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GUIDELINES FOR COMPOSING AND DEFENDING STUDENT THESES

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INTRODUCTION.....	3
I. TYPES AND FORMATION OF STUDENT THESES.....	4
1.1. Types of student work.....	4
1.1.1 Essay.....	4
1.1.2 Report.....	4
1.1.3 Autoreport.....	5
1.1.4 Research.....	5
1.1.5 Bachelor's thesis.....	5
1.1.6 Master's thesis.....	6
1.2. General principles of writing theses.....	7
1.3. Structure of the work.....	9
1.3.1 Structure of research in general.....	9
1.3.2 Structure of Bachelor's and Master's Thesis.....	13
1.4. General principles of formatting.....	14
1.4 ¹ Using artificial intelligence in the preparation of student papers.....	16
1.5. Citations, references, referencing.....	16
1.5.1 About referencing in general.....	16
1.5.2 References to legal science.....	19
1.6. List of references.....	25
1.7. List of normative materials used.....	24
1.8. List of court decisions used.....	25
II. THESIS DEFENSE PROCEDURE.....	29
2.1. Selection and approval of thesis topics.....	29
2.2. Submitting final theses for defense.....	29
2.3. Defense and evaluation of theses.....	30
2.4. Contesting the results of the defense.....	33
REFERENCES AND LEGISLATION REFERENCES	34
ANNEXES	35
Appendix 1. Sample title page for thesis and other written work.....	35
Appendix 2. Sample application for approval of the topic of a bachelor's/master's thesis.....	36
Appendix 3. Principles of supervision.....	37
Appendix 4. Sample thesis review.....	39
Annex 5. Evaluation criteria.....	41

INTRODUCTION

This material has been prepared for use by students of the Tallinn University School of Governance, Law and Society in the field of law to help them better understand and acquire the basic requirements for formatting written work.

The guidelines only address the technical aspects of the formalization of student theses, leaving aside issues of research methodology. This guideline is not a detailed manual for writing a thesis. Its purpose is rather to draw attention to important issues related to writing a thesis, frequently arising problems, possible shortcomings in the work and ways to avoid them. The guidelines do not address matters related to the formalization and defense of doctoral theses.

The guide consists of two parts, the first presents the basic requirements for the preparation of written works, while the second briefly describes the prerequisites for defending theses, the organization of the defense, and the bases of assessment.

I. TYPES AND FORMATION OF STUDENT THESES

1.1 Types of student work

1.1.1 **An essay** is a scientific writing dealing with a problem or phenomenon. An essay is characterized by an author-centered approach to the topic, problems, phenomena, and things. An essay requires the writer to be mature and have a good command of language. Although the author has considerable freedom in expressing his or her thoughts (he or she can write in a personal style, use expressive means characteristic of journalistic and fiction writing styles), the essay must still demonstrate the writer's expertise and sense of reality. An essay is of a descriptive nature, i.e. the author's thoughts must be unidirectional and clear and help to understand the content of the writing. An essay is an independent work of the student; it is not supervised. An essay is not a report, so you should avoid retelling the views of different authors.

Essay:

- 1) the title points to a problem, is figurative and irritating;
- 2) the introduction can be based on a fact, memory, feeling, or event;
- 3) the development of the topic is specific, moving from a specific phenomenon to general problems;
- 4) a summary is a generalization of what has been written; an essay may end with a bullet point.

A longer essay should be divided into sections, a shorter one can be left undivided. The essay should be 5-10 pages of main text (from introduction to conclusion); the number of sources used is free or determined by the lecturer. The essay may be a prerequisite for an exam.

1.1.2 The task **of a paper** is to compile and generalize existing information, to summarize the content of basic texts, the results of scientific research on a problem or topic, etc. Writing a paper deepens the ability to collect information from specialized literature, generalize it, and format it into a scientific text, while developing the writer's expressive skills. A paper is an independent work of the student, it is not supervised. The paper does not comment on the views of the authors of the referenced works, but presents an authentic overview of them.

Structure of the paper:

- 1) table of contents;
- 2) an introduction, which formulates the topic, problem(s) and issues to be addressed;

- 3) topic development, which provides an overview of the topic being discussed; depending on the topic, the text may be divided into chapters in which different aspects of the topic are analyzed;
- 4) a summary summarizing the main arguments presented in the development;
- 5) list of literature used.

The length of the paper is generally 10-12 pages of main text (from introduction to conclusion) and is divided into sections. The length of the paper written as a group project may be larger and is determined by the lecturer. The number of necessary sources is generally determined by the lecturer. The paper may be a prerequisite for an exam, as indicated in the course syllabus.

1.1.3 **An abstract** is a brief summary of the author's work, usually a research paper (e.g. a dissertation). An abstract is intended as a preliminary introduction to the research, containing its main points and results.

1.1.4 **A research paper** is a written work prepared by a student under the supervision of a lecturer on a topic chosen by him/her from the given topics, in which the student presents the results of his/her empirical or theoretical research. The research paper must meet the requirements established for research papers. Its volume is 10–15 pages of main text, which includes an introduction and a summary. The aim is to acquire the rules of a scientific approach, critical use of sources and correct formatting. The work is mainly based on the analysis of positions or empirical material (e.g. crime statistics or administrative and judicial practice) presented in the literature and on finding and analysing argued solutions to the problem. At least 10 sources are used. The research paper is submitted electronically in the Moodle environment.

1.1.5 **A bachelor's thesis** is an analysis of a legal problem based on scientific literature, independently conducted under the guidance of a supervisor, that meets the requirements of research. The aim is to deepen the student's professional knowledge and gain experience for future independent research. A bachelor's thesis demonstrates the student's knowledge of the principles of law, basic concepts, scientific and methodological literature, legislation and administrative practice, and court decisions, the ability to analyze and generalize them, formulate their own positions, and present them in a proper form. The bachelor's thesis is written in the language of the curriculum (Estonian or, in the case of an English-language curriculum, English). In justified exceptional cases (working abroad, publishing the thesis in a foreign journal, if the thesis supervisor is from a foreign university), the thesis may, at the discretion of the head of studies also be written in a foreign language (English) in the case of Estonian-language bachelor's studies. The summary

of the Estonian-language work must be in a foreign language and the summary of the foreign language thesis must be in Estonian. The volume of the bachelor's thesis (excluding the title page, table of contents, used literature and appendices) is 20-25 pages for a 6 ECTS research paper and 35-40 pages for a 12 ECTS research paper (1 page = approx. 1800 characters without spaces). There are at least 20 sources used, with a total volume of approximately 1000 pages, the foreign language summary is generally 10% of the volume of the main part of the work. The maximum length of the Bachelor thesis in Law should be 70-75 pages long including Bibliography.

The bachelor's thesis is submitted in electronic format (pdf) and uploaded to the corresponding Moodle environment. The student uploads two files: one with the supervisor's signature, which proves admission to the defense, and the second pdf version without signatures. The author's declaration and a simple license for reproducing the thesis are submitted electronically in the ÕIS environment. With a simple license, the author agrees to preserve his thesis and make it publicly available in the repository of the Academic Library of Tallinn University.

The reviewer of the bachelor's thesis is appointed by the head of the curriculum, in consultation with the thesis supervisor if necessary. The reviewer must have at least a master's degree or equivalent qualification. The review includes an assessment of the thesis' compliance with the requirements. The reviewer does not give a grade to the thesis.

The bachelor's thesis is defended publicly before a committee, which evaluates it verbally (excellent, very good, good, satisfactory, poor and inadequate) and with letters (A, B, C, D, E, F).

1.1.6 A master's thesis is a complex theoretical research work written independently under the guidance of a supervisor, with an applied aspect, where the student clearly defines the research object and problem and finds a specific solution to the latter. In addition to the analysis of professional literature, the student also studies the problem empirically, if the specifics of the work require it, and then presents his/her justified views.

The master's thesis is written in the language of the curriculum (in Estonian for an Estonian-language curriculum, in English for an English-language curriculum). In justified exceptional cases (working abroad,

publishing the thesis in a foreign journal, if the thesis supervisor is from a foreign university), the thesis may also be written in English for Estonian-language master's studies, at the decision of the head of studies. The summary of the Estonian-language thesis must be in a foreign language and the summary of the foreign language thesis must be in Estonian. The length of the master's thesis (excluding the title page, table of contents, used literature and appendices) is 24 ECTS credits, 60-70 pages (1 page = approx. 1800 characters without spaces). At least 40 sources have been used, 3000–3500 pages long; the foreign-language summary is generally 10% of the volume of the main part of the thesis.

The master's thesis is submitted in electronic format (pdf) and uploaded to the corresponding Moodle environment. The student uploads two files: one with the supervisor's signature, which proves admission to the defense, and the second pdf version without signatures. The student's author declaration and a simple license for reproducing the thesis are submitted electronically in the ÕIS environment. With a simple license, the author agrees to preserve his thesis and make it publicly available in the repository of the Academic Library of Tallinn University.

The reviewer of the master's thesis is appointed by the head of the curriculum, in consultation with the thesis supervisor if necessary. The reviewer must have at least a master's degree or equivalent qualification, preferably a doctoral degree. The review includes an assessment of the thesis' compliance with the requirements. The reviewer does not grade the thesis.

The master's thesis is defended before the defense committee as a public academic discussion and only when the degree applicant and, generally, the supervisor and reviewer are present. The defense committee evaluates the master's thesis in a closed session, and the result is explained by a secret vote of the committee. In order to make a decision, it is necessary that at least half of the committee members support it. The committee evaluates the results of the master's thesis defense verbally (excellent, very good, good, satisfactory, poor, inadequate) and with letters (A, B, C, D, E, F).

1.2. General principles of writing theses

If the student has chosen **a topic for their thesis (bachelor's or master's thesis)** , then he/she consults with a potential supervisor, preferably coordinates the topic and supervisor selection with the head of the

curriculum, and then submits a corresponding application to the academic unit. When choosing a topic, one must keep in mind the topicality of the topic in society (e.g. number of persons affected, etc.); novelty; degree of elaboration in legal literature, whether there is enough specialized literature on the topic (depending on the specifics of the work, also empirical material); the possibility of providing new legal value; one's own interests and abilities. The topic of the work must be specifically formulated.

Once the author has formulated the goal he wants to achieve and determined **the problem they are going to solve, a preliminary plan** should be drawn up , consisting of possible chapters and their subdivisions. The initial scheme may change, but this stage is the basis for the logical structure of the work.

The research process is as follows:

- 1) choice of topic and justification thereof;
- 2) setting the main problem;
- 3) determining the research status of the main problem (degree of elaboration in the literature, whether it has been researched, who has researched it – schools, authors, research methods used, etc.);
- 4) setting the research goal;
- 5) formulating hypothesis(es);
- 6) formulation of main tasks and research questions;
- 7) highlighting the methodology or theoretical-methodological stance (ontology, epistemology, methodology);
- 8) description of the overall structure of the work – whether the author uses a deductive or inductive approach;
- 9) defining the possible target group of the work (for whom the work is intended, who can use it in their work, etc.);
- 10) assessing the need for further research.

Depending on the choice of topic, the text must also be written further (the structure of the paragraphs of the text must generally be deductive, meaning that general positions are justified with arguments that are less general, moving from general to specific, etc.). In some cases, an inductive approach is also justified, but the choice of method must definitely be justified in the introduction.

The thesis must comply with the requirements of legal ethics (relevant codes of ethics) and the Personal Data Protection Act when processing personal data, including the right to privacy and inviolability of private life. The thesis must not contain plagiarism- presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition, as is the use of material generated wholly or in part through use of artificial intelligence. Plagiarism can also include re-using your own work without citation. The thesis must not be of a compilation nature - the combination of positions from legal literature, preparatory materials for the law, explanatory notes, legal analyses, administrative and judicial decisions without analyzing them in essence and presenting one's own position.

The author of the thesis must maintain intermediate versions of their work (at least three) to show the stages of completion of the work and any changes that have occurred.

1.3. Work structure

1.3.1 About the structure of research in general

A scientific text consists of a title page, table of contents, introduction, topic development (the substantive or constructive part structured into chapters or paragraphs, etc.), summary, foreign language summary, and a list of references.

The title page is the first page of the work, which states the educational institution (in capital letters), the name of the curriculum, the author's first and last name, the title of the work (in capital letters and in bold), the type of work (research, bachelor's, master's thesis), the supervisor's profession or scientific degree, first and last name, the place of submission of the work (Tallinn) and the year (see sample title page in Appendix 1). Words are not hyphenated on the title page, and no period is added at the end of the title or other part.

The title specifies the topic and must be informative and formulated precisely and unambiguously. It should provide the most accurate information possible about the content of the work in subsequent database searches, and sufficiently reveal the content of the work. Changes often occur during the writing of the

work (e.g. the material used expands or narrows), and the title of the work may not be aligned with the substantive changes. When the work is finished, the author should think again about the title and, if necessary, correct it.

The title must correspond to the structure of the text (either deductive or inductive). For example:

- 1) Money laundering as a crime (the title expresses the idea of the text, or the main idea, which is justified in the study);
- 2) Public entity in the Estonian legal system (the title presents the idea of the text in general terms, which is resolved in the text).

The table of contents lists the exact titles of all subsections of the work (including lists, summaries and appendices) together with their starting page numbers (see the table of contents of this guide). The title is followed by a dotted line or line, and at the end is the page number (the abbreviation page is not placed in front). The table of contents must be not only concise but also visually clear; the chapter titles should be clearly distinguishable. The following subsection is separated from the previous one by an indent. The title page and the table of contents themselves are not marked in the table of contents.

The introduction should clearly state the relevance of the research topic and the reasons for the choice of topic (personal interest cannot be the only argument for choosing a topic). It is not enough to simply state the relevance; it must also be justified. Often, the state of research already indicates relevance, which is why the introduction or introductory chapter of the master's thesis should include information about whether and in which works the relevant problems have been discussed previously and what results were achieved. The novelty of the work should be explained from both a legal theoretical and a legal practical perspective.

The main problem and the objectives of the work and specific research questions are derived from the topicality of the topic. The problem is formulated precisely and clearly. In the case of a quantitatively or deductively structured study, it is essential to also set out hypotheses (the author's claims about something), research material (research questions) and methods used to achieve the goal; expected results (whether the hypothesis was confirmed or not). The introduction also refers to the level of development of the topic in legal literature, previous studies and sources on which the work is based. The introduction must clarify whether it is a theoretical study, empirical material, doctrinal legal analysis, etc.

The introduction also provides a brief overview and justification of the structure of the work (what a certain part deals with). The introduction must not become a retelling of the table of contents of the work. The choice of sources used must also be justified and a preliminary general assessment must be given to them. The introduction is not divided into titled parts. The introduction is approximately 5-10% of the total volume of the work (2-3 pages for research and bachelor's theses and 3-6 pages for master's theses). If the work requires the explanation of **basic concepts**, the number of which is not large, this can be done in the introduction or in the main part, where they are used for the first time. If there are many such concepts, then there can be a separate section after the introduction explaining the basic concepts.

of the main part of the work depends on the chosen topic, the problem raised, and the set goals and tasks. To obtain a clearer overview, the text is divided into main and sub-sections, the number of which depends on the chosen topic, the set goals and tasks. The main parts form a single whole and are presented in a logical sequence. The substantive parts must together provide an overview of the problems presented, their solutions, results and conclusions, and proposals. In this part The main points of the work and the research results are presented and analyzed and interpreted. Accuracy of wording and facts must be observed in the development of ideas. Arguments are justified and illustrated with the help of facts, quotations and summaries, in which their density, linguistic correctness, clarity of thought, relevance and accuracy are of primary importance. Quotations and summaries must not be too long, because this can cause the student's own thoughts and positions to be overshadowed.. The components of the work must be presented in a logical order, depending, among other things, on whether the research moves from the general to the individual or vice versa. The chapters of a more voluminous work may end with a paragraph summarizing the conclusions of this chapter.

The main part makes up approximately 70-90% of the volume of the work and is built up of chapters, subchapters and sections, which are marked with Roman or Arabic numerals for chapters and letters or Arabic numerals for subsequent sections. All sections must be numbered. There is no full stop at the end of the title. As a rule, the title of a chapter must not contain abbreviations, symbols or paragraph numbers. A chapter begins on a new page. The order of the chapters is determined by how it is expedient to address the issues in order to open the topic. It is important to consider the volume balance of the subdivisions of the main part of the work, i.e. the subdivisions of the work must be proportional (e.g. one chapter must not be

3 pages and the other 20 pages). It is also unacceptable to over-structure the main part of the work and to chop the entire work into numerous chapters of a few pages each. The number of chapters is not regulated; it is recommended that there should be 2-3 in a research paper and a bachelor's thesis and 2-4 in a master's thesis. Chapters and subsections must be logically related to each other and form a whole corresponding to the topic of the work. Subsections must not consist of a few sentences. There must be more than one subsection, i.e. section 1.1. must be followed by section 1.2.

In summary (is 5-10% of the work volume) The answer to the question(s) presented in the introduction is given. All the most important conclusions must logically grow out of the previous discussion. They must not be fictions or assumptions. The conclusions can be presented as theses and numbered point by point. In the conclusion, arguments are used to justify whether the hypotheses set out in the introduction have been confirmed or refuted. At the end of the conclusion, reference can also be made to problems that could not be solved in the work and that should be investigated further. However, these should not be exaggerated - this may give the impression that the author has left the work unfinished. No new positions are presented, but what is already contained in the previous one is summarized. If summaries are presented at the end of the chapters, it is sufficient to refer to them and briefly summarize them. In the conclusion, proposals can be made for implementing the results of the work, e.g. a proposal to amend the law *de lege ferenda*, proposals to change legal regulation or administrative and judicial practice. The summary does not present positions and conclusions on issues that are not addressed in the main body of the work, nor does it refer to previous texts, literature, or legislation.

At the end of the work, there is a list **of sources used** (references, normative material used, case law used) and other sources of information, numbered throughout, so that the reader can get an accurate overview of the original sources and be able to check the references. This includes only the cited literature. The list of references presents books, articles, master's and doctoral theses, methodological materials, etc. bibliographic entries in alphabetical order; a list of normative material used (laws and other legal acts) and a list of case law used are prepared separately.

All these lists are different and titled accordingly, but with a uniform numbering throughout. A separate list of abbreviations can also be left unnumbered. Sources used on electronic media are listed according to the content of the material (legislation, literature, etc.), they do not form a separate list. Sources used that are

not referred to in the work (for example, reviewed court files) are listed in general form (e.g. Tartu County Court criminal files 2005-2010, 100 files) in the introduction. Abbreviations are listed only if they are little known. A separate list of abbreviations is not provided if it contains well-known legal abbreviations or if they are spelled out in the text when first mentioned (e.g. HMS, KarS, TsÜS, etc.). Abbreviations that are not usually spelled out in full (e.g. USA, UN, etc.) are not included in the list of abbreviations. Depending on the specifics of the work, the material used can also be systematized in other ways, for example, separate lists of legislation and its commentaries, primary and secondary literature, international agreements, etc.

A foreign language summary is not a translation of the Estonian summary, but a synthesis of the introduction and conclusion of the work. An overview of the purpose of the work, the problem being investigated, the methods of solving it, and the results obtained is presented. The summary has a foreign language title (an exact translation of the topic of the work) and an explanation of *the summary* in the corresponding foreign language. Most often, the summary is in English.

The summary is followed by **appendices** (if necessary). When preparing the main parts, it is also necessary to consider what material remains in the main text and what can be included in the appendices. The main text should contain what is directly needed to develop the main idea presented in the work. It makes sense to place in the appendices material that contains additional information (e.g. source data). Appendices are numbered and titled. Each appendix begins on a new page; the appendix numbers and titles are noted in the table of contents of the work. Each appendix must be referenced in the work. All sources used must be cited in the appendixes.

Acknowledgements to supervisors, consultants, contributors, sponsors, or others can be placed either in the introduction, in the summary, or as a separate paragraph after the summary.

1.3.2 Structure of Bachelor's and Master's Thesis

- 1) title page;
- 2) table of contents;
- 3) introduction;
- 4) text;
- 5) summary;

- 6) list of sources used (literature used, normative material used, case law used);
- 7) a resume in a foreign language;
- 8) attachments (if necessary).

1.4. General principles of formatting

Formatting of a scientific text is to convey the results of theoretical or empirical research, i.e. to present data and problems in a scientific field based on specialist literature and/or the results of one's own research. The text can also be applied research. A scientific text is characterized by objectivity and accuracy. This places certain restrictions on scientific texts in terms of structure, style and referencing: the text must not be emotional (which does not mean that it is boring) and all source references must be verifiable. When presenting the material, a scientific style is used, i.e. the text is logically structured, divided into main and sub-sections based on the material being studied, and these in turn into paragraphs. The thesis must be written **in correct language** and be **neutral in style**. Linguistic neutrality means, on the one hand, preferring the impersonal verb style common in Estonian tradition or third-turn forms while also not disapproving of the use of first-turn forms.

The student work is submitted in computer type throughout with 1.5 line spacing and 12 point font size (except for footnotes), in *Times New Roman*. A 3 cm free border is left on the left, and 2 cm on the top, bottom and right.

A blank line is left to separate paragraphs that express a separate idea, at least one blank line is left between the title and the main text, and two blank lines are left between two numbered subsections. The text must be aligned, i.e. each line extends from the left margin to the right (on a computer, the layout is *Justify*). If this results in long spaces between words in a line, word hyphenation can also be used (not mandatory).

The words of the title are not hyphenated and no period is added at the end. The title is transferred to the next page if the text following it fits into less than three lines at the end of the page. The titles of chapters and parts of the work are capitalized, the titles of subsections are not.

As a rule, the use of bold or italics is not permitted in scientific papers, the latter being permitted as an exception for foreign words and terms; the important and the unimportant must be distinguished by the way the text is expressed and the content.

The bullet points of an in-text list are marked with either an Arabic numeral, a lowercase letter, a dash, or another symbol (select *Format* and *Numbering or Bullets*). A list is numbered (a letter or an Arabic numeral followed by parentheses is used) mostly when the order has a substantive meaning; the numbering of the list must not coincide with that of the subtitles. The parts of the list can be started on a new line or placed one after the other in the text. If a part of the list consists of one sentence, it is started with a lowercase letter; if there are at least two sentences, then with a capital letter. The use of a capital or small initial letter also depends on whether the list is a continuation of the previous sentence or consists of independent sentences. A comma or semicolon is placed at the end of a part of the list. The list must be preceded or followed by an explanation; a chapter, subchapter, etc. is not started or ended with a list.

The pages of the thesis are numbered in the bottom center. When numbering pages, all pages are counted (from the title page to the end of the thesis), including pages with figures and tables. The title page is counted when numbering, but no page number is placed there. The first page number is marked on the first page of the table of contents. There must be a blank white page at the front and back of the thesis (the so-called cover page), which is not counted when numbering. The list of sources used includes all sources used in writing the thesis and cited in the thesis.

A foreign language summary must be included in students' final and published theses. A summary is not a short version of a summary, but rather provides a brief overview of the purpose of the work and the issues addressed.

Appendices are presented as figures and materials that help to understand the text, supplement it or confirm the conclusions of the text. Each appendix begins on a new page; appendices are numbered and their titles are given in the table of contents of the work. Tables may be placed on larger pages, but they must be folded to the same size as the other pages.

1.4 ¹ Using artificial intelligence in the preparation of student papers

In legal student theses, generative artificial intelligence may be used in the preparation of the work, but this must be done responsibly and consciously, and the author's contribution must be clear. The author of the work is obliged to follow the SOGOLAS good practice and guidelines for the use of artificial intelligence.

The author is obliged to maintain an overview of his/her collaboration with the generating artificial intelligence: what tool was used and what questions and instructions were given to the artificial intelligence. The author must maintain intermediate versions of his/her work (at least three) to show the stages of completion of the work and the changes that have occurred.

The author must be prepared to explain his/her intermediate versions and work process to the supervisor and, in the case of final theses, to the reviewer and the defense committee. It is recommended that the author explains the use of artificial intelligence in the preparation of the work in the introduction or methodological chapter of the work. The author has the right to appeal in accordance with the study organization regulations if he/she is not satisfied with the decision of the supervisor or the committee regarding the use of artificial intelligence.

1.5. Citations, references, referencing

1.5.1 About referencing in general

When using all texts by other authors, as well as the author's own previously published works and other source materials (case law, archival materials), they must be cited.

The author may agree with these previously published positions and present them to confirm his or her own views, or the author may refute them in his or her work with arguments. It is also possible to approach them neutrally, e.g. to describe previous research in a given field or to direct the reader to a more in-depth treatment of the topic.

Correct citations must also be made even if the use of literature is not necessary in the work, but the author has done so anyway. The views and data of the aforementioned other authors, which the author has not identified, are presented with **quotations** or **abstracts** .

A quotation is a verbatim extract from a text, used as a general rule when the reference cannot convey the exact idea, or when it is a particularly expressive, interesting, colorful example, or when the quoted material is essentially important, analyzable, or disputable from the point of view of the work. The quotation must be verbatim and exactly adequate to the original. All quotations must be placed in quotation marks. Only a specific text of a few sentences from the entire text is used as a quotation. It is advisable not to exaggerate with quotations, as this can result in the work becoming a collection of quotations, where there is no longer any room for the author's own development of thought and the creation of new knowledge. Typographical errors are not corrected in a quotation, but they can be marked. Usually, a single sentence or an entire paragraph is quoted, but sometimes parts of the text delimited from different places are quoted. If something is abbreviated in a quotation by omitting text from the original, the omission can be indicated in several different ways: /.../ or (...) or [---] or ... Abbreviations must not be made in such a way that the meaning of the original text changes. It is also not advisable to cite a source from another work unless it is not possible to use the primary source. Longer quotations are separated from the main text by a single line space, and the entire quotation/quotation section is indented. The line space in a quotation is 1 interval. Additions or emphases by the author of the work in the quotation are separated from the quotation by slashes.

A review is a concise presentation of the content of the original text in your own words. When reviewing a foreign text, care must be taken when translating to ensure that the original idea is not changed. The review must be close to the original, and you must not add your own views or change its tone.

Referencing and quoting a previously published work, the author's name, the title of the work, and the source of publication are cited (see the separate subchapter on referencing techniques for more information). Generally known data, i.e. data that is generally known to a person with an average level of education or to people working in a given field, are not cited. In case of doubt, it is always advisable to cite the source.

If the work being referenced or cited is not available, it is permissible to refer/cite **indirectly**, i.e. indicate both the data of the work that you wish to refer/cite and the data of the work through which the original

source is being referenced/cited. It is prohibited to refer directly to a work that could not be obtained. For example, if A. Kalvi's article discusses A. Piibu's work *Kaubandus- ja -protsess* (Commercial Law and Process) views, but the latter is not available to the author, then it is correct to refer as follows:

Piip, A. *Commercial Law and Process*. Tallinn: Ministry of Justice, 1995. p. 167 (cited via Kalvi, A. *Representation Problems in the Protection of Industrial Property*. – *Juridica* 1996, no. 10, p. 567).

In the case of indirect references, it must be taken into account that they are not justified when using journals accessible through EBSCO or other environments, and when the referenced book can be borrowed from Estonian libraries or its pages can be browsed in online libraries.

There are several referencing techniques. In general, referencing is divided **into footnote** and **in-text** referencing. In-text referencing is in turn divided **into name reference** and **number reference**, of which the most common form of citation in scientific texts today is **by name**. When conducting research, it is important to observe which citation style is required for a specific work or publication, and also that the rule when citing is that the same citation system should be systematically followed throughout the work.

A reference is given in parentheses. It contains the surname of the author being referred to, the year of publication of the work or article (if several works by the same author have been published in one year, the letters a, b, c, etc. are added) and the page number after a colon and a space, e.g.: (Kallas 2010: 135). If there are two authors, they are separated by a comma (Kerge, Vider 2004: 35-38), if there are three or more authors, then an abbreviation is used (Cruse et al. 2004: 9-15). If more than one source is given in the reference, they are separated from each other by a semicolon, e.g.: (Kallas 2010: 135; Pais 2010: 24). If the author's name is part of the text, it does not need to be repeated in parentheses, e.g.: ... Kallas (2010: 135) has shown that When referring to a multi-volume publication, the volume number is also added before the page.

A numerical reference is generally indicated in square brackets [1], the number or its increment [1]. A numbered list of references is presented at the end of the work in the order of citation. For more detailed references, the page number of the source is also included [1, p. 24].

A **footnote** reference, the reference number is indicated at the end of the quotation or abstract as a superscript, and the numbering throughout the work is used. References are less often numbered separately on each page. Reference data are given at the bottom of the page and separated from the rest of the text with a line one third to one half of the page width. For the sake of better readability, it is not recommended to present references at the end of the work. All data is given the first time you cite them. In footnotes, 1.0 interval line spacing and 10 point font size are used throughout in computer printing, *Times New Roman font* , and parallel lines.

The reference number follows the reference or quotation in quotation marks. At the bottom of the page, below the line, is the bibliographic entry for the work cited, along with the page number from which the reference or quotation originates.

For example:

¹ [1] Heyerdahl, Thor 2004. The Kon-Tiki Expedition. Tallinn, Tänapäev, p. 15.

² Sitchin, Zacharia. Back to Genesis. Tallinn, Olion, 2004, 77–79.

When working on a computer (in *Microsoft Word*), you can add a footnote using: *insert – footnote – footnote –ok* or for the Estonian version: *insert – reference – footnote*.

Repeated references , if the same source is referred to repeatedly on one page, the following is written: Same, Same or *Ibid.*, p. (abbreviation of the Latin word *ibidem* – same) or *Op. cit* . (abbreviation of the Latin expression *opus citatum* – work cited) and the page number is added. If the following references are to the same page of the same work, then *ibidem* . If the next reference is to a new page of the same work by the same author, then it is written again: *Ibid.*, p. Latin abbreviations must be written in italics. When working with a computer, the author may move a section of text around during the work and it will no longer be easy to determine what the reference in Same or *ibid.* was about. Therefore, special care must be taken here.

1.5.2 Reference to legal science

To harmonize referencing techniques in legal works, the Institute of Social Sciences of Tallinn University uses the same (footnote) referencing system as is used in the journal *Juridica*. The aforementioned set of rules is outlined here.

General principle: footnote citation is used. In the case of a source that has already appeared once, the reference is not presented in full again, but rather the reference where the source is first cited is cited.

1.5.2.1 Citing used literature

When citing literature, the author of the source (first initial and last name) is cited; the title of the work in the original language; the edition number; the volume, book, etc. number; who published the work (if unknown, the place of publication); year of publication; page number; and, if the author so wishes, the column, etc. number.

Example: G. Hager et al. Private Law. Part I. Ministry of Justice 2001, p. 312 footnote.

If the work is published in a foreign language, all information up to and including the page number (except) is provided in the original language.

Example : IF Fletcher. The Law of Insolvency. 3rd ed. London 2002, pp. 699–703.

If the same source has already been cited once in the article, when citing this source a second time, only the author's name is cited and the reference number containing the full source reference is indicated in parentheses.

Example : IF Fletcher (reference 1), p. 700.

If two references to the same source follow each other directly, the second one is simply written as *Ibid*, in the same vein, or *Ibid* (see the principles of repeated references above).

Example: IF Fletcher (reference 1), p. 700.

Ibid., p. 701.

1.5.2.2 Citing journals and collections

Journals are cited in a similar way to the literature used, taking into account the specifics of citing journals, i.e. information about the title of the article, year of publication of the journal and issue is added.

Example (magazine): T. Tiivel. The duty of loyalty of a member of the management board of a limited liability company. – *Juridica* 2001/4, pp. 225–233.

Collections are referred to in a similar way to journals.

Example (collection): JA Schumpeter. Two Concepts of Democracy. – *Contemporary Political Philosophy*. J. Lipping (ed.). Tartu 2002, pp. 63 ff.

When referring to journals and collections, we refer to the specific page where the referenced or cited text is located. If we want to refer to an article as a whole, we refer to the first and last pages of the article (e.g. pages 1–12).

1.5.2.3 Citing Internet sources

In the case of a source published on the Internet, the following information is noted: the fact that the material is available on a computer network, the full reference to the Internet address, and the date when the author last consulted the material on this page.

Example: Explanatory Memorandum to the Draft Act on the General Part of the Civil Code, Section 5.4.5. Online: <http://web.riigikogu.ee/ems/plsql/motions.form> (12.12.2003).

1.5.2.4 Reference to Estonian legislation

The names of legal acts in the text are written in lowercase and, as a rule, without quotation marks. Quotation marks are used when necessary to facilitate understanding of the text.

When a legal act is mentioned for the first time, a reference to the publication of the legal act in the *Riigi Teataja* is added after the name of the legal act. The reference is given in a footnote, without the name of the legal act being additionally written out. If, due to the content of the article, the time of adoption of the act (the time of entry into force) needs to be highlighted, this information is also indicated in the reference. In other cases, as a rule, it is not given.

When referring to a legal act, information on the publication of the initial version of the act and the publication of the latest amendment is provided, distinguishing references to different publications of the Riigi Teataja with a semicolon. We will abbreviate the name of the Riigi Teataja.

Example: RT I 1993, 50, 695; 2003, 13, 67.

If you want to refer to a specific version of a legal act, then the information for that version is provided.

When abbreviating the names of legal acts, we use the list of legal abbreviations developed by the Ministry of Justice.

(see <https://www.riigiteataja.ee/lyhendid.html?sorteeri=pealkiri&kasvav=true>.)

If a legal act is first mentioned in a footnote to an article, a reference to its place of publication is added in parentheses after the name of the legal act.

Example: Sections 346 and 362 of the Code of Criminal Procedure (RT I 2003, 27, 166) provide for the same grounds for cassation.

1.5.2.5 Reference to foreign legislation

When citing, we use the same principles as when citing legislation in this country. Abbreviations may be used, but they must be spelled out the first time they are mentioned. If there are many abbreviations, they are presented as a separate list of abbreviations.

Example: BVerGE (Entscheidungen des Bundesverfassungsgerichts) vol. 20, p. 56; Volume 52, page 63.

Example for the following references: BVerGE 20, 56; 52, 63.

1.5.2.6 Reference to Estonian court decisions

In the case of decisions of domestic courts, the type of decision (decision or ruling), the name of the court that issued it (preferably abbreviated), the date of the decision, the case number, and, if the author so wishes, the short title of the decision are given. In the case of decisions of domestic courts, the place of publication is not cited.

Example: IKKKo 10.09.1996, 3-1-1-89-96.

GNP Committee 05.12.2002, 3-2-1-138-02.

RKPJKo 13.06.2005, 3-4-1-5-05.

RKHKo 12.12.2007, 3-3-1-70-07.

RKEKo 22.01.2008, 3-3-1-17-07, dissenting opinion of E. Kergandberg.
TlnRnKo 23.03.2009, 2-07-10586.
RKPJKm 25.05.2010, 3-4-1-21-09
TMKo 16.02.2012, 2-11-9339.
RKÜKm 26.03.2012, 3-3-1-15-10.
RKÜKo 12.07.2012, 3-4-1-6-12.
RKKKm 12.04.2012, 3-1-1-32-12.

If some of the information mentioned is already present in the main text of the article, this information will not be added a second time.

For example, in the text: The Civil Chamber of the Supreme Court has taken this position in its decision in case 3-2-1-104-96.

When referring to the same solution a second time, we refer back to the previous reference. If the author wishes, the point numbers of the solution may also be included in the reference.

Example: RKTko 3-2-1-104-96, p. 1.

1.5.2.7 Reference to foreign court decisions

The same system is used as for Estonian decisions, i.e. the reference must show the name of the court that made the decision, the type of decision and the case number. The date of the decision is indicated if the year of the decision is not visible from the decision number.

Example: ECJ 22.10.2002, C-94/00, Roquette Frères SA v Commission of the European Communities.

ECJ 06.11.2003, C-101/01, Bodil Lindqvist.

ECtHR 16.12.1992, 13710/88, Niemietz v . Germany.

EIKo 21.10.2010, 45783/05, Zhuk *versus* Ukraine.

ECtHR 24.07.2014, 28761/11, Al Nashiri v . Poland

1.5.2.8. Reference to international court decisions and treaties

When referring to international law sources, the students should follow the OSCOLA 2006 CITING INTERNATIONAL LAW SOURCES SECTION (Oxford Standard for Citation of Legal Authorities).

Example:

United Nations Treaties Series International Covenant on Civil and Political Rights (adopted 16 December 1966, entered into force 23 March 1976) 999 UNTS 171 (ICCPR)

Convention Relating to the Status of Refugees (adopted 28 July 1951, entered into force 22 April 1954) 189 UNTS 137 (Refugee Convention)

Universal Declaration of Human Rights (adopted 10 December 1948 UNGA Res 217 A(III) (UDHR)

Protocol Relating to the Status of Refugees (adopted 31 January 1967, entered into force 4 October 1967) 606 UNTS 267 (Protocol)

UNGA International Convention for the Suppression of the Financing of Terrorism (adopted 9 December 1999, opened for signature 10 January 2000) (2000) 39 ILM 270

Convention for the Protection of Human Rights and Fundamental Freedoms (European Convention on Human Rights, as amended) (ECHR)

Corfu Channel Case (UK v Albania) (Merits) [1949] ICJ Rep 4

Land, Island and Maritime Frontier Case (El Salvador/Honduras, Nicaragua intervening) (Application for Intervention) [1990] ICJ Rep 92

Legal Consequences of the Construction of a Wall (Advisory Opinion) 2004 accessed 21 July 2005 [139]–[142]

Aerial Incident of July 27 1955 Case (Israel v Bulgaria) ICJ Pleadings 530

Case Concerning the Factory at Chorzów (Germany v Poland) (Merits) PCIJ Rep Series A No 17

Case of the Free Zones of Upper Savoy and the District of Gex (Switzerland v France) PCIJ Rep Series A/B No 46

Case Concerning the Vienna Convention on Consular Relations (Germany v USA) (Request for the Indication of Provisional Measures: Order) General List No 104 [1999] ICJ 1

Tadic Case (Judgment) ICTY-94-1 (26 January 2000)

Prosecutor v Tadic (Jurisdiction) (1996) 3 Intl Human Rights Rep 578

Prosecutor v Akayesu (Judgment) ICTR-96-4-T, T Ch I (2 September 1998)

Prosecutor v Tadic (Judgment in Sentencing Appeals) (2000) 39 ILM 635

1.6. List of references

The list of references includes the sources used and cited in the preparation of the work - the list includes only the sources cited in the work, and each source in the list must be referenced in the work. Sources can be books, articles, research reports, dissertations, regulatory acts, instructional and methodological materials, manuscripts, interviews, lecture notes, etc.

The information provided in the entry must make it possible to identify the source cited. All data is taken from the title page of the work; if the data there is incomplete or the title page is missing, then data is taken from other parts of the work. A bibliographic entry is compiled in the language of the original source cited and consists of several elements presented in a certain sequence. It contains the minimum but necessary amount of data that allows the work to be found in a library, database or on the Internet.

The list of references is formatted according to the referencing system used in the work. A bibliographic entry generally consists of the name(s) of the author(s), title of the work, place of publication, year of publication, and publisher.

Unlike a footnote, the author's last name is listed before the initial in the bibliography, using the following scheme:

For a book or monograph

Author's surname, initial(s). Title. Subtitle (if any). Printing or reprint information. Place of publication: publisher, year of publication.

For example: Hager, G. et al. Private law. Part I. Ministry of Justice 2001

For master's and bachelor's theses

Author's surname, initial(s). Title. Subtitle (if any). Name of university and chair, department or faculty. Place of publication, year of publication [General title of the work]

For example: Tamm, K. Property Rights of Spouses, Tallinn University. Department of Private Law, Tallinn 2011. [bachelor's thesis]

For articles published in a collection, magazine, serial, or newspaper

For example (journal): Tiivel, T. The duty of loyalty of a member of the management board of a limited liability company. – *Juridica* 2001/4, pp. 225–233.

Entries are presented in alphabetical order (by author's last name) and may be numbered with Arabic numerals. If the author of the source is an institution/organization or the author is not indicated at all, the source is arranged in the bibliography according to the alphabetical position of the first word of the title. Since the reference entry is presented in the same language as the publication, abbreviations are also in the corresponding foreign language, e.g. page (pg), print (tr) and volume (kd) are in English *p.*, *Ed.*, *Vol* , in German *S.*, *Aufl.*, *Bd* .

Works by one author are listed by year of publication, starting with the earliest. If the bibliography contains several works by one author published in the same year, lowercase letters are used, e.g. 1993a, 1993b. In the case of multiple authors, all names are listed based on the title page (the word and or a comma can be

used to distinguish between them). If the year of publication of a work is unknown, the abbreviation *sa* (*sine anno*) is used.

If there is more than one author, list all their names in the order they appear on the title page. If there are more than three authors, list only the name of the first author and add *et al* . (if the work has been published in a foreign language, then its abbreviation in the corresponding language).

In the case of indirect references, the work through which the other work is cited is included in the list of used literature.

In legal works, a list of sources used is formed **from the literature used , normative materials , case law** (court, research, expert examination materials, etc.) and **archive materials**, with separate lists with appropriate titles. Sources used that are not referred to in the work (e.g. generalized court files) are generally noted in the introduction (e.g. Harju County Court criminal files 1991-1997, 400 files).

1.7. List of normative materials used

The list of used literature is followed by the normative materials, numbered throughout, under the heading **Used normative material**. If the list contains normative acts of several bodies, they are grouped by body, taking into account their validity. Acts of the same state body are presented in alphabetical order. When referring to a legal act, it is again important to remember that information on the publication of the initial version of the law and the publication of the latest amendment is provided, distinguishing references to different editions of the Riigi Teataja with a semicolon.

For example:

Administrative Procedure Act, 6 July 2001 – RT I 2001, 58, 354 ; RT I, 23.02.2011, 3

Government of the Republic Act, 13 December 1995 – RT I 1995, 94, 1628 ; RT I, 11.06.2013, 1

Regulation No. 417 of the Government of the Republic of 29 December 1993 on the exchange of official publications and government documents

1.8. List of court decisions used

The list of normative acts is followed by a numbered list of **Case Law used throughout**. The sources are systematized in alphabetical order of courts, while the courts are organized in chronological order of court decisions. It is also permitted to group case law by year by file number. The list indicates the source (in print) to which the court decision is referred in the footnotes. If the work contains generalized case law that has not been referred to, it is not presented in the list, although it is noted in the introduction to the work.

Example:

Supreme Court ruling of November 1, 1995 in the lawsuit of RAS Kiviter against AS Nitrofert 55,409 kroons in claim, III-211-72195.

Ruling of the Civil Chamber of the Supreme Court of 9 June 2003 in Kaie Valter's action against Kaido Paaslep and Housing Association Masti for the recognition of the nullity of the loan agreement, the transfer of the contribution and the decisions of the board meeting and for the recognition of the right to the contribution, 3-2-1-71-03 .

Court decisions may also be indicated in abbreviated form in the literature used. For example, when compiling a source entry for Supreme Court decisions, the abbreviation of the court must be indicated, which also indicates the type of decision, date of decision and case number. Since all Supreme Court decisions are published on the Supreme Court website and are easily found there, indicating the place of publication of Supreme Court decisions (RT III) is no longer mandatory. A sentence introducing the case may be presented in brackets, but this is also no longer mandatory.

Example:

RKPJKo 21.05.2008, 3-4-1-3-07 .

RKÜKo 12.04.2011, 2-1-062-10 .

RKPJKo 19.04.2005, 3-4-1-1-05e1 Dissenting opinion of Judge Jüri Põllu
<http://www.nc.ee/?id=11&indeks=0,4,9241,12034&tekst=RK/3-4-1-17-08>

RKHKo 07.11.2011, 3-3-1-51-11 (Romeo Kalda's complaint to annul the directive No. 6.-3/311-D of the director of Viru Prison of 19 February 2010)

II. THESIS DEFENSE PROCEDURE

Stages of completing the thesis:

- submission and approval of the topic and supervisor application (according to the Tallinn University academic calendar in October by the deadline specified by the academic unit);
- submission of the thesis (at the time determined by the academic unit, before the defense date);
- registration of the title and supervisor in ÕIS (after submission of the thesis);
- defense (on a date determined by the academic unit according to the schedule).

2.1. Selection and approval of thesis topics

The student makes his/her choice from a list of topics that is updated each academic year or selects the topic and supervisor himself/herself in cooperation with the law faculty. The topic is specified with a title, based on the content of the thesis, no later than the defense. BA and MA theses require an opening that meets the requirements for a legal research topic. The master's thesis must be written in accordance with the chosen specialization.

The thesis topic and supervisor are approved in the penultimate semester of the nominal duration. The thesis topics are approved in accordance with the Tallinn University academic calendar in October by the deadline specified by the academic unit. The student submits an application coordinated with the supervisor and, preferably, the head of the curriculum, by the deadline specified by the academic unit via the ÕIS (“Other applications”) (see Appendix 2).

The head of the curriculum, in cooperation with the academic advisor-specialist, submits a list of thesis topics and supervisors to the head of the ÜTI, which is approved by order of the director of the ÜTI. If necessary, the topic is changed based on the learning outcomes of the thesis. The supervisor is generally changed only when the workload of the thesis supervisor requested by the student has been exceeded.

2. 2. Submitting thesis for defense

The defense of theses (bachelor's and master's theses) takes place twice per academic year according to the academic calendar of Tallinn University and its purpose is to determine whether the student is the author of the thesis that they submitted. Theses are submitted in electronic format (pdf) in the corresponding Moodle environment by a given deadline. The student uploads two files: one with the supervisor's signature, which proves admission to the defense, and the second pdf version is without signatures. The student's author's declaration and a simple license for reproducing the thesis are submitted electronically in the ÕIS environment. With a simple license, the author agrees to store his thesis and make it publicly available in the repository of the Tallinn University Academic Library.

The supervisor and reviewer of the bachelor's thesis must have at least a master's degree or equivalent qualification in the field of work or be a recognized practitioner-expert in the field.

The supervisor and reviewer of the master's thesis must meet at least one of the following requirements:

- 1) holds a doctoral degree or equivalent qualification;
- 2) has a master's degree or equivalent qualification and at least five years of research and development experience in the field of the master's thesis;
- 3) holds a master's degree or equivalent qualification and is a recognized expert in his or her field of expertise.

2.3. Defense and evaluation of final theses

The thesis defense committees are formed by the director of the Institute of Advanced Studies for one academic year. The committee consists of at least three members, including the chairman of the committee, who has a doctoral degree or equivalent qualification. 50 percent of the bachelor's thesis defense committee, 75 percent of the master's thesis defense committee, are lecturers with a doctoral degree or equivalent qualification.

The student submits their thesis to the academic unit and registers in ÕIS as a thesis defender. The thesis that was not accepted for defense can be supplemented and submitted for defense in the next academic year.

The author has the right to request that his work not be entered into generative artificial intelligence for evaluation purposes.

The defense of theses and final exams is public and takes place before the defense committee in a room and in the order announced by the academic unit. The defense of a thesis may be closed if the work contains information on the grounds for approval for internal use in accordance with the Public Information Act. A written request to declare the defense closed shall be submitted by the student or a third party with a justified interest to the head of the academic unit by the deadline for submission of theses. The Director of the ÜTI shall decide whether or not to declare the defense closed within 5 (five) working days from the date of making the said proposal.

The main stages of protection are:

- 1) *Lectio* by the author (defender) of the thesis *precursors*) 10 minutes
- 2) Addressing questions from the reviewer or if the reviewer is not present, answering the reviewer's questions; 5 minutes
- 3) Academic discussion: 5 minutes

It is recommended that the thesis defender's oral presentation be illustrated with illustrative supporting material (e.g. PowerPoint slides, overhead projector transparencies, audiovisual and other means). The time limit for the presentation, including questions and debate, is 30 minutes during the bachelor's thesis defense, of which the bachelor's thesis defense speech is 10 minutes.

The time allotted for defending the master's thesis is 30 minutes, and the master's thesis defense speech is 7-10 minutes. The thesis defender's answers to the reviewer's questions and the committee's questions follow, followed by the thesis defender's closing remarks. The need for technical aids must be notified to the academic advisor-specialist when submitting the thesis.

Master's and bachelor's theses are graded. The theses are evaluated by a committee formed by order of the director of the University of Applied Sciences. The defense committee is quorate if at least 2/3 of its members (including the chairman) are present at the defense.

The following principles are used in the assessment of bachelor's and master's theses and their defense:

1. the clarity and justification of the problem posed in the work, the clear formulation of the goal;
2. the novelty and topicality of both the legal theoretical problems and legal practice (administrative and judicial practice) reflected in the work, and the adequacy of its presentation;
3. the novelty of the work, the author's ability to analyse a complex legal problem, his/her own original intellectual contribution;
4. the structure of the work and the interconnection and balance of the parts (correspondence of the content to the title, correspondence of the method to the objectives of the work, correspondence of the summary to the treatment of the topic in the work, connection between the chapters etc.);
5. knowledge of professional literature and legal theoretical approaches relevant to the topic;
6. understanding and mastery of the research methods used in the work;
7. the formal aspect of the work (compliance with requirements);
8. the linguistic (grammatical, orthographic and terminological) level of the work;
9. volume of work (whether the length of the work is substantially justified, whether the work corresponds to the required volume of working hours);
10. presenting and arguing the positions described in the thesis and answering questions during the public defense;
11. Appropriate presentation of the work during the defense using modern IT or other technical tools.
12. Academic Integrity: the authorship of the thesis is confirmed in the defense. The committee needs to be certain that the student wrote the thesis on their own.

The review of the thesis must be prepared based on the above criteria. The review must include a critical analysis and a general assessment of the research work. The written review is presented orally during the defense of the thesis, highlighting the main legal issues related to the work. In addition, the reviewer will ask the author of the thesis substantive questions related to the topic (1-3 questions). The written review required for the defense of the thesis must be received by the academic unit no later than 3 (three) working days before the defense. The student has the right to review his/her thesis no later than 1 (one) working day before the defense, the study advisor-specialist will send the review to the student by e-mail. A sample review form is attached (see Appendix 4).

The defense committee may refuse to admit a student to the defense if discrediting information (plagiarism, submission of false data, etc.) is discovered before the defense of the thesis. The basis for refusal is written evidence. The defense committee's decision to not admit a student to the defense of the thesis is formalized in writing. The academic advisor-specialist will inform the student of the committee's decision by e-mail no later than 1 (one) working day before the defense.

The final grade is decided by the defence committee, and the basis for the grade is the written thesis and the academic discussion that took place during the defence. The assessment of the thesis is formed as a combined grade of the members of the defence committee, which takes into account the level of the written work and the success and effectiveness of the public defence of the thesis. The defence committee assesses the bachelor's or master's thesis in a closed session, and the result is explained by a secret vote of the committee. In order to make a decision, it is necessary that at least half of the committee members support it. The committee evaluates the results of the thesis defence verbally (excellent, very good, good, satisfactory, poor, inadequate) and in letters (A, B, C, D, E, F). The grades are entered in the minutes in accordance with the format and signed by the chairman of the defence committee and the minutes taker. The results of the thesis defence and the oral final examination are announced to the students on the day of the defence immediately after the minutes are drawn up.

The assessment is based on the differences in requirements arising from the content and scope of the bachelor's and master's theses, as well as the level of study, which are reflected in the bachelor's thesis course program and the master's thesis course program and in the assessment criteria (Appendix 5), respectively.

2.4. Contesting the defense results

The student has the right to appeal the decision of the defense committee in accordance with the provisions of the Tallinn University study regulations.

REFERENCES

1. Juridica journal citation principles for authors.
2. Tips for formatting written works, Tallinn University Academy of Law 2010.
3. Sepp, Ene. Guidelines for formatting written works. Akadeemia Nord 2001.
4. Sootak, Jaan et al., Writing and Formatting Student Thesis. A Guide for Law Students, Juura Publishing House, Tallinn 2011.

LEGISLATION USED

Tallinn University Study Organization Regulations (TU Senate Regulation No. 4 of 19.05.2025)

Appendix 1. Sample title page for thesis and other written work

TALLINN UNIVERSITY
School of Governance, Law and Society
Law study area

First name Last name

TITLE

Type of work (Essay/Abstract/Research paper/Bachelor's thesis/Master's thesis)

Supervisor:

Profession or academic degree First name Last name

(In the case of a thesis: Subject code and name of the subject;
Study area)

Place of submission of the work/Tallinn

Year

Appendix 2. Sample application for approval of the topic of a bachelor's/master's thesis

ÕIS application application type: other applications

To: Institute of Social Sciences

Title: Bachelor's thesis/Master's thesis (choose the correct one) topic and supervisor confirmation

Student:.....

Student code:

Content:

STATEMENT

Please approve my thesis. topic

.....
..... (*in Estonian and English*)

and supervisor (*supervisor's first and last name, e-mail address*)

I confirm that I have agreed on the topic and supervision with the supervisor. I know that the topic and supervisor will be finally confirmed by order of the Director of the ÜTI.

Sincerely,

.....
Student's name and date

Appendix 3. – Principles of supervision

Supervised	Supervisor
<ul style="list-style-type: none"> ☐ must show activity; ☐ contact the supervisor to arrange consultation times; ☐ prepare materials and questions; ☐ regularly submit intermediate versions of the work to the supervisor for review. 	<ul style="list-style-type: none"> ☐ must provide the student with their contact information (as a rule, the supervisor can be contacted via email); ☐ does not have to disclose their personal mobile or home phone number; ☐ You do not have to seek contact with the supervisee yourself or request the submission of materials.
<ul style="list-style-type: none"> ☐ it cannot be assumed that the supervisor will be able to respond to his/her request immediately; ☐ You can contact your academic advisor or study director if you have not received feedback from your instructor within a week; ☐ You can contact the curriculum director if you repeatedly fail to contact the instructor or if feedback is systematically delayed. 	<ul style="list-style-type: none"> ☐ must provide feedback to the student within one week of the student's request. In exceptional cases (e.g. foreign business trip, illness, etc.), a longer feedback deadline will be agreed upon; ☐ must take into account the amount of supervision: at least 30 hours for BA work, at least 50 hours for MA work
<ul style="list-style-type: none"> ☐ must check spelling and grammar before submitting the work or part of it to the supervisor; ☐ is responsible for the spelling and style of the final text; ☐ knows that a large number of spelling errors, poor readability of the text, or inadequate style are definite reasons for lowering the grade. 	<ul style="list-style-type: none"> ☐ You do not have to correct spelling and grammar errors, but you do have to draw the student's attention to possible stylistic errors in the text and, if necessary, provide suggestions for improving the readability of the text.
<ul style="list-style-type: none"> ☐ To facilitate the supervisor's work, the changes and additions made to the previous version must be marked when submitting the next version of the text. 	<ul style="list-style-type: none"> ☐ feedback may be refused if the corrections and additions in the text (compared to the already commented version) have not been marked by the student.
<ul style="list-style-type: none"> ☐ may, in exceptional cases, change the supervisor and/or topic within a reasonable period of time by submitting a new reasoned application to the head of the curriculum for approval of the new topic and/or supervisor. 	<ul style="list-style-type: none"> ☐ may terminate cooperation with the supervisee by submitting a submission to the curriculum director if the supervisee has not contacted or submitted any materials within a month after confirming the topic and supervisor.
<ul style="list-style-type: none"> ☐ must submit the final version of the work (unbound) to the supervisor at least 1 week before the deadline for submission of works specified in the Tallinn University academic calendar. 	<ul style="list-style-type: none"> ☐ may not allow a work to be defended if the final version has not been submitted to him/her 1 week before the specified deadline for submitting the work; ☐ The thesis must not be allowed to be defended unless the thesis has been reviewed or the student is convinced that the thesis meets the requirements for the thesis.

<p>☐ must introduce the rules and documents related to the thesis of the Tallinn University of Social Sciences to the external supervisor, if necessary.</p>	<p>☐ must have familiarized themselves with the requirements for theses at the Tallinn University of Technology's School of Social Sciences and must follow them when supervising.</p>
<p>☐ is responsible for the independent preparation of the work, avoiding plagiarism; ☐ knows the consequences of using plagiarism.</p>	<p>☐ must use plagiarism detection software or other tools to detect plagiarism in the submitted work.</p>

Appendix 4. Sample thesis review

**Tallinn University
Institute of Social Sciences
Law direction**

Student thesis review

The review should be submitted electronically to the academic advisor-specialist by e-mail, signed in one copy, to the academic unit no later than three working days before the defense,

The defense will take place on.....20.....

Thesis author
Thesis title
Reviewer's name, personal identification code (required for entry in ÕIS), academic degree, position

1. We ask for a brief justification for the selected rating (write the text in the box)

Topic relevance

very relevant	relatively current	usual	no relevance
---------------	--------------------	-------	--------------

The author's ability to define the research problem

very good	good	satisfactory	weak	incomplete
-----------	------	--------------	------	------------

The appropriateness of the research method(s) used

very practical	appropriate	questionable	inappropriate
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Relevance of the literature used

very relevant	suitable	questionable at times	inappropriate
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Reliability of the research results (consider the academic literature used, number of cases, etc.)

very reliable	above average reliability	with medium reliability	below average reliability	unreliable
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Strength of analytical skills

very strong	above average	average	below average	very weak
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Balance and coherence of the structural parts of the work

optimal	acceptable	problematic at times	incomprehensible
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Compliance with *the guidelines for the preparation, formatting and defense of student theses* (the guidelines are available under the documents of the Department of Social Sciences at Tallinn University of Technology)

fully complies	mostly corresponds	mediocre	usually does not respond	does not respond at all
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NB! The reviewer may not recommend a specific grade for the work, but may provide a substantive summary assessment that does not refer to a specific grade.

2. Strengths and weaknesses of the work that I would like to highlight separately :

[text]

3. Questions for the author of the work:

- 1.
- 2.
- 3.

.....
reviewer's signature

.....
date

Appendix 5. Evaluation criteria

BACHELOR'S THESIS (RESEARCH) EVALUATION CRITERIA

F – The work is plagiarized and/or unrelated to the curriculum. Relation to the curriculum is a general requirement that is not mentioned separately in the grades.

	A	B	C	D	Monday
Problem statement	The problem is topical, justified and important in terms of a specific field, develops previous work or offers an applied solution. The problem and research questions are clearly formulated, specifically defined and perfectly correspond to the purpose of the research.	The problem is relevant and important. The problem and research questions are logically linked and correspond very well to the research objective.	The relevance and importance of the problem are formulated. The problem and research questions are clear and well linked.	The relevance and importance of the problem are not convincingly presented. The problem and research questions are generally interconnected, but there are some questions.	The problem and research questions are broad and only marginally related to the research topic.
Theoretical part	Relevant academic literature has been used, covering sources relevant to the work and making connections between different authors and approaches. The author has synthesized important sources in the field of the work. The connection between the problem, theory and empiricism is clear, and the theory has been systematically applied in the empirical analysis. The work offers a novel contribution to existing knowledge, either theoretically or empirically. Even if this contribution is modest, the student is able to highlight and justify it in the work.	Relevant academic literature has been used. Perspectives that are important and relevant to the work have been covered. The author has critically analyzed and synthesized sources related to the problem of the work. The connection between theory, empiricism, and research questions is clear, and theoretical knowledge has been applied in empirical analysis.	Relevant academic literature has been used and important and relevant perspectives for the work have been covered. The author has critically analyzed and synthesized the sources related to the problem of the work to a limited extent, and the work contains thematic transitional texts created by the author. The connection between the problem, theory and empiricism is understandable, theoretical knowledge has been applied in the empirical analysis, but connections have been made to a limited extent.	Relevant academic literature has been used, mostly covering theoretical approaches relevant to the work. The author has made a limited critical analysis of the theory related to the problem of the work, and the work contains individual thematic transitions created by the author. The connection between the problem, theory, and empiricism is identifiable, and attempts have been made to apply theoretical knowledge later in empirical analysis, but the creation of connections is sometimes insufficient.	The theoretical part is based on a limited number of academic sources and covers the theoretical positions relevant to the work as necessary. The theoretical part of the work is abstract. Theory, empiricism, and research questions are generally related. The connection between theory and empirical analysis is weak.

Empirical part ¹	The method of collecting empirical data is suitable for answering the research questions and the choice of method is well justified based on the sources and the research field is delimited. The methods of data collection and analysis have been correctly applied in all stages of the work. All key concepts of data collection and analysis have been defined based on the sources. The author understands and describes his/her role as a researcher. The sample or dataset is suitable for answering the research questions. The presentation of results is clear and concise and follows the best practices of the method. The sample, the procedure for conducting the study and the data analysis have been described in detail.	The method of collecting empirical data is suitable for answering the research questions and the choice of method is justified and the research field is delimited. The methods of data collection and analysis have been correctly applied in all stages of the work. Most of the key concepts of data collection and analysis have been defined based on the sources. The sample or dataset is suitable for answering the research problem. The author understands and has mentioned his/her role as a researcher. The presentation of results is clear and concise. The sample, the procedure for conducting the study and the data analysis have been described in detail.	The method of collecting empirical data is suitable for answering the research questions and solving the research problem, but the justification for the choice of method is not sufficient. The author is familiar with the methods used. The method is generally good, although there may be minor issues. Most of the key concepts for data collection and analysis are defined based on the sources. The quantity and quality of empirical data are sufficient to answer the research questions. The results are presented in a concise manner. The sample, the research procedure, and the data analysis are adequately described.	The empirical data collection method is generally suitable for answering the research questions and solving the research problem. The justification for the choice of method is not sufficient. The author masters the chosen data collection method with some problems. All the empirical data presented are important for the work and relate in some way to the research questions. However, there is data whose analysis is incomplete. The quantity and quality of empirical data may not be sufficient, but it still allows for a certain extent of answering the research questions. The presentation of results is rough. The description of the sample, the procedure for conducting the study, and the data analysis is sometimes incomplete.	The suitability of the empirical data collection method to answer the research questions and the justification for its choice are questionable. The chosen research method is described in very general terms, and errors have been made in its implementation. Not all of the empirical data presented in the paper are relevant, i.e. do not sufficiently relate to the research questions. The presentation of results, description of the sample, the research procedure, and the data analysis are incomplete.
Conclusions and recommendations	All research questions have been answered in a thorough and well-argued manner. The conclusions related to the empirical and theoretical part are clear and presented analytically fluently. The conclusions contain novel approaches or connections that are	All research questions have received an argumentative answer. The conclusions of the work are related to the empirical and theoretical part. The results are discussed analytically, raising various issues and placing the results	All research questions have been clearly answered. The conclusions discuss the results, but the discussion remains superficial and analytically mediocre. The conclusions are placed in a	All research questions have been answered, but with varying degrees of argumentation. The reasoning behind how the results were reached is identifiable. The conclusions remain general and empirically/analyti	The main research question has been answered, although the conclusions drawn from it are general and empirically/analytically weakly substantiated. The conclusions stem from the previous analysis, but are presented

	placed in a broader theoretical/social context. The paper clearly outlines recommendations and further research opportunities, as well as the research limitations of the chosen approach.	in a broader theoretical/social context. Recommendations and further research opportunities are outlined in the paper.	broader context, but the discussion remains analytically weak. The paper outlines a few recommendations or further research opportunities.	cally weakly substantiated. Discussion of the conclusions and their placement in a broader context remains scarce and analytically weak. The paper outlines individual recommendations or references to further research opportunities.	in a simplified manner, and the results are a mechanical and merely informative summary. The paper does not contain any recommendations or further research opportunities.
Formatting	The format of the work meets the requirements. The text is in an academic style, linguistically and grammatically correct. The reference is correct.	The work is formatted in accordance with the requirements. The text is in an academic style, linguistically and grammatically correct. There are a few typographical errors. The reference is correct.	The formality of the work largely meets the requirements. There are no fundamental errors in referencing. There are a few errors in the formatting of reference entries. The work is predominantly in academic language, although there may be occasional spelling errors and/or typographical errors.	The work partially meets the formalization requirements. There are errors in the reference that are not fundamental.* The language used contains journalistic or colloquial language, as well as spelling and/or typographical errors.	The work partially meets the formatting requirements. Despite the referencing errors, the sources are still identifiable. The author's thoughts are difficult to follow, there may be linguistic inaccuracies. There may be several formal**and some fundamental errors in the reference, but not plagiarism. Academic language is not predominant in the work: several parts of the work use journalistic and colloquial language. There are several spelling and/or typographical errors, which, however, do not hinder the understanding of the text.
Protection	An exemplary presentation, illustrated and delivered within the time limit. An outstanding defense speech (i.e. creating interest in the topic and content of the work). Excellent mastery of theoretical material and overview of the results of the work.	Presentation of a correctly formatted report. Presentation of a competent defense speech. When answering questions, the student can justify and argue the answers.	A clearly structured presentation, with some inaccuracies. A competent defense speech. The answers to the questions are partially reasoned.	There are some inaccuracies in the presentation of the paper. The defense speech is competent, but there are shortcomings in the structure and presentation of the speech. There are difficulties in justifying one's positions.	There are contradictions, errors and inaccuracies in the presentation of the paper. The defense speech is sometimes incomprehensible. Lack of mastery of the material or failure to adhere to the time limit. The answers to the

	<p>Very good arguments and ability to express oneself when presenting one's opinion. Coherence of the introduction and conclusion. Answering questions is accurate and exhaustive.</p>				<p>questions are not argued and/or are sometimes incomprehensible.</p>
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* Fundamental error in citing: the source is not cited; the use of the source is unnecessary from the point of view of the work or there are discrepancies between the in-text references and the literature used; parts of the reference entries are presented incorrectly and in a confusing order; the source cannot be identified.

**Formal error in citing: insufficient and irregular adherence to the referencing systems established by the thesis regulations; formal inaccuracies in reference entries and in-text references.

¹ In the field of law, the empirical part is not mandatory, therefore these criteria do not apply to works without an empirical part.

MASTER'S THESIS (RESEARCH) EVALUATION CRITERIA

F – the work is plagiarism and/or is not related to the curriculum/specialty research discipline.

	A	B	C	D	Monday
Problem-setting	<p>The author has relied on the views of other authors and previous works in the field of research in addressing the problem. The author has presented a discussion that addresses the problem from a new perspective.</p> <p>The research problem and questions are clearly formulated and reflect the problem in many ways, including the author's contribution to a more thorough solution to the problem.</p> <p>The author is able to position and justify their approach in the context of the research tradition of the field and choose a methodological paradigm.</p>	<p>The research questions reflect the multifaceted nature of the problem. The author has relied on the views of other authors and previous works in the field of research in addressing the problem, and the problem formulation and approach are supported by the discussion.</p> <p>The author is able to position their approach in the context of the research tradition of the field and choose a methodological paradigm.</p>	<p>The author has proven the relevance of the problem.</p> <p>Research questions reflect the multifaceted nature of the research problem and the interrelationships between the facets.</p> <p>The author has supported the problem with the views of other authors and previous works in the field of research, but the discussion is limited.</p> <p>The author is able to define his/her approach in the context of the research tradition in the field and choose a methodological paradigm.</p>	<p>The problem is related to the specialty, but the author has proven the relevance of the problem to a limited extent.</p> <p>The research problem is templated and low-dimensional.</p> <p>The research problem and questions are interrelated. The author has supported the problem with the views of other authors and previous works in the field of research, but there is no discussion.</p> <p>The author is able to define his approach in the context of the research tradition in the field and names the methodological paradigm.</p>	<p>The problem is related to the field of study, but the author has not proven the relevance of the problem. The author has supported the problem with the views of various authors, but there is no discussion.</p> <p>The problem statement is supported by a review of previous works in the research field, but the problem is not novel. The research problem and research questions are only slightly related.</p> <p>The research questions are scattered. The author names a methodological paradigm.</p>
Theoretical part	<p>The theoretical starting point covers numerous approaches related to the research problem, from which an argumentative selection has been made. The author demonstrates extensive knowledge of the disciplinary research problem, which is placed in a broader discussion context.</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.</p>	<p>The theoretical background covers several approaches related to the research problem, highlighting the most important ones. Literature related to the topic has been used. The author also demonstrates his knowledge of the broader disciplinary location of the research problem.</p> <p>The presentation of theories is analytical and source-critical.</p> <p>Theoretical knowledge has been systematically applied in the empirical analysis. The division of the theoretical part into chapters and</p>	<p>The theoretical background sufficiently covers the approaches related to the research problem, highlighting the most important ones. Literature related to the topic has been used. The author modestly demonstrates his knowledge of the broader disciplinary location of the research problem.</p> <p>The presentation of the theories is analytical, and the author has also presented his own views.</p> <p>The theoretical framework is related to the empirical part of the work. The structure of the theoretical part is</p>	<p>The work has a theoretical starting point that opens up the central concepts of the work and provides a suitable analytical framework for the research questions, covering the most important theoretical approaches from the point of view of the work. The author has created connections between different approaches and presented his own views. Literature related to the topic has been used.</p> <p>The connection between theory and empiricism is clearly identifiable: theoretical knowledge has been applied to the</p>	<p>The literature related to the topic has been used, which leaves the theoretical framework of the work too narrow, but the author has created individual connections between different approaches and also presented his own positions, the argumentation of which remains modest. The connection between the problem, theory and empiricism is difficult to understand. The theoretical part</p>

	<p>The division of the theoretical part into chapters and subchapters is well-founded and logical. The chapters and subchapters of the theoretical part are related to the research problem/questions and have meaningful titles. The concepts used and the relationships between them have been explained.</p>	<p>subchapters is justified and logical. The chapters and subchapters are related to the research problem/questions and have meaningful titles. Most of the concepts used and the relationships between them have been explained.</p>	<p>understandable, but some aspects are not covered; some (sub)chapters are unreasonably long or short and/or have titles that are not sufficiently clear or appropriately formulated.</p>	<p>empirical analysis, albeit inconsistently. The structure of the theoretical part is understandable, but some aspects are not covered; some (sub)chapters are unreasonably long or short and/or have titles that are not sufficiently clear or appropriately formulated.</p>	<p>remains separate from the rest of the study, and its division into chapters and subchapters is poorly justified. Not all the concepts used and the connections between them have been explained.</p>
<p>Empirical part¹</p>	<p>The data collection method is suitable for answering the research questions and solving the research problem. The data collection and analysis method and sample are convincingly justified, relying on various authors and also discussing other methodological options. The data collection and analysis process is clearly described. In the case of quantitative research, several data analysis methods have been used, including multivariate analysis; the advantages and limitations of each method have been reflected; the results of different types of analyses have been presented in a substantively linked manner; the empirical analysis and presentation of results are impeccable and provide novel and diverse information about research opportunities in the field; the sample and the dataset used have made it possible to make meaningful generalizations and</p>	<p>The data collection method is suitable for answering the research questions and solving the research problem. The data collection method and sample are justified, relying on various authors and also mentioning other methodological options. The data collection and analysis process has been described. The quantitative study uses several data analysis methods, including multivariate analysis; the results of different types of analyses are presented in a meaningful way; the empirical analysis and presentation of results is thorough and provides diverse information about research opportunities in the field. In the case of a qualitative study: empirical analysis and presentation of results provide novel information about research opportunities in the field; the sample and data used have made it possible to make meaningful generalizations and</p>	<p>The data collection method is suitable for answering the research questions and solving the research problem. The data collection method and sample are convincingly justified, relying on various authors. The data collection and analysis process has been described. In the case of a quantitative study, either one method at a complex level or several analysis methods have been used, their combined use is argued; there are individual errors in the application of the method(s). In the case of a qualitative study: the methods of data collection and analysis have been chosen based on the research questions, the choices have been explained in the paper; the analysis is systematic, the analysis process has been described; the results have been interpreted based on the research question; the author of the paper understands and describes his role as a researcher and analyses his role as an influencer of the results.</p>	<p>The data collection method is suitable for answering the research questions and solving the research problem. The data collection method and sample are generally justified, relying on various authors. The data collection and analysis process has been described, but not sufficiently. In the case of a quantitative study, one method of analysis and one dataset have been used at a low-complexity level, and there are no errors in their application. The author of the paper understands and describes his/her role as a researcher and analyzes his/her role as an influencer of the results. The description of the sample, the procedure for conducting the study, and the data analysis is sufficient to answer the main research questions. The presentation of the results is generally correct and provides information about research opportunities in the field. In the case of qualitative and mixed methods, the</p>	<p>The data collection method is suitable for answering research questions and solving the research problem. The dataset used allows for individual, fragmented assessments of the problem under investigation. An attempt has been made to describe the process of data collection and analysis. The analysis method is simple. The author of the paper understands and describes his/her role as a researcher. Not all empirical data presented in the paper are relevant to the paper, i.e. do not sufficiently relate to the research questions. The presentation of results, description of the sample, the research procedure, and the data analysis in the paper are sufficient to</p>

	<p>provide comprehensive partial assessments of different aspects of the object or phenomenon under study.</p> <p>In the case of qualitative research: the methods of data collection and analysis are chosen based on the research questions, the choices are explained in the paper; the analysis is thorough and systematic, the analysis process is thoroughly described. The results are interpreted, their presentation is logically structured and follows the presentation style specific to the chosen method.</p>	<p>provide in-depth partial assessments of the object or phenomenon under study.</p> <p>In the case of qualitative research: the methods of data collection and analysis are chosen based on the research questions, the choices are explained in the paper; the analysis is thorough and systematic, the analysis process is thoroughly described. The results are interpreted, their presentation is logically structured and follows the presentation style specific to the chosen method.</p>	<p>The description of the sample, the procedure for conducting the study, and the data analysis is sufficient.</p> <p>The presentation of the results is correct and provides novel information about the research possibilities in the field. Theoretical knowledge has been repeatedly applied in the empirical analysis.</p>	<p>student's independent, extensive, and high-quality work in collecting data and/or independently designing a research instrument can compensate for deficiencies in the empirical analysis or theoretical part of the work.</p>	<p>answer the main research questions posed in the paper.</p> <p>In the case of qualitative and mixed methods, the student's independent, extensive, and high-quality work in collecting data and/or independently designing a research instrument can compensate for deficiencies in the empirical analysis or theoretical part of the work.</p>
Conclusion and discussion	<p>The conclusions are related to the empirical and theoretical parts of the work.</p> <p>All research questions have received a thorough, well-argued answer.</p> <p>The conclusions of the work are novel and open up new research possibilities. The conclusions are deliberative, containing the author's assessment of previous research, his methodological choices, and the limitations of the work.</p>	<p>The conclusions are related to the empirical and theoretical parts of the work.</p> <p>All research questions have received a thorough, well-argued answer.</p> <p>The conclusions are deliberative, reflecting the author's position in relation to previous research and theories. The author's contribution to a more thorough solution to the problem is clearly and argumentatively stated.</p> <p>Recommendations, further research opportunities, limitations of the work and contributions are clearly stated.</p>	<p>Conclusions are deliberative, they reflect the multifaceted nature of the research problem and relate the results to previous research or theories.</p> <p>All research questions have been answered thoroughly.</p> <p>Recommendations and further research opportunities, as well as limitations and contributions of the work, have been adequately presented.</p>	<p>The conclusions follow from the previous analysis, but remain relatively mechanical.</p> <p>The research questions have been answered, but to varying degrees of depth. The discussion links the answers to the research questions, but the results are not placed in a broader context.</p> <p>Recommendations, further research opportunities, limitations of the work and contributions are outlined, but to a limited extent.</p>	<p>The conclusions are derived from the previous analysis. The research questions have been answered, but the discussion about them is minimal and non-specific. Recommendations and further research opportunities, as well as the limitations and contributions of the work, have been addressed minimally.</p>
Formatting	<p>The format of the work meets the requirements. The text is in an academic style, linguistically</p>	<p>The work is formatted in accordance with the requirements.</p> <p>The text is in an academic style,</p>	<p>The formality of the work largely meets the requirements.</p> <p>There are no fundamental* errors in</p>	<p>The work partially meets the formalization requirements.</p>	<p>The work partially meets the formatting requirements. The sources used are</p>

	and grammatically correct. The reference is correct.	linguistically and grammatically correct in every way. There are a few typographical errors. The reference is correct.	referencing. There are a few errors in the formatting of reference entries. The work is predominantly in academic language, although there may be occasional spelling inaccuracies and/or typographical errors.	There are errors in the referencing that are not fundamental. The language of the work is generally academic, although there may be occasional journalistic or colloquial language use, as well as spelling and/or typographical errors.	cited. The text is understandable, there may be linguistic inaccuracies. There may be formal errors** and some fundamental errors in the reference, but not plagiarism. Academic language is predominant in the work, but journalistic or colloquial language and/or clericalism are found in several parts of the work. There are several spelling and/or typographical errors, which, however, do not hinder the understanding of the text.
Protection	A correct and meaningful presentation has been prepared for the defense. During the defense, the student highlights the most important aspects of his/her work and is able to adhere to the time limit. The presentation is engaging, informative, and in a style appropriate to the academic context. The student has mastered the topic and is able to competently answer questions that are not directly related to the work.	A correct and meaningful presentation has been prepared for the defense. The student highlights the most important aspects of their work during the defense and is able to adhere to the time limit. The presentation is engaging, informative, and in a style appropriate to the academic context. The student has mastered the topic and is able to competently answer questions related to the field of work.	The defense of the thesis is well thought out and prepared. The student presents a good overview of his/her work during the defense, but does not focus on the most important points and/or exceeds the given time limit. The presentation is somewhat hesitant, but corresponds to the academic style. The student is sufficiently familiar with the topic, but can only adequately answer questions directly related to the work.	The defense of the thesis is prepared, but does not focus on the most important points and/or exceeds the given time limit. The presentation is somewhat hesitant or does not correspond to the academic style at times. The student is familiar with the topic, but can only adequately answer questions directly related to the work.	The thesis defense is prepared, but the presentation is scattered and does not provide a clear picture of the work and its results. The presentation is hesitant. There is a style that is inappropriate for the academic context. The student is generally familiar with the topic, but is unable to adequately answer all the questions.

*Fundamental error in citing: the source is not cited; the use of the source is unnecessary from the point of view of the work or there are discrepancies between the in-text references and the literature used; parts of the reference entries are presented incorrectly and in a confusing order; the source cannot be identified.

**Formal error in citing: insufficient and irregular adherence to the referencing systems established by the thesis regulations; formal inaccuracies in reference entries and in-text references.

¹ In the field of law, the empirical part is not mandatory, therefore these evaluation criteria do not apply to works without an empirical part.