

Approved

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Tallinn University

School of Governance, Law and Society

Political Science and Governance / International Relations and Future Studies

GUIDE TO WRITING AND THESIS DEFENCE

Tallinn

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I. GENERAL PROVISIONS

1.1. Objectives and legal basis

The Tallinn University's School of Governance, Law and Society (hereinafter the School) Political Science and Governance and International Relations and Future Studies thesis guide (hereafter the guide) sets the basis for grading theses in the abovementioned disciplines. Other assignments (essays, research papers) should follow different guidelines and requirements (such as those specified by the School of Governance, Law and Society Student Assignment Guide).

For curricula implemented at the Colleges or jointly with other universities, the exceptions will be stipulated as needed in agreement between the institute, specialization or partnering university.

This guide is to be used as a reference when grading and is not fully binding for the grading panel. The final grade of any thesis will be decided by the panel's expert analysis. It will also take into account all binding legal acts.

1.2. The definition of a thesis, the basis for writing and grading theses.

A thesis is a written dissertation written independently by a student wishing to graduate and complete their curriculum.

The thesis must be written independently and sources must be cited. Failure to cite a source is considered plagiarism and further action will be taken according to the Tallinn University Statutes and its appendices.

When writing the thesis, a student should adhere to this guide and the advice given to them by their thesis supervisor.

When grading the thesis, the panel should first and foremost take into consideration the content requirements outlined in this guide as well as the grading guidelines found in the appendix.

II. TYPES OF THESES

2.1. Types of theses

The types of theses are the following:

- 1) Bachelor's thesis;
- 2) Master's thesis.

The Bachelor's thesis is an independently written dissertation written by a student wishing to complete their Bachelor's studies. It must demonstrate the competency of the student by showing skill in systematically approaching an issue from the point of view of policy design and governance.

The Master's thesis is an independently written dissertation written by a student wishing to complete their Master's studies. It must demonstrate that the student has specific knowledge of their field by showing the research capability equal to that of a specialist.

The difference in credits awarded is a reflection of the size of the task and not a difference in the requirements related to its content.

2.2 Types of Theses

Theses are empirical or theoretical.

This guide describes the most common type of thesis. It is also possible to submit a thesis that is in the form of a scientific article, a project or a collaborative effort. The option of making an exception must be discussed with the thesis supervisor and curriculum supervisor prior to beginning work on the thesis. Should the thesis take the form of an article, the article must fall in the category of 1.1, 1.2, or 3.1 as outlined by the Estonian Research Portal. The article must be already published or have received an official confirmation from the publisher confirming that it will be published.

An empirical thesis begins with a theoretical starting point that is connected to an empirical issue or question. The thesis will present an original analysis, and its findings, which are based on the empirical material.

A theoretical thesis analyses one or more theoretical starting points, is based on the appropriate literature and analyses the content, effects and influences of a theory. A theoretical thesis must be clear in defining its main issue and the analysis must result in new findings.

III STRUCTURAL PROVISIONS

3.1. Structure of the thesis

The thesis is divided into two main parts: the content part and the formal part.

The content part is made up of the introduction, the chapters related to the content of the analysis and the summary.

The formal part is made up of the title page, the reverse of the title page, the abstract (written in either the same or a different language as the rest of the thesis), the references page and the non-compulsory appendices.

3.2. The volume of the thesis

The volume of a Bachelor's thesis (12 credits) content part (not including the title page, the table of contents, the references page or the appendices) is roughly 35-40 pages (1 page is 1800 characters without spaces).

The volume of a Master's thesis (24 credits) content part is roughly 60-70 pages (1 page is 1800 characters without spaces).

The volume of the formal part (the title page, the table of contents, the abstract, the references page and the appendices) is not a factor in grading.

The volume of the thesis may differ from the requirements if it is permitted by the thesis supervisor. If the supervisor of the thesis is not a member of the school's faculty, permission must be sought from both the supervisor of the thesis and the supervisor of the curriculum.

3.3. General formal requirements

The language of the thesis is determined by the curriculum. Permission to use other languages must be sought from the supervisor of the thesis, the supervisor of the curriculum and the head of the department. The permission must be sought from the supervisor of the curriculum by way of a written application. The supervisor of the curriculum will relay the request to the head of studies for approval.

The formal part, including references, must adhere to guidelines outlined in Appendix 1. Additionally author's declaration and non-exclusive licence should be submitted (cf. Appendix 8).

The author of the thesis is free to act according to their own best judgment when it comes to the other aspects of the thesis. The formal part and citations, however, must be clear and consistent throughout the thesis.

The thesis must follow the grammar and spelling rules of the language in which the thesis is written and make use of specialized terminology, if it exists. Additions to specialized terminology must be confirmed with the thesis supervisor. When using a key term that does not exist in the language in

which the thesis is written, the term must be included in its original language in parentheses and in italics upon its first usage in the thesis.

The sources used in the thesis must be relevant to the issue. The references page can only include the sources that were cited in the thesis. All sources cited must be included.

A Bachelor's thesis should presumably make use of about 20 sources. The minimum number of sources is five. Should fewer sources be used, the thesis will receive a failing grade of F.

A Master's thesis should presumably make use of about 40 sources. The minimum number of sources is ten. Should fewer sources be used, the thesis will receive a failing grade of F.

3.4 Thesis procedures and communication

Procedures relating to the thesis and its defence are outlined in annex 4.

If not stated otherwise, all communication and information exchange related to the thesis will be handled in the school's e-learning environment Moodle (<http://moodle.e-ope.ee>). If not stated otherwise, files must be uploaded using the formats .doc and .pdf, if necessary. Exceptions relating to the size of the materials must be confirmed and granted by the study counsellor.

IV. GENERAL THESIS REQUIREMENTS

4.1. Problem statement and structure

The thesis must have a clear problem statement, along with questions and sub-questions, if necessary, that are designed to tackle the issue. The problem will be related to the field of governance, law and society and its scope must not exceed the volume determined by the type of thesis. The problems and the questions must be interconnected and form a cohesive whole. The problem, the questions and the significance of the issue must be clearly stated.

The thesis must include all the required structural elements: an introduction, a theoretical basis, an empirical part (if applicable), findings and a conclusion. The different elements must be clearly distinguishable from one another and they must be balanced in terms of length and content. The recommended content to be included in the introduction and the conclusion is outlined in appendix 1.

4.2 The theoretical basis

The thesis must include a theoretical basis that will serve as the starting point in defining and solving the problem that is under investigation. This theoretical basis can be a single theory, a synthesis of multiple theories or any other type of theoretical model. The theoretical basis must be presented in a clear manner, making use of all relevant authorities on the subject. The theoretical basis must be connected to the problem at hand and the empirical part of the thesis (if applicable). The approaches outlined in the theoretical part should be used in the analysis. The exact structure and volume of the theoretical part depends on the nature of the thesis and the research strategies employed. The goals and strategies used in the thesis must be previously discussed with the supervisor of the thesis.

4.3 Empirical part (where applicable)

An empirical thesis includes an empirical part as well, which tackles a real-world phenomenon, an event, an ongoing situation, etc. The empirical part must be based on qualitative or quantitative data and must be clear and whole in its presentation. The data may be gathered by the author (by way of textual analysis, interviews, etc.). It may also come from pre-existing data sources, bearing in mind that the analysis must be completely original, meaning that a similar analysis has not been conducted before using that specific set of data. The set of data that is used and the method in which it is gathered must be suitable for solving the issue chosen by the author. The method, the reason for it being chosen and the chosen materials must be explained in the thesis. All data must be relevant to the thesis. That means that all the included data must also be employed in the analysis.

4.4 Findings

The analytical part serves two purposes: to solve the research problem within the scope of the thesis and to report findings. By the end of thesis, the research problem must be solved and the research questions answered. All solutions, findings and answers must be based on the theoretical basis and the empirical data (if applicable). The conclusions must be presented in a logical and complete manner, and the author's contribution to reaching the conclusion must be discernable. The results must be discussed and be innovative to a certain extent.

4.5 General formal requirements

The thesis must be in accordance with formal guidelines, all sources must be cited, and the author's own ideas must be clearly distinguishable. All citations must follow the same style, which has to be in accordance with the guidelines outlined in appendix 1, and be consistent throughout the thesis.

The vocabulary and style used throughout the thesis must be befitting that of an academic paper and be in accordance with academic practices.

Should the thesis include appendices, the appendices are to be cited in the main content part and their addition has to be relevant.

4.6 Grading

The grading of the thesis must be done in accordance with the thesis grading criteria. The grading criteria for the Bachelor's thesis are outlined in Appendix 2, the grading criteria for the Master's thesis are outlined in Appendix 3.

V PRINCIPLES OF SUPERVISION

5.1 Confirming a supervisor

The student will have a supervisor who is there to assist the student in writing their thesis. The amount of help a student may elicit is set by the supervisory guidelines.

The process of confirming a supervisor is further explained in Appendix 4.

5.2 Student-Supervisor cooperation

The rights and obligations of the student:

1. The student is responsible for the validity of the data used and for confirming the sources of the opinions expressed in the thesis;
2. The student must consult their supervisor when choosing the topic and overall structure of the thesis and must have their approval before proceeding with their research;
3. A Bachelor's student has the right to 30 credit hours worth of consultation, Master's students have the right to 50 credit hours worth of consultation. This time includes the time it takes the supervisor to read the student's thesis;
4. The student shall turn to their supervisor for advice and guidance upon encountering issues or questions when writing their thesis;
5. The student is obligated to inform their supervisor of any potential upcoming difficulties encountered in researching the topic and of any potential changes to the problem statement and the wording of the topic;
6. In case of insurmountable problems in communication or misunderstandings between the student and their supervisor, the student has the right to turn to the head of department for a solution;
7. The student must adhere to the thesis guidelines, meet deadlines and organise their cooperation with their supervisor accordingly;
8. The final thesis must be submitted to the supervisor no later than ten days before the officially announced thesis submission deadline, unless the student has reached a different agreement with their supervisor.

The rights and obligations of the supervisor:

1. The supervisor will assist the student, in accordance with the schedule they and the student have set, in defining the initial hypothesis and research questions, in choosing the correct methodology, in recommending appropriate literature, in adhering to the content and form requirements and in giving feedback on the general direction of the thesis;
2. The supervisor will point out mistakes, shortcomings and weak points in argumentation and structure. They will assess the research methodology and terminology as well the style and language used throughout the thesis;
3. The supervisor is obligated to inform the student of any potential upcoming difficulties and changes to the structure and schedule of their cooperation;
4. The supervisor has the right to terminate their cooperation with the student should the student consistently miss deadlines, violate research ethics or consistently ignore the supervisor's advice. The student and the head of department must be notified in writing should the supervisor choose to terminate the cooperation;
5. The supervisor is obligated to respond to the student's queries within five working days, unless having previously informed the student otherwise;
6. If the supervisor grants an exception to the student with regard to the volume requirements of the thesis, they are obligated to state the reason for the exception.

VI. FINAL PROVISIONS

6.1. Appendices

Appendices to the guide:

1. Format and citation for the thesis;
2. Bachelor's thesis grading criteria;
3. Master's thesis grading criteria;
4. Procedures regarding the thesis and its defence;
5. Guidelines for reviewing a thesis;
6. Guidelines for supervising a thesis;

6.2 Amendments and revisions

These guidelines may be revised and amended by a decision from the board of the School of Governance, Law and Society. Suggestions for amendments may be made by the head of department, curriculum supervisors and the institute's study board.

Issues that are not discussed in these guidelines are to be solved by the director or the head of studies, who will consult the curriculum supervisor.

6.3 Entering into force and transitional provisions

These guidelines enter into force upon being confirmed by the board.

Upon enter into force, previous similar guidelines are rendered void.

Valid theses submitted before the new guidelines enter into force may be defended according to the new guidelines or the old guidelines. The choice is up to the student.

For English language curricula, the guidelines enter into force one month after the publication of the English translation. Requirements pertaining to the title page enter into force with the Estonian version of the guidelines. Should there be any discrepancies between the Estonian and English versions, decisions will be made based on the Estonian version.

FORMAT AND CITATIONS

I. STRUCTURE OF THE THESIS

1.1. Different parts of the thesis

The thesis is usually made up of the following parts:

- 1) Title page
- 2) The reverse side of the title page
- 3) An abstract in Estonian (not necessary if the curriculum language is English);
- 4) An abstract in English,
- 5) Table of contents;
- 6) Abbreviations (if applicable);
- 7) Introduction;
- 8) Main section separated into main parts: theoretical basis, research methodology, empirical analysis.
- 9) Findings and conclusion;
- 10) References page;
- 11) Annexes (if applicable).

1.2. Content of the various parts:

The general content of the potential parts of a thesis is the following:

- The **title page** (see paragraph 2.4);
- The **reverse side of the title page** (see paragraph 2.4);
- The **abstracts**
- The **table of contents** - All enumerated headings from the main section of the thesis must be present in the table of contents. The table of contents also includes an introduction, findings and a conclusion, a references page, a list of abbreviations and other potential separate parts of the thesis. These parts are not enumerated in the table of contents;
- The **list of abbreviations** (if applicable) – a list of abbreviations used throughout the thesis along with their definitions;

- The **introduction** – The author’s reasons for the choice of topic, an explanation of its novelty and relevance; defining the research problem, formulating research questions (to be divided into main questions and sub-questions, if applicable), setting the scope of the research, introducing the data and the research methods. The introduction should end with a brief look at the overall structure of the thesis. The goal of the introduction is to set the scope of the research, explain the choice of topic, give an overview of how much research has been done on the topic already, explain the methodological approach, pose research questions and introduce them, and also explain if necessary, the structure of the thesis. In case of larger overall volumes, the introduction to the methodology may reside in the main section as well. The introduction must not contain analytical findings (including hypotheses) or conclusions. The introduction should account for not more than one tenth of the entire volume of the thesis.
- The **theoretical part** – the theoretical part should provide the reader with an overview of previously established theories and/or most important research performed on the thesis topic. The theoretical part should be designed to help ground the topic in a larger theoretical framework. The theoretical part should introduce and explain the core concepts and ideas used throughout the thesis. The theoretical part should only include material that is directly relevant to the research problem and the research questions. The theoretical part can serve as a foundation for hypotheses (mostly for quantitative research employing a deductive approach). The hypotheses should be directly based on the theory and/or the most important studies previously performed in the given field. The hypotheses may be present in a separate subsection at the end of the theoretical part. It must be clearly demonstrated how the hypotheses were developed from previous theory/studies.
- The **research methodology** – The author should explain the reasoning behind their methodological choices and describe the methodological procedures. Depending on the type of thesis, the author might also introduce their data sample or their choice of variables. These parts can also be divided into their own subsections:
 - The data collection method – The author briefly introduces the data collection process, states why they chose the method that they did. This subsection might also include an introduction to the specific data analysis techniques employed (This is usually true in cases of quantitative research theses);
 - The data set (for the content analysis, textual analysis, document analysis, qualitative interviews, questionnaire based quantitative analysis, etc.) – this subsection should expand on the sample size, the sample type or the data collection procedure (the criteria for choosing participants for the qualitative analysis, references to the context/setting the research was conducted in). This subsection should also expand on the time frame in which the empirical study was carried out. If necessary, the author should also explain their reasoning behind their chosen sample size or how the sample was selected. The author might also explain certain characteristics (e.g. socio-demographic) of the sample group, as well as the scope of the conclusions reached using that particular set of data.
 - Variables (quantitative analysis) – The author introduces the core dependent and independent variables used throughout the thesis and shows how they have been operationalised. Quantitative theses should also include an introduction to the methods and techniques used in data analysis. The choice must be supported with argumentation. If the author has chosen to use certain software for data analysis (such as SPSS, Excel, NUDIST, etc.), they should provide the full name and version number of that software (e.g. SPSS 12.0).
- Empirical analysis – The empirical analysis should make up the bulk of the content part and account for about two thirds of the total thesis length. The empirical analysis should focus on the previously formulated research questions and not dwell on issues outside the scope of the thesis.

- Conclusion and findings - This section is used to present the most important findings of the thesis in a summarised fashion and to try to answer the research questions posed in the introduction. The relevancy of the findings should be scrutinised by setting them into a larger social and/or theoretical context. The author should be able to point out the thesis' methodological and analytical limitations in understanding the research problem and be self-critical where necessary. The author's findings should clearly reflect the innovative contribution that the author's research has made to the topic. The end of the conclusion should outline research opportunities and perspectives that further research on the matter should assume. The conclusion should not introduce any new information or cite new sources that weren't used in the preceding analysis.
- References – The list of references should include every work cited in the thesis and only those works that were actually cited. The list should be ordered alphabetically based on the author's last name. For large quantities of particular sources, they may be grouped and given a title (e.g. empirical sources, legal documents) to increase readability. It is recommended to adhere to the APA style guide and refer to Appendix 1 for specific examples of referencing and citation. Different styles of citation may also be used, but only with permission from the thesis supervisor and provided that these styles are used correctly and consistently.
- Appendices – This section is for sets of data that are necessary for checking the accuracy of the findings, but are too large to include in the main section of the thesis. They should be included in the appendix only if their content and volume allows it. The source or sources of the appendices must be clearly indicated. Large tables, graphs, extracts from sources (e.g. documents), detailed descriptions of the research methodology and other such data and supporting material that is required in order to confirm/illustrate the thesis positions should also be included in the appendices. Each appendix must be numbered and start on a new page. The total volume of the appendices should not exceed 20% of the total volume of the thesis.

Additional notes: For a **purely theoretical thesis**, the theoretical, methodological and empirical analysis parts should be replaced with a general thematic analysis, in which the author discusses previous takes and theories on the thesis problem that will form the basis for the thesis. The author must develop their own analytical perspective or an approach where they compare/synthesise existing theories. The thematic analysis sections must follow a logical structure. The thesis must still include the other compulsory parts: the introduction, the conclusion and findings, a list of references, appendices.

II. FORMAT

2.1. General recommendations

The different parts of the thesis (sections, conclusion, list of references, etc.) should begin on a new page. The headings must be clearly distinguishable from their surrounding text. To differentiate between the different levels of text, it is recommended to use a three level numbering system in front of the headings (e.g. 1. ; 1.1 ; 1.1.1 ;). For shorter subsections, the heading should be differentiated from the surrounding text using either bold or italic print. If the heading is on a separate line, it is not followed by a punctuation mark. If it is on the same line as the rest of the text, it is followed by a punctuation mark.

The style of the thesis should be clear, expressive, logical and compact. The author should not be overly wordy, should avoid unnecessary repetition and overly complicated sentence structure. The author should avoid bureaucratic jargon and unnecessary foreign words. The author should seek to

avoid journalese and slang. The language used throughout the thesis should be presentable and academic. It is recommended to use a neutral approach, for example, to substitute the first person pronoun “I” with “the author” (e.g. “The author assumes that ...”).

2.2. Tables and graphs

Tables and graphs should be numbered consecutively (Arabic numbers are preferred) and should be inserted in the text after their first mention. Tables and graphs are given a heading (e.g. Table 1. Thesis topics) and a caption, making reference to the source (e.g. Source: Compiled by the author). If the author wishes to use existing tables or graphs, the source must be cited. The table or graph is referenced in the text using its number (e.g. “As we can see from Table 2”). Using a table or graph without citation in the text is not permitted. It is not considered good practice to thoroughly explain and describe the table or graph in text form. Instead, the author should focus on the conclusions that can be drawn and explain the logic behind the structure of the table or graph, if it is not self-evident. The author might also explain any terminology used in the table or graph if similar terminology has not been used in the thesis previously. If the table or graph continues on the next page, the bottom of the previous page and the top of the next page must include the note “Continued”.

Comments and explanations on the table or graph should be presented as footnotes, preferably using a different style than other footnotes (preferably letters: a, b, c, d... or asterisks. In order to avoid confusion between footnotes relating to tables or graphs and other footnotes, the use of standard numbering should be avoided).

Equations should be separated from the surrounding text and placed on a separate line, using spaces to increase readability.

2.3. Quoting

When quoting, another author’s text is to be presented in verbatim and in quotes. Words not included in the quote should be replaced with ellipses inside brackets: [...]. It is not permitted to take parts of different sentences and present them as one quote. Shorter quotes (no longer than two sentences and/or two lines) should be presented with quotation marks. Longer quotes and qualitative interviews should be separated from the rest of the text, so that the quote is preceded and succeeded by an empty line. Longer quotes should also have a smaller font (e.g. 9 or 10, if the rest of the thesis uses a size 12 font).

2.4 Title page

The title page must include these elements, in the following order:

1. The name of the university and the department;
2. Name of the programme;
3. First and last name of the author;
4. Title of the thesis;
5. Type of thesis (Bachelor’s or Master’s) and number of credits;

6. The title (MA, PhD, etc.) or profession (professor, lecturer, researcher, etc.) of the thesis supervisor, then their first and last name.
7. Date and location of completion.

On the reverse side of the title page the student states that they have written the thesis independently and have cited all other works used in the thesis. The statement uses the following text: "I have written this thesis independently. All opinions, works, data from literature or elsewhere that are not my own have been cited." The statement is followed by the author's signature, which is then followed by the author's name, e-mail (preferably not a @tlu.ee address), mobile phone number, their Skype ID and their address.

The reverse of the title page also includes exceptions granted by the thesis supervisor on exceptions to the volume, innovative terminology, special formatting and/or permissions to use a language different to that used by the curriculum. In the case of multiple thesis supervisors, all signatures are required in order for the thesis to be admitted to the defence process. All other exceptions only require the signature of at least one thesis supervisor. The thesis supervisor may also add their signature digitally.

III. REFERENCING AND CITATIONS

3.1. General recommendations

All sources used in the thesis have to be cited. The use and quotation of other authors' ideas, opinions, conclusions and data (including tables, graphs, figures, etc.) without citation is considered plagiarism. Plagiarism is subject to sanctions and according to the Tallinn University Statute it is punishable by the exmatriculation of the student.

Citation is not necessary if:

- the material is the author's own data, research results, ideas and conclusions;
- the material constitutes self-evident truths or general knowledge.

We recommend using the APA (*American Psychological Association*) citation style and the citation and referencing examples below. Other citation styles are allowed if they are approved by the supervisor (for example, citation in footnotes); however, the styles have to be used correctly and consistently.

3.2. Citation in text

- Citations in text should be presented in parenthesis immediately following the sentence in which the cited source was used. When citing, use the author's name and year of publication, separated by a comma (for example: Lauristin, 2007). Only use the author's last name (except in case there are multiple authors with the same last name, for example, R.M. Smith and J. D. Smith). For institutions, use the official abbreviation; for laws, only include the name of the law in parentheses.
- When citing central opinions and conclusions from the used source, so that specific text cannot be quoted, there is no need to cite page numbers.

Page number citation is, however, required:

- if a quote is used;
- for figures and tables borrowed from other sources;
- for concrete data, numbers or claims that can later be found and verified using the page number.
- If the figure or table is the author's own creation or compiled using the author's own collected data, the citation should read "author", for example: (Source: author). If the figure or table is from another source, it definitely has to be cited, for example (Source: Lauristin, 2001, p. 45). If the figure or table is based on the work of another author but has been considerably altered (for example, if another measure is added), the citation should also contain that information (Source: Lauristin, 2001, p. 45, with the author's additions).
- Quotes should be cited in the text using the same principles as other parts of text.
- If the same source is cited on one page and consecutively more than once, you can use the citation "ibid", for example: (ibid., p. 105).
- Generally it isn't considered good practice to refer to one source consecutively using long quotes and block quotation (long piece of text and citation, long text and citation, all from the same source). Fluent academic text contains citations referencing different sources and thematic transitions.

The following contains some examples of citation within text (these are not necessarily exact quotes and citations to real sources, but rather indicative examples):

The cited text has one author, whose conclusions are cited in the thesis:

Addiction isn't only the physical addiction to a narcotic, but also the lifestyle that comes along with narcotics (Allaste, 2009).

The cited text has several authors:

Addiction isn't only the physical addiction to a narcotic, but also the lifestyle that comes along with narcotics (Allaste & Lagerspetz, 2006).

Citing specific pages (use either "p." or "pp."):

At the end of the nineties, there were circa 30 political parties registered in Estonia (Toomla, 2005, p. 219).

If the author's name is referenced in the body of the text, it does not have to be repeated in a citation:

For example, unlike the aforementioned studies, Rajasalu (2003) researched the connection between the dynamics of economic growth and the level of economic freedom.

If the text has three or more authors, cite all the authors the first time the source is cited, with "and" before the last name. Subsequent citation can use only the name of the first author, followed by the abbreviation "et. al.":

In European states, different types of labour market flexibilities and worker security combinations have been differentiated (Pochic, Miller & Smith, 2003)... In Europe, both open and closed labour market models are represented (Pochic et. al., 2003).

If there are several citations in one sentence, the cited sources should be separated by a semicolon:

The path dependence thesis approach can be found in several welfare state analyses (Bonoli, 2000; Pierson, 1999).

If several of one author's publications are cited from one year, they should be differentiated alphabetically using a, b, c... after the year:

Network approaches in political science have significantly developed over the past decade, and reflexivity and flexibility are the new key words (Torfting, 2009a; Torfting, 2009b).

If the source has a long title (for example, documents, websites, legal acts), the citation should include a shorter version of the title followed by three periods (of course, the shortened title has to remain distinguishable from other potentially similar sources). When citing laws and institutions, abbreviations may also be used. The first time a source is cited, the full title should be included:

The 2000 European study on labour conditions demonstrated that work stress is in second place after back pain in the list of work related health issues (European Occupational Health... 2001).

In Estonia, every European Union citizen with the legal right to vote has the right to run for office in the council of their town or county of residence (Local Government Council Election Act).

In Estonia, every European Union citizen with the legal right to vote has the right to run for office in the council of their town or county of residence (LGCEA).

When a sentence refers to a legal act, the citation should include the name of the act or the number of the provision, if needed.

"Estonia is politically a unitary state wherein administrative division shall be provided by law" (Constitution, § 2).

"Local authorities have the right to form associations and joint agencies with other local authorities on the bases of and pursuant to the procedure provided for in legislation." (KOKS, § 12).

When citing web pages or other internet material in text, the citation should always only include their title or name. NB! The citation in the text should *never* include the address of the website.

In forming policy for persons with disabilities, in addition to the Ministry of Social Affairs, civil society organisations that bring together persons with disabilities have played an important role (Ministry of Social Affairs, 2011).

If cited material is in more than two consecutive sentences, the citation should be inserted at the end of the last sentence, after the period (look carefully at the placement of the citation in the following example):

In case of democracies, different aspects can be distinguished: procedural, substantive and legal/formal. This indicates that there are completely different approaches to democracy, which might not be compatible. (Tilly & Sanders, 1998) Looking at the democracy experience of Western Europe...

3.3. Referencing sources (list of references at the end of the thesis)

- The list of references should only include those materials that have been cited in the text of the thesis. If there are sources listed that haven't been cited in text or if cited sources are missing from the list of references, it could be considered a grave breach of citation rules.
- The sources should be listed in full and alphabetically. In case of larger and more specific groups of source types, they can be grouped separately (for example, empirical sources, legal acts). Grouping should only be used if it is indeed necessary for a better overview of the list of references.

- A reference listing should generally include the following mandatory elements: author, publication date, title, place of publication (city, publishing house).
- Internet sources are listed using the same principles, with the website address included. In addition, the last date the site was viewed should be included.
- The titles of articles, books, collections and documents should follow the APA style and not be capitalized (except, of course, the first word and names). Only the names of newspapers, magazines and journals should have all parts of their name capitalised.
- The titles of books, collections, magazines, newspapers and documents should be italicized, in the APA style. The titles of articles and chapters should be formatted in regular font and these should not be italicized.
- Several publications of one author should be listed in order of publication, from the earliest to latest.
- If an author or organisation has several publications in one year, the year number should be supplemented alphabetically by a small letter a, b, c, etc.
- Reference listings should be in the same language as the thesis. If the thesis is written in English, use English abbreviations such as: “&”, “ed.”, “pp.”, etc.
- If the source is a foreign language one, the source (or at least the title) should be translated into the language used for the thesis and added after the original title in brackets. No translation is needed for sources in English and Estonian languages. Sources in all other languages should be accompanied by a translation.
- For final theses, it is assumed that students will use sources of academic quality such as: articles from academic journals, monographs, collections published by recognised publishing houses. Other accepted sources include research reports or databases published by academic or (internationally) recognised organisations. Some caution should be exercised when using unpublished conference presentations and popular science articles. Citing textbooks, dictionaries or encyclopaedias is also not considered academically sound, so these should be cited when the material cannot be obtained from more appropriate sources. The same applies to referencing the final theses of other students. Newspaper editorials are more appropriate for use as empirical or illustrative material – they should certainly not make up a weighty part of formulating theoretical standpoints. The same applies to weblogs (blogs).
- Sources that are prohibited for use in theses are: Wikipedia, non-academic websites and notes from lectures. Lecture materials can only be used if it has been ascertained that the referenced materials contain a lecturer’s original contribution in developing a theoretical perspective or original data that couldn’t be obtained from any other source.

The following is a series of referencing examples, formatted in the APA style.

Article from a(n academic) journal:

Referenced on the principle: Author (year). Title. *Name of magazine, volume, (nr), p.*

Katz, R. S., & Mair, P. (1995). Changing models of party organization and party democracy. *Party Politics*, 1 (1), 5 - 23.

Klijn, E. (1999). Policy networks in Scandinavia. *Administration and Society*, 6 (18), 14-31.

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.

Toots, A., ja Idnurm, T. (2009). Revolutsioon, mida ei toimunud ehk e-õppe arengu senised tulemid. *Riigikogu Toimetised*, 19, 159 - 170.

Note: for this entry the magazine doesn't have an issue number and only has the volume number.

Loone, O. (2012). Demokraatia, demokraadid ja revolutsioon. *Vikerkaar*, 6, 66-69.

Article from a popular science magazine or regular magazine:

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

The Economist (2003, June 15 – June 22). Poland's EU referendum. *The Economist*, 58-59.

Newspaper article:

Oone, K. (2004, 4. mai). Kogumispensioni edulugu. *Eesti Päevaleht*, lk. 4.

Aaron, R. (2013, January 5). Euro still in crisis. *The Times*, p. 5.

Books and monographs:

Referenced on the principle: Author (year). *Title*. Publishing place: Publisher.

Linz, J. J., & Stepan, A. (1996). *Problems of democratic transition and consolidation*. London: The John Hopkins Press.

Lewis, P. G. (2000). *Political parties in post-communist Eastern Europe*. London; New York: Routledge.

Heidmets, M. (toim.). (2007). *Eesti inimarengu aruanne 2006*. Tallinn: Ühiskondliku Leppe Sihtasutus.

Toomla, R. (1999). *Eesti erakonnad*. Tallinn: Eesti Entsüklopeediakirjastus.

Kalmus, V., Lauristin, M., ja Pruulmann-Vengerfeldt, P. (2004). *Eesti elavik 21. sajandi algul: ülevaade uurimuse Mina. Maailm. Meedia tulemustest*. Tartu: Tartu Ülikooli Kirjastus

Article or chapter from a compendium:

Referenced on the principle: Author (year). Title of article. Editor of compendium, *Title of the compendium* (pages the article was on). Publishign place: Publisher.

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.

Sabatier, P. (1993). Advocacy coalition framework. In H. Jenkins (Ed.), *Theories in policy analysis* (pp. 233-245). Oxford: University Press.

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

Several publications by one 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.

Toots, A. (2004b). Turud, tarbijad ja poliitika: Eesti sotsiaalkindlustusreformide analüüs tarbijakäitumise perspektiivist. *Acta Politica*, 1, 111-119.

Sources in the process of publication:

Referenced similarly to the same type of sources that have already been published, but instead of the year write forthcoming. For an article, the page numbers cannot be added, if they are not known yet.

Zuckerman, M., Kieffer, S. C. (forthcoming). Race differences in face-ism: Does facial prominence imply dominance? *Journal of Personality and Social Psychology*.

Unpublished conference presentations:

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, June 15 - June 18.

Saarts, T. (2011). *Eesti parteisüsteemi stabiliseerumine – seletades habrast tasakaalu*. Eesti Sotsiaalteadlaste Aastakonverents, Tallinn, Eesti, 23.08 - 24.08.

Unpublished theses (of students):

Kask, U. (2004). *The reform of the Estonian public sector 1996-2003*. (Unpublished Master's thesis). University of Tartu, Department of Public Administration, Tartu.

Internet sources:

The principles are the same as for material that has already been published: author, year or date, title of the material, address. Add the website address and date that the author last published the material.

Smith, R. (1999). University Colleges in Gotland. On the website <http://www.gotland.com> (10.05.2000).

Research reports, databases:

Referenced on the principle: researcher (or author/authors), year conducted, name of study. For reports and databases available online, add the last date of publication).

Statistikaamet (1999). *Eesti tööjõu-uuring*.

Freedom House (2007). *Nations in transit*.

Vabariigi Valimiskomisjon (2011). *Riigikogu valimised 2011: Valimistulemused*. Võrgulehel <http://www.vvk.ee/stat.html> (23.05.2012).

Jakobson, M-L., Balcere, I., Loone, O., Nurk, A., Saarts, T., & Zakeviciute, R. (2012). *Populism in the Baltic States*. Tallinn: Avatud Eesti Fond. Retrieved from http://www.oef.org.ee/fileadmin/media/valjaanded/uuringud/Populism_research_report.pdf (2012, November 10).

Faktum (2004). *E-valimised ja võõrandumise vähendamine*. Võrgulehel <http://www.riigikogu.ee/?id=9263> (01.03.2005).

Eurostat (2005). Võrgulehel <http://epp.eurostat.cec.eu.int> (01.03.2005).

Interviews:

Raud, R. (2007). *Interview with Tallinn University Rector Rein Raud*. Tallinn, 11. 12. 2007

The interviewed person should be mentioned by name only if they have given their agreement to it. Interviews can be listed among other sources mainly if the interview is an expert interview and if they aren't excessively numerous. If there are many interviews or if the interview material is the main empirical material of the research study, the interviews should be listed separately. If the interviews are anonymous, they should be numbered and cited by number, if needed. In this case they won't be listed among the references, but inside the text, in the chapter where the research material is presented.

Legal act in the Riigi Teataja (the State Gazette)

List the full title of the legal act, the first official notice in Riigi Teataja and the redaction in force at the moment it was viewed, the address of the website, date viewed. If possible, use the electronic version of Riigi Teataja. If the legal act does not exist in electronic form (applies mostly to acts dating from 1918-95), the full official Riigi Teataja reference should be listed.

Universities Act (RT I 1995, 12, 119; 2009, 15, 93). On the website <https://www.riigiteataja.ee/ert/act.jsp?id=13153093> (5.03.2009).

Legal act in the Official Journal of the European Union

List the full title of the legal act, the official notice of the Official Journal of the European Union, the website address, date viewed. If possible, use the electronic version of the Official Journal of the European Union (available from 1998). Since Estonian is an official language of the European Union, entries can be listed either in Estonian or, depending on the language of the thesis, in another official European Union language.

Nice'i leping, millega muudetakse Euroopa Liidu lepingut, Euroopa ühenduste asutamislepinguid ja teatavaid nendega seotud akte. Euroopa Liidu Teataja C 80 10.03.2001. Võrgulehel <http://eur-lex.europa.eu/JOHtml.do?uri=OJ:C:2000:080:SOM:EN:HTML> (5.03.2009).

or

Treaty of Nice amending the Treaty on the European Union, the Treaties establishing the European Communities and certain related acts, signed in Nice, 26 February 2001. Official Journal of the European Union C 80 of 10 March 2001. On the website <http://eur-lex.europa.eu/JOHtml.do?uri=OJ:C:2000:080:SOM:EN:HTML> (5.03.2009).

Other legal acts or official documents from internet sources

List the enacting body (in Estonian), the full title of the legal act (in its original language, add translation in parentheses, if necessary), the website address, the date viewed. Instead of the enacting body, an official abbreviated name can also be listed.

Republic of Finland. Laki aikuiskoulutustuesta (Adult Education Act) 28.12.2000/1276. On the website <http://www.finlex.fi/fi/laki/ajantasa/2000/20001276> (5.03.2009).

Tallinn. Tallinn City Public Services Regulation. Regulation nr 45 of the Tallinn City Council. On the website <http://tallinn.andmevara.ee/oa/page.Tavakasutaja?c=1.1.1.1&id=105031> (5.03.2009).

Council of Europe. Convention on the Reduction of Cases of Multiple Nationality and Military Obligations in Cases of Multiple Nationality (Strasbourg, 6.05.1963). European Treaty Series No 43. On the website <http://conventions.coe.int/Treaty/en/Treaties/Html/043.htm> (5.03.2009).

Other legal acts or official documents

List the enacting body (in Estonian), the full title of the legal act (in its original language, add translation in parentheses, if necessary), source reference. Instead of the enacting body, an official abbreviated name can also be listed. Before the name of the institution, list the location of the institution's headquarters. For documents, list the year after the name of the institution.

Federal Republic of Germany. *Bürgerliches Gesetzbuch*. In the book Ministry of Justice (2001). *German Civil Code BGB*. Tallinn: Juura, Õigusteabe AS.

OECD (1981). *Welfare State in Crisis*. Paris: OECD.

Ministry of Internal Affairs (2003). *Financing of civil society organisations from the state budget in 2001-2003. Overview compiled based on data collected from government institutions*.

Court decision

For a court decision, list the parties, the court and the official title of the decision with its number, the website address, and the date viewed.

Estonia vs Pea. Pärnu County Court 2.03.2009 decision nr 4-09-1996. On the website <http://kola.just.ee/> (5.03.2009).

Consecutive court decisions

If a case has several consecutive decisions, they should be listed after the parties as subsequent bullet points. In all other aspects, use the same formatting as for other court decisions.

29. Veeber vs Eesti:

29.1. Euroopa Inimõiguste kohtu (neljas sektsioon) 21.01.2003 otsus nr 45771/99. Kokkuvõtte võrgulehel <http://www.coe.ee/?op=body&id=177> (25.10.2004).

29.2. Euroopa Inimõiguste kohtu (kolmas sektsioon) 7.11.2002 otsus nr 37571/97. Kokkuvõtte võrgulehel <http://www.coe.ee/?op=body&id=170> (25.10.2004).

29.3. Riigikohtu kriminaalkolleegiumi 8.04.1998 otsus nr 3-1-1-50-98. Võrgulehel <http://www.nc.ee/rkis/lahendid/tekst/1-1-50-98.html> (25.10.2004).

29.4. Riigikohtu üldkogu 6.01.2004 otsus nr 3-1-3-13-03. Võrgulehel <http://www.nc.ee/rkis/lahendid/tekst/1-3-13-03.html> (25.10.2004).

For special cases in listing references that are not mentioned in this guide, as well as for additional information about the APA referencing style, see:

<http://owl.english.purdue.edu/owl/resource/560/01/>

ANNEX 2

BACHELOR’S THESIS GRADING CRITERIA

GRADING CRITERIA FOR A BACHELOR’S THESIS (RESEARCH PAPER)

F – the work is plagiarism and/or is not related to the curriculum. The relatedness to the curriculum is a general requirement that is not separately mentioned in the grading criteria.

| | A | B | C | D | E |
|----------------------------------|---|---|--|--|---|
| Definition of the problem | The problem is actual, 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 actual 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 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 empirics 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 | Relevant academic literature has been used. The perspectives that are significant and relevant 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, empirics and research questions is clear and the student has been able to apply theoretical knowledge in the empirical analysis. | Relevant academic literature has been used and the perspectives that are significant and 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 | Relevant academic literature has been used, which mostly covers theoretical 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 empirics can be identified, the | The theory part is based on a limited number of academic sources and covers the theoretical 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 |

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| | empirical sense. Even if this contribution is modest, the student can highlight and justify it in the work. | | connection between the problem, theory and empirics is understandable , theoretical knowledge has been applied in empirical analysis but few connections have been created. | student has tried to apply theoretical knowledge in empirical analysis later but making the connections is sometimes insufficient. | is weak. |
| Empirical part¹ | 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 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. | 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. 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. | 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 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 | 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 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 | 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 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. |

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| | | | 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. | sometimes inadequate. | |
| Conclusions and recommendations | All research questions have received a thorough and argued response. The conclusions that are related to empirics and the theoretical part are clear and presented in an analytically clear manner. The conclusions have novel approaches or connections, which have been set in a broader theoretical/social context. Recommendations and further research opportunities and the research limitation of the chosen approach have been clearly highlighted in the work. | All research questions have received an argued response. The conclusions of the work are connected with empirics and the theoretical part. The results have been discussed analytically, opening various problems and placing the results in a broader theoretical/social context. Recommendations and further research opportunities have been highlighted in the work. | 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 placed in a broader context, but the discussion in analytically weak. Single recommendations or further research opportunities have been highlighted in the work. | 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 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. | 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 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. |
| Formatting | 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. | The formatting of the work corresponds to the requirements. The text is prepared in an academic style, linguistically and grammatically correct. There are a few typing errors. References are | The formatting of the work largely corresponds to the requirements. There are no fundamental errors in referencing. | The work corresponds to the formatting requirements in part. There are errors in referencing that are not fundamental.* There is | 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 |

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| | | correct. | 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. | journalistic or colloquial use of language and errors of orthography and/or typing in the use of language. | be some linguistic errors. There may be several formatting ** and also some fundamental errors in referencing, but no plagiarism. Academic language is prevalent: there is journalese and colloquial 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.

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

MASTER'S THESIS GRADING CRITERIA

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

| | 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 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>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 in the context of the research tradition in the field and choose a methodological paradigm.</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. The author can determine their approach in the context of the research tradition in the field and names a methodological paradigm.</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. The research problem and questions are interlinked to a small extent. The research questions are unfocused. 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</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</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</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,</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</p> |

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| | <p>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 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>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 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>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 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>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>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>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 poorly justified. Not all of the terminology used as well as the interrelations have not been explained.</p> |
| Empirical part¹ | <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 including discussion about other methodological possibilities. The data</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 discussion about other methodological possibilities. The data</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 and analysis process has</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 described, but insufficiently.</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>There is an attempt at</p> |

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| | <p>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 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>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 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>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 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>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 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>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 compensate for lacking elements in the empirical analysis or theoretical part of the work.</p> |
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| <p>Conclusions and recommendations</p> | <p>Conclusions are related to the empirical and theoretical part of the work.</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>Conclusions are related to the empirical and theoretical part 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>The conclusions are discussive, reflect the multifaceted nature of the research problem and relate the results to earlier research or theories.</p> <p>All research questions have been thoroughly answered. Recommendations and future research opportunities and the work's limitations and contributions have been sufficiently presented.</p> | <p>The conclusions are a result of the preceding analysis, but remain relatively mechanical.</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>Results are based on preceding analysis. The research questions have been answered, but discussion is minimal and declarative. Recommendations, work limitations and contributions have been presented minimally.</p> |
| <p>Formatting</p> | <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. There are some typing errors.</p> <p>Citation is correct.</p> | <p>Formatting of the work is mostly in line with requirements.</p> <p>There are no mistakes in citation in principle*. There are some mistakes 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>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 academic, however, in parts there might be journalese or slang, as well as grammatical errors and/or typing errors.</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 there might be some grammatical errors.</p> <p>There might be some formatting errors ** in citation and some principal errors, but no plagiarism. Academic</p> |

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| | | | | | 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. |
| Defence | 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 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. | 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 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. | 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 hesitant, but suitably of an academic style. The student is sufficiently knowledgeable on the subject, but can only competently answer directly related to the work. | 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 knowledgeable about the topic, but can competently answer only questions directly related to the work. | 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. The student is generally knowledgeable about the topic, but does not have an adequate answer to some questions. |

*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.

¹ In the study areas of Law/Political Science and Governance/ International Relations and Future Studies, the empirical part is not mandatory, therefore, these criteria do not apply to works without an empirical part.

THESIS PROCEDURES AND DEFENCE

1. The thesis procedures include the following:

1) Confirmation of the topic and supervisor is done during the next to last semester of the nominal study period. According to the Tallinn University academic calendar, final thesis topics are confirmed in October, and the specific date is set by each academic unit. The student will submit the thesis topic and name of the supervisor for the head of the curriculum in the e-learning environment Moodle, in the “Lõputööde ettevalmistus” (final thesis preparation) subsection. An application containing the topic

and supervisor that has been approved by the head of the curriculum should be submitted in ÕIS (under “Muud avaldused” – other applications) by the date set by the academic unit. See sample application in Annex 4a.

The study counsellor-specialist will approve the list of thesis topics in collaboration with the head of the curriculum and then submit it to the director of the institute for approval. Approval for a topic and supervisor is valid for one academic year – after that the student has to renew the approval for the thesis topic and the supervisor.

2) In exceptional cases, students can choose a supervisor with the appropriate degree (MA, PhD) from another institute our university. A student has to have very convincing reasons for choosing an external supervisor (he or she has to prove that the specific competence required for supervision is not available among the academic staff of the institute). In that case, the thesis topic application submitted to the head of the curriculum should be supplemented by an addendum explaining the necessity for including an external supervisor. The head of the curriculum will decide whether choosing a supervisor from outside the SGLS is justified. In justified cases, the head of the curriculum will forward the application and added documentation (the supervisor’s CV and diploma copy) to the head of studies. As a rule, in addition to the external supervisor, a co-supervisor from the institute is included;

3) In general, co-supervision is accepted only for Master’s level theses. For Bachelor’s theses, the potential supervisors as well as the students have to have very convincing reasons for co-supervision. For approving the co-supervision, a student has to submit an application to the head of the curriculum, after receiving confirmation from both potential supervisors;

4) If a student wishes to change their thesis supervisor, an application has to be submitted to the study counsellor and specialist, who will forward it to the head of studies. Both the former and new supervisors have to agree to the change, and both have to confirm it by signing the application. A topic change is confirmed by the director. The topic and supervisor of the thesis can be changed at the latest three months before the thesis defence period listed in the academic calendar;

5) Graduation is confirmed one month before the final thesis deadline in the e-learning environment “Lõputööde ettevalmistus” (thesis preparation) subsection. The exact date for the thesis deadline is decided by the institute and students will be notified about it through their e-mail lists. Thesis submission deadlines should not be sooner than two weeks before the start of the defence period that is set in the academic calendar;

6) The final thesis should be submitted electronically by the end of the day on the date of the deadline in the institute’s e-learning environment Moodle, in the “Lõputööde ettevalmistus” (final thesis preparation) subsection of the curriculum. One paper copy of the Master’s thesis should be submitted at the latest by the next day. Bachelor’s theses do not have to be submitted on paper. The thesis has to be signed by the author as well as the supervisor, either digitally or on paper. Theses that have not been signed by the supervisor will not be allowed to the defence stage. The students should register their thesis defence in ÕIS, when they have gotten approval for it from their supervisor;

2. Procedures following the submission of the thesis and defending the thesis

1) Final theses are defended publicly in front of a defence committee that has been approved by order of the director. Thesis defence sessions are public both for Bachelor's and Master's theses;

2) The study counsellor-specialist registers the thesis and forwards it by e-mail to the reviewer for the review. The reviewer of the thesis is appointed by the head of the curriculum in cooperation with the study counsellor-specialist, and after consultation with the thesis supervisor, if necessary. The reviewer has to have at least a Master's degree or an equivalent qualification;

3) The date of the public defence will be announced by either the study counsellor-specialist or the head of the defence committee in the institute's e-learning environment, under the subsection for the specific curriculum;

4) For defending the thesis, a written review is required that contains an evaluation of the thesis in line with the requirements set out in this guide. The thesis supervisor has to submit a written opinion to the defence committee only if they cannot participate at the defence themselves. The written review has to be submitted to the academic unit 3 (three) days before the defence at the latest. The student has the right to read the thesis review at least 1 (one) working day before the defence. The review will be sent to the teacher by the study counsellor-specialist via e-mail.

5) The thesis defence procedures are as follows:

- a) The chair of the proceedings, who usually is the head of the defence committee, will announce the beginning of the defence to all those present.
- b) The chair of the proceedings first gives word to the defending student to give an overview of the work.
- c) The student makes a presentation about the main results of the thesis. The maximum duration for a Bachelor's thesis presentation should be 7 minutes and 12 minutes for a Master's thesis presentation. The author will give a brief overview of the work focusing on the analysis, main results and conclusions. It is recommended to have a slideshow to accompany the presentation. When preparing the slideshow, keep in mind that the text should be sparse and in a large font (minimum 18pt). If possible, present figures, graphs, tables, schema, etc.
- d) When the student is finished, the chair of the procedures will give the floor to the reviewer and ask for their opinion of the thesis.
- e) The reviewer presents a summary of their opinion about the main aspects of the thesis, the level of the work performed and the results. If the reviewer is not present, the chair of the proceedings or a representative appointed by the reviewer will read out the written opinion of the reviewer and their questions. A discussion between the defendant and the reviewer follows (or the chair of the proceedings, if the reviewer is not present). The total duration of the reviewer's presentation, the defendant's answers to the questions and the discussion should be about 10 minutes.
- f) Then word will be given to the supervisor of the thesis for presenting their opinions. If the supervisor is not present, their written opinion will be read out loud by the chair.
- g) The chair of the defence proceedings will then give word to all those present for questions to the defending student. Discussion will follow between the student and those present.
- h) The student then has the opportunity for a final word and acknowledgements (for thanking the committee, the reviewer, the supervisor and others).

- i) The chair of the proceedings will declare the public defence closed. The whole proceedings should last for a maximum 20 minutes for a Bachelor's thesis and 30 minutes for a Master's thesis.
 - j) The defence committee will evaluate and grade the defended theses in a closed meeting on the same day. The decision of the defence committee will be announced by the chair to the student and all those present. If the defendant can't be present, they will find out the grade within one day in ÕIS.
 - k) The final grade of the thesis will be confirmed by the defence committee. In determining the grade, the committee will take into account the level of the written work, the evaluations of the reviewer and the supervisor, and the public defence of the thesis. The basis for grading the thesis is outlined in the grading criteria of this guide in Annexes 2 and 3, depending on whether it is a Bachelor's or Master's thesis.
 - l) Not appearing for a thesis defence without a convincing justification results in a failing grade (F). If a student cannot be present and has a convincing reason, a note of "not present" (MI – mitteilmunud) will be entered in the protocol. A convincing reason can be related to illness or accidents. If the student doesn't produce a doctor's note within three working days, the director of the institute will replace the note MI in the protocol with a negative result and confirm the change with their signature.
- 6) The student has the right to appeal the decision of the evaluating committee and the defence committee, according to the rules outlined in the Tallinn University Study Regulations.
- 7) All other aspects of thesis defence and procedures that have not been outlined above are regulated by the Tallinn University Study Regulations.

ÕIS application

application type: other applications

to whom: School of Governance, Law and Society

title: Bachelor's thesis /Master's thesis (choose one) **topic and supervisor confirmation**

Student:.....

Student code:

contents:

APPLICATION

Please confirm the following topic of my **Bachelor's thesis /Master's thesis**

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

and the supervisor (first and last name, e-mail address)

I confirm that I have agreed on the topic and supervision with this supervisor. I acknowledge that the topic and supervisor will receive final confirmation by order of the SGLS director.

Respectfully,

.....
Student's name and date

TALLINN UNIVERSITY

School of Governance, Law and Society

Study area: Political Science and Governance/International Relations

First name Last name

TITLE

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

Supervisor:

Vocation or academic degree First name Last name

(For course work: Course code and name;

Teacher)

Place of presentation/

Tallinn

Year

GUIDE FOR THE REVIEWER

The reviewer should give the work an objective assessment, not just praise or criticism, whereas the assessment (both positive and negative) should be supported by examples from the work. The suggested format of the review is a systematic overview text.

The assessment should be based on the **thesis writing guide** of the Tallinn University School of Governance, Law and Society, available here: <http://www.tlu.ee/en/School-of-Governance-Law-and-Society/About-us/Documents>. The guide contains a detailed overview of the requirements for both the format and content of the thesis. Special attention should be paid to the Master's and Bachelor's thesis grading criteria.

The following is a list of points that should be taken as a basis for writing a review. The review certainly doesn't have to contain all the following points, but rather focus on the ones that are important for a specific work and worthy of special mention either in a positive or negative light. It is recommended for the review to still include at least some feedback in the larger thematic blocks listed below (setting the hypothesis, theoretical points of departure, methodology and empirical analysis, etc. The first responsibility of the reviewer in reading the work is to evaluate its general suitability for defence (block A).

A) The general suitability of the work for defence (if there are some basic requirements that the thesis does not follow, a failing grade should immediately be considered)

Has the thesis been compiled independently and have all used sources been cited (the answer 'no' means plagiarism and the reviewer should give explanations to prove the plagiarism)? Does the thesis meet the volume requirements of a Bachelor's thesis (12 EAP Bachelor's thesis content part should be 35-40 p.; 24 EAP Master's thesis content part should be 60-70 p.)? If the thesis considerably exceeds the set requirements for volume (or does not meet them), then has an explanatory note by the supervisor been provided? Has the Bachelor's thesis used at least 5 academic sources and the Master's thesis 10 academic sources? Does the thesis formulate research questions/objectives and a discernable research problem? Does the thesis include distinguishable required structural elements: introduction, contents, conclusion? Does the thesis include one or several theoretic points of departure? Is the topic of the thesis related to political science?

B) Problem formulation

The delimitation and focus of the topic. The research problem, research questions and/or the development of a research objective. The relation between the research questions and the research problem. The logical relation between the research questions (or sub questions).

C) Theoretical points of departure

The appropriateness of the used sources and the sufficiency of developing the theoretical points of departure. In the theory part, the relevance of the presented theoretical perspectives considering the problem set by the thesis and the research questions. Command of terminology and theoretical concepts.

D) Methodology and empirical analysis

The suitability of the chosen data collection method for the research problem and for finding the answers to the research questions. Command of the chosen data collection method and the analysis method. The systemic and consistent nature of the empirical analysis. The relation between the results of the empirical analysis and the theoretical framework of the thesis.

E) Structure and general analytical competences

The general clarity and logical cohesiveness of the thoughts and discussion presented in the thesis, the logical nature of the general structure of the work. The mandatory structural elements (introduction, analysis, conclusion) and their correspondence with the requirements for proportions in the volume (the introduction and the summary should not form more than 20% of the thesis). The conclusions of the thesis correspond with the research problem and research questions outlined in the introduction. The conclusions of the thesis are set in a wider societal and/or theoretical context. The justification of the conclusions and whether they stem from the preceding analysis.

F) Formatting, citation and language level

The general correctness of the format. The correspondence of the format of the thesis to the Political Science and Governance study area thesis guide (the thesis contains: a title page, a title page reverse side, an abstract in the thesis language, a table of contents and a references page). The linguistic correctness of the thesis (grammar) and style (fluent usage and syntax). Academic language.

The correctness of citation and referencing. The usefulness of annexes (if there are annexes).

GRADE for the reviewed Bachelor's/Master's thesis (underline the correct one):

The reviewer's name, title and signature (digital signature allowed):

Date:

THE SUPERVISOR'S ASSESSMENT

The supervisor will give the student's thesis an assessment that is as objective as possible.

The assessment should be based on the **thesis writing guide** of the Tallinn University School of Governance, Law and Society, available here:

<http://www.tlu.ee/en/School-of-Governance-Law-and-Society/About-us/Documents>.

The guide contains a detailed overview of the requirements for both the format and content of the thesis. Special attention should be paid to the Master's and Bachelor's thesis grading criteria. The following is a list of points that should be taken as a basis for the supervisor in assessment. The assessment certainly doesn't have to contain all the following points, but rather focus on the ones that are important for a specific work and worthy of praise or criticism.

A) The general suitability of the work for defence (if there are some basic requirements that the thesis does not follow, a failing grade should immediately be considered)

Has the thesis been compiled independently and have all used sources been cited (the answer 'no' means plagiarism and the reviewer should give explanations to prove the plagiarism)?

Does the thesis meet the volume requirements of a Bachelor's thesis (12 EAP Bachelor's thesis content part should be 35-40 p.; 24 EAP Master's thesis content part should be 60-70 p.)? If the thesis considerably exceeds the set requirements for volume (or does not meet them), then has an explanatory note by the supervisor been provided?

Has the Bachelor's thesis used at least 5 academic sources and the Master's thesis 10 academic sources? Does the thesis formulate research questions/objectives and a discernable research problem? Does the thesis include distinguishable required structural elements: introduction, contents, conclusion? Does the thesis include one or several theoretic points of departure? Is the topic of the thesis related to political science?

B) Problem formulation

The delimitation and focus of the topic. The research problem, research questions and/or the development of a research objective. The relation between the research questions and the research problem. The logical relation between the research questions (or sub questions).

C) Theoretical points of departure

The appropriateness of the used sources and the sufficiency of developing the theoretical points of departure.

In the theory part, the relevance of the presented theoretical perspectives considering the problem set by the thesis and the research questions. Command of terminology and theoretical concepts.

D) Methodology and empirical analysis

The suitability of the chosen data collection method for the research problem and for finding the answers to the research questions. Command of the chosen data collection method and the analysis method. The systemic and consistent nature of the empirical analysis. The relation between the results of the empirical analysis and the theoretical framework of the thesis.

E) Structure and general analytical competences

The general clarity and logical cohesiveness of the thoughts and discussion presented in the thesis, the logical nature of the general structure of the work. The mandatory structural elements (introduction, analysis, conclusion) and their correspondence with the requirements for proportions in the volume (the introduction and the summary should not form more than 20% of the thesis). The conclusions of the thesis correspond with the research problem and research questions outlined in the introduction. The conclusions of the thesis are set in a wider societal and/or theoretical context. The justification of the conclusions and whether they stem from the preceding analysis.

F) Formatting, citation and language level

The general correctness of the format. The correspondence of the format of the thesis to the Political Science and Governance study area thesis guide (the thesis contains: a title page, a title page reverse side, an abstract in the thesis language, a table of contents and a references page). The linguistic correctness of the thesis (grammar) and style (fluent usage and syntax). Academic language. The correctness of citation and referencing. The usefulness of annexes (if there are annexes).

GRADE for the supervised Bachelor's/Master's thesis (underline the correct one):

The supervisor's name, title and signature (digital signature allowed):

Date:

Author's declaration and non-exclusive licence sample

I _____ (date of birth: _____)

(author's name)

1. have prepared the Bachelor's thesis/Master's thesis independently. Research papers of other authors, important positions from literature and data originating elsewhere have been referenced.
2. I give Tallinn University free permission (a non-exclusive licence) to my work

(thesis title)

supervised by _____,

(supervisor's name)

for storing and making available to the public in the repository of the Tallinn University Academic Library.

3. I am aware that the author also keeps the rights specified in clause 2.
4. I confirm that by granting a non-exclusive licence the intellectual property rights or rights pursuant to the Personal Data Protection Act of other persons are not breached.

Author of the work: _____

signature, date

The work has been allowed for defence.

Supervisor: *(first and last name, research degree)*

signature, date

The defence will take place at a public meeting of the Tallinn University School of Governance, Law and Society Bachelor's theses / Master's theses defence committee on _____ 201.... at _____ in Tallinn, at the address _____ in room _____.