



# Governance structure, Rules and Regulation

UNIVERSITY OF COPENHAGEN



# Program: Thursday

Please remember to bring your own drinks for the dinner

TIME	CONTENT
<b>09:00 - 11:00</b>	Studying GD: Teaching methods, Preparation, Field work, etc. Important dates
<b>11:00 - 12:00</b>	Governance structure, Rules and Regulation: The Governance structure (Study board etc.), Exams and grading, Rules for academic integrity
<b>12:00 - 13:00</b>	Lunch break (bring or buy your own lunch)
<b>13:00 - 15:45</b>	Team building
<b>16:00 - 18:00</b>	Sightseeing in Copenhagen
<b>18:00 - 21:00</b>	Dinner at CSS


# Governance structure and formal arrangements

- Global Development is an independent Master level study programme  
...we do not belong to a Department  
(Anthropology, Economics, Political Science, Psychology, Sociology)
- We are part of the Social Science Faculty, and our bosses are the Rector (Henrik Wegener) and the Dean (Mikkel Vedby Rasmussen)
- The study programme is governed by a Study Board (SB):
  - One member from Department of Anthropology
  - One member from Department of Economics
  - One member from the other participating departments
  - **Three student members (+ substitutes)**
- Henrik Hansen is head of studies
- John Rand (chair), Atreyee Sen and Christian Lund are Faculty Members
- Juliette Roussel, Sophia Featherston and Agustina Alejandra Lopez are Student Members
- Susanne Stoltz is study coordinator (and secretary of the SB)




# You must spend some time at the Social Science Web-page and familiarize your self with the rules and regulations

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STUDENT RELATED FORMS  
CAN BE FOUND AT KUNET

READ ABOUT THE RULES  
AND REGULATIONS FOR  
UNIVERSITY STUDENTS

READ ABOUT THE DANISH  
ACADEMIC CALENDAR

### Contact SAMF Student Services

Administrative help

Student Advisory Service

### Find relevant information for you

You are interested in our programmes

You will soon begin studying

You are already a student


You were a student

<https://socialsciences.ku.dk/education/studentservices/>

# Dig in...

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- [Curricula](#)
- [Danish laws and regulations regarding university study programmes](#)
- [Alcohol and behaviour policy in the Faculty of Social Sciences](#)
- [Disciplinary measures towards students at the University of Copenhagen](#)

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## Curricula

The curriculum of each MSc degree programme consists of two elements: **The curriculum's common part** and a **part specifically aimed at the MSc degree programme in question**. The curriculum's common part applies to all MSc degree programmes at the Faculty of Social Sciences and it contains general rules that are identical for each programme. The part that is specifically aimed at the MSc degree programme in question contains the specific structure, competence profiles and rules of the MSc degree programme.

### Curriculum's common part for MSc degree programmes at the Faculty of Social Sciences

- [Curricula's common part](#)

### MSc degree programmes

- [MSc in Anthropologi](#)
- [MSc in Economics](#)
- [MSc in Global Development](#)
- [MSc in Political Science](#)
- [MSc in Security Risk Management](#)
- [MSc in Social Data Science](#)



# Our RULES

UNIVERSITY OF COPENHAGEN  
FACULTY OF SOCIAL SCIENCES



## **Master of Science in Global Development**


Programme-specific Curriculum

Effective from September 2022

# Procedures when exam cheating is expected

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## Procedure when exam cheating is suspected

- [What is scientific misconduct?](#)
- [Exam invigilators](#)
- [The internal/external examiner's role in assessing written assignments](#)
- [The procedure at the department](#)
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- [When is a student reported for exam cheating?](#)
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- [Can the head of studies make a ruling on the case?](#)
- [Sanctions](#)

This procedure has been drawn up with the aim of creating unique and clear frameworks for when and how the administration intervenes, whilst ensuring that the students' legal rights are paramount at all times.

The Faculty of Social Sciences provides research-based study programmes. These programmes are supported by continuous and systematic quality assurance. The quality assurance encompasses policies and procedures that together cover a wide range of areas, including student assessment. It is crucial that students are assessed according to published criteria, regulations and consistently applied procedures. To safeguard the reputations of the faculty and the University, as well as ensure ongoing and systematic quality assurance, it is necessary to react promptly and correctly where there is any suspicion of scientific misconduct.

## What is scientific misconduct?

Scientific misconduct (exam cheating) is defined as a student trying to mislead the examiner about his or her own efforts or results in an exam. For example:

- using exam aids that are not permitted
- receiving assistance with exam assignments
- helping others to receive assistance with exam assignments
- falsifying or concealing results
- reproducing other people's ideas without source reference
- reproducing own ideas/texts from previous assignments without source reference.

The general standards for academic integrity are published in the curricula, student handbooks, KU-net, etc.

Please note that the most widespread form of exam cheating consists of plagiarism in the form of copying (transcribing) a text without indicating that it is a transcript (without using quotation marks and source references), or plagiarism in the form of rephrasing, or by cutting and pasting together bits and pieces from one or more texts to form a seemingly separate text.

# So, What Is Plagiarism?

- Definition: The act of passing off as one's own work the ideas or writings of another
- Written papers, seminars, theses must be your own work written in your own words
  - It is also forbidden to re-use your own work presented in another class, paper or university
- If quoting, quote properly – using “ ” and citations
- A good guide in English is a guide from Harvard U.
- [https://www.u-cursos.cl/derecho/2016/2/D122A0415/1/material\\_docente/bajar?id\\_material=1612483](https://www.u-cursos.cl/derecho/2016/2/D122A0415/1/material_docente/bajar?id_material=1612483)



# Plagiarism?

A text by Werner (1993) ... write

100 %  
plagiarism!

- The results of many development projects aiming to improve the living standards of the rural population in developing countries have often been disappointingly poor.



# Plagiarism?

A text by Werner (1993) ... write

100 %  
plagiarism!

- The results of many development projects aiming to improve the living standards of the rural population in developing countries have often been disappointingly poor.
- According to Werner (1993), the results of many rural development projects aiming to improve the living standards of the rural population in developing countries have often been disappointingly poor.



# Plagiarism?

A text by Werner (1993) ... write

100 %  
plagiarism!

- The results of many rural development projects aiming to improve the living standards of the rural population in developing countries have often been disappointingly poor.
- ... many rural development projects aiming to improve the living standards of the rural population in developing countries have often had a disappointingly poor *effect*.



# Plagiarism?

A text by Werner (1993) ... write

- The results of many development projects aiming to improve the living standards of the rural population in developing countries have often been disappointingly poor.

Still  
plagiarism!

Many rural development projects *meant* to improve the living *conditions* of the rural population in developing countries have often *had* *no effect* (Werner, 1993).



# Plagiarism?

A text by Werner (1993) ... write

OK

- The results of many development projects aiming to improve the living standards of the rural population in developing countries have often been disappointingly poor.
- According to Werner (1993), "the results of many rural development projects aiming to improve the living standards of the rural population in developing countries have often been disappointingly poor."





# Mosaic Plagiarism

"If you copy bits and pieces from a source (or several sources), changing a few words here and there without either adequately paraphrasing or quoting directly, the result is mosaic plagiarism.

Even if you don't intend to copy the source, you may end up committing this type of plagiarism as a result of careless note-taking and confusion over where your source's ideas end and your own ideas begin.

You may think that you've paraphrased sufficiently, or quoted relevant passages, but if you haven't taken careful notes along the way, or if you've cut and pasted from your sources, you can lose track of the boundaries between your own ideas and those of your sources.

It's not enough to have good intentions and to cite some of the material you use.

**You** are responsible for making clear distinctions between your ideas and the ideas of the scholars who have informed your work."

# Just Don't

## INVESTIGATION

**Trump Pick Monica Crowley Plagiarized Parts  
of Her Ph.D. Dissertation**

By ALEX CATON and GRACE WATKINS

January 09, 2017



# Active Participation (TFC)

## Teaching and learning methods

The format of the course is a combination of lectures and group discussions. Each week there will be a lecture in which core concepts, theories and case studies are presented. Every week there will be seminars with student presentations and discussions in which the students work with data and develop cases to apply and understand the concepts and theories. Active participation in the seminar groups is a mandatory prerequisite for taking the final exam.

**Exam registration requirements:** Active participation in the seminar groups is a mandatory prerequisite for taking the final exam. Active participation include: (i) class presentations, (ii) peer feedback on other student presentations, (iii) peer feedback on group assignments and (iv) submission and approval of required seminar assignments. Assessment of active participation is done by course teachers.

# The Groups

August 31, 2022, there were 56 students enrolled in the MSc. Global Development programme. Based on the information given at that time, 11 teams were formed by the head of studies. The allocation of students is random within the following stratification and rules:

In any team there

1. must be at least 1 and at most 2 students with odd CPR numbers.
2. must be at least 1 Dane.
3. can be at most 2 from the same country.
4. can be at most 2 from the same university.
5. can be at most 2 with the same broad type of bachelor background.
6. Bachelor background is coded into six main classifications: Anthropology & Sociology (6); Business & Economics (12); Development Studies & Geography & Regional Studies (9); International Relations (11), Political Science (10) Social Science and Public Management (8).
7. Class and team numbers are assigned at random for each team

# Constrained Optimization (Linear Programming)

CPR nr. /Team	1,1	1,2	1,3	1,4	1,5	1,6	2,1	2,2	2,3	2,4	2,5	Grand Total
E	4	3	4	3	4	3	3	3	3	4	4	38
O	1	2	1	2	1	2	2	2	2	2	1	18
<b>Country</b>												
Azerbaijan			1									1
Canada						1						1
China	1		1		1		1	1		1		6
Colombia				1								1
Denmark	1	1	1	1	1	1	1	1	1	2	1	12
Finland						1						1
France			1			1						2
Germany		1		1	1		1	1	1	1	1	8
Iceland	1											1
Indonesia						1						1
Ireland				1			1					2
Italy	1									1		2
Netherlands											1	1
Spain		1			1			1	1	1	1	6
Sweden			1					1	1		1	4
Switzerland	1											1
Ukraine		1										1
United Kingdom				1	1							2
United States of America		1					1		1			3
<b>Bachelor group</b>												
Anthropology/Sociology	1					1	1		1	1	1	6
Business/Economics	1	1	2	1	1	1	1	1	1	1	1	12
Development Studies/Geography/Regional Studies	1	1	1	1	1	1	1	1	1			9
International Relations	1	1	1	1	1	1	1	1	1	1	1	11
Political Science	1	1	1	1	1	1		1	1	1	1	10
Social Science / Public Management		1		1	1		1	1		2	1	8
<b>Grand Total</b>	5	5	5	5	5	5	5	5	5	6	5	56





1,1

Andrea Vejtorp-Birch  
Eva Mazzone  
Kristín Olga Gunnarsdóttir  
Malo Shingiro Kahamaile  
Ziyuan Zhou

1,2

Diana Yehorova  
Laura Serrano Folguera  
Nathan Carter Remcho  
Peter Hybschmann  
Susann Heidecke

1,3

Adina Malin Anna Josefin Martin  
Malou Jeanne Juliette Sterling  
Rebekka Allimadi  
Sadig Huseynzade  
Yingyi Guan

1,4

Antonio Diaz  
Colleen McGuinness  
Signe Skovgaard Madsen  
Tatiana Frineth Giron Gutierrez  
Theodore James Davies

1,5

Kynan King  
Lisa-Marie Mahlberg  
Maria Garcias Frau  
Sarah Maria Andersen  
Siyue Gao

1,6

Didiq Rosadi Ali  
Gaspard Stanislas Rames  
Helin Isil Alcinkaya  
Ida Bæk  
Liia Lydia Ylä-Mononen

2,1

Alexa Nicole Scalchunes  
David Michael Quirke  
Jie Hu  
Jonathan Leer-Birlov  
Livia Juliane Genn

2,2

Albert Giner Martinez  
Christine Fast Lisby  
Elin Sofia Jönsson  
Ronja Kurtzahn  
Zhe Chen

2,3

Anna Laura Sawallisch  
Augusto Gonzalez  
Catherine Kreider  
Jacob Erik Oscar Wiman  
Marie Laursen

2,4

Alessia Marzullo  
Amaia Pastor García  
Anna Angela Heitmann  
Frida Ravn Rosling  
Thomas Jonathan Petersen Bowen  
Yiyang Jin

2,5

Anna Beatrice Ellinor Holgersson  
Elias Jonas Stumpf  
Lucía Fajardo Ligero  
Mimea Reid Toft  
Renée Victoria Elliott