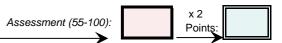
Assessment masterthesis Psychology (1 - 5)		(Page 1 / 2)
Name student:	Student number.:	
Course code:	Date:	
Course name:		
Title masterthesis:		
1-3 Assessment on content [(1+2+3)/3] (50%	Assessment (55-100):	x 5 Points:
1. Problem statement, theoretical framework	Assessment (55-100):	
Criteria Various (core) concepts, theories, models and working methods of the disciplinand used (in combination) and show a thorough understanding of the meaning as good knowledge of the domain and area of specialization. An extensive and in-depth literature review has been performed as a theoretical	and interrelationships as well	
statement. - The problem statement and/or the research question are explicit, carefully dev (including preconditions, limitations, sub-questions etc.), and researchable (proresearch strategy).	oviding direction to the	
 The problem statement is justified and embedded in a theoretical framework; the made are clearly indicated and the scientific and social relevance of this research substantiated. 		
 In the case of an external (design) assignment: needs, wishes and demands of translated into a specific problem statement, a characteristic which is expressed justification. 		
2. Research plan and analysis	Assessment (55-100):	
Criteria	——————————————————————————————————————	
 A well-founded choice of research method(s) and instruments and/or design placerresponding to the problem statement and partly based on the theoretical frace. The acquisition of the data has taken place in an adequate and transparent management. 	mework.	
 and reliable. The choice for the method of processing and the processing of the data has taken comprehensible and transparent manner; the results are valid and reliable. 	-	
 The student has performed a correct, advanced analysis, which logically arose and results. 	e from the problem statement	
 In the case of an external (design) assignment: the design approach has been the implementation and evaluation, and has resulted in a high-quality design of instrument(s). 		
3. Conclusion, reflection, discussion	Assessment (55-100):	
Criteria: - In the conclusion, the initial problem statement / research question is answered	→ ——	

- The student has managed to lift the conclusions to a higher level (abstraction, generalization) and an interpretation and consideration are given concerning the practical, social and/or scientific relevance of the research (related to the theoretical framework, recent research), while attention is paid to ethical aspects.
- The student has critically assessed and discussed the research and the results (reflection, good argument and argumentation, recognition of strong/weak point, putting the research into perspective). The student has reflected on the implications of strong/weak points of the research and on possible solutions.
- The thesis has contributed to the development of new knowledge and ideas and to the formation of theories, models and instruments (this could also be: valid replica with expansion of existing research).
- The student has made a proposal for follow-up research based on practical and theoretical considerations.

4. Written report (20%)	
Criteria:	



- A logical, consistent design and structure. A concise representation of the total research.
- Correct language use.
- Good readability, an academic style of writing (concise, according to the conventions for pulications in the discipline).
- A correct presentation and lay-out of data in tables, figures etc. and correct references to literary sources, other information sources etc. (according to conventions, APA style).
- In the case of an external (design) assignment: audience-oriented justification of the design process and results for the client and other parties involved; solutions in the form of advice tailored to the client.

5. Process, functioning of the student (20%)

Assessment (55-100)

Criteria:

- A high measure of independence; limited need for help and supervision.
- Dedication and initiative.
- An ability to reflect and deal with feedback (learning capacity).
- An ability to deal with setbacks or a decrease in motivation; being able to find solutions for problems.
- A project-based, methodical and goal-oriented method of working.
- Completion within the scheduled time.
- Good contact, coordination and communication and a pleasant and fruitful collaboration with the parties involved, such as the internal supervisor(s) and, if applicable, the external client and other external involved
- If ethical values played a role when acting within the framework of the assignment (professional ethics), the student has shown to know these values and to apply them adequately.

General remarks:	
Assessment committee:	
First assessor (name):	Second assessor (name):
Signature:	Signature:
Date:	