

## Literature review thesis

Areas of assessment	Excellent (5)	Very good (4)	Good (3)	Satisfactory (2)	Passable (1)	Fail (0)
Thesis objective and research questions	The objective of the thesis is clear and effectively connected to the theoretical background. The research questions are analytically justified. The professional or scholarly significance and framing of the thesis are justified against the theoretical background in an in-depth way, demonstrating independent thinking. The topic is clearly defined and the research questions clearly presented. The topic is insightfully discussed.	The objective of the thesis is clear and effectively connected to the theoretical background. The research questions are effectively justified and sensible. The professional or scholarly significance of the thesis is justified. The topic is discussed with sufficient complexity from a perspective suited to the discipline.	The objective of the thesis is clear and effectively connected to the theoretical background. The research questions are justified and sensible. The topic is discussed from a perspective suited to the discipline.	The objective of the thesis is described and connected to the theoretical background. The research questions and the framing of the topic are connected to the objective of the thesis. There are minor deficiencies or ambiguities in the research questions and the framing of the topic.	The objective of the thesis is described and the research questions presented, but the description is narrow or its connection to the theoretical background is unstructured. There are deficiencies or ambiguities in the research questions and the framing of the topic.	No objective is set for the thesis, or the objective remains extremely unclear. There are no research questions. The topic is not suited to the discipline.

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Scholarly framework and use of sources	The theoretical background of the study or review is described in a consistent, complex and analytical way. Key studies related to the topic are taken into consideration and given equal weight. The source literature is broadly examined in a multifaceted way, demonstrating critical thinking. Knowledge of the research field is expert level. The need for the study or review is effectively and insightfully justified.	The theoretical background of the study or review is described in a consistent and complex way. Key studies related to the topic are taken into consideration and given equal weight. The source literature is sufficiently broadly examined in a multifaceted way, demonstrating critical thinking. Knowledge of the research field is good. The need for the study or review is effectively justified.	The theoretical background of the study or review is described consistently and sufficiently broadly. Key studies related to the topic are taken into consideration. The source literature is examined analytically and in a multifaceted way. The need for the study or review is justified.	The theoretical background of the study or review is described in a consistent but narrow way. The source literature is examined fairly broadly and somewhat analytically. The need for the study or review is justified.	The theoretical background of the study or review is described, but the description is incomplete or inconsistent. Source literature is used, but in a limited way. The analytical analysis is weak.	The theoretical background of the study or review is very inadequately described, or the theoretical background is not connected to the research questions. The source literature used is random and not analytically examined. There are serious factual errors in the scholarly content that result from an insufficient or biased use or interpretation of sources.
Discussion and conclusions	The results are discussed in a complex and critical way, utilising the literature. Topics for further research	The results are discussed in a complex and critical way, utilising the literature. Topics for further research	Key results are identified, and they are appropriately examined with the help of the	The key results are identified and discussed. There may be deficiencies in the discussion on topics for further	The discussion of the results is limited. The linking of the results with a broader context and theoretical	The results or their reliability are not discussed, or they are not compared with prior theoretical

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	and the practical application of the results are insightfully discussed. The reliability of the results and the research process are critically discussed. The conclusions reached produce new theoretical interpretations or help conceptualise the phenomenon. The conclusions are set in an appropriate context on the basis of analytical justification and they are in line with the research objectives.	and the practical application of the results, as well as the reliability of the results and the research process, are discussed in a consistent way. The conclusions are justified, set in an appropriate context and in line with the research objectives.	literature. In addition to responding to the research questions, topics for further research and the possible practical application of the results are discussed. The reliability of the results and the research process are consistently discussed. The conclusions are justified, set in an appropriate context and in line with the research objectives.	research or the application of the results and their reliability. The conclusions are justified to a degree and linked to a broader context.	knowledge is scarce. There are deficiencies in the discussion of topics for further research and the application of the results. The reliability of the results is scarcely discussed, or the discussion is inconsistent. The conclusions are presented in a limited or unclear way.	knowledge. Topics for further research or the application of the results are not highlighted. No conclusions are presented, or they are presented erroneously.
The thesis as an academic text	The structure of the thesis complies with the guidelines set for the thesis type. The thesis is written	The structure of the thesis complies with the guidelines set for the thesis type. The thesis is written	The structure of the thesis complies with the guidelines set for the thesis type. The thesis is	The structure of the thesis complies with the guidelines set for the thesis type. The thesis is written	The structure of the thesis complies to a degree with the guidelines set for the thesis type. The	The structure of the thesis does not comply with the guidelines. The thesis overall

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	in consistent, precise and extremely fluent academic prose. The language is almost flawless, clearly conveying the student's scholarly thinking and understanding. Terminology is used precisely. The list of references and citations are flawless and in line with each other. The appearance of the thesis is polished and clear.	in consistent, precise and fluent academic prose. The language is almost flawless, conveying the student's scholarly thinking. Terminology is used precisely. The list of references and citations are in accordance with the guidelines and in line with each other. The appearance of the thesis is polished and clear.	written in consistent, precise and sufficiently fluent academic prose. The text contains very few language errors. Terminology is used appropriately. The list of references and citations are in accordance with the guidelines, and they contain few inaccuracies or errors. The appearance of the thesis is polished.	in consistent and fairly fluent academic prose. The text contains only few language errors. Terminology is mainly used appropriately, and there are no serious deficiencies. The list of references and citations are mainly in accordance with the guidelines, and they contain few inaccuracies or errors. There are minor deficiencies in the appearance of the thesis.	text is understandable but inconsistent, or the language used is inaccurate. There are language errors in the text. There are deficiencies in the use of scholarly terminology. The list of references is partly based on the guidelines, but it contains inaccuracies or errors. The appearance of the thesis is unpolished.	is fragmented. The text and linguistic expression do not meet the requirements for academic prose. The text contains many language errors that hinder its readability. There are significant deficiencies in the use of sources and citations. The appearance of the thesis does not comply with the guidelines.
Work during the thesis process (assessed only by the responsible supervisor)	The student showed initiative and worked in a goal-oriented way. The work progressed according to the agreed schedule and in a systematic way throughout the process. The	The student showed initiative and worked in a goal-oriented way. The student progressed according to the agreed schedule in a systematic way. The student's contribution is	The student progressed according to the agreed schedule in a systematic way. The student's contribution is clearly reported and sufficiently independent. They	The student progressed systematically. To a degree, the student deviated from the agreed schedule during the thesis process. The student's contribution is	To a degree, the student progressed systematically, but did not observe the agreed schedule during the thesis process. The student's contribution is limited, or	The student did not work systematically during the process, or the scope of their contribution is not known or reported. The student did not

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	<p>student's contribution is clearly reported and independent. They received supervision and feedback, utilising them in their work in an insightful and justified way.</p>	<p>clearly reported and independent. They received supervision and feedback, utilising them in their work in an independent way.</p>	<p>received supervision and feedback, utilising them in their work in an independent way.</p>	<p>limited, or ambiguously reported. The student required a fairly large amount of support at different stages of the process. The student used the feedback provided.</p>	<p>ambiguously reported. The student required a great deal of support at different stages of the process. There were deficiencies in utilising the feedback provided.</p>	<p>assume responsibility for their work, or they did not accept the supervision or feedback provided.</p>