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GUIDELINES
for the formatting, presentation, and defence of a
Bachelor's and Master's thesis in the
Baltic Film, Media and Arts School

Tallinn 2021

TABLE OF CONTENTS

| | |
|--|----|
| INTRODUCTION: OBJECTIVES OF A BACHELOR'S OR MASTER'S THESIS | 3 |
| 1. THE PROCESS OF WRITING A BACHELOR'S AND MASTER'S THESIS | 4 |
| 1.1. Selection and approval of a supervisor and topic | 4 |
| 1.2. Submission and assessment of a Bachelor's and Master's thesis | 5 |
| 2. COMPILATION AND DEFENCE OF A BACHELOR'S OR MASTER'S THESIS | 7 |
| 2.1. Tasks of the student and supervisor | 7 |
| 2.2. Bachelor's and Master's thesis defence committees | 7 |
| 2.3. Defence of a Bachelor's or Master's thesis | 8 |
| 2.4. Contesting the results of a Bachelor's or Master's thesis | 9 |
| 3. REQUIREMENTS FOR A BACHELOR'S OR MASTER'S THESIS CONTENT | 11 |
| 3.1. Structure of a thesis | 11 |
| 3.2. Academic and ethical norms | 15 |
| 4. REQUIREMENTS FOR A BACHELOR'S OR MASTER'S THESIS FORMAT | 16 |
| 4.1. Page layout | 16 |
| 4.2. Headings and titles | 17 |
| 4.3. Thesis length | 17 |
| 4.4. Language and style | 18 |
| 4.5. Tables and graphs | 19 |
| 4.6. Annexes | 19 |
| 4.7. Referencing | 20 |
| ANNEX A. RESEARCH PLAN | 22 |
| ANNEX B. TITLE PAGE | 24 |
| ANNEX C. AUTHOR'S DECLARATION | 25 |
| ANNEX D. ABSTRACT EXAMPLE | 26 |
| ANNEX E. SUMMARY IN ESTONIAN EXAMPLE | 27 |
| ANNEX F. REVIEW FORM | 28 |
| ANNEX G. BACHELOR'S THESIS ASSESSMENT CRITERIA | 29 |
| ANNEX H. MASTER'S THESIS ASSESSMENT CRITERIA | 33 |

INTRODUCTION: OBJECTIVES OF A BACHELOR'S OR MASTER'S THESIS

Completion and defense of the thesis gives the student direct experience of the process of completing the academic research. The student's task is to carry out independent research using scientific methods, in accordance with the principles and rules of procedure for preparing an academic thesis, and defend it in an academic debate.

These guidelines are the basis for preparing, presenting, and defending an academic Bachelor's or Master's thesis at Baltic Film, Media And Arts School (BFM or institute). The council has approved separate guidelines for the formatting, presentation, and defence of a creative project (e.g. a film project, art project, or cross-media project, performance, concert etc.) as a Bachelor's or Master's final project for study programmes where permitted.

1. THE PROCESS OF WRITING A BACHELOR'S OR MASTER'S THESIS

1.1. Selection and approval of a supervisor and topic

A Bachelor's and Master's thesis (final thesis) is a student's individual work that takes place in bachelor/master seminars and/or in direct cooperation with a supervisor. The role of the supervisor is that of a guide. The supervisor helps in selecting the topic and preparing the research plan, recommends literature, monitors the compliance of the thesis with the requirements established in the guidelines, and ensures that requirements for content and formatting established by the school are complied with in a timely manner. The final thesis shall be written in the language of the study programme. A student may apply for an exception in justifiable circumstances, by submitting a respective application together with the topic of the thesis.

The student shall select and define a research topic, relying on the research profiles, teaching and research fields of the Baltic Film, Media and Arts School, the competencies of the teaching staff, research literature, on-going projects of the school, consultations with individual teaching staff, etc. The topics offered by members of the teaching staff are only a recommended framework and not a final list. The student may also formulate ideas from lectures, research publications, current social issues, earlier topics of final theses etc. Bachelor's or Master's thesis can be submitted in the form of a scientific article in agreement with the supervisor (more p. 17-18).

The student shall submit a research plan (Annex A) no later than the end of the intermediate week of the spring semester preceding their expected year of graduation. In general, graduation is planned for the spring semester. Research plan shall be submitted to the study counsellor and specialist of the study programme. The head of the study programme reserves the right to change the following: the supervisor indicated by the student on the application form (with respect to the workload of the teaching staff involved) and the specificity (or lack thereof) of the topic chosen by the student.

As a general rule, the members of the teaching staff of Tallinn University Baltic Film, Media, and Arts School supervise final theses. The supervisor of a Bachelor's thesis shall have at least a Master's degree or equivalent qualification. The supervisor may appoint a co-supervisor, usually from the same institute. A specialist consultant may also be involved.

A supervisor of a Master's thesis shall have at least one of the following: 1) A doctoral degree or equivalent qualification; 2) A Master's degree or equivalent qualification and at least five years of research and development experience in the subject field of the Master's thesis; 3) A Master's degree or equivalent qualification and recognition as a specialist in their field; 4) A Master's degree or equivalent qualification in the field of arts and at least five years experience of creative activity in the subject field of the Master's thesis. The supervisor may appoint a co-supervisor, usually from the same institute or an external consultant.

According to the student's application, the head of the study programme shall approve the supervisor (incl. the co-supervisors) based on the topic of the final thesis and forward it to the director of the academic unit for approval during the penultimate semester of the student's nominal period of studies. Approval of the topic and supervisor of a final thesis generally takes place in the autumn semester and is valid for one year. The supervisor and student shall agree on the schedule for compiling the thesis in writing (this can be part of the bachelor project). As part of the preparation of thesis, the study programme may require the participation in thesis seminars.

1.2. Submission and assessment of a Bachelor's and Master's thesis

The dates for submitting theses will be established by the decision of council of the academic unit and announced on the institute website, at the latest, two months before the defence date. The final version of the thesis shall be submitted to the supervisor for final suggestions at least 2 working weeks before final submission deadline. The deadline for the final submission of theses established in the academic calendar is generally the beginning of January (for defence in January) and mid-May (for defence in June). Theses not submitted within the deadline will not be allowed to proceed to the defence. Before submitting the thesis for defence the student is obliged to submit the thesis to plagiarism detection program Ouriginal (see more 3.1).

The student shall submit the thesis which is digitally signed by the student and the supervisor to the study counsellor and specialist or upload to Moodle by the deadline given. There should be two files added – thesis digitally signed by student and supervisor in DigiDoc container and PDF

file of the thesis. The thesis shall be submitted also in paper version in case the head of the study programme has informed students about the requirement. In case the supervisor is unable to sign digitally, the head of the study programme shall sign it according to written consent of the supervisor.

The thesis shall be registered and given to the reviewer. The head of the study programme shall appoint the reviewer taking into consideration the avoidance of conflicts of interest. The reviewer evaluates the thesis with a written review based on the evaluation criteria set for the bachelor's thesis and the requirements described in the review form (appendix F). The review should include a critical analysis and a general assessment of the research, if necessary, questions for the author of the work. The review does not include a grade recommendation. The reviewer shall give a written review to the study counsellor and specialist no later than three working days before the defence. The student has a right to see the review of the thesis no later than one working day before the defence.

The institute decides whether to allow a student for the defense of a thesis no later than one week before the date of the defense of the thesis.

The presentation of the work will take place as an oral presentation in public defence in front of the Defence Committee in the room and in the order announced by the Institute. See more 2.3. Defence of a Bachelor's or Master's thesis. The presentation can be illustrated with illustrative materials. The necessity of technical aids must be informed when submitting the work to study counsellor and specialist.

The defence of a thesis can be closed to the public if the thesis includes information intended for internal use on the basis of the Public Information Act. Closing the defence to the public and restricting access to the thesis shall be decided by the order of the director of the academic unit.

The reviewer and the student's supervisor preferably participate in the defense. On the proposal of the chairman of the defense committee, the director of the institute may by order, allow the defense to be carried out also by means of a video bridge. The final grade is decided by the defense committee and the grade is based on the evaluation criteria of the Bachelor's thesis (appendix G) or Master's thesis (appendix H).

Positively evaluated theses will be uploaded to the library repository by the beginning of the next semester at the latest, access to the thesis may be: 1) open; 2) limited at the request of author or by a decision of the institute for thesis graded with “E”; 3) limited by order of the institute director for internal use.

2. COMPILATION AND DEFENCE OF A BACHELOR’S OR MASTER’S THESIS

2.1. Tasks of the student and supervisor

The tasks of the student and supervisor, according to the Tallinn University Study Regulations § 27, are as follows:

The student shall: 1) compile an action plan for research, identify and evaluate thematic literature, and formalise their research results in the form of a correct and final thesis; 2) submit parts of the final thesis for perusal and commentary to the supervisor, according to the agreed action plan; 3) Submit thesis to plagiarism detection program Ouriginal to check correctness of referencing; 4) submit a properly formalised final thesis by the deadline given by the unit.

The supervisor shall: 1) assist the student in choosing the topic, formulating the research problem, selecting methods, selecting relevant literature and other sources, and provide academic credibility; 2) help coordinate the research plan, counsel the student, and supervise and consult with the student during the process of conducting research in all its phases; 3) to check the thesis in plagiarism detection program Ouriginal before the student submits it for defence and to forward the report to the student; 4) verify that the student’s research meets the requirements set with respect to content and form, and confirm by signature that the final thesis is in accordance with requirements and is allowed to proceed to the defence.

The supervisor and the student have the right to terminate their cooperation due to disagreements by submitting a justified application to the head of studies.

2.2 Bachelor’s and Master’s thesis defence committees

The Director of the academic unit curating the study programme forms the defence committees of the final bachelor’s and master’s theses for the academic year. The committee includes at least

three members, including the chairman of the committee who holds a doctoral degree or equivalent qualification or, in a creative field, meets the requirements of professor or associate professor.

The defence committees of Bachelor's theses shall be at least 50% comprised of lecturers who hold a doctoral degree or equivalent qualification or, in a creative field, meet the requirements of professor or associate professor. The defence committee of Master's theses shall be at least 75% comprised of lecturers who hold a doctoral degree or equivalent qualification or, in a creative field, meet the requirements of professor or associate professor. At least 2/3 of the members of the defence committee shall participate in the defence.

2.3 Defence of a Bachelor's or Master's thesis

The Chairman of the Defence Committee will announce to all those present that the defence has begun and introduce the members of the committee. The Chairman of the Defence Committee gives the floor to the defender to introduce their thesis.

The defender will present (about 7-10 minutes). At the end of the defender's speech, the Chairman of the Defence Committee will turn to the reviewer and ask them to present their opinions, notes, and questions about the thesis. The reviewer will give a brief summarised opinion of the principal positions of the thesis, its scientific relevance, the level of execution and implementational value and will ask questions. If the reviewer is not present, the Chairman of the Defence Committee or their representative will read the reviewer's written opinion or makes summary of it, and asks the questions submitted by the reviewer.

The Chairman of the Defence Committee will then turn to the Committee and ask if any of the members wish to ask the defender any questions. The discussion will then continue between the defender and the Committee.

The Chairman of the Defence Committee will turn to the whole audience (except for supervisor, unless the Committee decides otherwise) and ask if any of the attendees wish to submit questions to the defender or present a short personal opinion. Those who wish to will then be given the floor. Conflicts of interest are avoided (roles of supervisor, reviewer, member of the evaluation committee; possible bias due to belonging to a specific school, etc.).

The Chairman of the Defence Committee will then give the floor to the defender for a brief closing statement in which the defender can thank the Committee, the reviewer, the supervisor, and contributors to their thesis.

After all the defences, the members of the Defence Committee will proceed to a closed meeting to determine the grades given to the theses. The Commission's decision on grades is recorded in minutes and digitally signed by the members of the committee. The results of the defence will be announced to the students on the same day. It is not possible to improve a positive result.

2.4. Contesting the results of a Bachelor's or Master's thesis *(based on § 34 of Tallinn University's Study Regulations)*

The contesting of the evaluation results of bachelor's and master's theses takes place in accordance with § 34 of the Tallinn University Study Regulations. The contesteer shall follow the requirements established in Subsection 2 of Section 33 when formalizing the contest.

Grades of final theses and issues related to the defence procedure may be contested within five working days from the announcement of the results by submitting a written contestation to the Director of the academic unit. The Director of the academic unit shall summon an appeal committee who shall assess the contestation within five days. A maximum of one member of the defence committee may belong to the appeal committee. The appeal committee shall resolve the contest and shall make a justified proposal to the Director of the academic unit as to the satisfaction or exclusion of the contest within five calendar days as of the day of submitting the contest. The Director of the academic unit shall make the decision regarding the contest on the basis of the proposal from the appeal committee within three working days as of the day the proposal was made by the appeal committee.

If the appeal committee does not agree with the decision of the defence committee, the Director of the academic unit shall summon a joint committee to make a joint decision within three working days as of the day the proposal was made by the appeal committee. The joint committee shall include members of the defence committee and appeal committee. The joint committee shall make a justified proposal to the Director of the academic unit as to the satisfaction or exclusion of the contest within three working days as of the day the committee was summoned. If necessary, the appeal committee and the joint committee shall have the right to extend the deadline for reviewing

the contest by three calendar days, informing the contesteer thereof. The Director of the academic unit shall make a decision regarding the contest on the basis of the proposal of the joint committee within three working days as of the day the proposal was made by the joint committee. The decision shall be forwarded to the student in writing. The decision regarding the contest made by the Director of the academic unit shall not be subject to appeal at the University.

The student shall have the right to contest decisions concerning disregard for academic practice within three calendar days as of the day the decision of the defence committee was announced by presenting a written contest to the Director of the academic unit. For reviewing the contest, the Director of the academic unit shall summon an appeal committee consisting of at least three members, with the maximum of one member from the defence committee. The appeal committee shall resolve the contest and shall make a justified proposal to the Director of the academic unit as to the satisfaction or exclusion of the contest within five calendar days as of the day of submitting the contest. The Director of the academic unit shall make the decision regarding the contest on the basis of the proposal from the appeal committee within three working days as of the day the proposal was made by the appeal committee.

If the appeal committee does not agree with the decision of the defence committee, the Director of the academic unit shall summon a joint committee to make a joint decision within three working days as of the day the proposal was made by the appeal committee. The joint committee shall include members of the defence committee and the appeal committee. The joint committee shall make a justified proposal to the Director of the academic unit as to the satisfaction or exclusion of the contest within three calendar days as of the day of summoning the committee. The Director of the academic unit shall make the decision regarding the contest on the basis of the proposal from the appeal committee within three working days as of the day the proposal was made by the appeal committee.

The Director shall notify the decision in writing to the parties concerned and to the Defence Committee. The decision regarding the contest made by the Director of the academic unit shall not be subject to appeal at the University. If the Director of the academic unit maintains the decision of the defence committee, the Director of the academic unit shall issue a warning to the

student or initiate deletion of the student from the matriculation register due to indecent behaviour. In case of initiating deletion from the matriculation register an application together with additional materials shall be submitted to Academic Affairs Manager (decision of defence committee, decision of the appeal committee, evidence, materials submitted by the student). On the basis of submitted materials Academic Affairs Manager shall decide on the student's deletion from matriculation register. In case Academic Affairs Manager agrees with the decision of the Director of the academic unit, deletion of student from the matriculation register due to indecent behaviour will be initiated and negative result „F“ shall be added to thesis defence minutes.

In case the disregard for academic practice has been supported by evidence the student shall have no right to re-defend the final thesis. In order to graduate, the student must write and defend a thesis on a new topic. In case Academic Affairs Manager decides it was not disregard for academic practice, student has the right to defend the thesis during two weeks on the date given by the head of defence committee.

3. REQUIREMENTS FOR A BACHELOR'S OR MASTER'S THESIS CONTENT

3.1. Structure of a thesis

The structure of a Bachelor's or Master's thesis is as follows:

1. **Title page** – A sample title page is given in Annex B.
2. **Author's declaration** – includes a text in which the student confirms that the thesis is in compliance with valid copyright requirements and gives permission to store the thesis in the repository of the TU Academic Library and make it available to the public. Author's declaration is part of the thesis. A sample author's declaration is given in Annex C.
3. **Abstract** – a short summary (of the thesis in the language of the thesis) which correctly reflects its objectives and content. (The length of text should be approximately 100-120 words.) The research results are commented on without giving assessment. The summary shall not contain information that is not included in the thesis. A sample of summary is given in Annex D. If the thesis is written in English, a translation of summary in Estonian (Annex E) will be prepared in addition to the abstract in English.

4. **Table of contents** – presents all subsections of the thesis in exact accordance with the headings given in the thesis and the page number on which the corresponding subsection starts. The resume, abstract, introduction, summary, review of sources, list of abbreviations, tables and graphs, and annexes are all listed in the table of contents. All annexes are listed in the table of contents individually with headings. The table of contents can be formatted after the pages have been numbered, and it is recommended that the pages be numbered at the end when all the work has been completed.
5. **Introduction** – (1-3 pages) opens the research problem, the importance of the problem and relation to the field, the purpose of the thesis, research questions and method to receive answers to research questions, and author’s motivation and point of view about given topic. The theoretical location of the thesis in the research landscape and importance of the thesis are indicated. The introduction is not a chapter of the thesis therefore the text should not contain excessive data. In the final paragraph of the introduction, the author names the key terms used in the thesis and unambiguously defines them. If thesis is a part of research group work, the roles and contribution of the group members shall be described in the introduction.
6. **The structural arrangement of the content** and the number of chapters depend on the type of research paper being presented, the selected topic, and the set objectives and tasks. The core part of the thesis must form a whole and be in a logical order. A brief overview of important thematic approaches and studies is given in the core part of the thesis.

6.1 Theoretical part – a brief overview of important thematic approaches is given (the theoretical research published by other researchers on the topic). The student must rely on original sources in the theoretical overview. It is recommended to select one main theory involving the whole topic and then contribute to this with other supporting theoretical approaches for a more thorough theoretical analysis of the topic. The final paragraph of the theoretical part relates the theoretical part of the thesis to the research task and the subsequent analysis.

6.2 The empirical part consists of several sub-parts:

- a. The goal of research with a thorough explanation of the research problem.
- b. Research questions and/or hypotheses together with reasons, which are also related to the theoretical part. (As a general rule, hypotheses are used only with a quantitative methodology.)
- c. Description of the research approach and selection criteria (including the research strategy or type of study; the collection method for analysed texts; the delineation of

the sample, the corpus or other phenomenon under study [volume, composition], the method of analysis, and a description of the computer programmes used). The selection criteria are based on research questions and the theoretical part of the thesis. The level of detail in the description of the method of analysis depends on its specifics. The information on quantitative methods must enable to redo the research by another researcher.

- d. A detailed and transparent description of the data collection and analysis process by phases, including: the time schedule for carrying out the study – when the study was concluded and how long it took; what limitations or changes emerged in the process in comparison to the original plan (and whether these could have influenced the validity of the answers to the research questions and if so, how); a description of and justification for other sources of data; samples of the questionnaires used, studies conducted or other documents (these may also be included in the annexes of the thesis).
- e. Results - general description and presentation of the research results arranged according to the research questions and/or hypotheses. If necessary, data are presented as tables and/or graphs.
- f. Discussion and conclusions – it is important that research results are related to the theoretical approaches of the thesis. In a Master's thesis, it is important that the author is able to critically analyse the results together with the theoretical part in addition to being able to describe and present the results. If the student has made an important new result in the process of writing the thesis, then it shall be explained in detail in the discussion part and the research results. However, the discovery must have already been referred to in the introductory part of the paper. Discussion and conclusions chapter also contains reliability of research results, limitations and importance, together with author's viewpoints on further research opportunities. This chapter is for sharing the author's thoughts, conclusions, interpretations, etc. It must be kept in mind that the reader will look for alternatives to the conclusions drawn in the thesis. The author should anticipate this and be open to other possibilities as well.

In the conclusion, the author should consider the following:

- How are the results in compliance with each research question and hypothesis (in qualitative research)?
- Whether and how it is possible to support each conclusion with specific results.

- Are all possible conclusions made on the basis of the collected data, despite the fact that some of these may be unexpected (exploratory)?
- Are there any statements presented that are not supported by this specific research? If this is the case, corrections must be made in the thesis. The statements made in the paper must be related to one another both theoretically and empirically.
- Are the results related to the literary sources mentioned in the literature review and if so, in what way?
- Are references included regarding the way in which the results are related to (or are useful for) the following fields: *culture, society, research and academic world, field of specialisation*?
- Are references included regarding what the discoveries made in the thesis mean in practice and has the author provided any possible alternative explanations?
- Has the author made suggestions for further research? If the research results are not clear, the author shall offer possible alternative explanations or more thorough research that could bring some clarification to the questions.
- Has the author assessed the reliability of the research and discussed the limitations relevant to the thesis?

7. **Conclusion** – provides an overview of the thesis by giving briefly main content of each chapter of the thesis. The recommended length of conclusion is 2-3 pages.
8. **Review of sources** – a list of all sources referred to in the thesis according to APA (7th edition). The number of references depends on the scope of the topic and the number of existing literary sources in the field. In addition to classical theoretical approaches, it is also recommended that the author use as much new material as possible. The author of a Master's thesis should use research articles received from databases available at the TU Academic Library that are not older than 5 years. Exceptions to this are theses that rely only or for the most part, on classical theories or concern history. The references must correspond to the language of the thesis.
9. **Annexes** – additional and illustrative results of data analysis (including tables and/or graphs, sample texts of interviews, pictures, etc.) that are necessary for understanding and assessing

the thesis. Annexes must be referred to in the thesis. Annexes are listed as follows: ANNEX A, ANNEX B, etc. and their headings are given in the table of contents. Each annex begins with a new page. The Presentation of annexes in the thesis must be justified and their volume should be optimal. In case of questionnaires and observations of persons an informational agreement presented to participants shall be published as an annex.

It is the student's responsibility to enable the defence committee to access source materials, e.g. original recordings of interviews and the source data. In order to review the source materials of the thesis at least 50 % of members of the defence committee should express the wish to the head of the committee. Head of the committee shall inform student about it at least 3 days before the defence.

The thesis may be written in the format of a research article, the format requirements are based on the requirements of a possible scientific journal selected for publication. The article may be co-authored, but the supervisor may not be the first author. If the research article reflected in the thesis is in a foreign language, a short summary in will be added. A link will also be added where the format requirements for the scientific journal can be found.

4.2. Academic and ethical norms

According to The European Code of Conduct for Research Integrity, plagiarism is using other people's work and ideas without giving proper credit to the original source, thus violating the rights of the original author(s) to their intellectual outputs. It is important to know that intellectual output is not only text but also visual and sound material (figures, pictures, music, etc.)

The final thesis must be in compliance with the American Psychology Association (APA) ethical guidelines for research publications (www.apa.org). Some important rules, which are also directly related to student papers, are given below:

1. Data, texts, and citations of other authors must not be used without referring to the original source. Plagiarised papers shall not be allowed to proceed to assessment/defence. If plagiarism becomes evident during the defence, the author of the thesis shall be removed

from the defence. Submission of another person's written work under your name or submitting your previously submitted work or parts of it without proper academic reference (plagiarism) is considered to be unethical behaviour and a disregard of academic practice.

2. The author of the thesis must have the permission of the owner or co-authors of data if he/she uses or analyses data collected in the framework of some other research work in their thesis (including situations where the author of the research paper participated in the research group or data collection).
3. Participation in a survey is voluntary. Each participant has the right to either not participate or to terminate their participation in a survey. Research participants shall give informed approval and researcher shall document the approval. The information text for the approval compiled by the researcher shall be added to the thesis annexes as part of questionnaire or separately.
4. In order to publish personal data, photos, video recordings, drawings, and other materials, the author of the paper must have the written consent of the respective person or their authorised representative.

The student has to submit their thesis to the plagiarism detection system Ouriginal in order to check the correctness of referencing. The Ouriginal report shall be addressed to the supervisor who shall check the report for presence or absence of plagiarism and shall forward the report to the student, and study counsellor and specialist.

Ouriginal reports shall be sent to the defence committee by study counsellor and specialist at least 3 days before the defence.

5. REQUIREMENTS FOR A BACHELOR'S OR MASTER'S THESIS FORMAT

5.1. Page layout

White A4 paper shall be used to present the thesis in written form. The text shall be typed on one side of an A4 page using line spacing set at 1.5. A line spacing of 1.0 is recommended for table headings, captions of graphs, long citations and in references (except between references). Times New Roman at 12 point font should be used. Top, bottom, and right side margins should be at least 2.5 cm; it is recommended that the left side margin should be at least 3 cm. The text alignment

should be set to 'justify'. The page numbers (regular text) should be located at the upper right-hand corner of the page or at the bottom centre of the page, beginning on the second page of the Introduction. The page number is not added to the title page.

Emphasis on a word may be achieved by using 'bold face' print, 'italic' print or by use of extended spacing. The words must be emphasized consistently in the research paper (if one term is stressed by 'bold face' print, then another term should not be stressed using 'italic' print). One should not over-emphasise.

5.2. Headings and titles

The wording of the thesis title should be as short as possible, but at the same time accurately describe the content (if needed, the title may have several parts). It is not necessary to repeat the text of a more general title in the sub-headings. The research paper is divided into chapters and sections, which should be given headings. The main part of the paper (chapters and sections) should be numbered hierarchically and with Arabic numbers (Chapter 1, Section 1.1, Subsection 1.1.1, etc.). The maximum depth of the chapter hierarchy is 4.

The headings of the main sections, introduction, review of sources and annex(es) should be written in uppercase (except in the table of contents), the sub-headings in lowercase (except the initial capital letter). There is no full stop at the end of a heading and hyphenation is not used. If two sentences are needed in the heading, there should be a full stop between the sentences but not at the end of a line.

The main parts, resume, abstract, introduction, summary, sources review, annex(es) should all begin on a new page.

Two line spaces should be left between the heading of the main part and the following text (1.5 line spacing each), two line spaces should be left before and one line space after a subheading. The heading should be moved to the following page if at least two lines of the text do not fit on the same page as the heading.

5.3. Thesis length

Using Times New Roman, 12-point font size and line spacing set at 1.5, the recommended volume for a **6 ECTS** Bachelor's thesis is 30-40 pages or approximately 60,000-80,000 characters

(without spaces). For a **12 ECTS** Bachelor's thesis, 50-60 pages or approximately 100,000-120,000 characters (without spaces). For an **18 ECTS** Master's thesis, 60-80 pages. For a **24 ECTS** Master's, 70-100 pages or approximately 140,000-200,000 characters (without spaces). Title page, summary, author's declaration, abstract, review of sources, and annexes are not counted in the recommended volume of the thesis. The theoretical and empirical parts should be approximately equal in length.

5.4. Language and style

The thesis is written in the language prescribed in the study programme. Exceptions are approved by the order of the Director of the school during the confirmation of the topic and supervision of the thesis.

In writing a scholarly work, the text must be matter-of-fact, easily comprehensible, and should not contain ambiguous expressions. Excessive eloquence and useless repetitions should be avoided. On the other hand, an overly laconic style might also make the text harder to understand.

As a rule, a scientific text is presented in the passive voice (...was studied in, was used for measuring) or the first-person form (I studied..., I used ... for measuring). When using the passive voice to give a personal opinion or stress personal input, the formulations 'In the author's opinion/view' are used. As a rule, the third-person form is not used ('the author of the thesis posed the hypothesis....').

The student should keep in mind the following general requirements:

- Wording must be correct and logical;
- Use clear and exact language, generally recognised and established terminology;
- Expressions must be natural and simple;
- Avoid mistakes in translation;
- Avoid verbosity and, by extension, embrace concision;
- Avoid repetitions and needlessly complex vocabulary;
- Avoid slang, clichés, and evaluative language;

- Avoid excessive influence of foreign languages on the text of the thesis;
- It is recommended to use only generally known abbreviations, such as no., e.g., etc. Before creating an abbreviation, define it first through its complete spelling.

It is recommended to ask a fellow student or a colleague to read the thesis before submitting it. During the writing process, the text becomes too familiar; contradictions, incomplete explanations, and typographical errors might go unnoticed as a result.

5.5. Tables and figures

Tables and graphs are numbered in sequential order (separately) and located in the text in the correct place after the corresponding reference in the text. The tables shall be given headings and the graphs, captions. The caption and heading starts with a capital letter and there is no full stop at the end.

Tables and figures are numbered consecutively (separately) and placed in the correct place in the text after the corresponding reference in the text. Tables are given a title and figures are signed, starting with a capital letter and not ending in a period. Above the table and below the figure on the left side of the page, the general name Table / Figure is written, followed by the table / figure number.

Example:

Table 3. Title of table

Figure 1. Title of figure

5.6. Annexes

Annexes are marked with a capital letter in alphabetical order: Annex A, Annex B1, Annex B2, etc. If an annex includes tables, these are numbered respectively as Table A1, Table A2, etc. Even if there is only one annex, the letter A is used in front of the number of the table to separate it from the table located inside the text.

The pages of annexes are numbered; the number of the page on which the annexes start is noted in the table of contents where the headings of annexes are also listed.

It is one of the supervisor's tasks to ensure that the volume of the annexes is optimal and that the student makes appropriate choices.

5.7. Referencing

A final thesis should follow the American Psychological Association style, which is the most commonly used style in research publications and other publications:

☒ Publication Manual of the American Psychological Association: the official guide to APA style. APA: Washington, D.C., seventh edition, 2020.

Use the most recent edition of the manual; the older editions do not include information on citing Internet and multimedia sources. Online versions of the style manuals can be found through search engines.

For an overview of referencing from the APA (7th edition) visit:

<https://apastyle.apa.org/style-grammar-guidelines/references/examples>

The referencing requirements for a thesis written in the format of a research article are based on the requirements of a possible scientific journal selected for publication.

Referencing avoids conflicts with copyright laws, allows the reader of the thesis to verify the correctness of the presented data and to follow the way in which conclusions presented in the thesis were reached. Information from the publications of other authors (text, photo, image, choreographic segment, graph, diagram, table, audiovisual material, etc) is mainly transmitted in two ways - as a reference or as a citation.

Citing is authentic reflection of an original text in the original language or as a translation. A citation is presented in quotation marks or italics.

Referencing is a presentation that summarises and/or comments on content from another author or source in free form (in your own words). Quotation marks are not used in referencing.

Plagiarism or theft of intellectual property is the publishing of another author's research or part of it, under your own name. Plagiarism may also constitute the use of other authors' thoughts, ideas or data, including electronic documents and internet sources without proper referencing.

In-text referencing shall be marked inside the text not after finishing the sentence.

Sources that are used in writing the thesis and referred to in the thesis shall be mentioned in the review of sources.

The sources are presented in alphabetical order according to the authors' surnames.

ANNEX A. Research plan

| | |
|---|------------------------|
| Unit Baltic Film, Media and Arts School | Study programme |
| Proposed title | |
| Description of the subject area and the main research problem (including its topicality) | |
| Goal of research (and applicability of results) | |
| Main research question. Sub-questions or sub-tasks | |
| Preliminary review of sources (sources used in drafting it) | |
| Theoretical framework (author, source and briefly main concepts, models) | |
| Methods of research and analysis | |
| Necessary special tools (equipment, laboratories, software solutions) | |
| Thesis structure (chapter titles) | |
| Work schedule | |
| Confirmation of being aware of safety and/or ethical requirements and abide by them | |
| Reference to a potential supervisor | |
| Consent of the potential supervisor | |

A description of the topic - the description shall be presented in a volume that allows the reader to understand the field in general as well as the research direction the author plans to take. At the end of the description, the author names some of the main authors whose theories/results they plan to rely on (approximately 1-2 p).

The research problem – the author describes their chosen/identified problem in the chosen field of research. The author unambiguously explains the content of the problem and why it is important to solve (approximately 1-2 p).

Research question(s) and hypothesis/es or an exact goal - the author presents the questions, hypotheses, which they intend to prove or poses a clear and unambiguous goal(s) (identify, map the situation, etc.).

Research and analysis methods (data collection and analysis) - the author provides their own rational methodology for reaching their goals. If the data collection method used is a survey, the author gives a description of the sample (including a description of the target group, possibly the population, the number of respondents, the principle and procedure for finding (selecting) respondents (in detail), and a questionnaire/interview design. When analysing secondary sources or using the content analysis method, then the principles guiding the choice of sources, their approximate number or time period (e.g. in the case of articles) and the initial data collection framework (coding manual) are specified.

Confirmation of being aware of safety and/or ethical requirements and abide by them – a confirmation that student is aware of legal regulations and science ethics related to the topic, and description how they are being followed while compiling the thesis.

ANNEX B. TITLE PAGE

**Tallinn University
Baltic Film, Media and Arts School**

First name and surname

TITLE OF THESIS

Bachelor's/Master's thesis

Supervisor: *first name and surname, scientific degree*

Tallinn 20...

ANNEX C. AUTHOR'S DECLARATION

Author's declaration and non-exclusive licence for the use of the thesis

I, _____
(name of the author)

1. have compiled the Bachelor's Thesis / Master's Thesis named in Clause 2 independently. The research of other authors, important opinions from literature and other sources are cited.
2. grant Tallinn University a permit (a non-exclusive licence) without claiming payment of remuneration to:
 - 2.1. reproduce for the purpose of conservation and electronic publication in the repository of Tallinn University Academic Library;
 - 2.2. make public in the repository of Tallinn University Academic Library the following thesis created by me:

 _____,
(title of the thesis)

supervised by _____ . *(name of the supervisor)*

3. The permissions granted in Clause 2 shall be given from the evaluation of the thesis with positive result until the term of the protection of copyright.
4. I am aware of the fact that the author also retains the rights mentioned in Clause 2.
5. I certify that granting the non-exclusive licence does not infringe the intellectual property rights of other persons or the rights arising from the legal acts regulating the protection of natural persons upon processing of personal data.

The author of the thesis: _____
(digital) signature, date

The student is allowed to proceed to the defence of the final thesis.

Supervisor: *(name, academic degree)* _____
(digital) signature, date

The public defence of the final thesis will be held in Tallinn University Baltic Film, Media and Arts School Bachelor's/Master's final thesis defence committee's meeting.

ANNEX D. ABSTRACT EXAMPLE

| | |
|--|---|
| University Tallinn University | School Baltic Film, Media and Arts School |
| Author Aunt Maali | |
| Title | |
| Study programme Communication Management | Level Master |
| Month and Year April 2021 | Page Count 73 |
| Abstract | |
| Keywords | |
| Place of Preservation Tallinn University | |
| Additional Information | |

ANNEX E SUMMARY IN ESTONIAN EXAMPLE

| | |
|---|---|
| Tallinna Ülikool | Balti filmi, meedia ja kunstide instituut |
| Autor Tädi Maali Pealkiri Projektiorganisatsiooni organisatsioonilise identiteedi loomine ning organisatsiooniline samastumine projektiorganisatsiooni sees. | |
| Õppekava Kommunikatsioonijuhtimine | Tase Magistritöö |
| Kuu ja aasta Aprill 2021 | Lehekülgede arv 73 |
| Kokkuvõte Antud magistritöö eesmärgiks oli uurida organisatsioonilise identiteedi loomist ning organisatsioonilist samastumist projektiorganisatsioonis. Teemale läheneti läbi kolme uurimisküsimuse: kuidas töötajad organisatsioonilist identiteeti kogevad, kuidas töötaja samastub organisatsiooniga ning kuidas projektipõhine tegevus määratleb identiteedi loomise ning samastumise määra. Sihtorganisatsioon oli Organisatsioon X. Uurimus viidi läbi intervjuerides 20 töötajat nende organisatsioonilise identiteediga seotud arvamuste, tunnete ja kogemuste kaardistamiseks ning tuvastamiseks. Tulemused näitasid, et töötajatel ei ole ühtset arusaama sellest, missugune organisatsioon X on ning seega ei ole mingit ühtset organisatsioonilist identiteeti. Selle asemel on arvukalt killustunud identiteete, mis on seotud organisatsiooniliste, projekti, kolleegi ning personaalsete tasanditega. Organisatsiooniline identiteet tundus nõrk ning töötajad ei olnud oma organisatsioonile pühendunud. Tugevat samastumist ning organisatsioonilist pühendumist takistab turvatunde puudumine ning lühiajalised projektipõhised töölepingud. Seega näitasid tulemused, et projektipõhine tegevus määrab tugevalt Xi organisatsioonilise identiteedi ning töötajate samastumise. | |
| Märksõnad Organisatsiooniline identiteet, samastumine, võrguühiskond, projektiorganisatsioon, organisatsioonilised struktuurid | |
| Säilitamise koht Tallinna Ülikool, Balti filmi, meedia ja kunstide instituut | |
| Lisainformatsioon | |

ANNEX F. REVIEW FORM

Baltic Film, Media and Arts School
Review

| | |
|-------------------|--|
| Author of thesis: | |
| Title of thesis: | |

Review is basis for the results of thesis defence and discussion with the reviewer. Please prepare the review based on the following points, adding your own observations, comments and questions for each point. The length of the review written in free format can be within 1-2 pages.

1. Defining the research problem and justifying the actuality of the thesis; cohesion of the problem, research questions and objective.
2. Evaluation of structure (integrity, balance, logic)
3. Relevance of sources.
4. The theoretical part and its coherence with the empirical part (familiarity with theories and definitions of concepts, their appropriate use, connectedness of theories with the research problem and the objective of the thesis).
5. Empirical part (research design; appropriateness of data collection and analysis methods for solving the problem).
6. Reliability of results, correct implementation of data collection and analysis methods, sample.
7. Results: logic and justification of conclusions, concreteness and practicality of proposals.
8. Formatting (compliance with formal requirements, referencing technique, general impression of the thesis).
9. Language and proofreading.
10. Strengths of the thesis.
11. Weaknesses of the thesis.
12. Questions for the author.
13. Summary of the evaluation.

Reviewer:

(name, signature, research degree, position)

Date:

ANNEX G. BACHELOR'S THESIS ASSESSMENT CRITERIA

F – the thesis constitutes plagiarism and/or is not related to the curriculum. Connectedness to the curriculum is a general requirement that does not need to be separately mentioned in the table.

| | A | B | C | D | E |
|-------------------------|--|---|---|---|--|
| Research problem | The actuality, novelty and importance of the research problem are clear, building on previous studies or proposing solutions for implementation. The research problem and research questions are clearly defined and delimited, consistent and correspond to the research goal. | The actuality and importance of the research problem are clear. The research questions are logically connected to the research problem and correspond to the research goal. | The actuality and importance of the research problem are formulated. The research problem and research questions are clear and connected, but could be more polished. | The actuality and importance of the research problem are presented unconvincingly. The research problem and research questions are connected on the whole, although there are a few ambiguities. | The thesis repeats previous studies, or the research problem and research questions are left unformulated or are vague and poorly connected to the topic of research. |
| Theoretical part | Relevant sources are used (20 or more substantially used academic sources), covering the sources relevant to the thesis and creating novel connections between various authors and approaches. The author has made a synthesised key sources in their field, creating novel connections. The research problem, theoretical and empirical parts are clearly connected and the theory has been applied systematically in the empirical analysis. | Relevant sources are used (more than 20 academic sources), covering the viewpoints essential and relevant to the thesis. The author has critically analysed and synthesised the sources relevant to their research problem. The research problem, the theoretical and empirical parts are clearly connected and theoretical knowledge has been applied in the empirical analysis. | Relevant sources are used (more than 20 academic sources), covering the viewpoints essential and relevant to the thesis. The author has critically analysed and synthesised the sources relevant to their research problem to a small extent and the thesis includes the author's thematic transitions. The connection between the research problem, the theoretical and empirical parts is comprehensible – theoretical knowledge has been applied in the empirical analysis, but the corresponding links are few. | Relevant sources are used (more than 15 substantially used academic sources), covering most of the theoretical approaches relevant to the thesis. The author has critically analysed the theory relevant to their research problem to a small extent and the thesis includes a few of the author's thematic transitions. The connection between the research problem, the theoretical and empirical parts is detectable – application of theoretical knowledge in the empirical analysis has been attempted, but the creation of corresponding links is | The theoretical part is based on a limited number (at least 15) of substantially used academic sources and barely covers the theoretical viewpoints relevant to the thesis. The theoretical part is a summary. The theoretical and empirical parts and research questions are connected in broad terms. The theory and empirical analysis lack a connection. |

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| | | | | occasionally inadequate. | |
| Empirical part | <p>The empirical data collection method is suitable for answering the research questions, its grounds for selection are well reasoned based on sources and the research field is delimited. The author understands and describes his/her role as an investigator. All the key concepts of data collection and analysis are defined based on sources.</p> <p>The thesis includes a thorough description of the sample, the research process, and data analysis which makes it possible to redo the research. The sample or data set suits the research questions. Data collection and analysis methods are implemented correctly in all the different phases of the work.</p> <p>The presentation of the results is clear and concise, and follows the best practices of presenting the results.</p> <p>The results are related to the theoretical approaches of the work and previous research.</p> <p>The results of the research are very well related to the previous theoretical approaches. The author has added a new perspective and information to the topic.</p> | <p>The empirical data collection method is suitable for answering the research questions, its grounds for selection are well reasoned and the research field is delimited.</p> <p>The author understands and mentions his/her role and viewpoint as an investigator. Most of the key concepts of data collection and analysis are defined based on sources.</p> <p>The sample or data set suits the research problem.</p> <p>Data collection and analysis methods are implemented correctly in all phases.</p> <p>The presentation of the results is purposeful, clear, concise and mostly follows the best practices of presenting the results.</p> <p>Most results are related to the theoretical approaches of the work and previous research.</p> <p>The main results of the research are very well related to the previous theoretical approaches.</p> | <p>The empirical data collection method is suitable for answering the research questions and solving the research problem, although its grounds for selection are insufficient. The author's role and viewpoints are not presented clearly. Most of the key concepts of data collection and analysis are defined based on sources.</p> <p>The description of the sample, the research process, and data analysis are sufficient to understand what has been done.</p> <p>The author has a generally good command of the method chosen, although there may be minor ambiguities.</p> <p>The quantity and quality of empirical data is sufficient and allow the answering of the research questions. The presentation of the results is concise. The presentation of results is purposeful and concise.</p> <p>Most results are related to the theoretical approaches of the work and previous research.</p> <p>The main results of the research are well related to the previous theoretical approaches.</p> | <p>The empirical data collection method is broadly suitable for answering the research questions and solving the research problem, although its grounds for selection are insufficient. The author does not present its role and viewpoints, and most key concepts are not defined based on sources.</p> <p>The description of the sample, the research process, and data analysis are occasionally insufficient.</p> <p>The author has some problems with the implementation of their chosen data collection method. The quantity and quality of empirical data may not be sufficient, but allow the answering of the research questions to some extent.</p> <p>However, the analysis of some of the data is insufficient. The presentation of the results is uneven: not concise and does not convincingly support conclusions that are made.</p> <p>The results are to a small extent related to the theoretical approaches of</p> | <p>The suitability of the empirical data collection method for the research questions and its grounds for selection are questionable. The chosen method is not described. The author does not present its role and viewpoints. Key concepts of data collection and analysis are not defined based on sources.</p> <p>The description of the sample, the research process, and data analysis are insufficient. The chosen research and analysis method is described in very general terms and there are few errors in its implementation. However, it is possible to get satisfying answer to research questions.</p> <p>The presentation of results is not purposeful. Not all the empirical data presented in the thesis are relevant to the research questions.</p> <p>It is difficult to find connections between results, theoretical approaches and previous research. The results are fairly related to the previous theoretical approaches.</p> |

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| | | | | <p>the work and previous research. The results are satisfactorily related to the previous theoretical approaches.</p> | |
| Conclusions and recommendations | <p>All research questions have received a comprehensive and reasoned answer. The conclusions are clear and presented in fluent analytical terms, which are related to the empirical and theoretical parts of the thesis. The conclusions present novel approaches or connections which are placed in a broader theoretical/social context. The thesis clearly outlines recommendations and further research opportunities, as well as the limitations of the chosen approach.</p> | <p>All research questions have received a reasoned answer. The conclusions are related to the empirical and theoretical parts of the thesis. The conclusions analytically discuss a range of problems and place them in a broader theoretical/social context. The thesis outlines recommendations and further research opportunities.</p> | <p>All research questions have received a clear answer. The conclusions discuss the results, but the discussion remains superficial and analytically mediocre. The conclusions are placed in a broader context, but the discussion remains analytically weak. The thesis outlines a few recommendations or further research opportunities.</p> | <p>All research questions have received an answer, but of varying degrees of reasoning. The reasoning for conclusions is detectable. The conclusions remain general and empirically/analytically poorly reasoned. Discussion on conclusions and placing them in a broader context remains scarce and analytically weak. The thesis outlines a few recommendations or further research opportunities.</p> | <p>The main research questions have been answered, although the resulting conclusions remain general and empirically/analytically poorly reasoned. The conclusions arise from the preceding analysis, but are presented in a simplified manner and the conclusion is merely a mechanical and assertive summary. The thesis lacks recommendations and further research opportunities.</p> |

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| <p>Formal requirements</p> | <p>The thesis complies with form requirements. The text conforms to an appropriate academic style, and is linguistically and grammatically correct. The thesis is correctly referenced.</p> | <p>The thesis complies with form requirements. The text conforms to an appropriate academic style, and is linguistically and grammatically correct. There are a few typographical errors. The thesis is correctly referenced.</p> | <p>The thesis complies with form requirements for the most part. There are no fundamental flaws in in-text referencing. There are a few individual errors in the format of references. The text mostly conforms to an appropriate academic language, although there are a few spelling and/or typographical errors.</p> | <p>The thesis partly complies with form requirements. In-text references contain errors, but no fundamental errors. The text generally conforms to an appropriate academic language, although it contains everyday or journalistic use of language and grammar and/or typographical errors.</p> | <p>The thesis partly complies with form requirements. References may contain several errors, including some fundamental errors, but not plagiarism as despite errors, sources can be identified. Academic use of language is not prevalent – everyday and journalistic language are present in several parts of the thesis. There are several grammar and/or typographical errors that, however, do not impede comprehension of the text.</p> |
| <p>Defence</p> | <p>The presentation is excellently formulated, illustrated, and presented within the time limit. The defence speech is outstanding (creating interest in the topic and content of the thesis). The student has excellent command of theoretical material and overview of results. The student makes very good arguments in presenting their opinion and expresses them freely. Introduction and conclusion are coherent. Responses to questions are precise and exhaustive.</p> | <p>The presentation is excellently formulated. The defence speech is clear. The student's responses to questions are reasoned.</p> | <p>The presentation is clearly structured, although there are some inaccuracies. The defence speech is clear. Responses to questions are partially reasoned.</p> | <p>The presentation includes some inaccuracies. The defence speech is understandable, but there are deficiencies in its structure and presentation. The student has difficulties in justifying their positions.</p> | <p>The presentation includes inconsistencies, errors and inaccuracies. The defence speech is occasionally unclear. The student has insufficient command of the material or does not adhere to the time limit. Responses to questions are not reasoned, and are occasionally incomprehensible.</p> |

ANNEX H. MASTER'S THESIS ASSESSMENT CRITERIA

F – the thesis constitutes plagiarism and/or is not related to the curriculum.

| | A | B | C | D | E |
|-------------------------|---|---|--|--|--|
| Research problem | <p>In addressing the research problem, the author has relied on the positions of other authors and on previous works in their field of research. The author has presented a discussion which approaches the problem from a novel perspective.</p> <p>The research problem and research questions are clearly formulated and reflect the full complexity of the problem, and reveal the author's contribution to solving the problem more thoroughly.</p> <p>The author is able to position and justify their approach in the context of the research tradition in their field and choose a methodological paradigm.</p> | <p>Research questions reflect the full complexity of the problem. The author has formulated and proven topicality of the problem.</p> <p>In addressing the research problem, the author has relied on the positions of other authors and on previous works in their field of research. The problem and approach are supported by a discussion.</p> <p>The author is able to position their approach in the context of the research tradition in their field and choose a methodological paradigm.</p> | <p>Research questions reflect the multi-faceted nature of the research problem and the interconnections between facets.</p> <p>The author has supported the problem with the positions of other authors and with previous works in their field, but discussion on it is limited.</p> <p>The author has formulated the topicality of the problem, however has not proven it convincingly</p> <p>The author is able to define their approach in the context of the research tradition in their field and choose a methodological paradigm.</p> | <p>The problem is related to the study programme, but the author has proven the topicality of the problem to a small extent.</p> <p>The research problem is hackneyed and narrow. The research problem and research questions are consistent with each other.</p> <p>The author has supported the problem with the positions of other authors and with previous works in their field, but there is no discussion on it.</p> <p>The author is able to define their approach in the context of the research tradition in their field and name a methodological paradigm.</p> | <p>The problem is related to the study programme, but the author has not formulated the topicality of the problem.</p> <p>The author has supported the problem with the positions of other authors, but there is no discussion on it.</p> <p>The research problem is supported by an overview of previous works in the field, but the problem is not novel.</p> <p>The research problem and research questions are related to a small extent.</p> <p>Research questions are vague. The author has named a methodological paradigm.</p> |

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| <p>Theoretical part</p> | <p>The theoretical basis covers numerous theoretical approaches related to the research problem, from which a reasoned choice is made (at least 40 scientific/academic sources are used). The author demonstrates and interconnects extensive knowledge about the broader disciplinary position of the research problem.</p> <p>The presentation of theories is analytical, source-critical and synthetic.</p> <p>Theoretical knowledge has been applied systematically and creatively in the empirical analysis. The subdivision of the theoretical part into chapters and subchapters is logical and well-reasoned. Chapters and subchapters are related to the research problem/research questions and bear substantive titles. All concepts used and the links between them have been explained.</p> | <p>The theoretical basis covers several theoretical approaches related to the research problem, highlighting the most relevant approaches (at least 35 scientific/academic sources are used). The author demonstrates knowledge about the broader disciplinary position of the research problem.</p> <p>The presentation of theories is analytical and source-critical .</p> <p>Theoretical knowledge has been applied systematically in the empirical analysis. The subdivision of the theoretical part into chapters and subchapters is logical and wellreasoned. Chapters and subchapters are related to the research problem/research questions and bear substantive titles. Most of the concepts used and the links between them have been explained.</p> | <p>The theoretical basis covers a sufficient amount of theoretical approaches related to the research problem, highlighting the most relevant approaches (at least 35 scientific/academic sources are used). The author modestly demonstrates knowledge about the broader disciplinary position of the research problem.</p> <p>The presentation of theories is analytical and includes the author's own positions.</p> <p>The theoretical framework is connected to the empirical part of the thesis. The structure of the theoretical part is comprehensible, but some aspects are left out, some chapters/subchapters are unnecessarily long/short and/or bear titles which are not clearly/appropriately formulated.</p> | <p>The thesis has a theoretical basis that defines key concepts and provides research questions with an appropriate analytical framework, covering the approaches most relevant to the thesis. The author has made connections between different approaches and presented their own positions. The author has used sources related to the topic of research (at least 30 scientific/academic sources).</p> <p>The connection between the theoretical and empirical parts can be clearly identified – theoretical knowledge has been implemented in empirical analysis, although inconsistently. The structure of the theoretical part is comprehensible, but some aspects are omitted, some chapters/subchapters are unnecessarily long/short and/or bear titles which</p> | <p>The author has used sources related to the topic of research (at least 10 substantially used scientific/academic sources), which leave the theoretical framework of the thesis too narrow, but the author has made a few connections between different approaches and presented their own positions, with modest reasoning.</p> <p>The connection between the research problem, theoretical and empirical parts remains poorly understood. The theoretical part remains separate from the rest of the thesis, its subdivision into chapters and subchapters is not wellreasoned. Not all concepts used and the links between them have been explained.</p> |
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| | | | | are not clearly/appropriately formulated. | |
| Empirical part | <p>The data collection method is suitable for answering the research questions and solving the research problem. The chosen data collection and analysis method and sample data set have been convincingly reasoned based on various authors and other methodological possibilities have been discussed. The process of data collection and analysis has been thoroughly described and can be redone</p> <p>The sample and the data set used have enabled the author to make meaningful generalisations (quantitative research) and to give thorough sub-assessments of various aspects of the research object or phenomenon.</p> <p>In quantitative research, the author has used several analysis methods and data sets at a complex level and reflected on the advantages and limitations of each method. The results of different analysis methods are presented</p> | <p>The data collection method is suitable for answering the research questions and solving the research problem. The chosen data collection method and sample data set have been reasoned based on various authors and other methodological possibilities have been named.</p> <p>The sample and the data set used have enabled the author to make generalisations (quantitative research) and to give thorough sub-assessments of various aspects of the research object or phenomenon.</p> <p>In quantitative research, the author has used either one analysis method at a complex level or several analysis methods and data sets; demonstrating the</p> | <p>The data collection method is suitable for answering the research questions and solving the research problem. The chosen data collection method and sample data set have been convincingly reasoned based on various authors.</p> <p>The sample and the data set used have enabled the author to make meaningful generalisations (quantitative research) and to give thorough sub-assessments of various aspects of the research object or phenomenon.</p> <p>The author has used either one analysis method at a complex level or several analysis methods and data sets; their combination is reasoned.</p> <p>Methods are implemented with a few errors. The author understands and describes their role as an investigator and analyses their role in influencing the</p> | <p>The data collection method is suitable for answering the research questions and solving the research problem.</p> <p>The chosen data collection method and sample data set have been generally reasoned based on various authors.</p> <p>The sample and the data set used have enabled the author to give a general assessment and a few sub-assessments of the research object or phenomenon, but correlations and generalisations are modest.</p> <p>One analysis method and one data set have been used at a low level of complexity and there are no errors in their implementation.</p> <p>The author understands and describes their role as an investigator and</p> | <p>The data collection method is suitable for answering the research questions and solving the research problem.</p> <p>The sample and the data set used have enabled the author to give a few fragmented assessments of the research problem.</p> <p>The analysis method is simple. Data collection and analysis methods are substantiated based on different authors. The author understands and describes their role as an investigator. All the empirical data in the thesis are not relevant to the thesis and not relevant enough to the research questions.</p> <p>The description of the sample, the research process and data analysis, and the presentation of results are sufficient.</p> |

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| | <p>substantially and coherently. In quantitative research, analysis is thorough and systematic, results are interpreted by the author.</p> <p>Methods are implemented correctly. The author analyses their role as an investigator and in influencing the results.</p> <p>The description of the sample, the research process, and data analysis are excellent.</p> <p>Empirical analysis and the presentation of results are impeccable and provide rich and novel information about research opportunities in the field.</p> | <p>limitations and possibilities of each method. The results of different analysis methods are presented substantially and coherently. In quantitative research, analysis is thorough and systematic, results are interpreted by the author.</p> <p>Methods are implemented with a few minor errors. The author analyses their role as an investigator and in influencing the results.</p> <p>The description of the sample, the research process, and data analysis are excellent. The presentation of results is correct and provides novel information about research opportunities in the field.</p> | <p>results.</p> <p>The description of the sample, the research process, and data analysis are sufficient. The presentation of results is correct and provides novel information about research opportunities in the field. Theoretical knowledge is repeatedly applied in the empirical analysis.</p> | <p>analyses their role in influencing the results.</p> <p>The description of the sample, the research process, and data analysis are sufficient. The presentation of results is generally correct and provides information about research opportunities in the field.</p> | |
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| <p>Conclusions and recommendations</p> | <p>Conclusions are related to the empirical and theoretical parts of the thesis.</p> <p>All research questions have received a comprehensive and reasoned answer.</p> | <p>Conclusions are related to the empirical and theoretical parts of the thesis.</p> <p>All research questions have received a</p> | <p>All research questions have received a comprehensive answer.</p> <p>Conclusions are deliberative, they reflect the complexity and relationality</p> | <p>All research questions have received an answer, but of varying degrees of reasoning.</p> <p>Conclusions arise from the preceding analysis,</p> | <p>Conclusions arise from the preceding analysis.</p> <p>All research questions have received an answer, but the discussion on them is</p> |
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| | <p>Conclusions are novel and open new research perspectives. Conclusions are deliberative, they include the author's assessment of previous research and their own methodological choices.</p> <p>The thesis clearly outlines recommendations and further research opportunities, as well as the limitations and contributions of the thesis.</p> | <p>comprehensive and reasoned answer.</p> <p>Conclusions are deliberative, they reflect the author's position in relation to previous research and theories.</p> <p>The author's contribution to solving the problem more thoroughly has been clearly stated and reasoned.</p> <p>The thesis clearly outlines recommendations and further research opportunities, as well as the limitations and contributions of the thesis.</p> | <p>of the research problem and link the results to previous research or theories.</p> <p>Recommendations, further research opportunities, and the limitations and contributions of the thesis are presented sufficiently.</p> | <p>but remain relatively mechanical.</p> <p>Discussion ties together the answers to the research questions, but the conclusions are not placed in a broader context.</p> <p>Recommendations, further research opportunities, and the limitations and contributions of the thesis are outlined to a small extent.</p> | <p>minimal and assertive.</p> <p>Recommendations, further research opportunities, and the limitations and contributions of the thesis are addressed minimally.</p> |
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| <p>Formal requirements</p> | <p>The thesis complies with form requirements.</p> <p>The text conforms to an appropriate academic style, and is linguistically and grammatically correct.</p> <p>The thesis is correctly referenced.</p> | <p>The thesis complies with form requirements.</p> <p>The text conforms to an appropriate academic style, and is linguistically and grammatically correct. There are a few typographical errors.</p> <p>The thesis is correctly referenced.</p> | <p>The thesis complies with form requirements for the most part.</p> <p>There are no fundamental flaws in referencing. There are a few individual errors in the format of references.</p> <p>The text mostly conforms to an appropriate academic language, although there are a few spelling and/or typographical errors.</p> | <p>The thesis partly complies with form requirements.</p> <p>References contain minor errors which may be systemic.</p> <p>The thesis conforms to an appropriate academic language, although it may contain some everyday or journalistic use of language and grammar and/or typographical errors.</p> | <p>The thesis partly complies with form requirements.</p> <p>The sources used are referenced (incl. theoretical and empirical). The text is understandable, there may be linguistic inaccuracies.</p> <p>References may contain several errors, but sources are identifiable. Despite referencing errors, sources can be identified.</p> <p>Academic use of language is prevalent in the thesis, but everyday and journalistic language and bureaucratic jargon are present in several parts of the thesis. There are several grammar and/or typographical errors which, however, do not impede comprehension of the text.</p> |
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| <p>Defence</p> | <p>The student has prepared a correct and informative presentation for the defence. The student brings out the key points in their thesis and is able to adhere to the time limit. The performance is engaging, informative, and in a style suitable for an academic context. The student is proficient in the topic and is also able to answer questions not directly within the scope of the thesis.</p> | <p>The student has prepared a correct and informative presentation for the defence. The student brings out the key points in their thesis and is able to adhere to the time limit. The performance is engaging, informative, and in a style suitable for an academic context. The student is proficient in the topic and is able to answer questions concerning the field of the thesis.</p> | <p>The student has prepared and thought out the presentation for the defence. The student presents a good overview of their thesis, but does not focus on the most significant aspects and/or exceeds the given time limit. The performance is somewhat hesitant. The student is sufficiently familiar with the topic, but is only able to respond appropriately to questions directly related to their thesis.</p> | <p>The student has prepared for the defence, but does not focus on the most significant aspects and/or exceeds the given time limit. The performance is somewhat hesitant or is partially in a style not suitable for an academic context. The student is familiar with the topic, but is only able to respond appropriately to questions directly related to their thesis.</p> | <p>The student has prepared for the defence, but the presented overview is vague and does not provide a clear picture of the thesis and its results. The performance is hesitant and partially in a style not suitable for an academic context. The student is generally familiar with the topic, but is not able to adequately respond to all questions.</p> |
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