

CRITERIA FOR THE ASSESSMENT OF THESES AT EBS

It is recommended to be guided by the Criteria for the Assessment of Theses at EBS in the compilation, supervision, reviewing and assessment of the final theses. Only such criteria are applicable that are required by the format of the work under assessment.

Assessment criterion	Satisfactory „D”	Good „C”	Very good „B”	Excellent „A”
Aim / objectives of the work	The overall objective of the thesis has been worded, but it is insufficiently related to the title, topic and problem. The sub-objectives or research tasks have not always been outlined as concrete activities that support the achievement of the overall objective of the thesis.	The overall objective of the thesis has been worded and is related to the title, topic and problem. The sub-objectives or research tasks have been outlined as concrete activities that support the achievement of the overall objective of the thesis.	The overall objective of the thesis has been worded in a clear manner and is well related to the title, topic and problem The sub-objectives or research tasks have been outlined as concrete activities that support well the achievement of the overall objective of the thesis.	The overall objective of the thesis has been worded in a realistic and clear manner, and it corresponds well to the title, topic and raised problem. The sub-objectives or research tasks have been outlined as concrete activities that are based on field studies and analysis, and very well support the achievement of the overall objective of the thesis.
Research questions	The research question(s) has (have) been worded but is (are) partly general and vague, or fail to sufficiently support the achievement of the set objectives.	The research question(s) has (have) been worded in a concrete and defined manner, and support the achievement of the set objectives.	The research question(s) has (have) been worded in a concrete and defined manner, and support well the achievement of the set objectives.	The research question(s) has (have) been worded in a concrete/realistic manner, and equips the thesis with a clear focus that very well supports the achievement of the set objectives.

Theoretical approach/ List of references	The Bachelor's theses shall include at least 15 and the Master's theses 30 research sources, of which only a few are peer-reviewed research publications.	The Bachelor's theses shall include at least 15 research sources whereas the Master's theses shall comprise 30 research sources, of which half are peer-reviewed research publications.	The Bachelor's theses shall include at least 20 research sources, of which at least 10 are peer-reviewed. The Master's theses shall comprise at least 40 research sources, of which at least 20 are pre-reviewed research publications.	The Bachelor's theses shall include at least 20 research sources, of which at least 15 are pre-reviewed whereas. The Master's theses shall comprise at least 40 research sources, of which at least 30 are pre-reviewed research publications.
	The topic related principles have been debated, but not always defined in the thesis	All the topic related principles have been debated and defined in the thesis.	All the topic related principles have been thoroughly debated and defined in the thesis.	All the principles used in the thesis have been thoroughly disputed and defined. The author has attempted to prevent a probable misinterpretation of definitions.
	The opinions of different authors (schools or periods) have been presented as an abstract, without comparison. Theoretical approach is mostly related to the topic.	The opinions of different authors (schools or periods) have been partly presented as an abstract without any comparison. The reviews of theoretical analysis are related to the topic and each other.	Theoretical analysis supplies a good overview of the opinions of different authors (schools or periods), providing a picture of scientific positions and results of research concerning the topic of the thesis.	Theoretical analysis supplies a very good overview of the authors' (schools' or periods') positions thus creating a uniform picture of scientific statements, research results and applied research methods concerning the topic of the thesis.
	The theoretical part of the thesis is weakly related to the overview, including only some analysis, generalisation and author's synthesis.	The theoretical part of the thesis involves a small amount of analysis and generalisation, but lacks the author's synthesis necessary for uniformity.	The theoretical part of the thesis is mainly characteristic of a systematic, analytical, critical and generalising approach which, together with the author's synthesis forms a uniform text.	The theoretical part of the thesis is characteristic of a systematic, analytical, critical and generalising approach and it has been formed into a uniform scientific text with a concrete methodology.
	Contemporary theories, and/or the key authors and sources of the field have been used partially.	The main part of the thesis is based on contemporary theories, and/ or the key authors and sources of the field.	The thesis is based on contemporary theories and/or the key authors and sources of the field.	The thesis is based on contemporary theories and/or the key authors and sources of the field The opinions of opponents and critics have been also supplied.

Level of the work	In consideration of the specific nature of the thesis, the scope and analysis of the problem (scientifically or developmentally) generally correspond to the level set for a Bachelor's or Master's thesis.	In consideration of the specific nature of the thesis, the scope and analysis of the problem (scientifically or developmentally) correspond to the level set for a Bachelor's or Master's thesis.	In consideration of the specific nature of the thesis, the scope and analysis of the problem (scientifically or developmentally) well correspond to the level set for a Bachelor's or Master's thesis.	In consideration of the specific nature of the thesis, the scope and analysis of the problem (scientifically or developmentally) very well correspond to the level set for a Bachelor's or Master's thesis.
Suitability of the research or problem-solving methods (methodology) for the achievement of the set objectives	The selection of research- and problem-solving methods (methodology) has been partially reasoned, the method and the process have been vaguely described.	The selected research- or problem-solving methods (methodology) are suitable for the achievement of the objective of the thesis. The selection of research- and problem-solving methods (methodology) has been reasoned, the method and the process have been described.	The selected research- or problem-solving methods (methodology) are well suited for the achievement of the objective of the thesis – the selection has been made in compliance with the objective of the thesis. The selection of research- and problem-solving methods (methodology) has been reasoned and the process has been thoroughly described.	The selected research- or problem-solving methods (methodology) are very well suitable for the achievement of the objective of the thesis – the selection has been made critically and in compliance with the objective of the thesis. The selection of research- and problem-solving methods (methodology) has been reasoned and the process has been analytically and critically described.
Presentation and analysis of the findings	In some places the findings have been presented with a lack of clarity. The relation between theory and the empirical part is weak. The analysis of the thesis supplies partial answers to the raised research problem and questions or partially controls the hypothesis. The analysis generally takes into account the specific nature of the thesis. The analysis is weakly related to the objective of the research.	The findings have been presented clearly; their interpretation is mostly pertinent. There is a relation between theory and the empirical part. The analysis of the thesis supplies general answers to the raised research problem and questions, the verification and refutation of the hypothesis is logical. The analysis takes into account the specific nature of the thesis. The analysis is related to the objective of the research.	The findings have been presented clearly and interpreted skilfully. Theory and the empirical part are closely related. The analysis of results supplies thorough and logical answers to the research problem and questions, verifies or refutes the hypothesis. The analysis is thorough, with a logical structure and takes into account the specific nature of the thesis. The analysis is well related to the objective of the research.	The findings have been presented and interpreted very clearly and skilfully. Theory and the empirical part are very closely related. The analysis of results supplies very thorough and logical answers to the research problem and questions, verifies or refutes the hypothesis. The analysis is very thorough, with a logical structure and takes into account the specific nature of the thesis. The analysis is very well related to the objective of the research.

Suitability of the methods for data collection and data analysis	The selected data collection methods are insufficient or not well suited for the achievement of the set objective.	The selected data collection methods are suitable and their application has been justified.	The selected data collection methods are well-suited and their application has been justified.	The author has applied suitable data collection methods in the best possible way whereas their application has been well reasoned.
	The selected methods have not been justified.	There may be weaknesses in the application of the selected methods.	The selected methods have been applied skilfully.	The selection of the thesis is outstanding and the principles for the formation of the selection have been reasoned.
	The sample is insufficient for the achievement of the research objective.	The sample fails to guarantee the achievement of the research objective in a highly reliable manner.	The sample is sufficient for the achievement of the objective of the thesis and the principles for the formation of the selection have been reasoned.	The sample is outstanding and the thesis supplies reasoning for the selection of the sample.
Conclusions and recommendations	The outlined conclusions and recommendations are one-sided or too little reasoned and/or do not correspond to the topic of the thesis.	The outlined conclusions and recommendations are generally based on the analysis, related to conclusions and/or revealed weaknesses which are related to the topic of the thesis.	The outlined conclusions and recommendations are based on the analysis, related to conclusions and/or revealed weaknesses which are related to the topic of the thesis.	All the outlined conclusions and recommendations are based on the analysis, related to conclusions and/or revealed weaknesses which are directly related to the topic of the thesis.
	Recommendations concerning the application of conclusions and probable further directions for research are general and/or not directly related to the findings of research.	Recommendations concerning the application of conclusions and probable further directions for research are mainly based on the findings of research.	Practical recommendations concerning the application of conclusions and probable further directions for research are based on the findings of research.	Practical recommendations concerning the application of conclusions and probable further directions for research are directly related to the findings of research.
	The thesis has a conclusion.	The conclusion is generally comprehensive.	The conclusion is comprehensive.	The conclusion is very comprehensive.

Formatting including the structure and referencing	The thesis generally corresponds to the EBS requirements for formatting, but there are several errors and mistakes.	The thesis generally corresponds to the EBS requirements for formatting, but there are a few mistakes.	The thesis generally corresponds to the EBS requirements for formatting, but there are a few minor mistakes.	The thesis fully corresponds to the EBS requirements for formatting.
	The structure of the thesis is too classified (“hacked”), the parts of the thesis are out of balance and weakly related to each other.	The structure of the thesis generally corresponds to the type of research. The subdivisions of the thesis form an integrated whole that is not well balanced.	The structure of the thesis corresponds to the type of research. The subdivisions of the thesis form an integrated whole that is not very well balanced.	The structure of the thesis fully corresponds to the type of research. The subdivisions of the thesis form an integrated and well balanced whole.
	The used sources have been mostly referred to. The references and source items include mistakes.	The used sources have been mostly referred to. The referencing technique is satisfactory.	All the used sources have been referred to. The referencing technique is good.	All the used sources have been referred to. The referencing technique is excellent.
Language	The formal language used includes many errors and mistakes, but the text is generally comprehensible.	The formal language used includes several mistakes, but the text is comprehensible.	The formal language used is mostly correct, but there are a few errors and mistakes.	There are no errors and mistakes in the formal language used.
	The text of the thesis has not been written in a well readable style.	The text of the thesis has generally been written in a well readable style.	The text of the thesis has been written in a well readable style.	The text of the thesis has been written in a good academic style.
	The argumentation is partially questionable.	The argumentation is generally clear.	The argumentation is clear.	The argumentation is clear and thorough.
Defence presentation	The defence presentation is not convincing and partly difficult to follow.	The defence presentation is mainly clear and convincing, illustrated with graphical material.	The defence presentation has been logically structured and illustrated with an easily followed graphical material.	The defence presentation has been logically structured and illustrated with a very well followed graphical material.
	The student presents the main findings of the thesis, but it lacks discussion and the conclusions are questionable.	The student presents the findings of the thesis and discussions thereof, but the conclusions are not always convincing.	The defence presentation is fluently addressed and convincing.	The defence presentation is fluently addressed and very convincing.
	There is uncertainty in answers to questions and at times the answers are not convincing or exact.	There is a lack of confidence in answers to questions.	The student is able to answer the questions well.	The student is able to answer the questions very well.
	The student generally orientates in the field of research.	The student orientates in the field of research.	The student orientates in the field of research well.	The student orientates in the field of research very well.