

Estonian Business School

Methods Lab

**WRITING AND ASSESSING
EBS BACHELOR'S THESIS**

Rubric and guidelines

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Introduction

Bachelor students at EBS must be able to conduct and present a research project, i.e. write a bachelor's thesis. **A bachelor's thesis is a theory-informed research project that illustrates the writer's ability and skills to solve critically and independently problems within nature of business (management, marketing, finance, economics, etc.).** Therefore, purely theoretical or purely conceptual theses are not welcomed at bachelor level.

In the majority of cases, a bachelor's thesis is a "classical" three-part written work which consists of 1) concepts and evidence on the topic at hand; 2) materials and methods used; and 3) findings and discussion. These three parts are preceded by an Introduction and followed by Conclusions.

In order to make the thesis-writing more transparent in terms of content and form, and to facilitate assessment, certain criteria have been developed. It must be noted, however, that in a bachelor thesis, the elements in the thesis-rubric do not need to appear in this very order as in the thesis-rubric. It is possible to implement the elements in other places BUT all of them need to be present in the thesis. For example, the presentation of existing empirical evidence may be presented in part 1 (Concepts and evidence) of the thesis AND/OR in part 2 (Materials and methods). NB! Please bear in mind that to be eligible for submission of the thesis, your works must contain all of the following chapters – Introduction, Concepts and Evidence, Materials and Methods, Findings and Discussion and Conclusions (including Self Assessment chapter in case of 2 authors).

A bachelor thesis is between 30-40 pages, excluding the title page, verso page, table of contents, list of figures and list of tables, references and appendices. Put differently, the page count (but not enumeration) starts with Introduction and end with Conclusions.

The following contains guidelines on how to write and how to assess the different parts in a thesis (Introduction, Concepts and Evidence etc). It acts as an elaboration for the thesis-rubric. At the end of the document you will find a glossary of relevant terms used in the rubric and the guidelines at hand.

Start of the thesis: Introduction

This part of the thesis must give background to the work at hand – it sets the scene for the research and acts as an introductory text/paragraph. The required elements of the introduction are presented in Table 1.

Table 1. Introduction chapter criteria and points

CRITERION	POINTS			
	2	1	0	
Background (brief overview of the topic and related keywords/concepts)	Understandable overview and clear keyword/concept description based on existing literature; consistent and well aligned with the topic and title of the thesis	Confusing or unclear; keywords/concepts weakly described and poorly aligned with the topic and title of the thesis.	Not described	
Justification of the chosen topic (reasoning as to why the research was conducted)	2	1	0	
	Convincing explanation for conducting the research (understandable; argumentative; explains who needs it (stakeholders))	Unconvincing argumentation OR weak reasoning OR stakeholder(s) need(s) not presented.	Justification is missing	
Research purpose/goal/objective/aim	4	2	0	
	Clearly stated purpose and expected outcome (what you are trying to find out) of the research (stating also the method used)	Purpose is vague or too general and has little alignment with the title/topic AND/OR outcome of the research (who benefits) not presented	Not provided / missing	
Research question(s) (RQs) or task(s) (RTs) or hypotheses (Hs)	3	2	1	0
	Clearly stated, and aligned with the research purpose, title and content	RQs/RTs/Hs are stated but are partly not aligned with the research purpose, title and content	Stated but not connected to content, title OR research purpose	Not stated / missing
Overview of the chapters	1			0
	Provided			Not provided

It briefly introduces (doesn't list but shows in a contextualized form) the main concepts/keywords which guide the thesis. It is consistently aligned with the topic and the title of the thesis and justifies convincingly why this research has been conducted. Convincing justification means that the text provides grounded arguments on who needs

and/or benefits from this research. This section also clearly presents the purpose/goal/objective/aim of the research and its expected outcome (e.g. the company will find out its employees' main motivation factors). Similarly, it lists the research questions OR research tasks OR hypotheses (NB! It is obligatory to use one of those). When opting for research tasks, each task must also state the task's relevance for the research project (e.g. Task 1: to present concepts and evidence on the main topic with the purpose of familiarizing oneself with what has been written so far and of constructing the survey instrument) and will mention the research method used to achieve the purpose of the thesis. This section ends with a brief paragraph on what the reader can expect to follow in the thesis.

While planning your research, please bear in mind that the research purpose is obtainable within the context and the scope of the work (i.e., 6 ETCS, 162 hours of work; 30-40 pages of writing). Thus, do not set a purpose which is too ambitious and frequently unobtainable.

IMPORTANT! Please do not choose a topic which you are not interested in. If you do, this will greatly complicate the writing of the thesis.

Setting the scene for the thesis: Concepts and evidence

This section presents the main definitions/concepts in a connected way to the topic of the research (Table 2). It elaborates on conceptual and empirical evidence on the topic in an analytical way. It clearly indicates/shows HOW what others have written and researched is relevant and connected to the thesis at hand. It illustrates different definitions, empirical approaches, opinions, etc., but then states which one was / ones were used in this research and why – this is how justification emerges. Stating which definitions, empirical approaches, opinions, etc. are used for the thesis at hand may be either stated within relevant subchapters or in a separate summarising subchapter of this part of the thesis.

The chapter on concepts and evidence must aim at specificity. This means that one needs to be familiar with a number publications/works on the topic. It must also be borne in mind that any subchapter preceded by a heading must rely on several references (not just one), thus contributing to specificity of the content. E.g. if your thesis is about

personal branding, you should not start this chapter with “history of brands”, but instead with defining personal branding as a concept. When compiling this chapter, it is suggested to move from the more general to more particular. E.g. If you research the millennials in Finland, you write first about the millennials in general and then about the millennials in Finland. You are welcome to indicate the characteristic of millennials compared to other generations, but it is not necessary to define other generations in this chapter. Or, for example, if the main concept/keyword of the thesis is “brand personality”, it makes no sense to start the thesis with the topic “history of branding”. Discriminating between what is and is not relevant may be achieved when comparing the topic (in this case “history of brands”) to the main purpose of the thesis (in this case “how brand personality affects buying”). If a particular topic is directly connected to the research purpose, it may/should be included in the concepts and evidence chapter. If it is not directly connected, then the topic must not be included.

Table 2. Concepts and evidence chapter criteria and points

CRITERION	POINTS			
Presenting the definitions of the concepts (different viewpoints)	5	3	2	0
	Different viewpoints are compared and analysed; selected definition or combination of definitions is justified.	Partly comparative/analytical and partly descriptive	Purely descriptive	Missing
Overview of the previous research (conceptual and empirical evidence/findings) in relevant literature	5	3	2	0
	Analytical and comparative	Partly comparative/analytical and partly descriptive	Purely descriptive	Missing
Relevance of the literature and evidence used , i.e. concepts and evidence connected to research purpose	5	3	2	0
	Relevant and clear connection between the concepts and evidence and research purpose is presented	Connection exists but is not explicitly presented	Some parts, but not all concepts and evidence are relevant to the research purpose	No connections

One of the ways to start looking for your relevant literature is to go to Google Scholar (or EBSCO, ProQuest, etc.) and type in your thesis keywords/concepts (potentially also context). E.g. “customer expectations in car maintenance”. If you discover no literature on customer expectations in car maintenance, go for “customer expectations” in general or in service industry and review/use that to compile this chapter.

Research process of the thesis: Materials and methods

At the start of this section the research context (company, industry, country, etc) must be presented and tied to the purpose of the thesis. This is followed by explaining (NB! not defining) the research method(s) for this study (e.g. qualitative, quantitative, mixed methods, etc.) and justification for why this method is the most suitable for the purpose of the thesis. It is important that the justifications are based on research methods-related academic literature. It is important to justify the method, not just to define it. Also, if the research utilizes e.g. quantitative methods, other methods which exist should not be described. While describing the sample, it must be explained and justified how the sample was formed (criteria - e.g. women aged 15-45; and method - e.g. purposeful sampling) and what it consists of (e.g. 50 men and 50 women aged 15-45). If, however, the research method is a single case study, describing the sample becomes less relevant, but description of units of analysis must be included. The section on sampling method must also be based on existing academic literature on research methods.

This part of the thesis should also explicate how the main concepts were operationalized in the research instrument, e.g. what served as an input into the questionnaire / interview guide, or how the regression equation emerged, etc.

If an existing dataset (secondary or non-reactive data) is used, it must be described how the dataset was compiled and what it represents. Also, if the research at hand utilizes from an existing dataset just some selected variables, the choice for the selected variables must be justified. Put differently, the thesis must show how a particular sample enables to best achievement of the research purpose.

Data collection method outlines a step-by-step overview of the research procedure. This procedure must also be justified by existing academic literature on research methods.

Description of the data collection process must be clear and detailed enough for any future researcher to replicate the same study. The data collection method must be suitable for the research method chosen (e.g. if you go for qualitative research, you cannot use a survey method with only closed-end questions). The section on data analysis method clearly describes the process and justifies the data analysis method(s) used. If, for example, your method is qualitative and you are using content analysis, you must specify (open up and clearly describe) the coding system and process of analysis.

This specification must be based on academic literature and must be clearly related to the content in Concepts and Evidence chapter.

On the other hand, if you rely on quantitative methods, then in case of regression analysis you must explain the model compilation (specify the appropriate regression equation). This specification must be based on academic literature and must be clearly related to the content in Concepts and Evidence chapter.

If you rely on descriptive statistics, you must note which values (averages, mean, standard deviation, etc) you are calculating, comparing and analysing and why. Please remember that simply presenting your findings on graphs does not qualify as data analysis; instead, it is just a presentation of results which must still be analysed and interpreted. If you retrieve pie charts created by Survey Monkey and present those in the next chapter, you must mention that.

Essentially, this part of the thesis must describe how the content of the next part of the thesis (e.g. Findings and Discussion) emerged.

Table 3. Materials and methods chapter criteria and points

CRITERION	POINTS			
Overview of research context (company, industry, country, field, etc.)	2	1		
	Clearly described and important aspects of the context that are related to the topic and research purpose are highlighted	Description somewhat confusing and/or important aspects of the context have not been highlighted.		Not described
Research method justification (qualitative, quantitative, mixed-methods, etc.)	3	2	1	0
	Clearly/understandably justified by existing academic literature. Connected to research purpose and topics in previous chapter (concepts and evidence). Based on academic literature on research methods and research design	Clear description, somewhat connected to the purpose and partly justified	Described, but unclear connection to the research purpose or not justified by academic literature	Missing
Sample selection justification (criteria, method and description)	2		1	0
	Clear, understandable and suitable to the research purpose and well-justified. Based on academic literature on sampling		Inadequate or confusing (e.g. not justified or not suitable to the purpose and/or not based on academic literature on sampling)	Missing
Data collection method (describes the collection process – how and what was done). Additionally, if relevant it describes principles for compiling the research instrument (e.g. interview guide, questionnaire, model, equation) and/or other aspects of data collection (connected with concepts and evidence, and the context of the thesis). In the case of secondary (non-reactive) data, explains what and why was selected and from where. All issues related to privacy, consent, etc. are addressed.	4	2	1	0
	Step-by-step process overview that makes research process explicit and replicable. Data collection method description is based on academic literature and is well-justified and suitable for the chosen research method. The research instrument and / or selection principles for secondary data collection has been explicitly described.	Data collection process and methods are described but are either weakly connected to the research purpose or not entirely based on academic literature. The research instrument or selection principles of secondary data is somewhat unclear or have been inadequately described.	The entire description is described but are either disorganised (research process remains implicit)	Missing
Data analysis methods and justification (clearly provides an overview of the analysis process and describes comprehensively how data was analysed, e.g. for qualitative study coding and other aspects are explicit; for quantitative study the model compilation is explicit)	4	2	1	0
	Clear, understandable and suitable data analysis method which matches the research purpose and based on academic literature. The analysis description is explicit and replicable.	Suitable to the research purpose, but somewhat inadequately described.	Inadequately described or confusing or not suitable to the purpose	Missing

It is important to bear in mind that bachelor theses hardly achieve at generalizations. It is very often the case that students survey a very limited sample and/or conduct qualitative research – in either of these cases generalizations are improper. If you survey 150 teenagers in Estonia, the results are NOT generalizable to all teenagers in Estonia, but they only indicate certain patterns/themes, etc. Also, qualitative surveys never aim at generalizations; instead, they aim at obtaining in-depth information. However, if you conduct a case study and resort to company-wide survey, you may make generalisations to the case company. Make sure to keep this in mind when presenting and discussing your research findings.

NB! Always keep in mind that your methodological choices must be linked to your research purpose and the concepts and evidence you are utilizing, i.e. your research purpose matches the research method; the research methods matches the data collection method; and the data collection method matches the data analysis method; and all this clearly relates to concepts and evidence.

Research results of the thesis: Findings and discussion

This chapter does not need to appear in 2 separate subchapters entitled “Findings” and “Discussion”. If appropriate, e.g. in case of qualitative research, it is possible to blend findings and discussion. This section may be structured based on other criteria, e.g. research questions. However, it is important that this section is based on a logical and understandable division (e.g. concepts and evidence chapter sections, research questions, topics in research instrument or data analysis method). This section must clearly state the result which this research achieved. If the results are presented graphically (tables, figures, etc), the text which follows must not repeat what the reader is already able to see on the graphic representation of the results. Instead, the description of the results must appear in the context of the thesis. E.g. if your standard deviation is x , do not say “standard deviation is X ”; instead, say what it means in the light of your research results.

Visualization of data is always welcome. Nevertheless, while visualising (graphs, charts, tables, etc.) the visualisation should represent summarised data, not simply results. For example, if your survey contained ten questions do not create 10

graphs/figures; instead, group and summarise the results into a couple of visuals. Put differently, use visualisation sparingly.

The reader must be able to clearly differentiate between the presentation of the results, analysis of the results and discussion on the results. E.g. in case of descriptive statistics the pie chart is the presentation of the results; explanation of the numbers and their meaning in the research context is analysis; and the elaboration based on academic literature is the discussion of the results.

Table 4. Findings and discussion chapter criteria and points

CRITERION	POINTS			
	4	3	2	0
Presentation of findings	4	3	2	0
	Clear, understandable (reader-friendly) and follows logical structure based on concepts and evidence chapter or research questions or topics/questions in research instrument or data analysis method	Follows logical structure, but some findings have been presented in a reader-unfriendly way	Logic in structure remains unclear and findings have been presented in a reader-unfriendly way	Missing
Interpretation of findings	6	4	2	0
	Logical, well-structured and understandable explanation and analysis of findings directly connected to research purpose and methodology	Findings have been explained and partly analysed but remain poorly connected to purpose or methodology	Oversimplistic explanations, disconnected from purpose and methodology results are too descriptive (e.g. presenting the quotes descriptively, insufficiently analysed)	Missing
Discussion and comparison of the findings to theoretical framework (refers back to concepts and evidence references)	6	4	2	0
	Exists and is well connected to findings and literature	Somewhat lacks in depth	Overly superficial	Non existent
Recommendations or implications for stakeholders (policy-makers, industry, company, managers, academia, personal interest, etc.)	4	2		0
	Clearly stated and well-connected to findings and discussion and research purpose (taking into account limitations of the research)	Just stated or weakly connected to findings and discussion		Missing

Additionally, the discussion must show how the thesis results' link to existing literature used in concepts and evidence chapter. While showing these links, please refer to sources (e.g. Smith, 2020), not chapters in your thesis. In case the research at hand had set research questions, clear answers to the questions must be provided. In case the research at hand utilizes hypotheses, this is the section to show whether those were rejected or confirmed. However, if the thesis sets out research tasks, those must be elaborated on in Conclusion. Chapter "Findings and Discussion" must end with recommendations/implications to stakeholder(s) (e.g. policymakers, the industry, the company (managers), the academia, personal interest, etc.). Now that something has been researched, managerial implications (or answering the question "so what?") must be offered. Because very often answers to your research questions may be obtained just by googling, please indicate clearly what your research revealed which your reading (concepts and evidence) or common sense did not/would not.

Summary of the thesis: Conclusions

A conclusion is a comprehensive overview of the thesis. Essentially, if a person reads ONLY the thesis' conclusion, (s)he must have a clear understanding of why, what and how something was done, what the results were and who benefits from it. At this point, all research questions must be answered, the research tasks (if applicable) must be elaborated.

It is important to remember that the Conclusions do not just list the required elements in Table 5. Instead, the Conclusions is a connected and logically built-up "story" which provides a brief, but comprehensive, overview of the entire content from start to end.

Table 5. Conclusion chapter criteria and points

CRITERION	POINTS			
	7	1		0
Comprehensive overview of the entire thesis: 1) very brief thesis background; 2) research purpose; 3) very brief presentation of concepts; 4) method used to conduct research (data collection and analysis method); 5) main findings (short answers to RQs/hypotheses); 6) implications and recommendations (stakeholders); 7) value of the research outlined.	All 7 there (count and content)	Point per element		Missing
		4	3	1
Issues of 1) trustworthiness, 2) limitations and 3) suggestions for further research (academic and/or professional)	All 3 there (count and content)	2 out of 3 exist or all exist but remain unclear	1 out of 3 exists	Missing

Additionally, this section must also describe the extent to which the results are trustworthy (i.e. how all the choices made during this research contributed to the credible achievement of the research purpose); what the limitations are and what the impact of those limitation on the outcome is; suggestions for further research (either in academia or managerial). Please remember that acknowledging your research limitations is a strength, not a weakness. It must be borne in mind that the recommendations made at the end of section “Findings and Discussion” must very briefly be presented also at the end of this section.

Cohesiveness of the entire thesis

This section evaluates the entire work for its cohesiveness and a general “feel” as to how well, consistently and logically linked all its parts stand. Content-wise, the title of the thesis, its purpose, research questions / tasks / hypotheses, relevant literature covered, the research methods (including all its elements; see table 3) used, the results, discussion and interpretation of results must create the overall feeling that all the choices made during the research are well-suited to achieve the purpose of the research.

All the chapters in the thesis must be integrated, i.e. they are all relevant and necessary for the research at hand and they relate to each other. The connectedness of different sections in the thesis must also be clearly visible to the reader.

Table 6. Cohesiveness criterion and points

CRITERION	POINTS			
	10	6	3	0
The title, purpose, concepts used, methods applied and results derived and discussed (i.e. all elements of the of the thesis) are clearly aligned and well-suited	All of the parts of the thesis are properly linked and the thesis reads cohesively	Generally cohesive and well linked, but small inconsistencies remain	Several inconsistencies between links in the thesis, but the entire work is still passable	The main parts of the thesis do not add up, thus creating a completely inconsistent work

Writing style and formatting

The thesis must be written in academic/formal, yet reader-friendly, language. Formal language means that the thesis does not contain slang, buzzwords and/or overly descriptive metaphors. Abbreviations (don't, isn't, can't, etc) are not allowed. While writing, either first person singular, i.e. "I" as in "I conducted the study..." OR impersonal language, as in "the study was conducted..." should be used. Whichever approach is used while writing, consistency throughout the thesis must be ensured.

When writing pay attention to the difference between describing and analysing. A good thesis does both but focuses on analysis. To describe means listing (approaches, definitions, concepts, results, etc.); to analyse means comparing and drawing conclusion in your own words from what you have described above. Thus, description most often precedes analysis.

Also, terminology used throughout the thesis must be consistent. E.g. if the word "customer" was used and defined, words "client" and / or "user" to denote the same thing must not be used.

A thesis is reader-friendly when divided in subchapters. However, please bear in mind that if you create a subchapter (with a heading) it should be at least one (1) page long (according to EBS style guide). Subchapters that are shorter make an insubstantial impression and should be avoided as they take from reader-friendliness. If, however,

shorter but relevant point emerge you may join it with the previous or following relevant subchapter (e.g. if your section on data analysis is shorter than one page, merge it with the subchapter on data collection). Also, each section should end in your own words (your own summarizing sentence or a paragraph), not in somebody else's (e.g. with a reference).

Please note: when finishing one section/chapter, a brief, 1-2 sentence introduction to the next section/chapter could be written to show the connectedness between the 2 sections/chapters.

Table 7. Writing style and formatting criteria and points

CRITERION	POINTS			
	3	2	1	0
Use of language (consistency of terminology; formal and academic writing)	Fully academically appropriate, grammatical and reader-friendly	More or less academically appropriate, grammatical and reader-friendly	Passable	Academically inappropriate, mostly ungrammatical, i.e. interferes with reading and reader-friendliness
	2		1	0
Balanced chapters (all the chapters in the thesis have received equally important attention)	Well-balanced work		Acceptable	Poorly balanced work
	2		1	0
Proper citation formatting (in-text and reference list) and consistency (in-text references and those on reference list match)	All references (in-text and in reference list) correctly formatted and presented	Some missing information in the reference list or in-text citations	Many inconsistencies both in text and in the reference list	Major inconsistencies and errors
	2		1	0
Following the EBS style guide (formatting – fonts and spacing, etc.)	Fully follows	Small inconsistencies	Partly follows	Mostly ignores
	2		1	0

A balanced thesis means that the focus is not on single parts of the thesis. For example, 30%-30%-30% is good. 40%-20%-40% is also good, however, the methods chapter may also be much shorter than 20% of the thesis, but only if all the elements required in the methods section thesis rubric are presented. Thus, concentrating on a more-or-less equal number of pages in all parts of the thesis should not necessarily be the sole

aim; instead, one should make sure that all the requirements set out in the thesis-rubric appear in the thesis.

It is very important to bear in mind that the title, purpose and the entire content of the thesis are consistently aligned. For example, if a thesis utilizes 2 main keywords/concepts, these should appear in the thesis’ title, purpose, chapter on concepts and evidence, methods as well as findings and discussion.

For all citations and references, please use EBS Style guide. **All in-text citations must be listed in the reference list and all those in the reference list must appear in the main body of the text.** Put differently, in-text references and the reference list must fully match. NB! All material which you use in your thesis (e.g. statistics, secondary data, illustrative quotes from fiction, personal communication, specific claims such as “company ABC is the market leader in...”, measurable information on market sizes and industries, etc.) must be referenced (in-text and in the reference list). However, the interviews you conduct for your research, do not appear in the reference list, but are, of course, referred to in the text. Of course, there is no need to reference common knowledge, such as “Washington DC is the capital of the United States”.

Using references in the thesis

Academic publications/references must not only be presented and/or listed in the thesis, but they must also be analysed, discussed and integrated into the thesis.

Table 8. Reference quality criteria and points

CRITERION	POINTS			
Overall number of references used including academic references	2	1		0
	20 or more	10-19		less than 10
Of the overall number of references used, the number of academically appropriate publications (e.g. peer-reviewed articles, working papers, academic conference proceeding, books excluding textbooks)	4	3	1	0
	10 or more	5 to 9	less than 5	N/A

Academic publications in this context are journal articles, collections of articles, academic conference papers/proceedings, as long as those publications rely on citations,

books (but not study/textbooks, except those on research methodology and research design).

The thesis rubric differentiates between academic references (defined above) and complementary references (all other sources). All in all, a thesis should have 20 or more references, out of which 10 or more are academic. The exact differentiation (point-count) is available in the thesis rubric.

Self-assessment chapter (in case thesis is written by two students)

In case two (max) students write a joint thesis, they are required to write a separate chapter (about one page after Conclusion before Reference list) on the division of work done by both students. This must be a detailed description of who did what and to what extent. The purpose of this chapter is to show whether differentiated assessment of the thesis should be applied. The ideal division of work is equal (50:50). In case one student's input into the thesis has been substantially (e.g. 60:40) greater/smaller than the co-writer's, the final grades will be adjusted accordingly. For example, in case one student's input is around 60% and the other's is 40%, the former will be graded as per the thesis rubric and the latter's grade will be adjusted by minus 10%.

Grading

Please note that the thesis assessment grading differs from classical EBS grading. Instead, the following grading scale is used:

A = 90 – 100 (*excellent*)

B = 77 – 89 (*very good*)

C = 64 – 76 (*good*)

D = 51 – 63 (*satisfactory*)

F = ... – 50 (*insufficient, fail*)

The final grade for the theses emerges as the average of points in rubric given by the 2 reviewers. A third review is provided if the first two reviewers' points diverge by more than one (1) grade. In case a third reviewer must be engaged, the final grade emerges **as a median** of the three point scores given by the 3 reviewers. For example: the first 2

reviewers give 55 and 85 points, respectively and the third reviewer gives 95 points, the median would be 85 (grade B). If, however, the third reviewer gives 50 points, the median would be 55 (grade D). The final grade (number) is always rounded up to the next full number. For example, if the final average emerges as 89,25 points, the final grade is rounded up to 90 (an A).

Glossary for thesis rubric and guidelines

Analytical/analysed

The student has compared the relevant material (theory, methods, findings) comprehensively and offered his/her personal conclusion. Different perspectives (including those which diverge from common understanding) have been presented and compared. The views, definitions and other propositions match the purpose of the thesis.

Conceptual evidence

Ideas/viewpoints/concepts/terms/definitions/frameworks/approaches which emerge from existing academic literature.

Descriptive/described

Relevant material is described and/or listed but the connections between different views are absent – i.e. analysis is missing.

Empirical evidence

Research (a study) which has been conducted and presented in existing academic literature.

Justification

Giving reasons for something. E.g., I am conducting a study into employee satisfaction at company ABC because over the late years staff turnover at company ABC has been exceptionally high and the reasons remain unclear so far.

Keyword/concept

(One of) the main concept(s)/term(s)/framework(s)/approach(es) which one is working with. E.g. in the title “Customer decision-making process while buying food supplements among Generation Z” “customer decision-making process” and “generation Z” are the keywords.

Presentation vs interpretation of findings

Presentation is textual and visual display (e.g. numbers, tables, answers, graphs, pictures, figures, etc.) of the results obtained using the research instrument.

Interpretation includes presenting the meaning behind the results in the context of the research at hand (concepts and evidence, research methods, case organisation, stakeholders, etc.).