.e. no subsection can be titled as a given chapter.
- Each division must be **multiple**, i.e., as it is unacceptable for the thesis to consist of only one chapter, it is equally unacceptable to produce only one subsection in the chapter. What would be the difference between the two?

CONCLUSION - should contain a summary of **conclusions** from individual chapters. If required by the subject matter of the thesis and the specificity of the discipline, it should be preceded by a synthesis of the initial state of knowledge on the subject. Another important point is a **conclusion** in which the author should refer directly to the introduction. Therefore, it is necessary to summarise the set goals and provide an assessment regarding to what extent the thesis has met those goals, answered the questions, or verified hypotheses and claims. Finally, if the subject permits, it is necessary to provide a **forecast** for the further development of the analysed events, phenomena or processes. The skill of formulating such a prognosis is the best confirmation of the knowledge and understanding of the research problem adopted as the thesis topic.

BIBLIOGRAPHY (and possibly other lists) - contains a **list of sources** used for writing the thesis and **indicated in footnotes**. In justified cases, after consultation with the supervisor, it can be complemented by a number of general publications that have not been used to work out specific parts of the thesis and, therefore, have not been included in the footnotes but provided the basis for the author's argument. This, however, is not advisable as it may lead to artificial lengthening of bibliography.

- Bibliography is divided into the following **sections**:
 - documents (legal documents, official acts, official speeches, etc.),
 - compact works (books),
 - magazines,
 - websites,
 - other (e.g. brochures, internal or unpublished materials, etc.).

- In each of those sections, particular positions should be arranged in an **alphabetical order**, each of them in accordance with the footnote rules, with one difference: the **author's surname** is given **first** and followed by the first name.
- If there are several positions of the same author(s) in bibliography, they are listed by the publication date in a chronological order starting with the earliest one.
- It is not advisable to number each position on the list because it reduces its transparency (therefore, when using the Harvard footnote system - see below - this is absolutely unacceptable).
- There is no fixed **number of positions** which form a bibliography (and thus provide the basis for the thesis writing). The number of positions depends on the type of the research problem, availability of sources and the extent of literature on the subject. It is generally assumed that in the case of BA theses, it should comprise 20-40 positions, and MA theses - 30-60. In each case, students should consult the content and volume of bibliography with the supervisor.
- For the same reasons as the above-mentioned, there is no fixed number of positions in a **foreign language** that should be included in bibliography. However, each thesis should contain at least a few sources in a language of particular relevance to a given subject (for example, it is not possible to accept a work on mutual relations between two countries, written exclusively on the basis of one of the languages). By analogy, students have to settle this issue with the supervisor.

Other lists mentioned above are, for example, a list of tables (including the page numbers on which they are placed), graphs, illustrations, etc. In the case of **illustrating** the work with pictures or drawings, students have to act with moderation and post them only when they are important for the content. They cannot serve as “fillers” of the thesis volume.

APPENDICES - if they are attached to the thesis. It is rarely justified to use them in the thesis, since all questions issuing from the used materials should be discussed and analyzed within the main content of the work. However, they are necessary when the author presents their own output, for example, a survey they worked out and conducted themselves.

SUMMARY - must be concise and state the most important points of the thesis: the main assumptions and conclusions, highlighting what has been achieved in the work. The maximum acceptable size is defined by the number of characters that can be entered into the university APD system and cannot exceed 4000 (more than two standard pages).

Editorial standards - are formal and technical requirements for the diploma thesis. Most of them are officially listed in Annex 3 to the “Rules of Procedure for Degree Granting”. They can be divided into general editorial requirements and detailed recommendations.

General editorial requirements:

- use **the Times New Roman font throughout the entire work** (which usually requires changing the default font of the editor);
- **basic text** of the thesis: font size 12 points;
- **footnotes**: font size 10 points;
- **chapter titles**: font size 16 points, **bold**;
- **subsection titles**: font size 14 points, **bold**;
- mirrored **margins**: side of the binding (internal) 3.5 cm, other: 2.5 cm;
- **line spacing**: 1.5, for footnotes: 1;
- **justified text** (aligned to both left and right margins) for footnotes containing long internet addresses - text aligned to the left margin;
- **page numbers** - centred in the footer (bottom) of pages, written in the same font as the main text;
- introduction, each subsequent chapter, ending, bibliography, lists, attachments - **start with a new page**.

Detailed recommendations:

A. They primarily concern the title page. According to the rules, the title page must be located:

a) **centred**

- **line spacing 1.5:**
 - - full university name - font size **20 points - bold**
 - - full faculty name - font size **14 points**
 - - full name of field of study - font size **14 points** (be careful not to confuse the field of study with specialisation)
- **line spacing 1,0:**
 - author’s name - font size **16 points - bold**
 - author’s student number - font size **14 points**

- the title of the thesis, placed in the middle of the title page - font size **26 point font - bold** (it is necessary to write the title in accordance with the previously approved one)
- city and year of writing the thesis, placed at the bottom of the page - font size **14 points**

b) Closer to the right margin (**aligned to the right**):

- **line spacing 1,5:**
 - definition of the type of thesis (Bachelor thesis / Engineering thesis / Master thesis) - font **14 points**
 - the statement “Thesis supervisor:”, and below the full name of the supervisor of the thesis along with their title/degree – font size **14 points** (remember to change the title/degree and the supervisor’s name according to the rules of grammar, for example, not: “Praca [...] napisana pod kierunkiem prof. dr hab. Maria Konopnicka” or “dr Roch Kowalski”, but “Praca [...] napisana pod kierunkiem prof. dr hab. Marii Konopnickiej” i “dr. Rocha Kowalskiego”. In case of doubts, it is always worthwhile consulting Poradnia Językowa PWN (PWN Language Guidance Service (<http://sjp.pwn.pl/poradnia>) or ask the supervisor.

B. Other recommendations:

- the thesis must be printed **on both sides** starting from the table of contents (i.e. the title page is page 1, but the number is not placed on it, page 2 is blank, the table of contents is placed on page 3);
- thesis binding - **soft binding (metalbind)** [terminology understood by professional service points].

5. Principles of referencing and quoting

Notes are an integral part of any scientific study and, therefore, of the diploma thesis. They are divided into factual and bibliographic. They may be placed at the bottom of the page (footnotes) or at the end of the text: article, chapter, book (endnotes).

Explanatory notes are remarks, additional explanations or supplementary information that the author provides separately from the text to avoid disrupting their argument, distract the reader from the main thought, or distort the clarity and logic of the work.

Bibliographic notes contain information about the sources used by the author to prepare and write a particular piece of work, in particular the place from which the quote was taken.

In **diploma theses**, it is better to minimise the explanatory notes to focus on the issues that are most relevant to the issue under consideration. Bibliographic notes must be given **priority** in order to demonstrate knowledge of the subject literature and dispel any doubts about the independence of the study. It is recommended to use **footnotes** - it makes it easier for the supervisor, reviewers, and other readers of the work to verify the sources from which they originated. (Another way is the so-called “**Harward System of Referencing**”, where the quotation or reference to the work is quoted directly in the text - the name of the author/authors, the year of publication and, if applicable, the page/pages, in parentheses, while the detailed bibliographical data are provided at the end of the thesis; if the supervisor recommends this type of referencing, it is necessary to discuss with him/her technical details).

The basic principles for compiling bibliographic footnotes include the following recommendations:

- Bibliography should contain all the data needed to identify the source (i.e. the name of the author, title, place and date of publication, publisher, web address, etc.).
- A uniform pattern (number of elements, order, punctuation) must be used.
- It is better to provide too many than too few elements.
- If you refer to a foreign-language source, all the data must be provided in the original wording; if they are written in another alphabet, then it is necessary to transcribe it to the Latin alphabet.
- When referring to a given source for the first time, it is necessary to provide all information, while the source information listed in the footnotes for the second and subsequent times should be given in a shortened form (as detailed below).
- The first name(s) of the author(s) can be replaced with initials.
- Each footnote is treated as a sentence, so it is necessary to start it with a capital letter and end with a period; if references to several sources are included in one footnote, they must be separated with a semicolon.

- In the case of footnotes referring to the Internet (containing long Internet websites), a it may be justified to change the format by aligning the text to the left margin.
- There is no rule specifying the number of footnotes on the page - it only depends on the number of sources used.
- In practice, there is a large number of bibliographic rules². They may vary depending on the discipline, the publishing house, the university and the preferences of particular researchers. Therefore, when you commence your work, the best solution is to consult the details with the supervisor.

Detailed principles:

- **A book by one author**
 - first name and surname
 - a comma
 - *title (italics)*
 - a comma
 - publishing house
 - a comma
 - place and year of publication
 - optionally, a comma and the page(s) you referred to

Example:

Hans J. Morgenthau, *Politics Among Nations: The Struggle for Power and Peace*, Knopf, New York 1954, pp. 9-27.

- **A book by two or three authors**
 - first name and surname of subsequent authors separated with commas
 - continue as above

Examples:

John Micklethwait, Adrian Wooldridge, *The Fourth Revolution: The Global Race to Reinvent the State*, Penguin Books, New York 2015, pp. 101-155.

Barry Buzan, Ole Wæver, Jaap de Wilde, *Security: A New Framework For Analysis*, Lynne Rienner Publishers, Boulder 1988.

² Polish bibliographic standard PN-ISO 690, full name: *Informacja i dokumentacja. Wytuczne opracowania przypisów bibliograficznych i powołań na zasoby informacji (Information and documentation, guidelines for the preparation of bibliographic footnotes and references to information resources)* is only a recommendation.

- **A book by more than three authors**
 - first name and surname of the first author
 - [abbr:] et al.
 - continue as above

Example:

David Held et al., *Global Transformations: Politics, Economics and Culture*, Polity, Cambridge 2010, pp. 344-346.

- **Collective publication**
 - *title (italics)*
 - a comma
 - first name and surname of the editor(s)
 - [abbr:] Ed./Eds (in brackets)
 - continue as above

Examples:

Międzynarodowe stosunki polityczne, Marek Pietraś (Ed.), Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, Lublin 2006.

International Political Economy, Greg Anderson, Christopher J. Kukucha (Eds.), Oxford University Press, Oxford 2016.

Advances in Luxury Brand Management, Jean-Noël Kapferer et al. (Eds.), Palgrave Macmillan, New York 2017.

- **Chapter in a collective publication**
 - first name and surname of the author (or authors)
 - a comma
 - title in quotation marks
 - a comma
 - [preposition:] in
 - colon
 - *title (italics)*
 - first name and surname of the editor (or editors)
 - [abbr:] Ed./Eds (in brackets)
 - publishing house
 - a comma

- place and year of publication
- a comma
- [abbr:] page from-to

Examples:

Anatol Rapoport, “Various Conceptions of Peace Research”, in: *Contemporary Peace Research*, Ghanshyam Pardesi (Ed.), Harvester Press, Brighton 1982, pp. 41-63.

Piotr Małecki, Piotr Stanek, „Gospodarka światowa wobec kryzysu globalnego”, in: *Gospodarka światowa w warunkach globalizacji i regionalizacji rynków*, Stanisław Miklaszewski, Edward Molendowski (Eds.), Difin, Warszawa 2009, pp. 62-80.

• **Article in a professional periodical**

- the name of the author (or authors)
- a comma
- *o title (italics)*
- a comma
- title of the periodical in quotation marks
- year of publication
- [abbr.:] Vol. (number)
- a comma
- [abbr.:] No. (number)
- a comma
- [abbr.:] p./pp. {from-to}

Examples:

Beata Słomińska, Marek Wąsiński, *Możliwe kierunki polityki handlowej Stanów Zjednoczonych za prezydentury Donalda Trumpa*, „Sprawy Międzynarodowe” 2017, Vol. LXX, No. 1, pp. 25-41.

R. B. J. Walker [the author did not give full names in the original], *Security, Critique, Europe*, „Security Dialogue” 2007, Vol. 38, No. 1, pp. 95-103.

• **Article in a newspaper or weekly**

- the name of the author (or authors)
- a comma
- *o title (italics)*
- a comma

- title of newspaper or weekly in quotation marks
- date of publication

Examples:

Thomas B. Edsall, *Trump Says Jump. His Supporters Ask, How High?*, „The New York Times”, 14.09.2017.

Owen Matthews, *Bitcoin and Blockchain: A Money Laundering Bonanza?*, „Newsweek”, 29.09.2017.

• **Internet sources**

- *the name of the webpage or the title of an article published on it (italics)*
[provided on the website or displayed in the browser at the top of the bookmark]
- a comma
- full website address [displayed in the address bar] (“hyperlink” – delete the changes: colour and underlining, made automatically by the editor)
- a comma
- date of publication (update or last modification date) of the website on the Internet [NOTE: providing the date of access (i.e., when the page was viewed) has no convincing justification, just as there would not be a convincing reason for providing the date of visiting a library in the case of a printed book publication. The argument that websites frequently “disappear” should not be used in the case of diploma theses, which require relying on reputable portals and websites of serious institutions and authors - having no reason to delete their own websites; access date may be indicated only when no date is provided on the website]

Examples:

Terrorist Trends in Europe, <http://geopoliticalfutures.com/terrorist-trends-europe/>, 25.08.2017.

What 'Energy Security' Looks Like in the 21st Century - Stratfor Worldview, <https://worldview.stratfor.com/article/what-energy-security-looks-21st-century>, 19.09.2017.

TAKEDOWN Online Survey – Center for Security Studies _ ETH Zurich, http://www.css.ethz.ch/en/research/research-projects/takedown/takedown-online-survey.html#par_textimage, accessed on: 29.08.2017.

- **Abbreviated note**

- footnote referring to the same source is shortened and it uses abbreviations of expressions, such as: *op. cit.* (*opus citatum*), or *ibidem*.
- If two or more works by the author(s) are mentioned in the footnotes, then the first or several initial words of the title should be given to avoid ambiguity.

Examples:

First reference: Thomas L. Friedman, *The World Is Flat: A Brief History of the Twenty-First Century*, Straus and Giroux, New York 2008.

Another reference: Thomas L. Friedman, *op. cit.*; if another position of that author has been referred to earlier in the text: Thomas L. Friedman, *The World...*, *op. cit.*

Another reference to the source immediately after the previous one: *Ibidem*.

Principles of citation

Quotes - literal passages of other text or works expressed in original wording - enrich the work, prove the literary knowledge of the author and, in short, are necessary. The so-called citation law is contained in the Act on Copyright and Related Rights [*Act*, Art. 29].

It shall be permitted to quote, in works constituting an independent whole, fragments of disseminated works or disseminated art works, photographic works or minor works in full, within the scope justified by explanation, critical analysis, teaching or the rights governing a given kind of creative activity.

Quotes cannot, however, be overused and serve to increase the volume of the thesis. The following principles should be taken into account:

- The law allows you to use the fragments of other works in your own work, provided that they are properly marked. It is necessary to begin and end a quoted (copied, rewritten) fragment must with a quotation mark [“...”] or write it in italics, providing its source (appropriate footnote).

Examples:

„Our political institutions will have to change if some of our more cherished notions – a circumscribed political realm distinct from ruler and ruled, the rule of law, political

accountability, social justice and a self-determining people, to name but some – are to retain their relevance and efficacy in the millennium ahead”¹.

[footnote content:] ¹ David Held at al., *Global Transformations: Politics, Economics and Culture*, Polity Press, Cambridge 1999, p. 456.

„POLITICS, n. A strife of interests masquerading as contest of principles. The conduct of public affairs for private advantage”².

[Footnote content:] ² Ambrose Bierce, *The Devil's Dictionary*, Dover Publications, New York 1958, p. 191.

- Failure to meet the obligation to designate a quote or improper marking can lead to suspicion of plagiarism with all the consequences (see 2.2).
- Quotes must be justified. Use quotes when you cannot replace their content with your own words. So, this is primarily the case of scientific definitions, legal regulations, important statements by well-known people or those we deal with at work.
- Quotes are usually used with the aim of supporting the author’s own argument with an exceptionally accurate one, or vice versa - criticism and polemics with it. You can also use a quote when you want to add colour to your work, cite a particularly accurate formulation which, if replaced by explanation, would deprive its sense of the original, specific character.
- The length or number of quotations acceptable in a given work is not clearly defined. It is assumed that quotes may be used in justified cases (as above) and their length should allow to make the thought contained in it is fully understandable.

6. Language issues

The diploma work, regardless of scientific discipline, is a certificate of higher education, which is based on the ability to formulate thoughts in writing according to certain requirements.

- Spelling, syntax, or inflexion errors and incorrect punctuation are unacceptable. Duplication of common language errors: syntactical borrowing, tautology, jargon, excessive use of the plural form make a particularly bad impression.

- An elementary operation, which must always be conducted is the use of the autocorrection function built into the text editor (eliminates spelling errors and the so-called spelling mistakes), and the use of well-known dictionaries available on the Internet such as the PWN Polish Dictionary (<http://djj.pwn.pl>), Diki. Online multimedia dictionary (<http://www.diki.pl>), bab.la multilingual language portal, part of the Oxford University Press (<http://bab.la>).
- Academic language should not be similar to that of a newspaper article, a feature article, or popular literature. It must be based on terminology specific to the scope of the problem and the ability to distinguish the objectivity of the expressed evaluations from the evaluative attitude. It must also confirm the student's ability to analyse critical sources, distinguish discussion on a problem from its analysis, hierarchization of information.
- Correct, proper language of the thesis is a prerequisite for creating a coherent and functional text characterised by clear composition. Consistence is significant here - lack of it is a frequent lapse in academic works. This especially refers to mixing the forms of address: "The following strategies will be analysed ...", "I will then describe ...", "At the end we will focus on ...". At the same time, impersonal forms are preferable in diploma theses ("... are analysed in this thesis") or the first person singular ("I analyse in my thesis", never plural ("we analyse in this work..."). The second mistake of this type is the mixing tenses: "As Piotrowski writes, ...". "In the same article, Piotrowski also stated that ...".
- International students should not use Google Translator. Although, its algorithms have recently been significantly improved, the number of shortcomings that it brings, literal translation of individual words (without taking into account their context and complexity), leaving out untranslatable terms (e.g., words written in Cyrillic often found in student works) still frequently happens. This results in the fact that it may only provide a general idea of what the text is about, but by no means can it be used in the thesis (not mentioning here the question of possible plagiarising other people's texts).
- The supervisor may indicate linguistic imperfections but he or she is a scientific guide, not a language editor.

It must always be remembered that the grade of an even very good thesis will be lowered if the work contains language errors (the relevant point and questions regarding correctness are included in the university review form).

Sources

Plagiat – Słownik języka polskiego PWN, <http://sjp.pwn.pl/sjp/plagiat;2571628.html>, accessed on: 29.08.2017.

Prawo o szkolnictwie wyższym (tekst jednolity), Dz.U. 2016 poz. 1842; tekst dostępny w Internecie na stronie: „Internetowy System Aktów Prawnych”, <http://isap.sejm.gov.pl/DetailsServlet?id=WDU20160001842>, date of publication: 26.10.2016.

Regulamin procesu dyplomowania 2017 w Akademii Finansów i Biznesu Vistula z/s w Warszawie, Załącznik do Zarządzenia Rektora AFiBV Nr 1/06/2017 z dnia 5.06.2017 r.; tekst dostępny na stronie internetowej uczelni pod adresem: <http://www.vistula.edu.pl/zarza%cc%a8dzenie-1-06-2017-regulamin-procesu-dyplomowania-2017-afibv/>.

Zarządzenie Nr 2/08/2017 Rektora Akademii Finansów i Biznesu Vistula z dnia 10 sierpnia 2017 r. w sprawie organizacji proseminariów dyplomowych, tekst dostępny na stronie internetowej uczelni.

Ustawa z dnia 4 lutego 1994 r. o prawie autorskim i prawach pokrewnych (tekst jednolity), Dz.U. 1994 nr 24 poz. 83; tekst dostępny w Internecie na stronie: „Internetowy System Aktów Prawnych”, <http://isap.sejm.gov.pl/DetailsServlet?id=WDU19940240083>, data wydania: 4.02.1994.

Annex

Terms and Conditions of Awarding Diplomas rev.2017 at the Vistula University in Warsaw (*Regulamin procesu dyplomowania 2017 w Akademii Finansów i Biznesu Vistula z/s w Warszawie*).

Terms and Conditions of Awarding Diplomas rev.2017

at the Vistula University in Warsaw

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Chapter I

The terms of assigning supervisors

§ 1

1. Students have until three months before the beginning of the semester when the course starts to choose the promoter conducting a diploma seminar in the subject consistent with their chosen specialization.
2. Students may choose a diploma seminar and their thesis supervisor from among the academic teachers who meet the criteria laid out in § 49 of the Terms and Conditions of Study at the Vistula University in Warsaw.
3. In justified cases, upon the dean's request and with the consent of the faculty council, a diploma seminar on a practice-oriented specialization may be conducted by an academic teacher holding the professional title of magister (master) if they have professional experience relevant to the subject of the diploma seminar gained outside of the University.
4. In cases referred to in section 3 of this paragraph, the faculty council appoints an auxiliary promoter with the academic degree of doktor (PhD) at least, who will supervise the methodology of preparing the thesis.
5. Students enroll in diploma seminars in the IT system, according to the list of specializations, list of promoters, and the general subject of specific seminars appearing in the IT system.

Chapter II

The course of a diploma seminar

§ 2

1. Diploma seminars are scheduled for a given academic year.
2. Diploma seminars serve to verify the expected specialized education results and for the students to confirm their ability to apply their knowledge and abilities acquired during the study and to show their social skills.
3. The teacher conducting the seminar should include the results expected to be verified during the seminar and preparing the thesis in the diploma seminar Course Chart.
4. The expected results are achieved with the help of materials and methods of the promoter's choice.

§ 3

1. Diploma seminars are conducted in groups of up to 15.
2. An academic teacher may supervise at most 20 diploma candidates in a given academic year.
3. In case not enough candidates register to create a group, and the promoter agrees to supervise an individual candidate, it is permissible, upon the dean's consent, to conduct individual seminar tutorials.
4. In special cases, not later on the beginning date of the last semester of the study, upon the student's request and with the knowledge of the promoter, the dean may consent for a change of the promoter and transfer of the student to another seminar group.
5. In case of any reasons on the promoter's part which could delay the submission of a thesis, the dean, upon the student's request, appoints an academic teacher who shall assume the supervision over this thesis.
6. The promoter has the right to refuse or resign from supervising a student during the course of a diploma seminar for valid reasons. In such cases, the promoter submits with the dean of the relevant faculty a written letter of resignation from supervising the thesis of the given student along with a reasoning to this decision.

§ 4

1. On the first seminar course, the promoters present students with the Course Chart (syllabus), inform them about the subject-related consultation hours and ways of communication between the promoter and the students (including email), and present the student work schedule, the schedule of the diploma awarding process, and the plan of cooperation.

§ 5

1. A prerequisite for passing the first semester of a diploma seminar is to submit with the dean's office a Thesis Title Submission Form attached hereto as *Appendix 1* within the time specified in § 6, and to fulfill any other requirements set out by the thesis promoter.
2. A prerequisite for passing the second semester of a diploma seminar is for the thesis promoter to submit it for defense.

Chapter III

Approving the thesis title/subject

§ 6

1. Students are obliged to submit to the dean's office the title of their thesis along with the promoter's acceptance for approval until:
 - a) 15 November (for students starting the seminar in the winter semester);
 - b) 15 April (for students starting the seminar in the summer semester), as per the Thesis Title Submission Form (*Appendix 1*).
2. The Thesis Title Submission Form can be downloaded from the IT system or website of the University.
3. The dean approves the titles/subjects of theses in consultation with the dean of the education program. The title of a thesis finished and submitted for the diploma exam must be consistent with the approved title, subject to section 6 of this paragraph.
4. The dean approves the reviewer appointed by the head of the education program.
5. Upon approval of the title and appointment of a reviewer, all of this data is entered into the electronic system of the university (USOS) until the end of the first semester of the diploma seminar.
6. A student may change an approved title of the thesis in consultation with the promoter. The student is obliged to promptly submit again a Thesis Title Submission Form as a data update form.

Chapter IV

Thesis

§ 7

1. A thesis should be indicative of a high competence level of its author: their knowledge, abilities, and social skills adequate to the given faculty, degree, profile, and specialization of the study.
2. A thesis can be an analysis, a project, a research paper, or an artwork.
3. Due to the specificity of artistic education, a thesis should be understood as a paper consisting of a written (theory) part and an artwork/project part.
4. A thesis may be a result of a group research provided that the student obtains the dean's and the promoter's approval for such a form and that its authors are credited for their individual work.

5. With the dean's approval, a thesis may be prepared outside of the University, at an institution providing appropriate conditions for it.
6. The thesis is written in the language of instruction.
7. On the promoter's request, the dean may agree for the thesis to be written in a different language than that of instruction.

§ 8

1. The structure of a thesis:
 - a) title page (unnumbered page) – *Appendix 2*;
 - b) table of contents;
 - c) introduction;
 - d) main body;
 - e) conclusion;
 - f) a list of tables, drawings etc.;
 - g) list of references;
 - h) appendices (if any).
2. Detailed editorial standards for theses are specified in *Appendix 3* hereto. The promoter decides on all other matters.
3. A completed thesis (**artistic thesis**) includes particularly:
 - a) a project or artistic thesis, made using traditional or digital techniques;
 - b) one copy of the theoretical dissertation on paper, prepared and bound according to the model;
 - c) full documentation of the thesis preparation process in digital form, according to the model;
 - d) appendices, annexes, and other enclosures consulted with the promoter.

Chapter V **Anti-plagiarism procedure**

§ 9

1. The anti-plagiarism procedure applies to all theses prepared at the University. Passing it is one of the prerequisites of admitting a thesis for defense.
2. The anti-plagiarism system generates a Probability Report for every checked thesis.
3. It is up to the promoter to put the final interpretation on the Probability Report.

Chapter VI **Thesis submission**

§ 10

The time limit for submitting theses (after they are successfully verified by the anti-plagiarism system) to the dean's office are specified in the rector's order on organization of a given academic year.

§ 11

1. Before the student submits a full set of documents (required to attempt the diploma exam) in the dean's office within the given time, they need to perform the following tasks in the Thesis Archive system, TA for short (detailed instructions for the promoter and the student can be found at www.apd.vistula.edu.pl):
 - a) The student enters data regarding the language of the thesis as well as the summary and the keywords of the thesis.
 - b) The student uploads the final version of the thesis, approved by the promoter, in PDF and appendices (if any) and chooses the possibility to make the thesis available in the study room and on the Internet.
 - c) The promoter verifies the information entered by the student, and if they are correct and complete, sends the thesis to the anti-plagiarism system for verification. In case of any objections, the promoter sends the thesis back to the student for further modifications.
 - d) After verifying the anti-plagiarism system report, the promoter submits the thesis for review (in case it successfully passes the anti-plagiarism test) or sends it back to the students for correction (in case it fails the anti-plagiarism test).
2. Having successfully passed the procedure described in section 1 of this paragraph, the student submits to the dean's office:
 - a) one copy of the thesis, double-sided printed from the TA system, with watermarks with control numbers applied ("version for print"), with soft (metal) binding, in accordance with the provisions of § 8;
 - b) one copy of the thesis in digital form, on a CD, consistent with the "version for print" from the TA system;
 - c) one copy of the first page of the anti-plagiarism system report;
 - d) documents printed out from the TA system: Thesis Chart and Declaration, the forms of which are attached hereto as *Appendices 5 and 6*;
 - e) clearance slip;

- f) four 4.5 cm × 6.5 cm diploma photographs without white borders, presenting the student in an appropriate outfit, delivered in a signed package (full name and student number).

§ 12

1. The dean's office employee verifies the consistency of:
 - a. the title of the thesis with the title approved in the procedure referred to in § 6;
 - b. watermarks in the print version of the thesis with the "version for print" from the TA system.
2. In case of any inconsistencies, the dean's office informs the author of the thesis and the promoter about the need to correct it.
3. In the case referred to in section 2 of this paragraph, the procedure of changing the title of the thesis according to § 6 section 6 applies.

Chapter VII Thesis review

§ 13

1. The thesis is evaluated by the promoter and the reviewer in the TA system.
2. The promoter is obliged to notify the reviewer about the obligation to review the thesis in the TA system.
3. The reviewer is obliged to review the thesis within five days from the notification from the promoter.
4. An average grade for the thesis is derived on the basis of the grades given by the promoter and the reviewer.
5. In case the promoter gives the thesis a negative grade, and the promoter a positive one, the dean may appoint a second reviewer.
6. Both reviewers should participate in the thesis defense.
7. A negative grade of the thesis prevents the student from attempting the diploma exam. In such a case, the grade for diploma seminar is revoked.

Chapter VIII

Diploma exam

§ 14

The prerequisite for attempting the diploma exam, the procedure of the exam, the composition of the committee, as well as the scale and determining the grade for the thesis and the result of the study are set out in the Terms and Conditions of Study.

§ 15

1. In case of removal from the list of students, as specified in the Terms and Conditions of Study, the student may be re-admitted to studies at the University and attempt the diploma exam provided that the student:
 - a) completes again the Diploma Seminar course;
 - b) complements the specified program differences;
 - c) pays the tuition fee and the specified payment for continuation of study, in accordance with the Terms and Conditions of Payments.
2. The dean makes the decision to apply an appropriate procedure for the student.
3. A student who had submitted a thesis but had failed or had not attempted a diploma exam, and after exhausting all the steps in the procedure set out in § 55 sections 5 and 6 of the Terms and Conditions of Study had been removed from the list of the students, but later resumed the study in accordance with rules set out by the dean is obliged to pay a tuition fee pursuant to the Executive Board resolution on study fees.
4. Pursuant to § 51 section 5 of the Terms and Conditions of Study, with the dean's consent, a student who has passed all the courses in the study curriculum, excluding the diploma seminar, can submit their thesis not later than until the end of the two following semesters. An extension of the thesis submission deadline is subject to a fee pursuant to the Executive Board resolution on study fees.

§ 16

1. A detailed schedule of diploma exams is laid out by the dean's office.
2. The student is obliged to confirm the date of the thesis defense.

§ 17

1. Diploma exams take place on the premises of the University. In case of artistic theses, with the dean's approval, they may take place outside of the University, if it is needed to appreciate the work.
2. The diploma exam is an oral exam consisting of two parts:
 - a) During the first part of the diploma exam, the student gives a brief, concise presentation of the thesis, including in particular: its purpose, hypothesis, scope of work, used methods and approaches, as well as conclusions and proposals, and in project theses: the purpose, assumptions, conditions of implementation, and schedule of carrying out the project.
 - b) During the second part of the diploma exam, the student answers three questions: concerning the study program, the specialty/specialization, and topics covered in the thesis. The students draws random questions concerning the scope of study and specialty/specialization, and the thesis reviewer asks a question concerning the thesis.
3. Detailed sets of topics for diploma exams (concerning the study program and specialty/specialization) are published immediately after they are approved by the faculty council, not later than six months before the defense dates according to the academic year schedule.
4. The diploma exam for artistic theses is an oral exam consisting of three parts:
 - a) thesis presentation,
 - b) answering questions asked by the promoter and the reviewer,
 - c) general discussion concerning the defended thesis.
5. The student is informed about the final grade after passing the diploma exam, on the day it was attempted.
6. A protocol is made of the diploma exam.

§ 18

1. After passing the diploma exam, the student may receive a certification of completing higher education studies. The graduate may use this certificate until they receive the diploma.
2. The graduate is obliged to appear and receive the diploma in person. The receipt is confirmed with a signature laid down on the copy of the diploma to remain in the University archives, in the record of diplomas, and on the documents receipt slip.

Chapter IX Thesis archiving

§ 19

1. Theses (in one copy) along with the student's personal file, are deposited in the University archive.
2. Artistic theses made using traditional techniques may be returned to interested graduates upon their written request.
3. Archived theses may be made available in the University library and on the Internet provided that its author consents to it in the TA system.

Chapter X Final provisions

§ 20

1. These Terms and Conditions come into effect on 1 October 2017. At the same time, the Terms and Conditions of Awarding Diplomas introduced with the Order No. 1/09/2015 of the Rector of Vistula University of 24 September 2015 becomes ineffective.

Appendix 1 to the Terms and Conditions of Awarding Diplomas

Warsaw, on

THESIS TITLE/SUBJECT SUBMISSION FORM

- | | |
|--|--|
| <input type="checkbox"/> individual work | <input type="checkbox"/> group work |
| <input type="checkbox"/> bachelor's | <input type="checkbox"/> title submission (first) |
| <input type="checkbox"/> engineer's | <input type="checkbox"/> data update (in case of title change) |
| <input type="checkbox"/> master's | |

Student's name:

Student number:

Education level:

Form of study:

Faculty:

Program:

Specialization:

Study profile:

Thesis promoter:

Names of co-authors (group work):

Additional information (artistic thesis):

.....

Title/subject of the thesis in its language (in block letters):

.....

.....

.....

Title/subject of the thesis in Polish, if the thesis is in English (in block letters):

.....

.....

.....

Title/subject of the thesis defended on first degree studies, only in the case of students of second degree studies (in block letters):

.....
.....
.....

Submission:

Approval:

.....
date and student's signature

.....
date and promoter's signature

I accept the title/subject of the thesis and suggest the following person as the reviewer:

.....

.....
date and signature of the head of the education program

Acceptance:

.....
date and dean's signature

The student is obliged to submit this form in the dean's office until:

- 15 November (for those starting the seminar in the winter semester),
- 15 April (for those starting the seminar in the summer semester).

(Full name of the University)

Faculty

Program of study

Student's full name

Student number

(THESIS TITLE)

Bachelor's/engineer's/master's thesis

written under the supervision of

(promoter's academic degree/title and full name)

Warsaw, (year)

EDITORIAL STANDARDS FOR COMPOSING A THESIS

Editorial requirements:

- main body text: **Times New Roman** type, **12 pts**;
- chapter titles: **Times New Roman** type, **16 pts**, boldface;
- section titles: **Times New Roman** type, **14 pts**, boldface;
- mirrored margins: side towards the binding (inside) **3.5 cm**, others: **2.5 cm**;
- line spacing (lead): **1.5**;
- alignment: justified;
- page numbering: in the footer, centered;
- from the table of contents onwards, the paper must be printed double sided;
- binding: soft channel (metal) binding.

Title page of the thesis (title page – single sided print):

The title page must contain the following information:

- a) on the vertical axis of the page (**centered**)
 - **line spacing 1.5**:
 - full name of the University –**20 pts** type size, **boldface**;
 - full name of the faculty – **14 pts** type size;
 - full name of the study program – **14 pts** type size;
 - **line spacing 1.0**:
 - name of the author if the thesis – **16 pts** type size, **boldface**;
 - student number of the author of the thesis – **14 pts** type size;
 - thesis title, centered vertically on the title page – **26 pts** type size, **boldface**;
 - place and date of writing the thesis, at the bottom of the page – **14 pts** type size.
- b) next to the right margin (**adjusted to the right**):
 - **line spacing 1.5**:
 - the nature of the thesis (bachelor's/engineer's/master's thesis) – **14 pts** type size;
 - statement “written under the supervision of” followed by the academic degree/title and name of the thesis promoter – **14 pts** type size.

Appendix 4 to the Terms and Conditions of Awarding Diplomas
(review to be completed by the reviewer in the TA module)

Warsaw, on

Dear Mr/Ms

.....

I hereby request you to grade and review the enclosed thesis by a student of

University name

dean

.....

BACHELOR'S/ENGINEER'S/MASTER'S* THESIS EVALUATION

Student's name: Student number:

Faculty: Program:

Form of study: intramural/extramural*

Promoter:

Thesis title:

1. Is the content of the thesis consistent with the subject indicated in its title?
.....
2. Evaluation of the structure, division of content, order of chapters, completeness of claims etc.:
.....
.....
3. Substantive evaluation of the thesis:
.....
.....
.....
4. Does the thesis present a new approach on its subject, and if so, to what extent?
.....
.....
.....
.....

5. Selection and use of sources:

.....
.....

6. Evaluation of the formal side of the thesis (language correctness, academic writing skill mastery level, table of contents, references):

.....
.....
.....

7. Application of the thesis (publication, making available to institutions, source material):

.....
.....
.....

8. Other remarks:

.....
.....
.....

9. I grade the thesis as:

.....
.....

....., on

.....

legible signature of the reviewer

** Delete as appropriate.*

Appendix 4.1 to the Terms and Conditions of Awarding Diplomas for the *architecture* program
(review to be completed by the reviewer in the TA module)

Warsaw, on

Dear Mr/Ms

.....

I hereby request you to grade and review the enclosed thesis by a student of

University name

dean

.....

BACHELOR'S/ENGINEER'S* THESIS EVALUATION

Student's name: Student number:

Faculty: Program:

Form of study: intramural/extramural*

Promoter:

Thesis title:

1. Consistency of the project solution and the content of the thesis with its title:
.....
2. Preliminary analysis; completeness, adequacy to needs, quality of conclusions and their usefulness for the project:
.....
.....
3. Architectural/urban project; justification of the idea, quality of spatial solutions, relevance to the context:
.....
.....
4. The engineering and technical basis; compliance with the principles of architecture and provisions of the law, justification and clarity of used technical solutions, author's own details and methods:
.....
.....

- 5. Thoroughness, completeness, clarity of the thesis; quality of the description and graphic elements:
.....
.....
- 6. Particular attributes of the thesis; maturity of project decisions, novelty of solutions, control over spatial effects:
.....
.....
- 7. Thesis grade:
.....

....., on

.....

legible signature of the reviewer

** Delete as appropriate.*

Appendix 5 to the Terms and Conditions of Awarding Diplomas
(The Chart is to be completed by the student in the TA module)

Warsaw, on

.....

(education unit stamp)

ARCHIVED

(an archiving confirmation stamp and an authorized person's signature)

THESIS CHART

Given name(s):

Surname:

Personal number (PESEL):

Student number:

Form of study:

Titling unit:

Diploma code:

Diploma description:

Thesis supervisor:

Thesis title:

Keywords:

Short description:

Thesis field of specialty:

Is the thesis confidential (will not be sent to the National Repository of Theses – ORPD):

Thesis submission date:

Exam date:

.....

(author's signature)

“Accepted digitally in TA”

(supervisor's signature)

Appendix 6 to the Terms and Conditions of Awarding Diplomas
(The Declaration is to be completed by the student in the TA module)

Warsaw, on

DECLARATION

Name

University name

I hereby declare that:

- 1) this thesis was written by me on my own and does not include any content obtained in violation of the applicable law;
- 2) the presented thesis has not been previously subject to procedures related to obtaining the professional title of licencjat (bachelor) or magister (master) in a higher education institution.
- 3) the digital version of the thesis (thesis title) **is the final version presented for defense at the University.**
- 4) I grant the University, free of charge, a license to upload my thesis to the digital **Thesis Archive** system and to copy and make the thesis available in the scope required to protect my copyright or any third party's right.
- 5) **I agree / I do not agree** for making my thesis available in the **study room**;
- 6) **I agree / I do not agree** for making my thesis available on the **Internet**.

student's signature

This thesis is kept in digital form in the Thesis Archive system under No.

Warsaw, date.....

Apendix no 6.1 to Regulations of the diploma process
for *Architecture and Urban Planning*

Dear Prof./Dr

.....

Please evaluate the Bachelor's of Architecture Diploma of Student:

Name of School

Head of Department

.....

Opinion about the thesis project for a degree of B.Arch.

Student's Name and surname Registration No

FacultyStudies.....

Form of studies: stationary/ nonstationary*

Supervisor:

Treatise Topic.....

.....

1. **Compliance of the design solution, and text content with the treatise's title**
.....
.....
2. **Preliminary analysis; the completeness, adequacy to the needs, the quality of the responses and their usefulness to the project**.....
.....
.....
3. **Architectural/urban design; justification for the conceptual design, the quality of spatial solutions, relationship to context**.....
.....
.....
4. **Technical engineering solutions; compliance with the principles of the art of building and building law standards, justification and the readability of the applied technical solutions, details and methods which had been created by the author.**
.....
.....
.....
5. **The accuracy, completeness, readability of the work; quality of description and graphics parts**
.....
.....
.....
6. **Special values of the design and treatise; the maturity of the design decisions, creativity, control of spatial and environmental results**.....
.....
.....
7. **Grade**.....