

to EMERA director's order No. 1-24/254 of 03.10.2023

| | Explanation | Criterion for grade "5" | Criterion for grade "4" | Criterion for grade "3" | Criterion for grade "2" | Criterion for grade "1" |
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| TOPIC AND RESEARCH PROBLEM | Relevance of the research topic definition and formulation of the research problem, research objective and research questions/hypotheses | Relevance and novelty of the topic and relation with the speciality | | | | |
| | | The reasoning of the topicality and novelty of the topic is comprehensible, accurate, thorough and exhaustive. The research topic is based on general evidence directly related to the topic and is closely related to the study programme. | The reasoning of the topicality and novelty of the topic is comprehensible, accurate, thorough and exhaustive. The research topic is based on general evidence directly related to the topic and is closely related to the study programme. | The reasoning of the topicality and novelty of the topic is comprehensible and accurate. The research topic is based on a single piece of relevant evidence directly related to the topic and is related to the study programme. | The reasoning of the topicality and novelty of the topic is partly vague. The research topic is based on one general piece of evidence indirectly related to the topic. | The reasoning of the topicality and novelty of the topic is vague. The research topic is based on estimates. |
| | | Research problem or knowledge gap | | | | |
| | | The research problem and its relevance and topicality have been clearly indicated and formulated correctly and concretely. | The research problem and its relevance and topicality have been clearly indicated and formulated concretely. | The research problem is concretely formulated and generally associated with the topicality and relevance of the study. | The formulation of the research problem is general and partly associated with the topicality and relevance of the study. | The formulation of the research problem is general, but vague and does not define clearly the phenomenon under investigation. |
| | | Research objective | | | | |
| | | The research objective has been clearly set out, is derived from the research problem and is in line with the title of the paper. The research objective has been defined linguistically accurately. | The research objective has been clearly set out, is derived from the research problem and is in line with the title of the paper. | The research objective has been defined, it is broadly in line with the research problem and the title of the paper. | The research objective is broadly in line with the research problem and the title of the paper. | The research objective is general and vague and corresponds partly to the research problem and the title of the thesis. |
| Research questions/hypotheses | | | | | | |
| The formulation of research questions is concrete and linguistically accurate; answering the questions fulfils the research objective, helps to solve the research problem and is related to the topic of the thesis. | The formulation of research questions is concrete; answering the questions fulfils the research objective, helps to solve the research problem and is related to the topic of the thesis. | The formulation of research questions is concrete and, in general terms, the questions are related to the topic of the thesis; answering the questions helps to fulfil the research objective and solve the research problem. | The formulation of research questions is general and vague, but, in general terms, the questions are related to the topic of the thesis; answering the questions helps to fulfil the research objective and solve the research problem. | The formulation of research questions is general and vague, but partly in line with the topic of the thesis, the research problem and objectives. | | |
| The hypothesis/-es is/ are well founded and expertly reasoned. | The hypothesis/-es is/are well founded and reasoned. | In general terms, the hypothesis/-es is/are reasoned in a comprehensible manner. | The hypothesis/-es is/are partly reasoned in a comprehensible manner. | The hypotheses are partly reasoned in a comprehensible manner. | | |
| T H | Relation with previous research/theoretical starting points | | | | | |

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| | Analysis and generalization of previous studies and cited written sources; relevance of the sources. | The theoretical part of the research is relevant to the topic, systematic, generalising and strongly integrated analytical text. | The theoretical part of the research is a systematic, generalising and strongly integrated analytical text related to the topic. | The theoretical part of the research is a generalising analytical text related to the topic, but lacks cohesive synthesis. | The theoretical part of the research is generally related to the topic, but lacks analysis and synthesis. | The theoretical part of the research is partly related to the topic and provides a referential overview of the topic; analysis and synthesis is very scarce. | |
| | | Relevant scientific sources, incl. sources in foreign languages, have been used. | Relevant scientific sources, incl. sources in foreign languages, have been used. | In addition to relevant scientific sources, non-scientific sources have also been used, but they are not predominant. | In addition to relevant scientific sources, non-scientific sources have been used, which are predominant in some parts of the theoretical text. | In addition to relevant scientific sources, non-scientific sources have been used. Non-scientific sources are predominant throughout the text. | |
| EMPIRICAL PART | Description of the research methodology chosen and the rationale for the choice made and correctness of implementation. | Selection of and rationale for the research methodology | | | | | |
| | | Proper rationale has been provided in the methodology chapter to support the selection of methods for data collection and data analysis, the research process and the sample. The selection of methods for data collection and analysis is clearly justified and is based on international scientific methodology sources. The selected methods are suitable for the analysis of the empirical material and the limitations of the selected method have been indicated. The selected method makes it possible to answer the research questions, achieve the research objective and find a solution to the research problem. | Clear rationale has been provided in the methodology chapter to support the selection of the methods for data collection and data analysis, the research process and the sample. The selection of methods for data collection and analysis is clearly justified and is based on international scientific methodology sources. The selected methods are suitable for the analysis of the empirical material. The selected method makes it possible to answer the research questions, achieve the research objective and find a solution to the research problem. | The methods of data collection and data analysis, the research process and the sample are justified in the methodology chapter. The selection of methods for data collection and analysis is based on scientific methodology sources that include also international scientific sources. The selected methods are suitable for the analysis of the empirical material. The selected method makes it possible to answer the research questions, achieve the research objective and find a solution to the research problem. | General rationale has been provided in the methodology chapter to support the selection of the methods of data collection and data analysis, the research process and the sample. The selection of methods for data collection and analysis is based on several Estonian scientific methodology textbooks or learning aids. The selected methods are suitable for the analysis of the empirical material. In general terms, the selected method makes it possible to answer the research questions, achieve the research objective and find a solution to the research problem. | Brief rationale has been provided in the methodology chapter to support the selection of the methods for data collection and data analysis, the research process and the sample. The selection of methods for data collection and analysis is based on a few Estonian scientific methodology textbooks or learning aids. The selected methods are partly suitable for the analysis of the empirical material. The selected method makes it partly possible to answer the research questions, achieve the research objective and find a solution to the research problem. | |
| | Presentation, analysis and discussion of research findings; consistency with the research objective. | Presentation of research findings | | | | | |
| | | The research findings are presented in a systematic and comprehensible way, | The research findings are presented in a comprehensible way, illustrative evidence is | The research findings are traceable, illustrative evidence | In general terms, the research findings are traceable, the structure of the thesis is partly | The research findings are sometimes difficult to trace, the thesis is not clearly | |

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| | Reliability of the research findings and conclusions. | illustrative evidence is supportive and logically integrated into the structure of the thesis. | supportive and logically integrated into the structure of the thesis. | is supportive and fits the structure of the thesis. | illogical and the use of illustrative evidence has not always been properly considered. | structured and the use of illustrative evidence has not been properly considered. | |
| | | Analysis and discussion | | | | | |
| | | The research findings have been thoroughly and critically analysed and interpreted and are consistent with the theoretical part of the thesis. The analysis chapter provides concrete and reasoned answers to the research questions/ hypotheses and fulfils the research objective. | The research findings have been thoroughly and critically analysed and interpreted and are consistent with the theoretical part of the thesis. The analysis chapter provides concrete and reasoned answers to the research questions/ hypotheses and fulfils the research objective. | The research findings have been concisely analysed and interpreted and are consistent with the theoretical part of the thesis. The analysis chapter provides answers to the research questions/ hypotheses and fulfils the research objective. | The research findings have been briefly analysed and interpreted and are partly consistent with the theoretical part of the thesis. In general terms, the analysis chapter provides answers to the research questions/ hypotheses and fulfils the research objective. | The research findings have been briefly analysed and interpreted and are partly consistent with the theoretical part of the thesis. The analysis chapter provides partly answers to the research questions/ hypotheses and fulfils the research objective. | |
| | | Conclusions and proposals | | | | | |
| | | The conclusions and proposals made are clearly related to the research findings and recommendations have been given for their application. The reliability criteria of the findings have been indicated and the thesis meets the criteria. Suggestions for future research have been given in the thesis. | The conclusions and proposals made are clearly related to the research findings and applicable. The reliability criteria of the findings have been indicated and the thesis meets the criteria. | The conclusions and proposals made are related to the research findings and applicable. | The conclusions and proposals made are partly related to the research findings. | The conclusions and proposals made are weakly related to the research findings. | |
| THESIS FORMAT | The logic of the structure of the research paper, compliance with the formatting requirements for written papers. | Thesis structure | | | | | |
| | | The structure of the research paper is understandable and logical, prepared in adherence to the Guide to Formatting Student Papers. The research paper is divided into interrelated chapters and subchapters, the titles of which are accurate and correspond to the content. | The structure of the research paper is understandable and logical, prepared in adherence to the Guide to Formatting Student Papers. The research paper is divided into interrelated chapters and subchapters, the titles of which convey the content. The structure of the thesis is proportional. | The structure of the research paper is understandable, based on the Guide to Formatting Student Papers. The research paper is divided into interrelated chapters and subchapters, the titles of which convey the content. The structure of the thesis is mostly proportional. | The structure of the research paper is understandable, based on the Guide to Formatting Student Papers. The research paper is divided into chapters and subchapters, the titles of which convey generally the content. | The structure of the research paper is mostly understandable, generally based on the Guide to Formatting Student Papers. The research paper is divided into chapters and subchapters, the titles of which are partly vague and do not convey the content of the chapter. | |

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| | | The structure of the thesis is proportional. The figures, diagrams and other illustrative materials used are relevant and original and significantly complement the information provided in the research paper. | The figures, diagrams and other illustrative materials used are relevant and significantly complement the information provided in the research paper. | The figures, diagrams and other illustrative materials used are relevant and complement the information provided in the research paper. | The figures, diagrams and other illustrative materials used are relevant. | The figures, diagrams and other illustrative materials used are mostly relevant. | | |
| | Sources used and referencing | | | | | | | |
| | | The sources used in the research paper are properly referenced, the references include a list of all the sources used in the research. | The sources used in the research paper are properly referenced, the references include a list of all the sources used in the research. | The sources used in the research paper are properly referenced, the references include a list of all the sources used in the research. | The sources used in the research are referenced, the references include a list of sources used in the research. There are a few minor inaccuracies in the citations and references. | The sources used in the research are referenced, the references include a list of sources used in the research. There are a number of inaccuracies in the citations and references. | | |
| | Spelling and style of the research paper. | Language and style | | | | | | |
| | The paper is written in correct and very good academic language. The sentence structure is very good, the text is consistent in style, well connected, and the whole research paper is easy to read. | The paper is written in correct academic language. The sentence structure is good, the text is consistent in style, connected, and the whole research paper is easy to read. | Most of the paper has been written in correct academic language, non-academic language has been used in some places. The sentence structure is good and the research paper is easy to read. | The spelling in the paper is correct, the sentence structure is good. Non-academic language has been used in some parts, but the paper is understandable. | The spelling in the paper is predominantly correct, there are some mistakes. Non-academic language has been used throughout the paper, but the paper is understandable. | | | |
| DEFENCE | Defence presentation and using supporting visuals | Defence speech | | | | | | |
| | | The defence speech is delivered within the set time frame, the structure of the speech is systematic, logical and the presentation is convincing and academic. The presentation provides a comprehensive overview of the thesis. The visuals supporting the defence speech are relevant, help to follow the presentation and the speech is freely supplemented during the presentation. | The defence speech is delivered within the set time frame, its structure is systematic, logical, the presentation is academic. The presentation provides a comprehensive overview of the thesis. The visuals supporting the defence speech are relevant, help to follow the presentation and the speech is supplemented during the presentation. | The defence speech is delivered within the set time frame, the presentation is academic. The presentation provides an overview of the thesis. The visuals supporting the defence speech are relevant, help to follow the presentation and the speech is supplemented during the presentation. | The defence is delivered within the set time frame, the presentation is academic, but uncertain at times. The presentation provides an overview of the thesis. In general terms, the visuals supporting the defence speech are relevant, help to follow the presentation. The student reads the majority of slides. | The defence speech is delivered within the set time frame, the presentation is uncertain. In general terms, the presentation provides an overview of the thesis. In general terms, the visuals supporting the defence speech are relevant, help to follow the presentation. The student reads the slides. | | |

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| | Conversation with the reviewer and members of the assessment committee, answering questions, discussion and demonstration of argumentation skills. | Academic discussion with the reviewer and the defence committee | | | | |
| | | The defender's answers to the questions of the reviewer and the assessment committee are comprehensible, concrete and relevant. The defender has systematic and versatile knowledge of the topic. | The defender's answers to the questions of the reviewer and the assessment committee are comprehensible, concrete and relevant. The defender has versatile knowledge of the topic. | The defender's answers to the questions of the reviewer and the assessment committee are comprehensible and relevant. The defender has good understanding of the topic, but there are some minor flaws or inaccuracies. | In general terms, the defender's answers to the questions of the reviewer and the assessment committee are comprehensible and relevant, but there are several shortcomings. | The defender's answers to the questions of the reviewer and the assessment committee are partly comprehensible and relevant, but there are major shortcomings. |