

FULL TEXT

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GUIDELINES FOR PREPARING AND DEFENDING THE FINAL THESIS

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I. GENERAL PROVISIONS

1.1. Purpose and legal aspects

The regulations for final theses in political science and governance (hereinafter the regulations) at the Tallinn University School of Governance, Law and Society (hereinafter SOGOLAS or institute) establish the principles for the assessment of bachelor's and master's theses within the responsibility of the study area (collectively referred to as *theses*). Requirements for other student work (essays, research papers, etc.) are set out in other recommended guidelines (e.g. the guidelines for student work in the field of political science).

The regulations are a tool for rationalising the assessment of theses but it is not a binding guideline for the assessors. The grade for a thesis is primarily the result of expert discussion and decision-making by the assessors, as well as all relevant legislation.

1.2. Definition, preparation and assessment of theses

A thesis is a written work independently prepared by a student who wishes to complete a degree programme, which demonstrates sufficient competence at the relevant level of study.

The thesis must be prepared independently and with references to the sources used. The use of artificial intelligence is defined in section 3.4. Otherwise, it is considered plagiarism, for which the procedure is set out in the Tallinn University Study Regulations and detailed explanations are provided in the appendices to the regulations.

The thesis must be prepared in accordance with the general requirements set out in the regulations and the comments of the supervisor.

The assessment of the thesis shall primarily consider the content requirements set out in the regulations and the assessment table attached to the regulations.

II. TYPES OF THESES

2.1. Levels of final theses

Thesis levels:

- 1) bachelor's thesis;
- 2) master's thesis.

A bachelor's thesis is a written work independently prepared by a student who wishes to complete a bachelor's programme, which demonstrates sufficient competence at the bachelor's level by showing the ability to systematically address a problem from a political science perspective.

A master's thesis is a written work independently prepared by a student who wishes to complete a master's programme, which demonstrates sufficient professional competence at the master's level, showing at least specialist-level research skills.

Different credit values for theses at the same level mean differences in the amount of work, but not in the substantive requirements.

2.2. Types of theses

Theses are either empirical or theoretical.

This guide describes a typical thesis. In addition, it is possible to submit a research article as a master's thesis. A thesis defended as a research article must correspond to ETIS [categories](#) 1.1, 1.2 or 3.1 for research publications, and the article must either already have been published or have received official confirmation of publication from the editorial board. The possibility of exceptions and details must be agreed in advance by the graduate with their supervisor and the administrator of the study programme.

An empirical thesis includes a theoretical starting point that is linked to an empirical problem or question and contains an original analysis based on empirical material and the conclusions drawn from it.

A theoretical thesis analyses one or more theoretical starting points, based on relevant literature and analysing the content, impact, connections, etc. of the theory. A theoretical thesis must include a problem statement and novel conclusions based on the analysis.

III. ORGANISATIONAL PROVISIONS

3.1. Structure of the thesis

The thesis consists of the content section and the form section.

The content part of the thesis consists of an introduction, the main text sections and a conclusion in the language of the thesis.

The formal part of the thesis consists of a title page, a short summary (abstract) in the working language and/or another language, a table of contents, references and optional appendices.

3.2. Thesis length

The content of a bachelor's thesis (12 ECTS) (excluding the title page, table of contents, list of references and appendices) is 9,000-11,000 words, approximately 35-40 pages.

The content of a master's thesis (24 ECTS) is 15,000-18,000 words, approximately 60-70 pages.

The formal parts of the thesis – title page, abstract, table of contents, summary in another language, sources used, appendices – are not included in the assessment of the volume.

The volume of the thesis may differ from the volume requirements with the consent of the supervisor. If the student has only an external supervisor, they must obtain approval from the administrator of the study programme in addition to the supervisor in case of non-compliance with the volume requirements.

3.3. General formal requirements

The thesis shall be written in the working language of the study programme. In justified cases, the student has the right to request an exception by submitting a relevant application together with the thesis topic.

The formatting and referencing of the thesis must be based on Appendix 1 of the regulations.

In other respects, the author of the thesis may follow their own preferences, but the formatting and referencing must be understandable and consistent throughout the thesis.

The work must comply with the language requirements for writing a thesis and use specialist vocabulary, if available. Any updates to the specialised language must be approved by the supervisor. When using a linguistically updated key term, it is recommended to also include the original term in brackets and italics the first time it is mentioned in the thesis.

The sources used in the thesis must be necessary from the point of view of the work. The list of sources at the end of the work must include only and all the sources referred to in the text of the work.

For a bachelor's thesis, the use of approximately twenty sources is expected, with a minimum requirement of five sources, including academic sources. In the case of insufficient use of sources, or reliance solely on non-academic sources, the thesis will be graded as incomplete (F).

A master's thesis is expected to use approximately forty sources, with a minimum requirement of ten sources, including academic sources. In the case of insufficient use of sources, or reliance solely on non-academic sources, the thesis will be graded as incomplete (F).

3.4. Use of artificial intelligence in theses

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

The author is obliged to keep an overview of their collaboration with generative artificial intelligence: what tools have been used and what questions and instructions have been given to the artificial intelligence. The author must keep interim versions of their work (at least three) to show the stages of completion and the changes that have taken place. This must be done regardless of the use of artificial intelligence.

The author must be prepared to explain their draft versions and work process to their supervisor and the thesis committee.

The author has the right to appeal in accordance with the TLU Study Regulations if they are not satisfied with the decision of the supervisor or committee regarding the use of artificial intelligence.

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

3.5. Thesis processing and communication

The procedures for processing theses and the defence procedure are set out in Appendix 4 to the regulations.

IV. GENERAL REQUIREMENTS FOR THESES

4.1. Problem statement and structure

The thesis has a clear research problem, for which research questions and, if necessary, sub-research questions are presented. The research problem is in the field of political science and can be solved within the scope of the thesis. The problem and questions are interrelated and form a whole. The significance of the problem is explained, and the problem and questions must be clearly formulated.

The thesis contains all the necessary clearly distinguishable structural elements: introduction, theoretical approach, empirical part (if any), conclusions and summary. The various content elements are balanced in terms of both content and volume. The recommended content of the introduction and summary is provided in Appendix 1 to these regulations. In certain cases (e.g. if vulnerable groups are participating in the study and/or if the study involves sensitive topics and/or health research), the approval of an ethics committee as an independent expert body must be sought in order to conduct the research.

4.2. Theoretical starting point

The thesis includes a theoretical basis that can be used to define and solve the research problem. The basis may be a specific theory, a synthesis of several theories, or another theoretical model. The basis is presented clearly and comprehensively, using all relevant authors. The theoretical basis is linked to the research problem and the empirical part of the

thesis (if any). The theories presented are used in the analytical part of the thesis. The exact length and structure of the theoretical part depend on the nature of the thesis and the research strategy. The exact direction and strategy of the work must be agreed in advance with the supervisor.

4.3. Empirical part (if applicable)

An empirical thesis also has an empirical part that deals with a real-life event, phenomenon, situation, etc. The empirical part is based on qualitative or quantitative data and is presented clearly and comprehensively. The data may be collected by the author (by analysing texts, conducting interviews, etc.), but data collected by others may also be used, provided that the analysis is original, i.e. the same analysis has not been known to have been carried out previously with the data used. The data used and the method of collection are suitable for solving the research problem. The method, its selection and the selection of materials are explained in the thesis. All data presented have been used in the analytical part of the thesis, i.e. they are necessary for the thesis.

4.4. Conclusions of the work

The analytical part of the work fulfils two central objectives: the research problem set has been solved within the framework of the work and conclusions have been drawn. By the end of the work, the research problem has been solved and all research questions have been answered. All solutions, answers and conclusions are derived from the preceding work, based on a theoretical starting point and empirical data (if available). The conclusions are presented logically and comprehensively, and the author's contribution to reaching the conclusions is identifiable. The results of the work have been discussed and the conclusions are to a certain extent novel.

4.5. General formatting requirements

The thesis is formatted according to the regulations, all sources are referenced, and it is possible to distinguish between the author's own ideas and those of the sources. A consistent referencing system is used throughout the thesis and complies with the requirements set out in these regulations (Appendix 1).

The work follows the requirements of written language and academic language usage.

If the work contains appendices, these are referenced in the main body of the work and their inclusion is justified both in terms of content and text.

4.6. Assessment of theses

Theses are assessed in accordance with the assessment criteria for theses. The assessment criteria for bachelor's theses are set out in Appendix 2 to these regulations and the assessment criteria for master's theses in Appendix 3.

The thesis assessment committee has the right to request interim versions of the thesis from the author and an overview of the use of artificial intelligence, including the queries used, an overview of communication with artificial intelligence and the results.

The committee has the right to give the thesis a negative assessment if the author has violated good practice in the use of artificial intelligence in the preparation of the thesis. The committee has the right to give the thesis a lower assessment if the use of artificial intelligence exceeds the limit where the author's own contribution is insufficient in comparison with the requirements set for the thesis.

V. GUIDELINES FOR SUPERVISION

5.1. Confirmation of the supervisor

The student has a supervisor who provides advice on the thesis, based on the applicable supervision workload rates.

The procedure for confirming thesis supervisors is explained in Appendix 4 to the regulations.

5.2. Cooperation between the student and the supervisor

Rights and obligations of the graduate:

- 1) The student is solely responsible for the accuracy of the data and opinions in their work;
- 2) The student must consult with the supervisor on the choice of topic and the preparation of the bachelor's thesis proposal and obtain the supervisor's approval;
- 3) The student is entitled to 30 academic hours of consultation for a bachelor's thesis and 50 academic hours for a master's thesis, with the supervision/consultation time also including the time spent reading through the thesis;
- 4) The student shall contact the supervisor for explanations and advice on any problems and questions that arise during the preparation of the thesis;
- 5) The student is obliged to inform the supervisor of any difficulties that arise and possible changes in the problem statement or wording of the topic;
- 6) In the event of problems or misunderstandings between the supervisor and the student that cannot be resolved in any other way, the student has the right to contact the head of studies;
- 7) The student must adhere to the deadlines and procedures for completing the work and organise cooperation with the supervisor accordingly.

8) The final version of the thesis must be submitted to the supervisor no later than 10 working days before the deadline for submitting theses set by the director of the institute, unless otherwise agreed with the supervisor.

Supervisor's rights and obligations:

- 1) The supervisor assists in accordance with the agreed schedule in selecting a topic, formulating the research problem and hypotheses/research questions, helps to choose the methodology, recommends literature, monitors the general compliance of the work with the substantive and formal requirements, and provides feedback on the approach of the work;
- 2) The supervisor draws attention to errors and shortcomings in the work, weak points in the argumentation and structure of the work, and evaluates the research methodology and terminology, style and language of the work.
- 3) The thesis supervisor has to monitor the completion of the thesis being supervised – interim versions, use of sources and communication with artificial intelligence. The supervisor should discuss the use of artificial intelligence at the beginning of the supervision, taking into account the guidelines for the use of artificial intelligence at TLU and SOGOLAS. The supervisor has the right to refuse to allow the thesis to be defended if they find that the rules of TLU or SOGOLAS have not been followed in the use of artificial intelligence.
- 4) The supervisor has to inform the student of any difficulties that arise and possible changes in their time availability or cooperation arrangements.
- 5) The supervisor has the right to terminate the supervision of a student if the student does not meet the agreed deadlines, violates the ethical requirements of research, or consistently ignores the supervisor's recommendations. The student and the head of studies must be notified in writing of the termination of supervision.
- 6) The supervisor has to respond to the student within five working days, unless otherwise agreed in advance.
- 7) When granting consent to deviate from the volume restrictions, the supervisor must also include an explanation for the exception.

VI. REVIEWING PRINCIPLES

The reviewer shall follow the review guidelines (Appendix XX) when evaluating the work. The review should be 300-800 words in length.

When evaluating the work, the reviewer must also take into account the potential use of artificial intelligence, including in the evaluation process. The assessment is based on the institute's good practice in the use of artificial intelligence. The reviewer has the right to

review interim versions of the work. The reviewer is obliged to note in the review any doubts regarding the incorrect use of artificial intelligence so that the committee and the author of the work can prepare for the defence.

VII. FINAL PROVISIONS

6.1. Appendices

Appendices to the regulations:

1. Formatting and referencing of final theses;
2. Assessment criteria for bachelor's theses;
3. Assessment criteria for master's theses;
4. Procedures for processing and defending theses;
5. Guidelines for reviewers of final theses;
6. Sample thesis cover page;

6.2. Amendments and additions

The regulations shall be amended by a decision of the director of the institute. Proposals for amendments to the regulations may be made by the head of the study area, the administrators of study programmes or the institute's academic council.

Issues not covered by the regulations shall be decided by the head of studies or the director in consultation with the administrator of the study programme and/or the head of the study area.

6.3. Entry into force and transitional provisions

The regulations shall enter into force upon approval by the director of the institute.

Upon entry into force of the regulations, previous legal acts of the institute regulating the same area shall cease to be valid.

The defence of theses submitted for defence at the institute prior to the entry into force of the regulations shall be conducted at the discretion of the supervisor in accordance with the rules previously in force or the rules of these regulations.

APPENDIX 1 – THESIS FORMATTING AND REFERENCING

I. STRUCTURE OF THE WORK

1.1. Content of the thesis parts

The content of the possible parts of the thesis is summarised as follows:

- Title page (see appendix 6)
- Brief overviews
- Table of contents – all numbered headings in the main part of the thesis must be included in the table of contents. The following are added to the table of contents but are not numbered: introduction, summary and conclusions, list of references, list of abbreviations, and other independent parts of the thesis;
- List of abbreviations (if necessary) – abbreviations and symbols used in the work with their full meanings;
- Introduction – the author's choice of topic, justification of the novelty and relevance of the topic; definition of the research problem, formulation of the research questions (if necessary, distinguish between main research questions and sub-questions), delimitation of the research topic or focus, brief description of the data and methods used. The introduction ends with a brief overview of the structure of the work. The introduction thus defines the topic, explains its selection, provides an overview of previous research on the issue, outlines the methodological starting points, raises the research questions and, if necessary, explains the structure of the work. In the case of a larger volume, the methodology may be dealt with separately in the section on the development of the topic. The introduction does not present the results (including hypotheses) and conclusions obtained in the course of theoretical and empirical analysis; the introduction as a whole should not exceed 1/10 of the main part of the work;
- Theoretical part – the theoretical part provides an overview of previous theoretical discussions and/or important studies related to the research topic. The theoretical part helps to place the research problem in a broader theoretical framework and explain the basic concepts and terms used in the research. The theoretical part only contains material that is relevant to the research problem and research questions. The theoretical part can form the basis for hypotheses (in works using a deductive research strategy, usually quantitative). Hypotheses should be derived directly from theory and/or previous studies. Hypotheses can be presented in a separate subsection at the end of the theory section. It must be clearly shown how the hypotheses arise from the theory/previous studies.
- Research methodology – if necessary, the author justifies their methodological choices in more detail and describes the methodological procedures. Depending on

the type of research, a more detailed description of the sample or variables used may also be provided, which may be presented in separate subsections:

- data collection method – briefly describe the data collection procedure, justify the choice of method, and, if necessary, provide a brief overview of more specific data analysis techniques and their nature (especially in quantitative research);
- sample (e.g. in the case of quantitative analyses based on surveys, qualitative interviews, text analysis, document analysis, content analysis) – the size, type or compilation procedures of the sample are indicated (selection criteria for qualitative analysis, references to the contexts/locations of the study). The time period during which the empirical study was conducted is also indicated. If necessary, aspects related to the sample size or composition are justified and the main characteristics of the sample (e.g. socio-demographic) and the explanatory power of the results obtained from the sample are briefly described;
- variables (in the case of quantitative analysis) – the main dependent and independent variables used in the research are listed and their precise operationalisation is demonstrated.

In the case of quantitative analysis, the data analysis methods/techniques used in the study must also be specified and the choice justified. If special software (SPSS, Excel, NUDIST, etc.) is used for data processing, the name and version number of the program (e.g. SPSS 12.0) must also be specified.

- Empirical analysis – this forms the main part of the work and should comprise approximately two-thirds of the total volume. Empirical analysis must primarily address the research questions posed in the work, rather than discussing topics that fall outside the focus of the research.
- Summary and conclusions – summarise the important conclusions of the work and attempt to answer the research questions and research problem posed in the introduction. Discuss the significance of the results of the analysis, placing them in a broader social and/or theoretical context. The author should also be able to highlight the methodological and analytical limitations of the research in understanding the research problem and, if necessary, be self-critical. The author must also clearly state in the conclusions what is new about their research contribution to the topic in question. At the end of the summary section, future research opportunities and perspectives are briefly outlined, indicating the direction in which scientific work on the topic should continue. In conclusion, no new information is presented and no new sources are referenced that have not been used in the previous analysis.
- List of sources used – the list of sources used contains all and only those sources that have been referenced. Sources are listed in alphabetical order based on the first author's surname. In the case of a large number of specific sources, they may be grouped for better traceability, with the corresponding source groups being titled

(e.g. empirical sources, legal acts, etc.). It is recommended to use the APA citation style and follow the citation examples provided in Appendix 1 of the thesis guidelines. Other citation styles are also permitted in agreement with the supervisor, but they must be used correctly and consistently.

- Appendices – these contain basic data that does not fit into the main text and data necessary for verifying the results, if this is possible given their content and volume. The source or sources of the appendices must be indicated. Large tables, figures, excerpts from sources (e.g. documents), detailed descriptions of research methodology, and other data and supporting materials necessary to confirm/illustrate the positions taken in the work should also be presented in the appendices. Each appendix should be numbered and start on a new page. Appendices should not exceed 20% of the total volume of the research paper.

Note: in the case of purely theoretical research, the theoretical, methodological and empirical analysis sections are replaced by a general thematic analysis which examines previous approaches to the problem or theories that form the basis of the work and develops an analytical perspective or a synthesising/comparative perspective on the theories. The chapters of the thematic analysis must be in logical sequence. The rest of the research work must contain the same mandatory content as empirical works: introduction, summary and conclusions, list of sources used, appendices.

II. FORMATTING

2.1. General recommendations

The separate parts of the work (chapters, summary, list of references, etc.) should start on a new page.

Headings must be clearly distinguishable from the rest of the text. To highlight the structure of the work, it is advisable to use up to three levels of numbering before headings (e.g. 1.; 1.1.; 1.1.1). For smaller subdivisions, it is advisable to separate the heading from the rest of the text by using bold and/or italics. If the heading is on a separate line, there is no full stop at the end. If the heading is on the same line as the following text, there is a full stop at the end.

The style of the thesis should be clear, expressive, logical and compact. Excessive verbosity and unnecessary repetition, complex sentence structures, bureaucratic language and unnecessary foreign words should be avoided. Slang and journalistic language should be avoided. The language used in the thesis should be academic. It is advisable to use neutral language, i.e. "author" instead of "I" (e.g. "The author concludes from the above that...").

2.2. Tables, figures

Tables, figures, images, etc. used in the work must be captioned and referenced if necessary. Tables and figures are numbered consecutively (preferably with regular sequence numbers 1, 2, 3, 4...) and placed in the text after their first mention/reference in the text. Table titles are written above the tables, all other visual material (including photos) are figures and their titles are written below the figure. Tables and figures are given a meaningful title (e.g. Table 1. Thesis topics) and a caption with a source reference (e.g. Source: compiled by the author). If the author uses figures or tables from the literature, the original source must be referenced. Tables and figures are referred to in the text by referring specifically to the table number (e.g. "Table 2 shows that..."). It is not permitted to present a table/graph without referring to it in the text. It is not good practice to paraphrase everything in a table/figure; instead, focus should be placed on the main results and explaining the logic of the table if it is not self-explanatory. Alternatively, focus should be placed on the meaning of the terms used in the table if the same terms have not been used in the previous text. If the table/figure continues on the next page, add the note "continued" at the end of the previous page and at the beginning of the new page.

Comments/explanations added to tables and figures should be made as footnotes, using a separate style (preferably letters: a, b, c, d... or asterisks, but definitely not footnotes in the usual numbering system, in order to distinguish between comments on tables/figures and footnotes in the main text).

Formulas are separated from the rest of the text with spaces so that they are on a separate line and clearly distinguishable.

2.3. Quotations

When quoting, the author's text is presented verbatim in quotation marks, and omitted words are replaced with ellipsis in square brackets: [...]. It is not permitted to combine sentence fragments taken from different places into a single sentence in a quotation. Shorter quotations (no more than two sentences and/or two lines) are presented in quotation marks in the text.

In the case of longer quotations or quotations used to illustrate qualitative interviews, the quotation is separated from the rest of the text so that the beginning and end of the quotation are separated from the rest of the text by a line break and the quotation is formatted in a smaller font size than the rest of the text (e.g. recommended font size 9 or 10, if the rest of the text is in size 12).

III. REFERENCES

3.1. General recommendations

All sources used in the work must be referenced. The use and referencing of other authors' ideas, thoughts, conclusions and data (including tables, graphs, drawings, etc.) without reference is plagiarism. Plagiarism is punishable and may result in the expulsion of the student in accordance with the Tallinn University Study Regulations.

A reference is not required if:

- the information, research results, ideas and conclusions are the author's own;
- the information is self-evident or common knowledge.

It is recommended to use the APA (*American Psychological Association*) citation style (specifically, APA 7th edition) and to follow the citation examples provided below. Other citation styles (e.g., footnote citation) are also permitted in agreement with the supervisor, but they must be used correctly and consistently.

For final theses, students are expected to use academically high-quality sources, such as articles from scientific journals, monographs, and collections published by recognised publishers. Research reports or databases published by academic or recognised (international) organisations are also equally acceptable sources. Some caution should be exercised when using unpublished conference papers and popular science magazine articles. Frequent references to textbooks, dictionaries or general encyclopaedias are not considered good academic practice and should only be used if the relevant material is not available from other more appropriate sources. The same applies to references to students' theses. Newspaper opinion pieces are more suitable for use as empirical or illustrative material – they should certainly not be used as weighty sources for formulating theoretical positions in theses. The same applies to blogs.

Theses should not refer to lecture materials, unless the referenced materials contain the lecturer's own original contribution to the development of a theoretical perspective or original data that cannot be obtained from other sources. Non-academic sources should be used non-academically, sources should be critically evaluated, and the use of random sources found on the internet is not recommended. Inappropriate sources or inappropriate use of sources will affect the grade of the thesis.

Referencing materials collected by the author

Materials collected by the author must also be referenced: indicate that the material is from surveys or interviews. The interviewee's consent must be obtained to use the interview material, including consent to be named.

Interviews are referenced either by name (if permission has been granted) or anonymously. In the case of anonymous interviews, the interviews are numbered and referenced

throughout the thesis with the same number. If the interviewee has not given their consent to be named, no other information that could make them recognisable, such as their specific position, may be published.

3.2. In-text references

In-text references are given in parentheses immediately after the sentence in which the source was used. The reference includes the author's name and year of publication, separated by a comma, e.g. (e.g. Lauristin, 2007). Only the surname of the author is given (unless there are more than one authors with the same name, e.g. R.M. Smith and J.D. Smith), the official abbreviation of the institution, and in the case of a law, only the name of the law is given in brackets.

If reference is made to the central points and conclusions of the work used, for which it is not possible to highlight a specific part of the text, it is not necessary to refer to the pages. However, it is necessary to refer to the page with precision if:

- it is a quotation;
- it is a diagram or table taken from another source;
- it is specific data, numbers or statements that can later be found and verified with page accuracy in the referenced text.

If the figure or table is the author's own creation or has been compiled on the basis of data collected by the author, the source is indicated as "author", for example: (Source: author). If the figure or table comes from another source, it must be referenced, for example (Source: Lauristin, 2001, p. 45). If the figure or table is based on another author's work but has been significantly supplemented (e.g. another dimension has been added), this must also be referenced accordingly (Source: Lauristin, 2001, p. 45, with additions by the author).

- Quotations are referenced in the text using the same principles as for other parts of the text.
- If the same source is referenced more than once on the same page, the abbreviation "ibid." may be used after the first reference instead of subsequent references, for example: (ibid., p. 105). In Estonian text: (samam, lk. 105). *Note: SOGOOLAS allows the use of "ibid." citations in theses, although the formal APA rules do not support it.*

In general, it is not good practice to refer to one source in succession with long passages of text, i.e. to use block referencing (a long passage of text and a reference, a long passage and a reference, and all from the same source). A fluent scientific text contains references to different sources and thematic transitions. You should also always consider whether to cite an idea or an entire sentence and long passage.

Examples of in-text citations

Below are some examples of in-text citations (these are not always exact quotations and references to actual sources; the examples are rather indicative). The list is not exhaustive, and exact citations depend on the source and context.

The first is a standard reference with two authors.

- Addiction is not only a physical dependence on drugs, but also a lifestyle that accompanies drug use (Allaste and Lagerspetz, 2006).

Page-specific references (in English texts, the abbreviations "p." – page or "pp." – pages are used):

- At the end of the 1990s, there were about 30 political parties registered in Estonia (Toomla, 2005, p. 219).

If the author's name is mentioned in the main text, it does not need to be repeated in the immediately following reference:

- For example, Rajasalu (2003) studied the relationship between economic growth dynamics and the level of economic freedom, unlike the aforementioned works.

If the text has three or more authors, only the first author is mentioned, followed by the abbreviation "et al." (in Estonian texts: jt.):

- In the case of European countries, different types of combinations of labour market flexibility and employee security have been distinguished (Pochic, Miller and Smith, 2003)... In Europe, both open and closed labour market models can be distinguished (Pochic et al., 2003).

When a sentence refers to several sources at once, the references are separated by semicolons:

- The concept of path dependency can be found in several analyses of the welfare state (Bonoli, 2000; Pierson, 1999).

If a sentence refers to several works by the same author published in the same year, they are distinguished by the letters a, b, c, etc. in sequential order:

- Theories of networks have developed significantly in political science over the last decade, with reflexivity and flexibility being the new keywords in this field (Torfting, 2009a; Torfting, 2009b).

If the source has a long title (e.g. in the case of documents, websites, legal acts), the title should be abbreviated and a dotted line used (the abbreviated title should, of course, still be distinguishable from other sources with similar names). Abbreviations may also be used when referring to laws and institutions. When referring to a source for the first time, it is advisable to write out the full title of the source, provided that the title is not too long:

- A study of working conditions in Europe conducted in 2000 showed that work-related stress is the second most common work-related health problem after back pain (European Agency for Safety and Health at Work...2001).

If the sentence refers to a legal act, its name or abbreviation and, if necessary, the number of the provision are given as a reference.

"Estonia is a unified state in terms of its national organisation, the administrative division of which is provided for by law" (Constitution, § 2).

When referring to websites or other online materials within the text, only their title or name should be cited. NB! Never include a web address in an in-text citation.

- In addition to the Ministry of Social Affairs, several civil society organisations representing people with disabilities have also played an important role in shaping policy on people with disabilities (Ministry of Social Affairs, 2011).

If more than two sentences are referenced within the text at the same time, the in-text reference should be placed after the full stop at the end of the last sentence (see the placement of the in-text reference in the following example):

- In democracies, different components can be distinguished: procedural, substantive and legal-formal. This refers to completely different conceptions of democracy, which may not be compatible with each other. (Tilly and Sanders, 1998) Looking at the democratic experience of Western European countries...

3.3. References (list of sources at the end of the work)

The list of sources only includes materials that are referenced in the text of the thesis. If the list of sources contains sources that are not referenced in the text, or if a source referenced in the text is missing from the list, this may be considered a serious violation of the referencing rules.

Sources are listed in full and in alphabetical order. Larger and more specific groups of sources may also be grouped into subcategories (e.g. empirical sources, legal acts). Grouping is only used if it is truly necessary for the readability of the list of sources.

A source reference should generally include the following mandatory elements: author, date of publication, title, place of publication (city, publisher), DOI address (or web address confirming the existence of the source). If there are up to 20 authors, all sources must be listed in accordance with APA formatting.

All academic sources used must include a DOI address (DOI code) so that the source can be easily verified. If the source does not have a DOI address/code (e.g. older sources, or sources that have not been assigned a DOI code), the corresponding and appropriate web address must be provided to prove the existence of the source. The web address may be

omitted only if there is truly no electronic trace of the source used (e.g. handwritten archive materials).

Publications by the same author are listed in order of publication year, starting with the oldest and ending with the most recent. If one author or organisation has published several works in the same year, the year is followed by a letter (a, b, c, etc.) to indicate the order. The letters must be the same as in the in-text references.

References should be formatted in the language of the thesis. If the thesis is written in Estonian, use abbreviations such as "ja", "toim.", "lk.", "jt." If the thesis is written in English, use "&", "ed.", "pp.", etc.

If the source is in a foreign language, the source (at least its title) should be translated into the language in which the thesis is written and the corresponding translation should be added in square brackets after the original title. Translation is not necessary for sources in English and Estonian. The titles of sources in all other languages should be accompanied by a corresponding translation.

Examples from the list of sources. Referenced to the principle: Author(s) (year). Title. Journal name, volume, (no.), p. DOI address.

- Katz, R. S., & Mair, P. (1995). Changing models of party organisation and party democracy. *Party Politics*, 1 (1), 5 - 23.
<https://doi.org/10.1177/1354068895001001001>
- Harlow, H. F. (1958). Fundamental principles for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893–896.
<https://psychclassics.yorku.ca/Harlow/editorial.htm>

Note: in the latter case, the article is so old that it has not been assigned a DOI code – a web link is provided where the text of the article is available.

Other articles: popular science, print media

- Stewart, H. (2013, August 14). Eurozone climbs away from the precipice, but crisis hasn't gone away. *The Guardian*.
<https://www.theguardian.com/business/2013/aug/14/eurozone-crisis-has-not-gone-away>

If the author is not mentioned in the media publication, the publication itself is indicated as the author, e.g. BBC, ERR, etc.

- The Economist (2003, August 28). A nervous new arrival on the European Union's block. *The Economist*, 58-59. <https://www.economist.com/special-report/2003/08/28/a-nervous-new-arrival-on-the-european-unions-block>

Books and monographs

Referenced according to the following principle: Author (year). Title. Place of publication: Publisher. DOI address.

- Linz, J. J., & Stepan, A. (1996). *Problems of democratic transition and consolidation*. London: The John Hopkins Press.
https://www.press.jhu.edu/books/title/2194/problems-democratic-transition-and-consolidation?srsltid=AfmBOorhBXtkQoEqH5tdg4i5JselS5q9_QrUH2I1qcYLyv-riQVPhshA

Note: in the latter case, this is an older source that has apparently not been assigned a DOI code; a web link is provided, which nevertheless proves the existence of the source.

- Sarkar, B. (ed.) (2024). *The Baltics in a changing Europe*. Cham: Springer Nature.
<https://doi.org/10.1007/978-981-97-5890-6>
- Stevenson, H. (2025). *Global environmental politics. Problems, policy, and practice*. London, New York: Cambridge University Press.
<https://www.cambridge.org/ee/universitypress/subjects/politics-international-relations/international-relations-and-international-organisations/global-environmental-politics-problems-policy-and-practice-2nd-edition?format=PB&isbn=9781009416825>

Note: in the latter case, this is a more recent source, but since no DOI code is available even on the publisher's website, a web link to the publisher's page where the source can be found is provided instead.

Article or chapter in a collection

Referenced according to the following principle: Author (year). Title of article. Editor of collection, Title of collection (pages of article). Place of publication: Publisher. DOI address.

- Massaro, D. (1992). Broadening the domain of the fuzzy logical model of perception. In H. L. Pick, Jr., P. van den Broek, & D. C. Knill (Eds.), *Cognition: Conceptual and methodological issues* (pp. 51-84). Washington, DC: American Psychological Association. <https://doi.org/10.1037/10564-003>
- Jenkins-Smith, H C., Nohrstedt, D., Weible, C. M., & Ingold, K. (1993). The Advocacy Coalition Framework: An Overview of the Research Programme. In C. M. Weible & P. A. Sabatier (Eds.), *Theories of the Policy Process* (pp. 135-172). London, New York: Routledge. <https://doi.org/10.4324/9780429494284>

Note: If the relevant article in the collection does not have a separate DOI code, the DOI address of the collection as a whole may be used (this can be found on the website of the publisher of the collection).

- Kalev, L., ja Roosmaa, L. (2012). Riikluse ülesehitamine. Kogumikus R. Vetik (toim.), *Eesti poliitika ja valitsemine 1991 – 2011* (pp. 8-10). Tallinn: Tallinna Ülikooli

Kirjastus. <https://www.tlu.ee/pood/tlu-kirjastuse-raamatud/126-eesti-poliitika-ja-valitsemine-19912011-.html>

Note: In the latter case, the DOI address cannot be identified, so a web link to the publisher's page is provided where the article can be found.

Publications by the same author in the same year:

- Toots, A. (2004a). The role of values in citizenship education: A comparative study of Estonian and Russian-speaking schools in Estonia. *International Journal of Educational Research*, 39 (6), 565-576. <https://doi.org/10.1016/j.ijer.2004.07.005>
- Toots, A. (2004b). Turud, tarbijad ja poliitika: Eesti sotsiaalkindlustusreformide analüüs tarbijakäitumise perspektiivist. *Acta Politica*, 1, 111-119. <http://publications.tlu.ee/index.php/actapoliticaestica/article/view/13>

Note: In the latter case, the DOI address cannot be identified, so the web link to the corresponding article on the journal's website is provided.

Unpublished works

- Ibenskas, R. (2010). *Does party membership matter for party system institutionalisation? The case of Lithuania*. Paper presented at the 60th Political Studies Association Annual Conference, Edinburgh, UK, 15.06 – 18.06.
- Kask, U. (2004). *Eesti avaliku sektori reform 1996-2003* [Unpublished master's thesis, University of Tartu, Department of Public Administration].

Published (student) thesis

- Murusalu, M. (2024). *Presidendi mitteformaalne võim ja mitteformaalsete institutsioonide kujunemine Eestis (2001-2021)* [Master's thesis, Tallinn University, School of Governance, Law and Society]. ETERA, <https://www.etera.ee/s/l29ZvkPsqj>

Research reports, databases:

Referenced according to the following principle: author(s), year of publication, title of the study or reference to the variable studied in the relevant database. For online material, the date of the last visit to the website must be indicated in brackets.

- Statistics Estonia (2024). *Unemployment rate*. <https://stat.ee/et/avasta-statistikat/valdkonnad/tooelu/tooturg/tootuse-maar> (2025, September 29).
- Eurostat (2025). *Gini coefficient of equivalised disposable income*. <https://ec.europa.eu/eurostat/databrowser/view/tessi190/default/table> (2025, October 29).

Note: Alternatively, the DOI address can also be used if it is provided with the relevant data, as is the case with Eurostat.

- Jakobson, M-L., Balcere, I., Loone, O., Nurk, A., Saarts, T., & Zakeviciute, R. (2012). *Populism in the Baltic States*. Tallinn: Open Estonia Foundation.

http://www.oef.org.ee/fileadmin/media/valjaanded/uuringud/Populism_research_report.pdf (2020, November 10).

Websites

Websites are all pages that cannot be categorised as articles, books, reports, etc. The reference format is generally as follows: author (or name of the relevant institution/website if the author is not known), year or date, name of the material, address. The web address and the date when the author of the thesis last viewed it are added.

- Republic of Finland. *Laki aikuiskoulutustuesta* [Adult Education Act] 28.12.2000/1276. <http://www.finlex.fi/fi/laki/ajantasa/2000/20001276> (2009, March 5).
- Smith, R. (1999). *University Colleges in Gotland*. <http://www.gotland.com> (2008, May 5).
- NATO. (n.d.). *De-bunking Russian disinformation on NATO*. <https://www.nato.int/cps/en/natohq/115204.htm> (2022, October 12).
- National Electoral Committee. (2023). *Riigikogu elections 2023*. <https://www.valimised.ee/> (2023, September 29).

When referencing social media and audio-visual media, the precise APA rules must be followed.

Interviews

- Raud, R. (2007). *Interview with Rein Raud, Rector of Tallinn University*. Tallinn, 11 December 2007.

In this case, the interview was conducted by the author. If the interview comes from another source, it should be referenced according to the source type.

Legal acts

Riigi Teataja (State Gazette – central database for Estonian legislation). The full name of the legal act, the official entry in the State Gazette in the version valid at the time of viewing, the website address and the date of viewing are provided. If possible, use the electronic State Gazette. If there is no electronic version of the legal act (for most acts from 1918-95), the full reference to the official entry in the State Gazette must be provided.

- University Act (RT I 1995, 12, 119; 2009, 15, 93). Website <https://www.riigiteataja.ee/akt/13153093> (2009, March 5).

EUR-Lex. The full name of the legal act, the official reference in the Official Journal of the European Union, the website address and the date of viewing shall be provided. Where possible, the electronic Official Journal of the European Union (available since 1998) shall be used. Where possible, the Estonian version of the legal act shall be used.

- Treaty of Nice amending the Treaty on European Union, the Treaties establishing the European Communities and certain related acts. EUR-Lex C 80 10.03.2001. Website <http://eur-lex.europa.eu/JOHtml.do?uri=OJ:C:2000:080:SOM:EN:HTML> (2009, March 5).

Other legal acts are presented in the form of the enacting authority (in English), the full name of the legal act (in the original language, with a translation in brackets if necessary), the website address and the date of viewing. The name of the enacting authority may be replaced by its official abbreviation.

- Tallinn. Tallinn City Public Order Regulations. Tallinn City Council Regulation No. 45. Website <https://oigusaktid.tallinn.ee/?id=3001&aktid=105031> (2019, March 15).
- Council of Europe. Convention on the Reduction of Cases of Multiple Nationality and Military Obligations in Cases of Multiple Nationality (Strasbourg, 1963, May 6). European Treaty Series No. 43. Website <http://conventions.coe.int/Treaty/en/Treaties/Html/043.htm> (2009, March 5).

Special cases of referencing not mentioned in this guide and additional information on the APA referencing style can be found at: <https://owl.purdue.edu/>

APPENDIX 2 – BACHELOR'S THESIS EVALUATION CRITERIA

Prior to the assessment of the thesis, it must be determined whether the thesis meets the minimum criteria:

- The research topic of the thesis is related to political science/international relations;
- The thesis is not plagiarised.

If the thesis is plagiarised and/or the topic of the thesis is not related to political science, the thesis shall be assessed with a grade of "incomplete" (F). Relevance to the study programme is a general requirement that is not mentioned separately in the grades.

	A	B	C	D	E
Definition of the problem	The problem is current, reasoned and significant for the purposes of the specific field, develops earlier works or offers a practical solution. The problem and research questions have been clearly worded, specifically delimited and correspond to the purpose of the research paper in an excellent manner.	The problem is current and significant. The problem and research questions are logically connected and correspond to the purpose of the research paper very well.	The actuality and significance of the problem is worded. The problem and research question are clear and well connected.	The actuality and significance of the problem have not been provided convincingly. The problem and research questions are interlinked on a general level but there are some questions.	The problem and research questions are unfocused and only connected with the topic of the research paper to a small extent.
Theoretical part	Relevant academic literature has been used, which covers important sources from the position	Relevant academic literature has been used. The perspectives that are significant and relevant	Relevant academic literature has been used and the perspectives that are significant and	Relevant academic literature has been used, which mostly covers theoretical	The theory part is based on a limited number of academic sources and covers the theoretical

	<p>of the work and creates connections between different authors and approaches. The author has synthesised the important sources of the field. The connection between the problem, theory and empiricism is clear and theory has been systematically applied in the empirical analysis. The work offers a new contribution to the current knowledge in a theoretical and empirical sense. Even if this contribution is modest, the student can highlight and justify it in the work.</p>	<p>for the work are covered. The author has critically analysed and synthesised the sources related to the problem of the work. The connection between theory, empiricism and research questions is clear and the student has been able to apply theoretical knowledge in the empirical analysis.</p>	<p>relevant for the work are covered. The author has critically analysed and synthesised the sources related to the problem of the work to a small 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 empirical analysis but few connections have been created.</p>	<p>considerations that are relevant from the perspective of the work. The author has critically analysed the theory related to the problem of the work to a small extent and the work contains few thematic transitions created by the author. The connection between the problem, theory and empiricism can be identified, the student has tried to apply theoretical knowledge in empirical analysis later but making the connections is sometimes insufficient.</p>	<p>positions relevant from the perspective of the work in the least amount that is necessary. The theory part of the work is declarative. Theory, empiricism and research questions are interlinked in general terms. The connection between theory and empirical analysis is weak.</p>
Empirical part	<p>The method for collecting empirical data is suitable for responding to the research questions and the choice of method is well reasoned based on the sources and the area of research delimited. The data collection and analysis methods have been applied correctly in</p>	<p>The method for collecting empirical data is suitable for responding to the research questions and the choice of method is reasoned and the area of research delimited. The data collection and analysis methods have been applied correctly in all stages of the work.</p>	<p>The method for collecting empirical data is suitable for responding to the research questions and solving the research problem, but the reasoning for the choice of method is not sufficient. The author has a generally good command of the used</p>	<p>The method for collecting empirical data is generally suitable for responding to the research questions and solving the research problem. The reasoning for the choice of method is not sufficient. The author has a command of the chosen data</p>	<p>The suitability of the method for collecting empirical data for responding to the research questions and the reasoning for this choice are questionable. The selected research method is described in a very general manner, errors have been made in</p>

	<p>all stages of the work. All key definitions of data collection and analysis have been defined pursuant to sources. The author understands and describes their role as an investigator. The sample or data set is suitable for responding to research questions. Presentation of the results is clear and comprehensive and follows best practices of the method. The sample, procedure for carrying out the study and data analysis has been thoroughly described.</p>	<p>The majority of data collection and analysis key definitions have been defined pursuant to sources. The sample or data set is suitable for responding to the research questions. The author understands and has mentioned its role as an investigator. Presentation of the results is clear and comprehensive. The sample, procedure for carrying out the study and data analysis has been thoroughly described.</p>	<p>method, even though there may be smaller questionable matters. The majority of data collection and analysis key definitions have been defined pursuant to sources. The amount and quality of empirical data is sufficient and enables to respond to research questions. The results have been presented in a comprehensive manner. The sample, procedure for carrying out the study and data analysis has been sufficiently described.</p>	<p>collection methods with some problems. All presented empirical data is significant for the work and is in some way related to the research question. At the same time there is data, the analysis of which is inadequate. The amount and quality of empirical data may not be sufficient, but still enables to respond to the research questions to a certain extent. The presentation of results is uneven. The description of the sample, procedure for carrying out the study and data analysis is sometimes inadequate.</p>	<p>its application. The empirical data presented in the work is not all appropriate i.e. are not sufficiently connected to the research questions. The presentation of results, description of the sample, procedure for carrying out the study is inadequate.</p>
Conclusions and recommendations	<p>All research questions have received a thorough and argued response. The conclusions that are related to empiricism and the theoretical part are clear and presented in an analytically clear manner. The conclusions have</p>	<p>All research questions have received an argued response. The conclusions of the work are connected with empiricism and the theoretical part. The results have been discussed analytically,</p>	<p>All research questions have received a clear response. The conclusions discuss the results, but the discussion is superficial and analytically mediocre. The conclusions have been</p>	<p>All research questions have received a response, but with a different level of argumentation. The reasoning for reaching the results can be identified. The conclusions are general</p>	<p>The main research question has received a response, even though the conclusions arising from it are general and empirically/analytically poorly reasoned. The conclusions arise from prior analysis, but are</p>

	<p>novel approaches or connections, which have been set in a broader theoretical/social context.</p> <p>Recommendations and further research opportunities and the research limitation of the chosen approach have been clearly highlighted in the work.</p>	<p>opening various problems and placing the results in a broader theoretical/social context.</p> <p>Recommendations and further research opportunities have been highlighted in the work.</p>	<p>placed in a broader context, but the discussion in analytically weak. Single recommendations or further research opportunities have been highlighted in the work.</p>	<p>and empirically/analytically poorly reasoned. Discussing the conclusions and placing them in a broader context is scarce and analytically weak. Single recommendations or references to further research opportunities are highlighted in the work.</p>	<p>presented in a simplified manner and a mechanical summary has been made, which merely states the results. There are no recommendations and further research opportunities in the work.</p>
Formatting	<p>The formatting of the work corresponds to the requirements. The text is prepared in an academic style, linguistically and grammatically correct in every way. References are correct.</p>	<p>The formatting of the work corresponds to the requirements. The text is prepared in an academic style, linguistically and grammatically correct. There are single typing errors. References are correct.</p>	<p>The formatting of the work largely corresponds to the requirements. There are no fundamental errors in referencing. There are some errors in the formatting of reference entries. The work is generally in academic language, even though there may be some irregularities and/or typing errors in the orthography.</p>	<p>The work corresponds to the formatting requirements in part. There are errors in referencing that are not fundamental.*</p> <p>There is journalistic or colloquial use of language and errors of orthography and/or typing in the use of language.</p>	<p>The work corresponds to the formatting requirements in part. Regardless of referencing errors the sources can still be identified. The ability to follow the author's thought is difficult, there may be some linguistic errors. There may be several formatting ** and also some fundamental errors in referencing, but no plagiarism. There is no overwhelming academic use of language: there is journalistic and colloquial</p>

					use of language in several parts of the work. There are several orthography and/or typing errors, which still do not preclude understanding the text.
Defence	Presentation that is formatted and set out in an exemplary manner and presented within the time limit. Outstanding defence speech (i.e. creating an interest for the topic and content of the work). Excellent command of the theoretical material and overview of the results of the work. Very good arguments in the presentation of the author's own opinion and ability to express oneself. Coherence of the introduction and summary. Responding to questions is precise and exhaustive.	Performance of the presentation prepared in a correct manner. Competent presentation of the defence speech. When responding to questions the student can reason and argument the responses.	Presentation that has a clear structure, which has some inaccuracies. Competent defence speech. Responses to questions are argued in part.	There are some inaccuracies in the performance of the presentation. The defence speech is competent, but there are also faults in the structure and manner of performance of the speech. There are difficulties with reasoning their positions.	There are contradictions, errors and inaccuracies in the performance of the presentation. The defence speech is sometimes unclear. No command of the material or disregarding the time. The responses to questions are not argued and/or are somewhat unclear.

* Fundamental error in referencing: there source is not referenced; using the source is unnecessary from the position of the work or there are discrepancies between references in the text and the literature used; parts of reference entries are presented in an order that is wrong and confusing; the source cannot be identified.

** Formatting error in referencing: insufficient and irregular following of the reference systems established with the rules of the thesis; formatting inaccuracies in reference entries and textual references.

APPENDIX 3 – MASTER'S THESIS EVALUATION CRITERIA

Prior to the assessment of the thesis, it must be determined whether the thesis meets the threshold criteria:

- The research topic of the thesis is related to political science;
- The thesis is not plagiarised.

If the thesis is plagiarised and/or the topic of the thesis is not related to political science, the thesis shall be assessed with a grade of "incomplete" (F).

	A	B	C	D	E
Definition of the problem	<p>In approaching the problem, the author has considered the opinions of other authors and earlier literature from the field. The author has presented a discussion that approaches the problem from a novel angle.</p> <p>The research problem and questions are clearly worded and reflect the set problem in a multifaceted manner, whereas the author's contribution to a more</p>	<p>The research questions reflect the set problem in a multifaceted manner. In approaching the problem, the author has considered the opinions of other authors and earlier literature from the field and the approach is supported by discussion.</p> <p>The author manages to position and justify their approach in the context of the field's research tradition and choose a methodological paradigm.</p>	<p>The author has proven the actuality of the problem.</p> <p>The research questions reflect the multifaceted nature of the research problem as well as the relations between the facets.</p> <p>The author supports the problem with the opinions of other authors and earlier literature from the field, however, the discussion is lacking. The author manages to determine their approach</p>	<p>The problem is connected to the field, however, the actuality of the question has been proven by the author to a lacking extent.</p> <p>The research problem is banal and superficial.</p> <p>The research problem and questions are interlinked. The author has supported the problem with the opinions of other authors and earlier literature from the field, however, there is no discussion.</p>	<p>The problem is connected to the field, however, the author has not proven its actuality. The author has supported the problem with the opinions of other authors, however, there is no discussion. The set problem is supported by earlier literature in the field, however, the problem is not novel.</p> <p>The research problem and questions are interlinked to a small extent. The research questions are unfocused.</p>

	<p>thorough elaboration is evident.</p> <p>The author manages to position and justify their approach in the context of the field's research tradition and choose a methodological paradigm.</p>		<p>in the context of the research tradition in the field and choose a methodological paradigm.</p>	<p>The author can determine their approach in the context of the research tradition in the field and names a methodological paradigm.</p>	<p>The author names a methodological paradigm.</p>
Theoretical part	<p>The theoretical point of departure covers numerous approaches to the research problem, out of which an argued choice has been made. The author demonstrates wide knowledge about the disciplinary research problem, which is positioned in a wider discussion context.</p> <p>The presentation of the theories is analytical, critical of the sources, and presents a synthesis.</p> <p>Theoretical knowledge has been implemented</p>	<p>The theoretical point of departure covers several approaches to the research problem, pointing out the most important among them. Literature related to the topic has been used. The author demonstrates knowledge about the disciplinary research problem, as positioned in a wider disciplinary context.</p> <p>The presentation of the theories is analytical and critical of the sources.</p> <p>Theoretical knowledge has been implemented</p>	<p>The theoretical point of departure covers approaches to the research problem to a sufficient extent, pointing out the most important among them. Literature related to the topic has been used. The author demonstrates moderate knowledge about the disciplinary research problem, as positioned in a wider disciplinary context.</p> <p>The presentation of the theories is analytical and the author also presents his or her own opinions.</p>	<p>The thesis has a theoretical point of departure, which elaborates on the work's central terminology and gives the research questions a suitable analytical frame, covering the most important theoretical approaches from the point of view of the thesis. The author has created connections between various approaches and presented his or her own opinions. Literature related to the topic has been used.</p>	<p>Literature related to the topic has been used, but it leaves the theoretical frame of the work too narrow. The author has created a few links between different approaches and presented his or her own approaches, but the argumentation is lacking. The connection between the problem, the theory and empirics is at times hard to understand. The theoretical part is separate from the rest of the research parts and its division into chapters and subchapters has been</p>

	<p>systematically and creatively in the empirical analysis. The division of the theoretical part into chapters and subchapters is well justified and logical. The chapters and subchapters of the theoretical part are connected to the research problem/ questions and have contentual titles. The terms used and their relations have been explained.</p>	<p>systematically in the empirical analysis. The division of the theoretical part into chapters and subchapters is justified and logical. The chapters and subchapters of the theoretical part are connected to the research problem/ questions and have contentual titles. Most of the terms used and their relations have been explained.</p>	<p>The theoretical framework is related to the empirical part of the work. The structure of the theoretical part is comprehensible, but some aspects are not reflected; some of the (sub)chapters are inexplicably long or short and/or have titles that have not been sufficiently clearly or suitably formulated.</p>	<p>The relation between theory and empirics is clearly discernable: the theoretical knowledge has been implemented in the empirical analysis, but inconsistently. The structure of the theoretical part is comprehensible, but some aspects are not reflected; some of the (sub)chapters are inexplicably long or short and/or have titles that have not been sufficiently clearly or suitably formulated.</p>	<p>poorly justified. Not all of the terminology used as well as the interrelations have not been explained.</p>
Empirical part	<p>The data collection method is suitable for answering the research question and solving the research problem. The method of data collection and analysis as well as the data set used has been convincingly justified, with supporting material from other authors, and</p>	<p>The data collection method is suitable for answering the research question and solving the research problem. The method of data collection and analysis as well as the data set used has been justified, with supporting material from other authors, and including</p>	<p>The data collection method is suitable for answering the research question and solving the research problem. The method of data collection and analysis as well as the data set used has been convincingly justified, with supporting material from other authors.</p>	<p>The data collection method is suitable for answering the research question and solving the research problem. The data collection method and data set are generally justified, using other authors for support.</p> <p>The data collection and analysis process has been</p>	<p>The data collection method is suitable for answering the research question and solving the research problem.</p> <p>The used data allows giving single, fragmented assessments to the research problem.</p>

	<p>including discussion about other methodological possibilities. The data collection and analysis process has been clearly described.</p> <p>In case of qualitative research, several data analysis methods have been used, incl. multi-dimensional analysis; each method's benefits and limits have been reflected; the results of different types of analyses have been presented in a connected way; the empirical analysis and presentation of results is flawless and offers innovative and multi-faceted knowledge about the research opportunities of the field; the data set and used data have allowed for content rich generalisations and give thorough evaluations of</p>	<p>discussion about other methodological possibilities. The data collection and analysis process has been clearly described.</p> <p>In case of qualitative research, several data analysis methods have been used, incl. multi-dimensional analysis; the results of different types of analyses have been presented in a connected way; the empirical analysis and presentation of results is thorough and offers multi-faceted knowledge about the research opportunities of the field.</p> <p>In case of qualitative research: the empirical analysis and result presentation offers novel information about the research opportunities in the field; the data set and used data have allowed</p>	<p>The data collection and analysis process has been described.</p> <p>In case of qualitative research, one method at an advanced level or several analysis methods have been used, their joint usage has been argued; there are a few mistakes in implementing the method(s).</p> <p>In case of qualitative analysis: the data collection and analysis methods have been chosen considering the research questions, and the choices have been explained in the work; analysis is systematic, the analysis process has been described; the results are interpreted, based on the research question; the author understands and describes his or her role as a researcher and</p>	<p>described, but insufficiently.</p> <p>In case of qualitative research, one analysis method has been used and one data set at a low level of complication and there are no flaws in the implementation.</p> <p>The author understands and describes his or her role as a researcher and analyses their role as an influencer of the results. The data set, the research procedures and data analysis description in the work is sufficient for answering the main research questions. The presentation of results is generally correct and offers knowledge about the research opportunities in the field.</p> <p>In case of qualitative and mixed methods, the student's independent, high volume and quality</p>	<p>There is an attempt at describing the data collection and analysis process.</p> <p>The analysis method is simple.</p> <p>The author understands and describes his or her role as a researcher. Not all empirical data presented in the work is relevant for the work, i.e. doesn't relate enough to the research questions. The presentation of results, the data set, the research procedure and data analysis description in the work is sufficient for answering the main research questions.</p> <p>In case of qualitative and mixed methods, the student's independent, high volume and quality work in collecting data and/or independently developing a research instrument can</p>
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	<p>the different facets of the research object or phenomena.</p> <p>In case of qualitative analysis: the data collection and analysis methods have been chosen considering the research questions, and the choices have been explained in the work; analysis is thorough and systematic, the analysis process has been thoroughly described. The results are interpreted, their presentation is logically structured and follows the presentation style of the chosen method.</p>	<p>for contentual generalisations and for thorough evaluations of the research object or phenomenon.</p> <p>In case of qualitative analysis: the data collection and analysis methods have been chosen considering the research questions, the choices have been explained in the work; analysis is thorough and systematic, the analysis process has been thoroughly described. The results are interpreted, their presentation is logically structured and follows the presentation style of the chosen method.</p>	<p>analyses their role as an influencer of the results.</p> <p>The description of the data set, the research procedures and data analysis is sufficient. The presentation of results is correct and offers novel information about the research opportunities in the field. Theoretic knowledge has been repeatedly used in the empirical analysis.</p>	<p>work in collecting data and/or independently developing a research instrument can compensate for lacking elements in the empirical analysis or theoretical part of the work.</p>	<p>compensate for lacking elements in the empirical analysis or theoretical part of the work.</p>
Conclusions and recommendations	<p>Conclusions are related to the empirical and theoretical part of the work.</p>	<p>Conclusions are related to the empirical and theoretical part of the work.</p>	<p>The conclusions are discussive, reflect the multifaceted nature of the research problem and relate the results to</p>	<p>The conclusions are a result of the preceding analysis, but remain relatively mechanical.</p>	<p>Results are based on preceding analysis. The research questions have been answered, but discussion is minimal and declarative.</p>

	<p>All research questions have been answered in a thoroughly argued manner.</p> <p>The conclusions of the work are novel and open up new research opportunities. The conclusions are discussive, they contain the author's evaluation of earlier research, their own methodological choice and the limitations of the work.</p>	<p>All research questions have been answered in a thoroughly argued manner.</p> <p>The conclusions are discussive and reflect the author's position in relation to earlier research and theories. The author's contribution to the elaboration and solution of the problem has been presented in a clear and argued manner. Recommendations, future research opportunities, work limitations and contributions have been clearly presented.</p>	<p>earlier research or theories.</p> <p>All research questions have been thoroughly answered.</p> <p>Recommendations and future research opportunities and the work's limitations and contributions have been sufficiently presented.</p>	<p>The research questions have been answered, but to a varying degree of thoroughness. The discussion related the research questions to each other, but results aren't positioned in a wider context. Recommendations, future research opportunities, the work's limitations and contributions have been presented, but to a small extent.</p>	<p>Recommendations, work limitations and contributions have been presented minimally.</p>
Formatting	<p>Formatting of the work is in line with requirements. The text is in an academic style, linguistically and grammatically correct.</p> <p>Citation is correct.</p>	<p>Formatting of the work is in line with requirements.</p> <p>The text is in an academic style, linguistically and grammatically correct.</p>	<p>Formatting of the work is mostly in line with requirements.</p> <p>There are no mistakes in citation in principle*.</p> <p>There are some mistakes</p>	<p>Formatting of the work is partially in line with requirements.</p> <p>There are mistakes in citation that are not principal*. The language used is generally</p>	<p>Formatting of the work is partially in line with requirements.</p> <p>The sources used have been cited. The text is comprehensible, but</p>

		<p>There are some typing errors.</p> <p>Citation is correct.</p>	<p>in the formatting of references.</p> <p>The work is mostly in academic language, but there might be some grammatical errors and/or typing errors.</p>	<p>academic, however, in parts there might be journalese or slang, as well as grammatical errors and/or typing errors.</p>	<p>there might be some grammatical errors.</p> <p>There might be some formatting errors ** in citation and some principal errors, but no plagiarism.</p> <p>Academic language is prevalent, but in several parts of the work there is journalese or colloquial language and/or officialese. There are several grammar mistakes and/or typing errors that, nonetheless, don't obstruct comprehension of the text.</p>
Defence	<p>An appropriate and content rich presentation has been prepared for the defence. The student presents the most important parts of their work and keeps to the time limit. The presentation is</p>	<p>An appropriate and content rich presentation has been prepared for the defence. The student presents the most important parts of their work and keeps to the time limit. The presentation is</p>	<p>The defence is thoughtfully prepared. The student gives a good overview of his or her work, but does not focus on the most important and/or exceeds the set time limit. The presentation is a bit</p>	<p>The defence has been prepared, but does not focus on the most important an/or exceeds the set time limit. The presentation is a bit hesitant or at time is not in line with an academic style. The student is</p>	<p>The defence has been prepared, but is unfocused and doesn't give a clear overview of the work and the results. The presentation is hesitant. There is some style that is not suitable for the academic context.</p>

	interesting, informative and in a suitable style for an academic context. The student has thorough knowledge of the topic and can competently answer questions that may even depart from the limitations of the research.	interesting, informative and in a suitable style for an academic context. The student has thorough knowledge of the topic and can competently answer questions belonging to the field of the work.	hesitant, but suitably of an academic style. The student is sufficiently knowledgeable on the subject, but can only competently answers directly related to the work.	knowledgeable about the topic, but can competently answer only questions directly related to the work.	The student is generally knowledgeable about the topic, but does not have an adequate answer to some questions.
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* Fundamental error in referencing: there source is not referenced; using the source is unnecessary from the position of the work or there are discrepancies between references in the text and the literature used; parts of reference entries are presented in an order that is wrong and confusing; the source cannot be identified.

** Formatting error in referencing: insufficient and irregular following of the reference systems established with the rules of the thesis; formatting inaccuracies in reference entries and textual references.

APPENDIX 4 – THESIS PROCESSING AND DEFENCE

1. The procedures for processing theses are as follows:

- 1) The thesis topic and supervisor are confirmed in the penultimate semester of the nominal duration of studies. Thesis topics are confirmed in accordance with the TLU academic calendar in October by the deadline specified by the academic unit.
- 2) In exceptional cases, a student may choose a supervisor with the relevant academic degree (Master's, Doctorate) from another institute or from outside the university. To involve an external supervisor, the student must have very convincing reasons (i.e. they must prove very convincingly that it is truly impossible to find a supervisor with the professional competence required for the thesis among the academic staff of the institute). In this case, the involvement of an external supervisor must be coordinated with the administrator of the study programme.
- 3) Co-supervision is generally only permitted for Master's theses. Co-supervision must be coordinated with both supervisors and the administrator of the study programme.
- 4) If a student wishes to change an already confirmed thesis supervisor, the change of supervisor shall be made in accordance with the TLU Study Regulations.
- 5) The exact deadline for submitting theses is decided by the institute and students are notified of this on an ongoing basis via electronic mailing lists. The deadline for submitting theses should not be earlier than two weeks before the start of the defence period indicated in the academic calendar.
- 6) Theses shall be submitted by the specified deadline in electronic format (pdf) in the relevant Moodle environment. The student shall upload two files: one with the supervisor's signature certifying admission to the defence and the other a pdf version without signatures. The student's author's declaration and simple licence for the reproduction of the thesis shall be submitted electronically in the ÕIS environment. With a simple licence, the author allows their thesis to be stored and made available to the public in the Tallinn University Academic Library repository.

2. Activities following the submission of the thesis and defence of the thesis

- 1) Theses are defended in public before a defence committee approved by order of the director. Public defences are held for both bachelor's and master's theses.
- 2) The thesis is registered by the academic advisor and sent electronically by e-mail to the reviewers for review. The reviewer of the thesis is appointed by the study programme

administrator in cooperation with the academic advisor, consulting with the thesis supervisor if necessary. The reviewer must have at least a master's degree or equivalent qualification;

3) The schedule for the public defence shall be announced by the study advisor or the chair of the defence committee.

4) A written review containing an assessment of the thesis in accordance with the requirements set out in these regulations is required for the defence of the thesis. The thesis supervisor must submit a written opinion on the thesis to the defence committee only if they are unable to participate in the defence themselves. The written review must be submitted to the academic unit no later than three (3) working days before the defence. The student has the right to review their thesis review in advance, no later than one (1) working day before the defence.

5) The thesis defence procedure is as follows:

a) The chair of the procedure, who is usually the chair of the defence committee, announces the start of the defence to all those present.

b) The chair of the procedure gives the student defending their thesis the floor to present their work.

c) The student gives a presentation on the main results of their thesis, which lasts a maximum of 7 minutes for bachelor's theses and a maximum of 12 minutes for master's theses. The author gives a brief overview of their work, focusing on the analysis, main results and conclusions. It is recommended that the presentation be in slide format, bearing in mind that the text should be minimal and in large font size (minimum 18 points). If possible, include clear drawings, graphs, tables, diagrams, etc.

d) After the student has finished speaking, the chair of the procedure turns to the reviewer and asks them to present their opinion on the thesis.

e) The reviewer summarises their assessment of the main points of the thesis, the level of workmanship and the results. The reviewer then asks questions. If the reviewer is not present, the chair of the procedure or a person authorised by him or her reads out the reviewer's written opinion and questions. This is followed by a discussion between the defender and the reviewer (or, in the latter's absence, the chair of the procedure). The reviewer's speech, the defender's answers to questions and the discussion last up to 10 minutes in total.

f) The supervisor is given the floor to present their position. If the supervisor is not present, the chair of the defence procedure reads out their written position.

- g) The chair of the defence procedure gives the floor to the members of the committee to ask questions to the student defending the thesis, and the discussion continues between the student and the committee.
 - h) The chair of the defence procedure gives the floor to all those present to ask questions of the student defending the thesis. The discussion continues between the student and those present.
 - i) The student is given the opportunity to say a few words of conclusion and thanks (to the committee, reviewer, supervisor, etc.).
 - j) The chair of the procedure declares the public defence of the thesis closed. The entire procedure for the defence of one thesis lasts a maximum of 20 minutes for a bachelor's thesis and 30 minutes for a master's thesis.
 - k) The defence committee evaluates the defended theses in a closed meeting on the same day. The chair of the procedure announces the decision of the defence committee to the student and all those present. If the defender is unable to be present, they will be informed of their grade within one working day via ÕIS.
 - l) The defence committee shall confirm the grade for the thesis. When determining the grade, the committee shall take into account the level of the written work, the assessment of the reviewer and supervisor, and the public defence of the thesis. The assessment of the level of the thesis is guided by the thesis assessment criteria set out in Annexes 2 and 3 to these guidelines, depending on whether it is a bachelor's or master's thesis.
 - m) Failure to appear at the defence of the thesis without a valid reason is equivalent to a grade of F (fail). A note of absence (MI) is made in the minutes for a student who is absent for a valid reason. Valid reasons include illness and accident. If the student does not submit a medical certificate within three working days, the director of the institute will cancel the note of absence in the minutes, enter a negative result in the minutes and confirm the correction with their signature.
- 6) The student has the right to appeal the decision of the assessment committee and the defence committee in accordance with the procedure set out in the Tallinn University Study Regulations.
- 7) All other issues related to the defence and processing of theses that are not specified above are regulated by the Tallinn University Study Regulations.

APPENDIX 5 – GUIDELINES FOR REVIEWERS OF FINAL THESES

Based on this, the reviewer's goal is to provide as objective and meaningful an assessment of the thesis as possible, rather than simply praising or criticising it. Assessments (both positive and negative) should be justified with examples from the thesis. When assessing the thesis, the reviewer must also take into account the student's potential use of artificial intelligence, following the guidelines for the use of artificial intelligence at the SOGOLAS.

The reviewer must not recommend a specific grade for the work, but should provide a substantive assessment of the work based on the assessment criteria for the thesis. The purpose of the review is to provide input to the defence committee, but also to the author of the work prior to the defence.

The review should be 300-800 words long and formatted as a complete text, not just individual points. The review should focus on the work being assessed and, if necessary, refer to other aspects related to the subject area. The review should not contain extraneous information or deviate from the length restrictions.

The assessment of the work should be based on the Tallinn University of Applied Sciences' "Guidelines for the Preparation and Defence of Student Work (Final Theses)". The guidelines provide a more detailed overview of the content and formatting requirements for final theses.

Below are some points that could be used as a basis for writing a review. The review does not have to cover all of the points listed below, but should focus on those that are relevant to the thesis and deserve special mention, either positive or negative. However, it is recommended that the review cover all of the major topics listed below in some way (problem statement, theoretical starting points, methodology and empirical analysis, etc.). When reviewing the work, the reviewer must first assess its overall suitability for defence.

Topics to be covered in the review

A) The overall suitability of the work for defence (if there are problems with any of the basic requirements for the thesis, immediate consideration should be given to giving the work a negative assessment).

Has the work been compiled independently and are the sources used referenced (a negative answer indicates plagiarism and the reviewer should provide explanations proving plagiarism)?

Does the thesis comply with the volume requirements for a bachelor's thesis (12 ECTS bachelor's thesis content 9,000-11,000 words); 24 ECTS master's thesis content 15,000-18,000 words)? If the work significantly exceeds (or falls short of) the specified length requirements, has the supervisor provided an explanation?

Have at least 5 academic sources been used for a bachelor's thesis and at least 10 academic sources for a master's thesis?

Does the thesis formulate research questions/objectives and identify a research problem?

Does the thesis have distinct mandatory structural parts: introduction, content, summary?

Does the thesis contain a theoretical starting point/starting points?

Is the research topic related to political science?

B) Appropriateness of the problem statement

Delimitation and focus of the topic.

Development of the research problem, research questions (and/or) research objectives.

Interrelationship between the research questions and the research problem.

The logical connection between the research questions (or sub-research questions).

C) Theoretical basis of the work

Relevance of the sources used and their adequacy for developing the theoretical starting points.

Relevance of the theoretical perspectives presented in the theory section based on the problem statement and research questions of the work.

Mastery of terms and theoretical concepts.

D) Methodology and empirical analysis

Suitability of the selected data collection method for finding answers to the research problem and research questions.

Mastery of the selected data collection method and data analysis method.

Systematic and consistent empirical analysis.

Relevance of the results of empirical analysis to the theoretical framework of the work.

E) Structure and general analytical skills

If artificial intelligence has been used in writing the work, this is indicated and the author's analytical contribution is identifiable and commensurate with the level of the work. If the reviewer feels that interim versions of the work or the author's communication with artificial intelligence are necessary for an adequate assessment of the work, this should also be noted in the review.

The overall clarity and logical coherence of the ideas and arguments presented in the work, and the logical structure of the work as a whole.

Compliance of the mandatory structural parts of the work (introduction, analysis, summary) with the requirements for proportions (the introduction and summary should not constitute more than 20% of the work).

The compatibility of the conclusions of the work with the research problem and research questions posed in the introduction.

Placement of the conclusions of the work in a broader social and/or theoretical context.

The validity of the conclusions of the work and their derivation from the preceding analysis.

F) Formatting, referencing and language level

Overall correctness of the formatting of the thesis.

Compliance of the formal aspects of the thesis with the general requirements set out in the regulations for theses in the field of political science (the thesis includes: title page, reverse side of the title page, table of contents and sources used).

The linguistic correctness (grammatical correctness) and style (fluent use of words and sentence structure) of the thesis.

Academic language use.

Correctness in the use and referencing of sources (see Appendix 1).

Appropriateness of appendices (if any).

The reviewer's summary assessment of the thesis.

NB! The reviewer must not recommend a specific grade for the work, but may give a substantive summary assessment that does not refer to a specific grade.

Reviewer's name, job title and signature (digital signature also permitted):

Date:

APPENDIX 6 – SAMPLE THESIS COVER PAGE

TALLINN UNIVERSITY

School of Governance, Law and Society

Political Science and Governance Study Area

First name Surname

TITLE

Type of work (Bachelor's thesis/Master's thesis)

Supervisor

Profession or academic degree First name Surname

Tallinn

Year