

## DEKAANI KORRALDUS

Tallinn

17.04.2023 nr 1-24/117

Majandusteaduskonna lõputööde  
hindamiskriteeriumite kinnitamine

Tuginedes Tallinna Tehnikaülikooli senati 17.05.2022 määrusega nr 4 kehtestatud „Õppekorralduse eeskiri“ § 29 lõikele 8 kinnitan lõputööde hindamiskriteeriumid:

1. magistriõppe õppekaval „Õigusteadus“
  - 1.1 tehnoloogiaõigus peerialal (lisa 1);
  - 1.2 äriõigus peerialal (lisa 2).
2. Hindamiskriteeriumid kehtivad tagasiulatuvalt alates 01. jaanuarist 2023.

(allkirjastatud digitaalselt)

Mari Avarmaa  
Majandusteaduskonna dekaan

Assessment criteria of the thesis for **LAW** curricula for main speciality **law and technology**

Precondition for admission to thesis assessment: Thesis project is defended in the 1. and 2. thesis seminar.

| Assessed parameters<br><i>Learning outcomes - LO</i>                                                                                                                                                                                | Assessed elements                                  | Grade "5" criteria                                                                                                                                   | Grade "4" criteria                                                                                                                                   | Grade "3" criteria                                                                                                                                                                                                                                                   | Grade "2" criteria                                                                                                                                                                                                                                          | Grade "1" criteria                                                                                                                                                                                       |
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| RESEARCH PROBLEM, AIM OF THE GRADUATION THESIS, RESEARCH QUESTION, HYPOTHESIS<br><br><i>LO - chooses the topic which is appropriate and topical theme of law and/or international relations and research question or hypothesis</i> | <b>Research topic, need/importance of research</b> | The topic is very clearly defined and related to law and technology.<br>The topic is topical, original, relevant and much challenging for the field. | The topic is clearly defined and related to law and technology.<br>The topic is topical, original, relevant and challenging for the field.           | The topic is defined and related to law and technology.<br>The topic is topical, moderately original, relevant to the field to some extent, and of moderate complexity and difficulty. The thesis does not contribute significantly to the advancement of the field. | There are shortcomings in the definition of the topic, but it is still linked to law and technology.<br>The topic is topical, but not original or complicated, rather simple. The thesis does not contribute significantly to the advancement of the field. | The topic is not clearly defined, but it is related to law and technology.<br>The topic is a repetition of existing knowledge with minor modifications.                                                  |
|                                                                                                                                                                                                                                     |                                                    | The need/importance of the research is justified, the relevance of the topic is clearly stated, and relevant source-based arguments are relied upon. | The need/importance of the research is justified, the relevance of the topic is clearly stated, and relevant source-based arguments are relied upon. | The need/importance of the research is justified, the relevance of the topic has been highlighted and relevant source-based arguments have been relied upon.                                                                                                         | The need/importance of the research is superficially and illogically justified, the relevance of the topic is based on the student's personal experience and is not supported by relevant source-based arguments.                                           | The need/importance of the research is not sufficiently substantiated, the relevance of the topic is based on the student's personal experience and is not supported by relevant source-based arguments. |
|                                                                                                                                                                                                                                     |                                                    | The title of the thesis clearly defines the research topic.                                                                                          | The title of the thesis clearly defines the research topic.                                                                                          | The title of the thesis defines the research topic.                                                                                                                                                                                                                  | The title of the thesis defines the research topic partly .                                                                                                                                                                                                 | The title of the thesis defines the research topic unclearly.                                                                                                                                            |
|                                                                                                                                                                                                                                     | <b>Research problem</b>                            | The research problem is very clearly formulated and justified.                                                                                       | The research problem is clearly formulated and justified.                                                                                            | The research problem is almost clearly formulated and justified.                                                                                                                                                                                                     | The research problem is not clearly formulated nor justified.                                                                                                                                                                                               | The research problem is formulated and justified very unclearly.                                                                                                                                         |
|                                                                                                                                                                                                                                     | <b>Objective</b>                                   | The objective is clearly formulated and achievable with the thesis.                                                                                  | The objective is clearly formulated and achievable with the thesis.                                                                                  | The objective is clearly formulated and achievable with the thesis.                                                                                                                                                                                                  | The objective is clearly formulated but it is not fully achievable with the thesis.                                                                                                                                                                         | The objective is poorly formulated.                                                                                                                                                                      |
|                                                                                                                                                                                                                                     |                                                    | The objective is very closely linked to the research problem and in line with the title of the thesis.                                               | The objective is closely linked to the research problem and in line with the title of the thesis.                                                    | The objective is related to the research problem and in line with the title of the thesis.                                                                                                                                                                           | The objective is partly related to the research problem and in line with the title of the thesis.                                                                                                                                                           | The objective is partly related to the research problem and partly in line with the title of the thesis.                                                                                                 |

| Assessed parameters<br><i>Learning outcomes - LO</i>                                                        | Assessed elements                                               | Grade "5" criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Grade "4" criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Grade "3" criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Grade "2" criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Grade "1" criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                                                                                             | <b>Research question/hypothesis</b>                             | The research question/hypothesis is clearly, thoroughly and logically defined, explicitly linked to the objective and the research problem.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Research question/hypothesis is clearly and logically defined, explicitly linked to the objective and the research problem.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The research question/hypothesis/task is clearly defined, linked to the objective and the research problem.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | The research question/hypothesis is somewhat vaguely formulated, not clearly linked to the objective and research problem.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Research question/hypothesis is vaguely formulated, weakly linked to the objective and research problem.                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| THEORETICAL/<br>EMPIRICAL<br>BACKGROUND<br><br><i>LO - uses sources in accordance with the requirements</i> | <b>A review of the scientific and field-specific literature</b> | <p>The theoretical-conceptual background is thoroughly covered in order to understand and solve the research problem, the link between the problem, theory and empirical data is clear.</p> <p>The relevance and suitability of the chosen approaches to solve the research problem is excellent.</p> <p>The understanding of sources is deep, the analysis critical, comparative, synthesizing. Theories and data from previous studies are linked in a consistent and clear way and the author's conclusions are presented. Understanding of the strengths and limitations of the approaches is demonstrated.</p> <p>Thesis offers a novel theoretical and empirical contribution to existing knowledge.</p> | <p>The theoretical-conceptual background is very well covered to understand and solve the research problem, the link between the problem, theory and empirical data is clear.</p> <p>The relevance and suitability of the chosen approaches to solve the research problem is very good.</p> <p>The understanding of sources is deep, the analysis critical, comparative, synthesizing. Theories and data from previous studies are linked consistently and clearly, and the author's conclusions are presented.</p> <p>Thesis offers some novel theoretical and empirical contributions to existing knowledge.</p> | <p>The theoretical-conceptual background is well covered for understanding and solving the research problem, the link between the problem, theory and empirical data is there, but the link is occasionally insufficient.</p> <p>The relevance and suitability of the chosen approaches to solve the research problem is good.</p> <p>The analysis of the sources is to some extent critical, comparative, synthesizing and the work contains a few thematic transitions and interpretations created by the author.</p> <p>The theoretical and empirical contribution of the thesis is limited and does not contain new information.</p> | <p>The theoretical-conceptual background is reasonably covered in order to understand and solve the research problem, the link between the problem, theory and empirical data is there, but the creation and understanding of the links is occasionally insufficient.</p> <p>The relevance and suitability of the chosen approaches to solve the research problem is satisfactory.</p> <p>The analysis of the sources is to a lesser extent critical and comparative, and the work contains a few thematic transitions and interpretations created by the author.</p> <p>The theoretical and empirical contribution of the thesis is limited and does not contain new information.</p> | <p>The theoretical-conceptual background is adequately covered to understand and solve the research problem, the link between the problem, theory and empirical data is general.</p> <p>The relevance and suitability of the chosen approaches to solve the research problem is poor.</p> <p>To great extent the text refers to the work of others, lacks criticism, comparisons of viewpoints, analysis of sources is weak.</p> <p>The theoretical and empirical contribution of the thesis is poor and does not contain new information.</p> |

| Assessed parameters<br><i>Learning outcomes</i><br>- LO                                           | Assessed elements                       | Grade "5" criteria                                                                                                                                                                                                                                                                                                                                                          | Grade "4" criteria                                                                                                                                                                                                                                                                              | Grade "3" criteria                                                                                                                                                                                                                                                                         | Grade "2" criteria                                                                                                                                                                                                                                                                     | Grade "1" criteria                                                                                                                                                                                                                                                                   |
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|                                                                                                   | <b>References/<br/>sources</b>          | The sources used are high-quality scientific sources, relevant and up-to-date, the number of which accords the minimum requirements.<br><br>The interpretations based on the sources are absolutely correct.                                                                                                                                                                | The sources used are high-quality scientific sources, relevant and up-to-date, the number of which accords the minimum requirements.<br><br>The interpretations based on the sources are absolutely correct.                                                                                    | The sources used are mainly high-quality scientific sources, relevant and up-to-date, the number of which, together with other field-specific sources, accords the minimum requirements.<br>The interpretations based on the sources are correct.                                          | The sources used are relevant and up-to-date, and their number, together with other field-specific sources, accords the minimum requirements.<br>The interpretations based on the sources are partially correct.                                                                       | The sources used are mostly relevant, but there are shortcomings in their topicality and the minimum requirements for sources are barely not met.<br><br>The interpretations based on the sources are partially correct.                                                             |
| RESEARCH METHODS AND DATA<br><br><i>LO - uses research methods appropriate for legal research</i> | <b>Methodology and research methods</b> | Research methods are appropriate to achieve the aim and to answer the research question or test the hypothesis. Their choice is thoroughly justified.<br><br>The student demonstrates mastery of relevant research methods.                                                                                                                                                 | Research methods are appropriate to achieve the aim and to answer the research question or test the hypothesis. Their choice is justified.<br><br>The student demonstrates knowledge of relevant research methods.                                                                              | The research methods are sufficiently appropriate to achieve the aim and to answer the research question or test the hypothesis. Their choice is poorly justified.<br>The student demonstrates knowledge of relevant research methods.                                                     | The research methods are partly appropriate to achieve the aim and to answer the research question or test the hypothesis. Their choice is poorly justified.<br>The student demonstrates partial knowledge of relevant research methods.                                               | The suitability of the research methods to achieve the objective and to answer the research question or test the hypothesis is poor. Their choice is poorly justified.<br>The student demonstrates limited knowledge of relevant research methods.                                   |
|                                                                                                   | <b>Empirical material/data</b>          | The empirical material is of high quality, reliable, allows the research problem to be solved, meaningful and relevant generalizations to be made, and in-depth sub-assessments to be made about different aspects of the object or phenomenon under study.<br>The data is presented in a very clear and systematic way and their reliability has been thoroughly assessed. | The empirical material is of high quality, reliable, allows the research problem to be solved, generalizations and sub-assessments to be made about the object or phenomenon being studied.<br><br>The data is presented in a clear and systematic way and their reliability has been assessed. | The empirical material is of a relatively high quality and is reliable (with small errors), broadly addressing the research problem, allowing for limited generalizations and sub-assessments to be made of the object or phenomenon under study.<br>The data is presented in a clear way. | The quality and reliability of the empirical material is low, providing a partial solution of the research problem and allowing for sub-assessments to be made of the object or phenomenon under study, with limited generalizations.<br>There is no clear system for presenting data. | The quality, reliability, adequacy and sufficiency of the empirical material to address the research problem is poor and do not allow generalizations to be made, but do allow making sub-assessments of the object or phenomenon under study.<br>There is no clear system in place. |
| SOLVING THE RESEARCH PROBLEM/ANALYTICAL QUALITY OF THE RESEARCH                                   | <b>Presentation of results</b>          | The results are presented in a very clear way, with very skilful use of illustrative tools, accompanied by comprehensive explanations and interpretations (links, impacts, comparisons).                                                                                                                                                                                    | The results are presented in a clear way, with skilful use of illustrative tools, accompanied by good explanations and interpretations (links, impacts, comparisons).                                                                                                                           | The results are presented in a clear way, using some illustrative tools, with adequate explanations and interpretations (links, impacts, comparisons).                                                                                                                                     | The results are presented in an somewhat unclear way, with limited use of illustrative tools, accompanied by incomplete explanations and interpretations (links, impacts, comparisons).                                                                                                | The results are presented in an clear way, with very few illustrative tools and a few incomplete explanations and interpretations (links, impacts, comparisons).                                                                                                                     |

| Assessed parameters<br><i>Learning outcomes - LO</i>                                                                                                         | Assessed elements                | Grade "5" criteria                                                                                                                                                                                                                                                                                                                | Grade "4" criteria                                                                                                                                                                                                                                                                                                            | Grade "3" criteria                                                                                                                                                                                                                                                                                                                                                          | Grade "2" criteria                                                                                                                                                                                                                                                                                                                                                                        | Grade "1" criteria                                                                                                                                                                                                                                                                                                                                                                              |
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| <i>LO – connects the content and results with the research question or hypothesis; presents logical and appropriate analyses, statements and conclusions</i> |                                  | The results are very strongly linked to the research question/hypothesis and are placed in a broader context.                                                                                                                                                                                                                     | The results are strongly linked to the research question/hypothesis and are placed in a broader context.                                                                                                                                                                                                                      | The results are linked to the research question/hypothesis and are placed in a broader context.                                                                                                                                                                                                                                                                             | The results are to some extent linked to the research question/hypothesis and their placement in a broader context is limited.                                                                                                                                                                                                                                                            | The results are weakly linked to the research question/hypothesis and are not placed in a broader context.                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                              | <b>Analysis and discussion</b>   | The analysis and discussion is very clear and logical. Results are interpreted and related to theory, empirical evidence and practice (where relevant), and discussed at a high academic level.<br><br>The analysis and discussion of the results is strongly linked to the aim of the thesis, the research question/hypothesis.  | The analysis and discussion is clear and logical. Results are interpreted and related to theory, empirical evidence and practice (where relevant), and discussed at a good academic level.<br><br>The analysis and discussion of the results are strongly linked to the aim of the thesis, the research question/ hypothesis. | The analysis and discussion has some incomplete and unorganised parts. The results are interpreted and related to theory, empirical evidence and practice (where relevant), but the arguments are mainly declarative, on a good level of academic discussion. Analysis and discussion of the results is linked to the aim of the thesis, the research question/ hypothesis. | The analysis and discussion is superficial but consistent with the results. Results are interpreted and related to theory, empirical evidence and practice (where relevant) in a superficial way, with a satisfactory level of academic discussion. The analysis and discussion of the results are to some extent linked to the purpose of the thesis, the research question/ hypothesis. | The analysis and discussion is superficial but consistent with the results. There are weaknesses in the interpretation of the results and the link to theory, empirical evidence and practice (where relevant), with a satisfactory level of academic discussion. The analysis and discussion of the results are weakly linked to the purpose of the thesis, the research question/ hypothesis. |
|                                                                                                                                                              | <b>Conclusions and proposals</b> | The conclusions and proposals are presented in a very clear way, based on the analysis carried out. The strengths and limitations of the study and the author's contribution are clearly outlined.<br><br>The results have significant scientific value. A clear, well-reasoned position on future research options is presented. | The conclusions and proposals are clearly presented and based on the analysis carried out. The strengths and limitations of the study and the author's contribution are clearly outlined.<br><br>The results have scientific value. A convincing, well-reasoned position on future research options is presented.             | The main conclusions and proposals are clearly presented, mostly based on the analysis carried out. Some of the strengths and limitations of the study and the author's contribution are outlined.<br><br>The results have some scientific value. A weakly argued position on future research options is presented.                                                         | The main conclusions and proposals are presented in a relatively clear way, mostly based on the analysis carried out. The individual strengths and limitations of the study are highlighted, and a limited assessment of the author's contribution is provided.<br><br>The results have some scientific value. A superficial position on future research options is presented.            | The main conclusions and proposals are presented in a superficial manner, based only partially on the analysis carried out. A few strengths and limitations of the study are highlighted, and a vague assessment of the author's contribution is provided.<br><br>The results have a small scientific value. A superficial and very limited position on future research options is presented.   |

| Assessed parameters<br><i>Learning outcomes - LO</i>                                                                                                                                                                     | Assessed elements                                | Grade "5" criteria                                                                                                                                                    | Grade "4" criteria                                                                                                                                     | Grade "3" criteria                                                                                                                                                                     | Grade "2" criteria                                                                                                                                                                                                                                    | Grade "1" criteria                                                                                                                                                                                                                                   |
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| <b>FORMATTING QUALITY</b><br><br><i>LO - writes a thesis which uses correct language, has relevant structure, is completed according to the requirements for students written works, and presents it at the defence.</i> | <b>Work structure</b>                            | Work structure is appropriate and very well balanced.                                                                                                                 | Work structure is appropriate and well balanced.                                                                                                       | Work structure is appropriate and rather well balanced.                                                                                                                                | Work structure is appropriate and slightly unbalanced in some respects.                                                                                                                                                                               | The logic of work structure is sometimes incomprehensible.                                                                                                                                                                                           |
|                                                                                                                                                                                                                          | <b>Language use and professional terminology</b> | The thesis is written in a coherent, fluent scientific language, linguistically and grammatically flawless.<br><br>Terminology is flawlessly used.                    | The thesis is written in a coherent and fluent scientific language, linguistically and grammatically correct.<br><br>Terminology is correctly used.    | The thesis is mostly written in relatively fluent scientific language, but there are a few spelling inaccuracies and/or typos.<br><br>Terminology is correctly used for the most part. | The thesis is generally written in a scientific language, but the text is not particularly fluent, with occasional use of journalistic or colloquial language, spelling and/or typographical errors. There are occasional errors in the use of terms. | The work is generally written in a scientific language, but the text is jumpy, there is a frequent use of journalistic or colloquial language, spelling and/or typographical errors occur. There are several substantial errors in the use of terms. |
|                                                                                                                                                                                                                          | <b>Citing</b>                                    | The referencing is correct and compliant.                                                                                                                             | The referencing is correct and compliant.                                                                                                              | There are no fundamental errors in in-text referencing *. There are a few errors in the formatting of the list of references.                                                          | There are errors in in-text referencing which are not fundamental*. There are a few errors in the formatting of the list of references.                                                                                                               | There are errors in in-text referencing a few of which are fundamental *, but the work is not plagiarism in a large extent. There are a number of errors in the formatting of the references in the list of references.                              |
|                                                                                                                                                                                                                          | <b>Other formatting requirements</b>             | The formatting of the thesis fully complies with the requirements, tables, figures, annexes are correctly formatted and fit perfectly into the context of the thesis. | The formatting of the thesis meets the requirements, tables, figures, appendices are correctly formatted and well suited to the context of the thesis. | The formatting of the thesis is generally in line with the requirements, with a few errors that do not disturb the overall impression.                                                 | There are a few minor deviations in the formatting of the work, the formatting style is not uniform.                                                                                                                                                  | There are a number of errors in the formatting of the work, the style is uneven.                                                                                                                                                                     |

| Assessed parameters<br><i>Learning outcomes - LO</i>                                                                                                                                                   | Assessed elements           | Grade "5" criteria                                                                             | Grade "4" criteria                                                                                                                      | Grade "3" criteria                                                                                                                  | Grade "2" criteria                                                                                     | Grade "1" criteria                                                                                  |
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| DEFENCE<br><br><i>LO – writes a thesis which uses correct language, has relevant structure, is completed according to the requirements for students written works, and presents it at the defence.</i> | <b>Defence presentation</b> | The presentation is very informative, very well prepared and delivered.                        | The presentation is informative, well prepared and delivered.                                                                           | The presentation covers almost all of the basic components required, and is well prepared and delivered.                            | The presentation fails to cover several essential components, is satisfactorily drafted and presented. | The presentation fails to cover a number of important components, is poorly prepared and presented. |
|                                                                                                                                                                                                        | <b>Defence discussion</b>   | The student answers all questions fluently and correctly. Can explain his/her views very well. | The student answers some questions fluently and correctly, but struggles a little with others. Can give good reasons for his/her views. | The student answers some questions fluently and correctly, but struggles a little with others. Can partially justify his/her views. | The student is unable to answer some of the questions and to justify some of his/her views.            | The student is unable to answer some of the questions and to justify several of his/her views.      |

\* Fundamental error in referencing: the source is not referenced to in the text; the use of the source is irrelevant to the work or there are discrepancies between the in-text references and the list of references; parts of the references are given in an incorrect and confusing order; the source is not identifiable.

Note: If one evaluated learning outcome does not meet the minimum grade of "1", then the entire thesis is graded as "0" or failed.

Assessment criteria of the thesis for **LAW** curricula for main speciality **Business law**

Precondition for admission to thesis assessment: Thesis project is defended in the 1. and 2. thesis seminar.

| Assessed parameters<br><i>Learning outcomes (LO)</i>                                                                                                                                                                                | Assessed elements                                  | Grade "5" criteria                                                                                                                                   | Grade "4" criteria                                                                                                                                   | Grade "3" criteria                                                                                                                                                                                        | Grade "2" criteria                                                                                                                                                                                                | Grade "1" criteria                                                                                                                                                                                       |
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| RESEARCH PROBLEM, AIM OF THE GRADUATION THESIS, RESEARCH QUESTION, HYPOTHESIS<br><br><i>LO - chooses the topic which is appropriate and topical theme of law and/or international relations and research question or hypothesis</i> | <b>Research topic, need/importance of research</b> | The topic is very clearly defined and related to business law.                                                                                       | The topic is clearly defined and related to business law.                                                                                            | The topic is defined and related to business law.                                                                                                                                                         | There are shortcomings in the definition of the topic, but it is still linked to business law.                                                                                                                    | The topic is not clearly defined, but it is related to business law.                                                                                                                                     |
|                                                                                                                                                                                                                                     |                                                    | The topic is topical, original, relevant and much challenging for the field.                                                                         | The topic is topical, original, relevant and challenging for the field.                                                                              | The topic is topical, moderately original, relevant to the field to some extent, and of moderate complexity and difficulty. The thesis does not contribute significantly to the advancement of the field. | The topic is topical, but not original or complicated, rather simple. The thesis does not contribute significantly to the advancement of the field.                                                               | The topic is a repetition of existing knowledge with minor modifications.                                                                                                                                |
|                                                                                                                                                                                                                                     |                                                    | The need/importance of the research is justified, the relevance of the topic is clearly stated, and relevant source-based arguments are relied upon. | The need/importance of the research is justified, the relevance of the topic is clearly stated, and relevant source-based arguments are relied upon. | The need/importance of the research is justified, the relevance of the topic has been highlighted and relevant source-based arguments have been relied upon.                                              | The need/importance of the research is superficially and illogically justified, the relevance of the topic is based on the student's personal experience and is not supported by relevant source-based arguments. | The need/importance of the research is not sufficiently substantiated, the relevance of the topic is based on the student's personal experience and is not supported by relevant source-based arguments. |
|                                                                                                                                                                                                                                     |                                                    | The title of the thesis clearly defines the research topic.                                                                                          | The title of the thesis clearly defines the research topic.                                                                                          | The title of the thesis defines the research topic.                                                                                                                                                       | The title of the thesis defines the research topic partly.                                                                                                                                                        | The title of the thesis defines the research topic unclearly.                                                                                                                                            |
|                                                                                                                                                                                                                                     | <b>Research problem</b>                            | The research problem is very clearly formulated and justified.                                                                                       | The research problem is clearly formulated and justified.                                                                                            | The research problem is almost clearly formulated and justified.                                                                                                                                          | The research problem is not clearly formulated nor justified.                                                                                                                                                     | The research problem is formulated and justified very unclearly.                                                                                                                                         |
|                                                                                                                                                                                                                                     | <b>Objective</b>                                   | The objective is clearly formulated and achievable with the thesis.<br><br>The objective is very closely linked to the research                      | The objective is clearly formulated and achievable with the thesis.<br><br>The objective is closely linked to the research                           | The objective is clearly formulated and achievable with the thesis.<br><br>The objective is related to the research problem and in                                                                        | The objective is clearly formulated but it is not fully achievable with the thesis.<br><br>The objective is partly related to the research                                                                        | The objective is poorly formulated.<br><br>The objective is partly related to the research                                                                                                               |

| Assessed parameters<br><i>Learning outcomes (LO)</i>                                                        | Assessed elements                                               | Grade "5" criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Grade "4" criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Grade "3" criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Grade "2" criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Grade "1" criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                                                                                             |                                                                 | problem and in line with the title of the thesis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | problem and in line with the title of the thesis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | line with the title of the thesis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | problem and in line with the title of the thesis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | problem and partly in line with the title of the thesis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                             | <b>Research question/hypothesis</b>                             | The research question/hypothesis is clearly, thoroughly and logically defined, explicitly linked to the objective and the research problem.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Research question/hypothesis is clearly and logically defined, explicitly linked to the objective and the research problem.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | The research question/hypothesis/task is clearly defined, linked to the objective and the research problem.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | The research question/hypothesis is somewhat vaguely formulated, not clearly linked to the objective and research problem.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Research question/hypothesis is vaguely formulated, weakly linked to the objective and research problem.                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| THEORETICAL/<br>EMPIRICAL<br>BACKGROUND<br><br><i>LO - uses sources in accordance with the requirements</i> | <b>A review of the scientific and field-specific literature</b> | <p>The theoretical-conceptual background is thoroughly covered in order to understand and solve the research problem, the link between the problem, theory and empirical data is clear.</p> <p>The relevance and suitability of the chosen approaches to solve the research problem is excellent.</p> <p>The understanding of sources is deep, the analysis critical, comparative, synthesizing. Theories and data from previous studies are linked in a consistent and clear way and the author's conclusions are presented. Understanding of the strengths and limitations of the approaches is demonstrated.</p> <p>Thesis offers a novel theoretical and empirical contribution to existing knowledge. The amount of sources is sufficient to cover all relevant aspects of the research.</p> | <p>The theoretical-conceptual background is very well covered to understand and solve the research problem, the link between the problem, theory and empirical data is clear.</p> <p>The relevance and suitability of the chosen approaches to solve the research problem is very good.</p> <p>The understanding of sources is deep, the analysis critical, comparative, synthesizing. Theories and data from previous studies are linked consistently and clearly, and the author's conclusions are presented.</p> <p>The paper offers some novel theoretical and empirical contributions to existing knowledge.</p> | <p>The theoretical-conceptual background is well covered for understanding and solving the research problem, the link between the problem, theory and empirical data is there, but the link is occasionally insufficient.</p> <p>The relevance and suitability of the chosen approaches to solve the research problem is good.</p> <p>The analysis of the sources is to some extent critical, comparative, synthesizing and the work contains a few thematic transitions and interpretations created by the author.</p> <p>The theoretical and empirical contribution of the thesis is limited and does not contain new information.</p> | <p>The theoretical-conceptual background is reasonably covered in order to understand and solve the research problem, the link between the problem, theory and empirical data is there, but the creation and understanding of the links is occasionally insufficient.</p> <p>The relevance and suitability of the chosen approaches to solve the research problem is satisfactory.</p> <p>The analysis of the sources is to a lesser extent critical and comparative, and the work contains a few thematic transitions and interpretations created by the author.</p> <p>The theoretical and empirical contribution of the thesis is limited and does not contain new information.</p> | <p>The theoretical-conceptual background is adequately covered to understand and solve the research problem, the link between the problem, theory and empirical data is general.</p> <p>The relevance and suitability of the chosen approaches to solve the research problem is poor.</p> <p>To great extent the text refers to the work of others, lacks criticism, comparisons of viewpoints, analysis of sources is weak.</p> <p>The theoretical and empirical contribution of the thesis is poor and does not contain new information.</p> |

| Assessed parameters<br><i>Learning outcomes (LO)</i>                                              | Assessed elements                       | Grade "5" criteria                                                                                                                                                                                                                                                                                                                                                             | Grade "4" criteria                                                                                                                                                                                                                                                                                 | Grade "3" criteria                                                                                                                                                                                                                                                                                | Grade "2" criteria                                                                                                                                                                                                                                                                     | Grade "1" criteria                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                   | <b>References/sources</b>               | The sources used are high-quality scientific sources, relevant and up-to-date, the number of which accords to the minimum requirements.<br><br>The interpretations based on the sources are absolutely correct.                                                                                                                                                                | The sources used are good scientific sources, relevant and up-to-date, the number of which accords to the minimum requirements.<br><br>The interpretations based on the sources are absolutely correct.                                                                                            | The sources used are mainly good scientific sources, relevant and up-to-date, the number of which, together with other field-specific sources, accords to the minimum requirements.<br>The interpretations based on the sources are correct.                                                      | The sources used are relevant and up-to-date, and their number, together with other field-specific sources, accords to the minimum requirements.<br>The interpretations based on the sources are partially correct.                                                                    | The sources used are mostly relevant, but there are shortcomings in their topicality and the minimum requirements for sources are barely not met.<br>The interpretations based on the sources are partially correct.                                                                 |
| RESEARCH METHODS AND DATA<br><br><i>LO - uses research methods appropriate for legal research</i> | <b>Methodology and research methods</b> | Research methods are appropriate to achieve the aim and to answer the research question or test the hypothesis. Their choice is thoroughly justified.<br><br>The student demonstrates mastery of relevant research methods.                                                                                                                                                    | Research methods are appropriate to achieve the aim and to answer the research question or test the hypothesis. Their choice is justified.<br><br>The student demonstrates knowledge of relevant research methods.                                                                                 | The research methods are sufficiently appropriate to achieve the aim and to answer the research question or test the hypothesis. Their choice is poorly justified.<br><br>The student demonstrates knowledge of relevant research methods.                                                        | The research methods are partly appropriate to achieve the aim and to answer the research question or test the hypothesis. Their choice is poorly justified.<br><br>The student demonstrates partial knowledge of relevant research methods.                                           | The suitability of the research methods to achieve the objective and to answer the research question or test the hypothesis is poor. Their choice is poorly justified.<br><br>The student demonstrates limited knowledge of relevant research methods.                               |
|                                                                                                   | <b>Empirical material/data</b>          | The empirical material is of high quality, reliable, allows the research problem to be solved, meaningful and relevant generalizations to be made, and/or in-depth sub-assessments to be made about different aspects of the object or phenomenon under study.<br>The data is presented in a very clear and systematic way and their reliability has been thoroughly assessed. | The empirical material is of high quality, reliable, allows the research problem to be solved, generalizations and/or sub-assessments to be made about the object or phenomenon being studied.<br><br>The data is presented in a clear and systematic way and their reliability has been assessed. | The empirical material is of a relatively high quality and is reliable (with small errors), broadly addressing the research problem, allowing for limited generalizations and/or sub-assessments to be made of the object or phenomenon under study.<br><br>The data is presented in a clear way. | The quality and reliability of the empirical material is low, providing a partial solution of the research problem and allowing for sub-assessments to be made of the object or phenomenon under study, with limited generalizations.<br>There is no clear system for presenting data. | The quality, reliability, adequacy and sufficiency of the empirical material to address the research problem is poor and do not allow generalizations to be made, but do allow making sub-assessments of the object or phenomenon under study.<br>There is no clear system in place. |

| Assessed parameters<br><i>Learning outcomes (LO)</i>                                                                                                                                                                                | Assessed elements                | Grade "5" criteria                                                                                                                                                                                             | Grade "4" criteria                                                                                                                                                                         | Grade "3" criteria                                                                                                                                                                                                                                            | Grade "2" criteria                                                                                                                                                                                                                                  | Grade "1" criteria                                                                                                                                                                                                                                                |
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| SOLVING THE RESEARCH PROBLEM/ANALYTICAL QUALITY OF THE RESEARCH<br><br><i>LO - connects the content and results with the research question or hypothesis; presents logical and appropriate analyses, statements and conclusions</i> | <b>Presentation of results</b>   | The results are presented in a very clear way, with very skilful use of illustrative tools, accompanied by comprehensive explanations and interpretations (links, impacts, comparisons).                       | The results are presented in a clear way, with skilful use of illustrative tools, accompanied by good explanations and interpretations (links, impacts, comparisons).                      | The results are presented in a clear way, using some illustrative tools, with adequate explanations and interpretations (links, impacts, comparisons).                                                                                                        | The results are presented in an somewhat unclear way, with limited use of illustrative tools, accompanied by incomplete explanations and interpretations (links, impacts, comparisons).                                                             | The results are presented in an clear way, with very few illustrative tools and a few incomplete explanations and interpretations (links, impacts, comparisons).                                                                                                  |
|                                                                                                                                                                                                                                     |                                  | The results are very strongly linked to the research question/hypothesis and are placed in a broader context.                                                                                                  | The results are strongly linked to the research question/hypothesis and are placed in a broader context.                                                                                   | The results are linked to the research question/hypothesis and are placed in a broader context.                                                                                                                                                               | The results are to some extent linked to the research question/hypothesis and their placement in a broader context is limited.                                                                                                                      | The results are weakly linked to the research question/hypothesis and are not placed in a broader context.                                                                                                                                                        |
|                                                                                                                                                                                                                                     | <b>Analysis and discussion</b>   | The analysis and discussion is very clear, comprehensive and logical. Results are interpreted and related to theory, empirical evidence and practice (where relevant), and discussed at a high academic level. | The analysis and discussion is clear and logical. Results are interpreted and related to theory, empirical evidence and practice (where relevant), and discussed at a good academic level. | The analysis and discussion has some incomplete and unorganised parts. The results are interpreted and related to theory, empirical evidence and practice (where relevant), but the arguments are mainly declarative, on a good level of academic discussion. | The analysis and discussion is superficial but consistent with the results. Results are interpreted and related to theory, empirical evidence and practice (where relevant) in a superficial way, with a satisfactory level of academic discussion. | The analysis and discussion is superficial but consistent with the results. There are weaknesses in the interpretation of the results and the link to theory, empirical evidence and practice (where relevant), with a satisfactory level of academic discussion. |
|                                                                                                                                                                                                                                     |                                  | The analysis and discussion of the results is strongly linked to the aim of the thesis, the research question/hypothesis.                                                                                      | The analysis and discussion of the results are strongly linked to the aim of the thesis, the research question/ hypothesis.                                                                | Analysis and discussion of the results is linked to the aim of the thesis, the research question/ hypothesis.                                                                                                                                                 | The analysis and discussion of the results are to some extent linked to the purpose of the thesis, the research question/ hypothesis.                                                                                                               | The analysis and discussion of the results are weakly linked to the purpose of the thesis, the research question/ hypothesis.                                                                                                                                     |
|                                                                                                                                                                                                                                     | <b>Conclusions and proposals</b> | The conclusions and proposals are presented in a very clear way, based on the analysis carried out.                                                                                                            | The conclusions and proposals are clearly presented and based on the analysis carried out.                                                                                                 | The main conclusions and proposals are clearly presented, mostly based on the analysis carried out.                                                                                                                                                           | The main conclusions and proposals are presented in a relatively clear way, mostly based on the analysis carried out.                                                                                                                               | The main conclusions and proposals are presented in a superficial manner, based only partially on the analysis carried out.                                                                                                                                       |
|                                                                                                                                                                                                                                     |                                  | The strengths and limitations of the study and the author's contribution are clearly outlined.                                                                                                                 | The strengths and limitations of the study and the author's contribution are clearly outlined.                                                                                             | Some of the strengths and limitations of the study and the author's contribution are outlined.                                                                                                                                                                | The individual strengths and limitations of the study are highlighted, and a limited assessment of the author's contribution is provided.                                                                                                           | A few strengths and limitations of the study are highlighted, and a vague assessment of the author's contribution is provided.                                                                                                                                    |

| Assessed parameters<br><i>Learning outcomes (LO)</i>                                                                                                                                                                     | Assessed elements                                | Grade "5" criteria                                                                                                                                                    | Grade "4" criteria                                                                                                                                     | Grade "3" criteria                                                                                                                                                                     | Grade "2" criteria                                                                                                                                                                                                                                           | Grade "1" criteria                                                                                                                                                                                                                                          |
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|                                                                                                                                                                                                                          |                                                  | The results have significant scientific value.<br>A clear, well-reasoned position on future research options is presented.                                            | The results have scientific value.<br>A convincing, well-reasoned position on future research options is presented.                                    | The results have some scientific value.<br>A weakly argued position on future research options is presented.                                                                           | The results have some scientific value.<br>A superficial position on future research options is presented.                                                                                                                                                   | The results have a small scientific value.<br>A superficial and very limited position on future research options is presented.                                                                                                                              |
| <b>FORMATTING QUALITY</b><br><br><i>LO - writes a thesis which uses correct language, has relevant structure, is completed according to the requirements for students written works, and presents it at the defence.</i> | <b>Work structure</b>                            | Work structure is appropriate and very well balanced.                                                                                                                 | Work structure is appropriate and well balanced.                                                                                                       | Work structure is appropriate and rather well balanced.                                                                                                                                | Work structure is appropriate and slightly unbalanced in some respects.                                                                                                                                                                                      | The logic of work structure is sometimes incomprehensible.                                                                                                                                                                                                  |
|                                                                                                                                                                                                                          | <b>Language use and professional terminology</b> | The thesis is written in a coherent, fluent scientific language, linguistically and grammatically flawless.<br><br>Terminology is flawlessly used.                    | The thesis is written in a coherent and fluent scientific language, linguistically and grammatically correct.<br><br>Terminology is correctly used.    | The thesis is mostly written in relatively fluent scientific language, but there are a few spelling inaccuracies and/or typos.<br><br>Terminology is correctly used for the most part. | The thesis is generally written in a scientific language, but the text is not particularly fluent, with occasional use of journalistic or colloquial language, spelling and/or typographical errors.<br><br>There are occasional errors in the use of terms. | The work is generally written in a scientific language, but the text is jumpy, there is a frequent use of journalistic or colloquial language, spelling and/or typographical errors occur.<br><br>There are several substantial errors in the use of terms. |
|                                                                                                                                                                                                                          | <b>Citing</b>                                    | The referencing is correct and compliant. No errors regarding citation.                                                                                               | The referencing is correct and compliant. No errors regarding citation.                                                                                | There are no fundamental errors in in-text referencing *. There are a few errors in the formatting of the list of references.                                                          | There are errors in in-text referencing which are not fundamental*. There are a few errors in the formatting of the list of references.                                                                                                                      | There are errors in in-text referencing a few of which are fundamental *, but the work is not plagiarism. There are a number of errors in the formatting of the references in the list of references.                                                       |
|                                                                                                                                                                                                                          | <b>Other formatting requirements</b>             | The formatting of the thesis fully complies with the requirements, tables, figures, annexes are correctly formatted and fit perfectly into the context of the thesis. | The formatting of the thesis meets the requirements, tables, figures, appendices are correctly formatted and well suited to the context of the thesis. | The formatting of the thesis is generally in line with the requirements, with a few errors that do not disturb the overall impression.                                                 | There are a few minor deviations in the formatting of the work, the formatting style is not uniform.                                                                                                                                                         | There are a number of errors in the formatting of the work, the style is uneven.                                                                                                                                                                            |
| <b>DEFENCE</b><br><br><i>LO – writes a thesis which uses correct language, has relevant structure, is completed according to the requirements</i>                                                                        | <b>Defence presentation</b>                      | The presentation is very informative, very well prepared and delivered.                                                                                               | The presentation is informative, well prepared and delivered.                                                                                          | The presentation covers almost all of the basic components required, and is well prepared and delivered.                                                                               | The presentation fails to cover several essential components, is satisfactorily drafted and presented.                                                                                                                                                       | The presentation fails to cover a number of important components, is poorly prepared and presented.                                                                                                                                                         |

| Assessed parameters<br><i>Learning outcomes (LO)</i>        | Assessed elements         | Grade "5" criteria                                                                             | Grade "4" criteria                                                                                                                      | Grade "3" criteria                                                                                                                  | Grade "2" criteria                                                                          | Grade "1" criteria                                                                             |
|-------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| for students written works, and presents it at the defence. |                           |                                                                                                |                                                                                                                                         |                                                                                                                                     |                                                                                             |                                                                                                |
|                                                             | <b>Defence discussion</b> | The student answers all questions fluently and correctly. Can explain his/her views very well. | The student answers some questions fluently and correctly, but struggles a little with others. Can give good reasons for his/her views. | The student answers some questions fluently and correctly, but struggles a little with others. Can partially justify his/her views. | The student is unable to answer some of the questions and to justify some of his/her views. | The student is unable to answer some of the questions and to justify several of his/her views. |

\* Fundamental error in referencing: the source is not referenced to in the text; the use of the source is irrelevant to the work or there are discrepancies between the in-text references and the list of references; parts of the references are given in an incorrect and confusing order; the source is not identifiable.

Note: If one evaluated learning outcome does not meet the minimum grade of "1", then the entire thesis is graded as "0" or failed