FINAL PROJECT GUIDE

2025-2026

of the MSc degree programme

Educational Science and Technology (EST)

Final Project EST (course code: 202500254, 20 EC)

Ref: BMS-OSC-12284
Date: October 2025

Preface

Dear EST master's student,

This master's final project guide provides additional information to the Programme Guide and the Programme-Specific Part of the university's *Student Charter* (including the *BMS-Master Education and Examination Regulations*).

This guide focuses primarily on the procedures and guidelines with regard to the final project phase of your Educational Science and Technology (EST) master's degree programme.

For questions regarding administrative matters, please contact Huub Engbers of the Educational Affairs Office EST.
We would like to wish you success with your final project.

Table of contents

1. Goal of the Final Project

The Final Project in Educational Science and Technology primarily serves as a concluding experience for the students. While academic rigor and methodological soundness remain essential, it is important to recognize that the primary purpose of this project is to demonstrate the student's growth as a professional in the field.

During their final project students must demonstrate their understanding of scientific processes, carry out an empirical study including the stages of an empirical cycle, show critical reflection on methodological choices, and connect theory to practice in meaningful ways.

1.1 Intended Learning Outcomes

The intended learning outcomes (ILOs) of the Final Project EST are formulated as follows.

At the end of the Final Project, students are able to:

1. Formulate a clear and well-argued problem definition.
2. Construct a clear and well-argued theoretical framework aligned with the problem definition.
3. Select and apply an appropriate research design and methodology, and justify this choice in relation to the problem and theory.
4. Systematically collect or select relevant data.
5. Use appropriate and analytical techniques to analyse the data.
6. Present results in a structured manner, clearly linked to the research questions.
7. Formulate conclusions and discuss implications in relation to theory, policy, and practice.
8. Produce a clear, coherent, and professionally structured written report that adheres to academic conventions and substantiates key statements with literature.
9. Demonstrate agency of the Final Project process by effectively planning, taking initiative, and maintaining professional communication.
10. Present the Final Project and answer questions that demonstrate understanding.

2. Preparatory phase of the Final Project

At the culmination of the EST programme, each student carries out a research project that addresses a real-life problem or question. While students are encouraged to integrate the knowledge and skills gained from previous courses and projects, the Final Project stands out as a unique research or design project. Where students further develop and apply the acquired competencies. Some of the skills taught in the course Your Agency, Balance, Career & Development provide valuable preparation for working on the thesis project. Additionally, the "Your ABCD" meetings during the final project trajectory are designed to offer support throughout the process. Students are also expected to individually utilize the resources available on the Final Project EST's Canvas site, tailoring their use based on the specific needs of their Final Project.

2.1 Obligatory courses before starting Final Project

Before beginning their Final Project, all students take the mandatory EST programme courses: Learning and Instruction, Lifelong Learning in a Changing Society, Assessment of Learning and Performance, and Your Agency, Balance, Career & Development. These courses are offered twice a year to align with the programme's two starting points. However, they must be taken during the student's first semester, ensuring a consistent knowledge base for all participants as they prepare for their Final Project.
Among these courses, Your Agency, Balance, Career & Development is particularly valuable, as it equips students with essential skills and content to support their work on the Final Project.

2.2 How to find a project?

At the beginning of block 1B (for September full-time cohort + February part-time cohort) or block 2B (for February full-time cohort + September part-time cohort) there will be an information lecture on how to find your Final Project. On the **"Final Project EST" Canvas site**, students can find a list of themes that are available and offered as possible Final Projects. Students can choose from these topics and submit their preferences. The Final Project coordinators will gather all submitted preferences and distribute all students among available projects and supervisors. You will hear what project and supervisor you have been assigned to within a few weeks after submitting your preferences. Every project will have a Starter Package that the student must read before the first meeting with the supervisor.

Each research section has their own Final Project coordinator, so depending on your topic and supervisor, you will hear from one of them:

• Dr. Mireille Post-Hubers	for projects in the Section of Professional Learning & Technology (PLT)
• Dr. Alieke van Dijk	for projects in the Section of Instructional Technology (IST)
• Dr. Marieke van Geel	For topics in the Sections of Teacher Development (ELAN)
• Dr. Johannes Steinrücke	For topics in the Sections of Cognition, Data and Education (CODE)

The full application procedure is explained in the Final Project Canvas site.

Note:
Within the limited time of a one year programme and a 20 EC Final Project, it is **not** possible to suggest your own topic or hosting organisation for a Final Project in the EST programme, because in the past these have shown to cause delay too often.

2.3 In case of an external final project

In case the student does their Final Project in the context of an external organisation **facilitated via the connections of the EST supervisor**, it is required to make clear arrangements and to determine conditions before the Final Project actually begins. See Appendix E for detailed instructions on the external Final Project.

2.4 Arrangements with the supervisor and time investment

After student and supervisor are matched by one of the Final Project coordinators, the student can contact the supervisor to schedule the first appointment. Of course the student has read the Starter Package thoroughly and based on this prepares three draft research questions. During the first meeting these will be discussed further. Next to that, students need to make clear arrangements with their supervisor about mutual expectations, and which tasks and responsibilities both the student and the supervisor have. These arrangements have to be included in the *Final Project Contract* (see: Appendix B). Furthermore, they discuss the timeline for the project and the student fills out the *Timeline* form (see: Appendix A).
Both the Timeline and the Contract forms are signed by the members of the *Final Project Committee.*
The Final Project Committee consists of:

- The supervisor,
- The second reader,
- (If applicable) the – external - company/institutional coach or expert on the topic.

This Final Project Contract obliges the programme to guide the student and to assess the student's Final Project. The Timeline guides the student to complete the Final Project within the academic year's timeframe.

In this regard, take into account the time investment:

For both the student and the supervisor, it is important to know in advance what they can expect from each other. The Final Project is 20 EC which means approximately 560 hours of work. Full-time students are supposed to finish the Final Project in one semester so they will have to work on average 28 hours per week on the Final Project. Next to that they follow a 5 EC course each quartile, which adds up to a workload of a little over 40 hours per week. If, for example, the student has a part-time job and is studying part-time, this should be taken into account when filling in the Timeline for the Final Project by choosing the part-time timeframe, that stretches over one year.

This allows students to take more time and lower their weekly study load. It means that part-time students will have longer time between meetings with their supervisor, which must be incorporated in the Timeline form.

Students can expect a maximum of 26 hours of supervision from the supervisor and a maximum of 6 hours of work done by the second reader. These hours include reading time and providing feedback on drafts during the research project and the presentation and defence of the Final Project.

2.5 Assessment of the ethical permissibility of the proposed research

In case a Final Project involves test subjects, the student must submit a request for approval to the Faculty's Ethics Committee.

Full information on the (web-based) procedure can be obtained from the following webpage:
https://www.utwente.nl/en/bms/research/ethics-domainHSS/

In any case, this seeking for approval of the Ethics Committee (if applicable) has to be done **prior** to the actual start of the Final Project.

3. While the student is doing the Final Project

3.1 At the start of the Final Project

At this stage, the student has to

- Consider in particular the formulation of the Final Project. Is everything clear, has something been forgotten, are modifications required?
- Fill in and discuss carefully the Timeline form (Appendix A) to ensure that you finish the Final Project within the agreed time frame. While planning the Final Project trajectory, ask your supervisor when he/she will be absent (e.g., conference, vacation), and make sure to consider this in your Timeline.
- Also reserve a date for the colloquium via the Timeline form. For this, the student and the supervisor and second reader must have discussed preferences, according to their availability. Check multiple boxes on the form, for all dates and times on the pre-scheduled timeslots that are possible for both the student and the Final Project Committee members according to the Academic Calendar. After submitting the form, the schedule for all students is made and you'll hear the timeslot that you've been assigned to.
  In individual cases student and supervisor may agree on a different date, but in those cases the Educational Affairs Office needs more time to schedule it (15 work days).
- Make sure the required hours are available for working on the thesis per week (full-time/part-time).

Note:
At this stage, the *Timeline form* (Appendix A) and the *Final Project Contract* (Appendix B) are concluded and signed, and submitted by the student via email to the Educational Affairs Office (BOZ-EST@utwente.nl).

3.2 Use resources on Canvas site

After enrolling via Osiris in the Final Project EST course, the student gets access to the associated site in Canvas. Among other things, this Canvas site contains a lot of resources such as articles, video's, links, etc., that can be useful for a student during their Final Project.
Because the large variety of topics and different research types students focus on during their projects in EST, rather than teaching everything to everyone in class, this Canvas site allows students on an individual basis to dive into reading and studying the materials they need for their specific project. Of course, the student should review what is available and decide which resources are relevant for them, and study these individually. Furthermore, during meetings with the supervisor it also can be discussed which materials the student should study.

3.3 During the Final Project

Some issues require special attention. The student has to:

- Realise continuously that the student holds final responsibility of keeping in contact with the supervisor.
- Prepare thoroughly for each meeting with the supervisor in advance. Take detailed notes during the meeting and summarize the key points discussed and any agreements made afterward. Send this summary to the supervisor, following the agreed-upon method of communication.
- Send draft chapter(s) or materials that will be discussed during a meeting well in time (agreed on in the Timeline form) to the supervisor (and if applicable to the second reader, and/or the external supervisor).
- Be aware what may be expected from the supervisor (and the external coach): constructive comments, comments on contents, form of research, and presentation of results, comments on the way the student functions (personality aspects, strengths and weaknesses of the person at work).
- Start the thesis-writing-process as soon as possible after commencing the project, and follow the defined Timeline in this regard with the supervisor and/or Final Project Committee.
- During meetings with the supervisor, besides discussing the content of your work, also discuss the initial Timeline planning form, and adjust it if necessary.

Note:
Practice has shown that when students start a job while their thesis has not yet been completed, there is a high risk of study delay or even study termination. Take this experience into account when making personal decisions.
And before you make a decision regarding starting a job (or increase your working hours), first consult your supervisor if this can be combined with your particular thesis project and how this would affect your planning.

4. Writing the thesis

Every Final Project usually includes (a) a design or evaluation component and (b) a research component. Both demonstrate the ability of the student to use and process scientific knowledge. In a design-focused or evaluation-focused project, the design or evaluation activities have a central place whereas the research activities are mainly supportive for understanding of the problem and for assessing the problem solving capacity of the design or evaluation result. In research-focused projects, the focus is on data collection, analysis and interpretation, based on theory and a well-designed research plan, and leading to grounded recommendations for practice. Therefore the thesis intends to inform about:

- The problem that led to the Final Project.
- The research that led to the definite problem statement and to the methods selected to solve this problem(s), including the methodology used.
- The design or evaluation and research methods used, and the results obtained. This may be done in the form of a description and evaluation of results (e.g., a product), and conclusions and recommendations about the design or evaluation and research process, in such a way that the thesis embodies a sufficient scientific level.

Additional assistance needed?

At the outset of writing the thesis (and/or at the start of your Final Project) it is recommended to ask yourself whether you could benefit from assistance on issues like research methodology, (English) language skills, and finding sufficient and appropriate literature.
Many resources that could be relevant for your Final Project can be found via the Final Project Canvas site. Therefore, this Canvas site should be your first place to look for information, materials, links, etcetera.

4.1 Report structure

The master's thesis normally consists of the following elements:

- *Table of Contents*. The student should use short informative headings. The table of contents should actually give a comprehensive impression of the contents of the report. Keep in mind that headings such as 'formulation of the problem', 'processing of data', 'conclusions and recommendations' do not contain information that is specific to the assignment.
- *Foreword/Acknowledgement*. The foreword is actually not a part of the report. It is a personal note that the author usually adds at the last minute, for example to express thanks.
- *Summary.* It must be possible to read and make sense of the summary as a stand-alone text. Principally, it should not contain references to the thesis or appendices. The summary should provide a concise impression of the problem at the outset of the Final Project. An account of the methodology and the

processing and analysis of data do not belong in a summary. By far the most important is a clear outline of results and recommendations. After all, the reader, who restricts his or her reading to the summary, is primarily interested in the achievements of the Final Project.

- *Introduction*. An introduction forces the student to clarify the following issues for himself/herself and for the reader:
    - *What are you going to do in the thesis (formulating the central problem/questions)?*
    - *Why are you going to do this (motivation, background, and context)?*
    - *How are you going to do this?*
- *Exploration and definition of the (research) problem*. Most assignments, either design or research oriented, begin with a problem statement or research question. Nevertheless, during the orientation phase, it is common to keep eyes and ears open and thus ascertain 'who actually has what problems', and what is the relevance of the research question. This may or will lead to a modification or sharpening of the problem or question defined. The initial exploration should in any case lead to a clear statement of the problem or question. Such a reconnaissance of the problem is also of help to the reader.
- *Design/research approach*. The student should give the readers clear insight into the followed method. This may involve a phased approach to the study, an overview of design and/or (evaluative) research methodology, insight into the area from which the student has drawn theoretical references, and so on.
- *Results.* Describe the results in a clear way. The student must make sure that those results are described that give an answer to the research question(s).
- *Discussion.* Describe the results and account for them. Refer back to the problem statement given in the introduction.
- *Conclusions and recommendations*. Limit the number of conclusions and/or recommendations. Formulate them concisely and clearly and ensure that they have been well laid out.
- *Reference list and referencing:* During the project the student will use APA style referencing. Proper referencing is crucial to ensure that the readers can identify and locate the sources you've used in your final project. Throughout the project, as you draw upon existing theories, models, and research, it is important to consistently acknowledge the work of others. Each time you reference a specific study, theory, or model, you must cite it correctly in the text, following APA's citation guidelines. It is essential to maintain consistency and accuracy in citing sources, particularly when it comes to the reference list at the end of your paper. The reference list should include full bibliographic details of each source you referenced within your text, formatted according to APA style.
- *Appendices*. Appendices can be extremely useful, but the student must ensure that the reader is able to understand the thesis without need to consult the appendices. The use of appendices can help the student to make the thesis itself more concise and readable.

4.2 Publication of thesis and possible confidentiality

The general starting point is that copyright to the thesis vests in the student. Besides the copyright, the student has, by means of the GDPR-law, the right to decide whether the thesis should be published online. However, it is the intention of the UT to make all

master's thesis reports online publicly available in the repository. Therefore, after the Final Project has been completed the student must upload their thesis via https://studenttheses.utwente.nl/p/login .

In specific cases, a confidentiality term can be desired according to the following criteria:

- There is a risk that the online master thesis will obstruct future peer reviewed publications, or
- When the external hosting organisation of the master thesis research requests a confidentially period with valid and reasonable arguments for the protection or use of the research results laid in the master thesis report.

In these cases, if the student and/or supervisor want to withhold permission to make the thesis available through open access, the Final Project committee and the student indicate on the Final Project contract (see: Appendix B), or at a later stage on the Green Light form (see Appendix C), whether they agree upon the thesis being made available through open access or, whether a request to the programme management needs to be submitted.

The student must submit a request for this to the programme management via email to BOZ-EST@utwente.nl.
This should be done as early as possible, preferably before the start of the thesis. (If applicable, this request is accompanied by the third party requiring the confidentiality).

This request must contain a detailed description why the thesis should be archived confidentially and accompanied by a signature from the supervisor.

If the whole thesis has to be kept confidential, or in case of temporary confidentiality, the programme management has to decide on a deviation from the usual policy of open access. After this deliberation, the student and supervisor will be informed of the decision.

If the request is granted, the student has to:
• make a separate, anonymized document containing the abstract of the thesis which is checked and agreed upon by the supervisor. This abstract will be publicly available;
• send both the public abstract and the confidential thesis to the EAO;
• upload both the public abstract and the confidential thesis to repository. In this procedure the students indicates that the thesis has been approved to be registered as confidential.

If a student wants to change the public nature of the thesis after graduation, the programme management will only handle requests if there is an added advice of the supervisor on this request.

4.3 Other matters of attention

- When writing a thesis, the following points are important: The thesis should be **limited to max. 12,000 words** (excluding table of contents, bibliography, acknowledgements, and appendices).
- The thesis has to be written in English[1]. With respect to the English language: the student has to use **British (UK) spelling** conventions.
- The layout needs to be clear and reader-friendly. The thesis should take the reader by the hand.

In addition, our Faculty prescribes that the thesis needs to embody the following standard settings:

Lay-out:	
Font:	either Times New Roman or Arial or Calibri
Font size:	11 points or 12 points
Line spacing:	1.5
Tables and figures:	to be included in the text
Margins:	top, bottom, left, right: 2.5 cm
Standard tabs:	1.25 cm
Justify:	the whole document (i.e., also the marginal line at the right-hand side)

For **draft versions** of the thesis:

- Check upfront with Final Project supervisor about the lay-out preferences.

[1] In case a student has strong reasons to deviate from this rule, the student has to submit a written request to the Examination Board

5. Green Light and Colloquium

The student may only set a date for the colloquium (i.e., oral presentation) upon approval of the supervisor (in consultation with all members of the *Final Project Committee* and the *Educational Affairs Office EST*)! (See: Appendix C). This is the so-called **Green Light**.
This is the case when the Final Project Committee, except for some minor textual changes, determines the thesis is at a stage where it can be graded at least a 5,5.

5.1 In case of no green light by the deadline

In case the student has not submitted a 'green light' version of the thesis by the deadline on the Timeline form, or when the thesis could not yet be qualified as sufficient for a minimal grade 5,5 by that time, it has to be considered what caused this:

A) Was the delay caused by **exceptional personal circumstances**, or was it caused by **circumstances within the project** over which the student had no influence?
   As soon as it becomes clear during the final project trajectory that either one of these causes plays a role in not being able to meet the deadline, the student must start the procedure to apply for a one-time extension of the first attempt.
   The *Request for extension* form (see: Appendix D) should be filled in by the student and the supervisor. The student submits the form via email to the Educational Affairs Office EST. The request will be reviewed by the EST programme board and after this the student will be informed about the outcome. When the extension has been granted and a new, extended deadline has been set (which is still considered the first attempt), the final steps towards the colloquium can be continued.

B) When **no such circumstances** outside the control of the student played a role, a 'fail' for this first attempt (= initial deadline at the end of the semester) will be registered in Osiris.
   Assuming the student still wants to try and finish the thesis successfully, the procedure to apply for a one-time extension ('second attempt') must be started in order to set a deadline for this second attempt.
   The *Request for extension* form (see: Appendix D) should be filled in by the student and the supervisor. The student submits the form via email to the Educational Affairs Office EST. The request will be reviewed by the EST programme board and after this the student will be informed about the new deadline for the second attempt. When this date has been set, the final steps towards the colloquium can be continued. This means that the student may have one additional meeting with the supervisor and receive feedback once more, before the green light meeting must take place before or on the new deadline.

5.1.1 Way to repair component 6 'Process & Agency'

In case of a retake, components 1 – 5 can be improved by rewriting parts of the thesis. However, when the component Process & Agency was assessed insufficient, this part cannot be redone within the same project. Therefore the way to repair this component is via a reflection report that the student must write.

Note:
In case the requirements for Green Light are still not met by this new date for the second attempt, the student also fails this second attempt, and cannot continue this Final Project anymore. If the student still wants to finish the MSc EST degree programme, a new Final Project will have to be taken on (together with the start of the next cohort). This is the general rule that always applies in principle.

However, in exceptional cases, when both the EST programme board, the supervisor, and the student jointly agree, the student could be allowed to improve once more and finish the Final Project that was initially started. With the remark that in these cases the final grade for this 'third' attempt for the same Final Project cannot be higher than 6,0.

5.2 Confirming the scheduling of the colloquium

When 'green light' for the colloquium was given, the student must submit the Green Light Form (Appendix C) to the Educational Affairs Office as soon as possible to confirm that the colloquium will take place on the previously assigned pre-scheduled timeslot. The Green Light form must be submitted to the Education Affairs Office at least 5 working days prior to the envisaged date for the colloquium.
In case the student and the Final Project Committee members agreed there is a reason to deviate from these pre-scheduled dates and ask for an individual day and time, the Educational Affairs office needs 15 work days to arrange this (so it may require longer enrolment which implies a longer payment of tuition).

5.3 Organisation before, during, and after the colloquium

The final colloquium is a public event. Most students experience this event as the final part and conclusion of their master's degree. It is announced via the EST Programme Canvas site and the Student Portal. The student may invite family, friends, colleagues, etc.

The student and the Final Project Committee agree prior to the final colloquium on the way they will announce the grade (public or private).

During the colloquium, the UT supervisor acts as host. The supervisor will introduce the student, after which the student presents their Final Project in 25 minutes. After that, there are 20 minutes available for questions and discussion.

The following guidelines are important for the colloquium:

- Since the colloquium is a public event, the student has to prepare the presentation in English.

  Note: Dutch students may (after having consulted the Final Project Committee and upon their approval) switch to a presentation in Dutch in case it turns out that there is no non-Dutch audience present.

- Once the presentation is finished, there is an opportunity for the audience (public and assessors) to ask questions. The answers to these questions are part of the colloquium and will contribute to the grading.

After the presentation and discussion, the Final Project Committee will briefly retreat to conduct their final assessment and formulate the result (i.e., to determine the grade). The evaluation of the colloquium will weigh in the total assessment of the Final Project (see chapter 6 of this guide).
Once the committee has reached their decision, they will return to the room to inform the student. The student will be told the result, including getting feedback (either in a personal discussion of 15 minutes maximum, or in public, as agreed in advance).

The meeting will be concluded with the supervisor presenting the Certificate of Completion of the Final Project (see paragraph 6.3) to the student.
The student may wish to invite their guests at the colloquium for a drink and a snack afterwards, at the student's own costs.

The routine for colloquia is available on the Final Project's Canvas site:
https://canvas.utwente.nl/courses/16910/pages/colloquium-routine?module_item_id=604161

6. Formal procedures

6.1 Final Project

- In the Final Project Contract (see: Appendix B), the student's Final Project Committee, mandated by the Examination Board, represents the Faculty. The Final Project Committee should approve the Final Project Contract and has to provide the necessary guidance for the project's execution, as specified in the Final Project Timeline (see Appendix A). The Final Project Committee also assesses the Final Project (where only the UT members of the committee hold responsibility for the final grade).

- As soon as the Final Project Committee and the student have approved and have signed Appendix A and Appendix B, the student has to submit both forms to the Educational Affairs Office EST via email.

- Once all students have submitted their Timeline form, the Educational Affairs office will make a schedule and assign each student to a timeslot on one of the predetermined dates, taking the availability entered on the forms into account as much as possible.

- Near to the end of the project, the student must submit the last draft version of the thesis before the 'green-light' meeting via the Final Project Canvas site, in order to run an automated plagiarism check.

- The student may only confirm the date for the final colloquium (i.e., oral presentation) upon approval of the supervisor via completing (and having signed by the supervisor and second reader) the Registration and Approval for Colloquium form (See: Appendix C). This is called: the **Green Light** form.
  This is normally the case when the Final Project Committee, except for some minor textual changes, approves the thesis.
  This Green Light form has to be submitted at least 5 working days prior to the envisaged date of the final colloquium to the Educational Affairs Office EST if the colloquium takes place at one of the predetermined and assigned timeslots.
  In case the student and Final Project Committee jointly suggest an alternative date, then the Educational Affairs needs 15 working days to arrange this (see paragraph 3.1 and 5.2).

- In case the Green light could not be given, or in case the Green light meeting could not take place yet because the student did not reach that stage of the thesis in time, the student can apply for a one-time extension of the Final Project. For this the Request for extension form (Appendix D) must be completed and submitted to the EST programme board via email to the Educational Affairs Office EST (see paragraph 5.1).

  Note:
  During summer period most of the staff will be on summer leave. This means that if a student has applied for an extension and wants to graduate in July or August, this must be discussed and planned carefully with both the supervisor

and the second reader, and must be done in consultation and in a timely manner, preferably already end of June, with the Educational Affairs Office.

Please be aware that one academic year spans the period 1 September until 31 August. This implies that in case a student plans to graduate after 31 August, they have to **re-register** to the university. Subsequently an additional tuition fee has to be paid. The UT Student Services Office (website) provides more information on this issue.

- A student has to contact the Educational Affairs Office in case, in addition to the required units of study, additional UT courses were completed successfully, and the student would like to have these additional courses to be listed on the supplement to the certificate (i.e., Diploma Supplement).
  However, these additional courses are not taken into account when it comes to an optional "Cum Laude" award.

- The student has to send the thesis to all members of the Final Project Committee. Furthermore the student uploads the thesis to the UT Student Theses and UT Archive online through https://studenttheses.utwente.nl/p/login . (for limitations in this regard, see: paragraph 4.2)
  Besides, the Educational Affairs Office EST receives two (2) digital copies: 1 in MS-Word and 1 in '*.pdf' format ultimately 3 days before the colloquium.

6.2 Mobility Online

As soon as students are at the stage of having completed the Final Project contract (see: Appendix B), they are required to register their Final Project, course code 202500254**,** in the UT system *Mobility Online.*
Please note that the registration process consists of several steps which all have to be completed before students can actually graduate.

(A) When a student does the Final Project in an **UT (internal) topic** they need to register in the so-called **"Graduation – standard pipeline"** via this web link:

- First/initial registration: *link.*

or

(B) When a student does a Final Project **externally** in an organisation/company they need to register in the so-called **"Graduation – extended pipeline"** via this web link:

- First/initial registration: *link.*

Upon having initially registered, the student needs to **login** via: *link.*

Option (A): Steps to complete in the Mobility Online's "Graduation – standard pipeline":

At the start of your Final Project:
Step 1: Fill in the application form (please note that all forms need to be filled in digitally and send by email, no printed materials can be accepted).
The application form needs to be completed as soon as your research proposal has been approved by your supervisor (Final Project contract). Despite the fact that this Mobility Online form requires the signature of your supervisor, for EST students this is not mandatory (since the Final Project contract has already been signed). The Educational Affairs Office staff will sign this Mobility Online form upon having checked the Final Project contract.
Please submit this application form <u>simultaneously</u> with the Final Project contract to the Educational Affairs Office (EAO).

At the end of your Final Project:
Step 2: After the colloquium, the Educational Affairs Officer registers your grade in Osiris and will mark the project as finished in Mobility Online.

Option (B): Steps to complete in the Mobility Online's "Graduation – extended pipeline":

At the start of your Final Project
Step 1: Fill in the application form

- The application form needs to be completed as soon as you are **starting to work on your Final Project.**

Step 2: Answer question regarding type of thesis

- Answer the question whether you have an internal Final Project (at the UT) or an external Final Project (in a company or organisation).

Step 3: Send an email to the Educational Affairs Office and inform them about your Mobility Online registration.

Step 4: Answer the scholarship question

- If you are working on your Final Project at the UT, or in a company/an organisation <u>within</u> the Netherlands, or in a company/an organisation <u>in your home country</u>, **indicate 'No'**.
- If you are working on your Final Project in a company/an organisation outside of the Netherlands or your home country, **indicate 'Yes'.**

Step 5: Fill in your address

- Fill in your residential address where you will stay during the Final Project.

At the end of your Final Project
Step 6: <u>Optional</u>: in case of changes to the duration or content of your thesis project.

- In case the content of your Final Project has changed (title or thesis description), please alter the information during this step.
- In case the duration of your Final Project changes (project takes longer than expected), you can change the expected end date during this step.

Step 7: Project finished, end of Mobility Online registration

- The EAO office will check the deliverables and will register your grade for the Final Project in Osiris.
  Afterwards the Mobility Online registration will be marked as 'finished'. This is the end of the registration.

6.3 Certificate of Completion Final Project after colloquium

Immediately after the final colloquium, authorised by and on behalf of the Examination Board, a member of the Final Project Committee will hand over to the student a **Certificate of Completion of the Final Project**.
The certificate states that the student has satisfied the requirements of the Final Project of the EST programme. The student and the Chair of the Final Project committee both sign the certificate. Handing over the certificate is a public event. This can be considered a festive moment that can be celebrated with family and friends that the student may invite to the colloquium.

6.4 Official MSc diploma after completing the entire EST programme

At a later moment, the student must collect in person the official **Master's Degree diploma**, including the supplement to the certificate (transcript of records), at the Educational Affairs Office. This can be done after the 60 EC EST study programme has been completed entirely, and when the results of all the courses and the Final Project have been registered in Osiris. The student timely contacts the Educational Affairs office about this, so that the diploma can be requested and produced at the central UT diploma office. Also, an appointment to collect the diploma must be made via BOZ-EST@utwente.nl.

Additional courses

In case a student has, in addition to the required programme of 60 EC, successfully completed additional courses at the UT, and the student would like to have these additional courses to be listed on the supplement to the certificate (i.e., Diploma Supplement), the student must contact the Educational Affairs Office about this.
However, these additional courses are not taken into account when it comes to an optional "Cum Laude" award.

Graduation with distinction

The Examination Board is entitled to grant the distinction "Cum Laude". The Examination Board will take the following conditions in consideration in the decision for graduating Cum Laude:

- no graded work was re-done;
- no course was graded less than a 7.0;

- the unweighted average grade for all numerical graded courses without the thesis, is at least 8.0 [note: this unweighted average can deviate from the weighted average that is generated in Osiris];
- in the determination of this average, the courses that were not evaluated with a numerical mark or for which an exemption was granted are not considered. In the determination of the average, at least 50 EC needs to be registered with a numerical mark in Osiris;
- the final grade for the Final Project is at least a 8.5.

In special cases and despite not fulfilling these conditions the student is entitled to submit a request for 'Cum Laude' to the Examination Board.

7. Assessment and Grading of the Final Project

The following aspects are taken into account in the evaluation of the Final Project:

- the quality of the thesis
- the quality of the colloquium
- the student's professional attitude and skills

Detailed information about the components that are assessed, including the rubric and the grading guidelines, can be found in Appendix F.

With respect to the assessment components, the following weighing factors apply:

1.	Problem Definition	10%
2.	Theoretical Framework	15%
3.	Research Design & Methodology	15%
4.	Analysis & Results	15%
5.	Conclusions & Discussion	15%
6.	Process & Agency	20%
7.	Oral Presentation & Defence (colloquium)	10%

8. Contact information

Final Project Coordinators

Dr. Mireille Post-Hubers
m.d.hubers@utwente.nl
Capitool 15 – 318
053 – 489 1115

Dr. Alieke van Dijk
a.m.vandijk@utwente.nl
Capitool 15 - 314
053 – 489 7495

Dr. Marieke van Geel
m.j.m.vangeel@utwente.nl
Ravelijn, room 5345
053 – 489 5564

Dr. Johannes Steinrücke
j.steinrucke@utwente.nl
Capitool 15 – 339
053 – 489 7625

Programme staff

Study adviser
Drs. Yvonne Luyten-de Thouars
y.c.h.luyten-dethouars@utwente.nl
Ravelijn, room 3280 (or 3240)
053 – 489 1117

Programme coordinator
Marlies Tijhuis, MSc
m.e.tijhuis@utwente.nl
Ravelijn, room 3278
053 – 489 8604

Programme director
Dr. Hannie A.H. Gijlers
a.h.gijlers@utwente.nl
Capitool 15 - 020 / Ravelijn, room 5155
053 – 489 4074

Educational Affairs Office EST

Huub Engbers
BOZ-EST@utwente.nl
Citadel, room H428
053 – 489 4122
Office hours: Monday, Tuesday, Thursday and Friday: 10:00-14:00h

Faculty of Behavioural, Management and Social Sciences **MSc programme Educational Science & Technology (EST)** Educational Affairs Office (BOZ) **Fill in at the start of your Final Project and after signing submit to BOZ-EST@utwente.nl**	UNIVERSITY OF TWENTE.

APPENDIX A: Final Project EST Timeline

(202500254, 20 EC)

The table below presents the guidelines for the timeline of the Final Project and gives an indication of the number of meetings you and your supervisor (and second reader) may have during the final project trajectory. In the first column, you - in consultation with your supervisor - are to lay down your own schedule, including meeting dates as well as dates for the submission of certain documents. You start filling the timeline with the completion date you are aiming for, and then divide the available time over the time required for each different phase. Also submit the availability of all involved for reserving a timeslot for the colloquium. Make sure to include the 5 workdays necessary for the Educational Affairs Office between the Green Light meeting and the colloquium date. Naturally, you will discuss with your supervisor (and second reader) what seems a realistic and feasible planning for your particular project.

Important: Full-time students should complete the entire master's programme within one academic year. They merely work on the thesis during their second semester. As students are also working on elective courses, they are encouraged to take note of the deadlines corresponding with the elective course and take this into accoynt when setting up this timeline. Part-time students work on the thesis throughout their second year in the programme and will therefore have more time in between the meetings.
Students must fit their Final Project timeline into the regular academic year calendar, which means aiming at graduating at the end of the semester. The colloquium should take place end of June/beginning of July for semester 1, or end of Jan./beginning of Febr. for semester 2.

Date / week	***Activities***	***Note***
Start of block 1B/2B	**Kick-off lecture** • Read entire Final Project guide • Attend class about Final Project explanation and presentation of available topics • Submit preferences	
Last part of block 1B/2B	**Receive assigned topic and supervisor** • From FP coordinator • Email your supervisor to schedule first meeting • Read these materials *before* the first meeting • Prepare 3 draft research questions	
End of block 1B/2B …-…-…	**Meeting 1** Initial meeting on • Research and literature contents, assignment and assessment • Mutual expectations on the Final Project trajectory, such as what is considered	

	‘independent’ way of working of a student, ownership, project management, and agree on way of communication during the trajectory	
…-…-…	***Submit:*** • First / provisional objective and research question • First setup literature review • Draft of this Timeline form (App. A) • Draft Final Project Contract (App. B)	
…-…-…	**Meeting 2** Discuss: • First / provisional objective and research question • First setup literature review • First ideas about the method • Timeline form (App. A) + Contract (App. B) Rooms are reserved on pre-scheduled dates in week 10 + 11 (of block 2B in July) or week 10 (block 1B) + week 1 of the next block 2A (in February). Available timeslots are 09:00, 11:00, 14:00, 16:00). In individual cases student and supervisor may agree on a different date, but in those cases the Educational Affairs Office needs more time to schedule (15 work days), so may require longer enrolment.	**Second reader present (optional)**
…-…-…	***Submit:*** • Draft of the introduction • Final versions of Final Project Timeline (App. A) and Final Project Contract (App. B) • Register Final Project in Mobility Online	**Supervisor + Second reader both sign (digitally via email)**
…-…-…	**Meeting 3** Discuss: • Draft of the introduction • Draft method (target group, procedure, questionnaires, etc.) • Process for Ethics committee application (if applicable)	
…-…-…	***Submit*:** • First complete version of the Introduction • Final method (target group, procedure, questionnaires, etc.) • Draft data collection materials • Data analysis proposal • Submit application to Ethics committee (if applicable)	
…-…-…	**Meeting 4** Discuss: • Complete introduction (including hypotheses) • Data collection materials and process • Data analysis proposal • Green light for starting data collection	

…-…-…	Start data collection.	
…-…-…	***Submit:*** • Draft report of results • Data file(s) and script(s) (if applicable) • First ideas about the discussion	
…-…-…	**Meeting 5** Discuss: • Draft report of results • First ideas about the discussion	
…-…-…	***Submit:*** • Complete version of the Final Project report via Final Project Canvas site, also to enable plagiarism check	
Deadline: week 8 of block 2B/1B * …-…-…	**Meeting 6 (Green Light) *** Discuss: • Complete version of the Final Project report • Green light if the report in its current version can be awarded at least a mark of 5.5 **After this, confirm your date and time for colloquium via submitting App. C. to the Educational Affairs Office**	**Second reader present (optional)**
…-…-…	***Submit*** *(<u>at least</u> 5 working days prior to the colloquium):* • Final version Final Project report • Mark your project as finished in Mobility online • Upload your thesis to UT Student Theses repository (par. 4.2) • Send word- and pdf version of thesis to Educational Affairs Office ***Prepare colloquium***	
…-…-…	**Meeting 7: Colloquium**	**Second reader present**
	• When the Final Project grade <u>and</u> all course grades have been registered in Osiris, thus completing the 60 EC programme, the student makes an appointment with the Educational Affairs Office to collect the MSc diploma and supplement. • Student receives online evaluation form for the Final Project and the EST Exit Survey. Both are anonymous. Both forms must be filled in and returned.	

** In case no "green light" for planning the colloquium can be given at this envisaged date, then a procedure for requesting an extension or a second attempt must be started. The student and supervisor fill in and submit the Request for an extension form (see: Appendix D). Depending on whether the cause of the delay was within or outside the control of the student, a 'fail' may be registered in Osiris. When the extension has been granted and the new, extended deadline has been set, or when the deadline for the second attempt has been set, the final steps of this Timeline will still be completed at the later date (for this submit a new version of this Timeline form with new dates for meetings 6 and 7 + the part below).*

To reserve a timeslot on the pre-scheduled dates for colloquia:

Check the box that applies:
☐ I take the **full-time** trajectory, aiming for the colloquium at the **end of this semester**.
☐ I take the **part-time** trajectory, aiming for the colloquium at the **end of next semester**.

Check multiple boxes for all dates and times on the pre-scheduled timeslots that are possible for both the student and the Final Project Committee members according to the Academic Calendar:

Block 2B / 1B:	Week 10					Week 11 of 2B in July / Week 1 of sem.2 in February* * requires 1 month extra enrolment				
	Mon.	Tue.	Wed.	Thur.	Fri.	Mon.	Tue.	Wed.	Thur.	Fri.
09:00										
11:00										
14:00										
16:00										

After submitting this form, the Educational Affairs Office will make a schedule and inform the student and the Committee members to which timeslot they have been assigned.

When the student and Committee members agree on wanting to deviate from these pre-scheduled dates this is possible, but then the Educational Affairs Office needs a 15 work day period to arrange things. This means there will be more time between the Green Light meeting and the colloquium (and the student must stay enrolled longer).
For those cases, mark the preferred Date: _____ Time: _____
(**select**: 9:00, 11:00, 14:00 or 16:00 hours)

Name Student: _____

Student number: S_____

Date + Signature: _____

Supervisor: _____

Date + Signature: _____

Second reader: _____

Date + Signature: _____

Note: After signing the timeline, the student has to submit this form to the Educational Affairs Office EST. Keep a copy for yourself and for the supervisor.

Faculty of Behavioural, Management and Social Sciences **MSc programme Educational Science & Technology (EST)** Educational Affairs Office (BOZ) **Fill in at the start of your Final Project and after signing submit to BOZ-EST@utwente.nl**	UNIVERSITY OF TWENTE.

APPENDIX B: Final Project Contract

Family name: _____

Given name(s): _____

Student number: S_____

Title Final Project: _____

_____

Short description: _____

(*what, why, where*) _____

_____

_____

_____

_____

_____

_____

_____

External assignment (if applicable):

Name company/institution: _____

Address: _____

_____

External supervisor: _____

Phone number + email (external): _____

Final Project Committee

Supervisor: _____

Second Reader: _____

External supervisor (if applicable): _____

All persons involved sign for the following points of attention:
☐ The undersigned acknowledge that, for Final Projects involving test subjects, the student must submit a request for approval to the Faculty's Ethics Committee before starting the part of the work involving humans.
Note: According to standard procedure you will upload your thesis for non-confidential publication after the colloquium. In case the thesis supervisor and / or the organisation where you conduct your final project insists on deviating from this public archiving of the thesis, you must submit a request for changing this public status into "confidential" to the programme management. **Should the thesis be handled confidential?** ☐ **No** ☐ **Yes, and I will submit a request to the programme management via BOZ-EST@utwente.nl**
Students are expected to be familiar with the University's policy on plagiarism, cheating and other forms of academic misconduct (see policy via this link). If an examiner has a motivated suspicion of fraud, s/he will notify the Examination Board (via this link). The Examination Board will then start a procedure according to the Rules and Guidelines (via this link).

Signatures

Supervisor: _____

Date: _____

Second Reader: _____

Date: _____

Student: _____

Date: _____

Note: After signing the contract, the student has to submit this form to the Educational Affairs Office EST. Keep a copy for yourself and for the supervisor.

Faculty of Behavioural, Management and Social Sciences **MSc programme Educational Science & Technology (EST)** Educational Affairs Office (BOZ) **Submit timely (see Section 5 of this Final Project Guide) to BOZ-EST@utwente.nl**	UNIVERSITY OF TWENTE.

APPENDIX C: "Green Light" Form: Approval for planning colloquium

Family name: _____

Given name(s): _____

Student number: S_____

Master's student in the MSc programme Educational Science and Technology (EST) received green light to proceed with the colloquium, and would like to:

☐ confirm the colloquium will take place on the previously assigned pre-scheduled timeslot:
Date: _____ Time: _____

☐ have the colloquium at an alternative day:
Date: _____ Time: _____ (select: 9:00, 11:00, 14:00 or 16:00 hours)

Expected number of people attending the colloquium : _____

The person mentioned signs for the following points of attention:
☐ As the supervisor of the Final Project I declare that it is feasible for the candidate to present their work during a public colloquium.
☐ As the supervisor of the Final Project I checked that the presented (draft) version of **the thesis does not exceed the max. 12,000 words**.
☐ As the supervisor of the Final Project I declare that, in the framework of safeguarding scientific quality, the presented thesis has been checked (via plagiarism detection software in the "Final Project EST" Canvas site) on fraud/plagiarism, and that in this regards the thesis meets the academic standards.
Should the thesis be handled confidential? (This question was already stated in the Final Project Contract (App. B), but perhaps this issue only came up at a later stage during the trajectory, and is therefore raised one last time). ☐ No ☐ Yes, and the student will submit a request to the programme management via BOZ-EST@utwente.nl (or has already done this before)

Name supervisor: _____

Date: _____

Signature: _____

The student declares that the master's thesis is the product of their own work:

Signature student: _____

Date: _____

Faculty of Behavioural, Management and Social Sciences **MSc programme Educational Science & Technology (EST)** Educational Affairs Office (BOZ) **Submit only in case this applies to BOZ-EST@utwente.nl**	UNIVERSITY OF TWENTE.

APPENDIX D: Request for extension

Family name: _____

Given name(s): _____

Student number: S_____

Master's student in the MSc programme Educational Science and Technology (EST) could not receive "green light" for arranging the colloquium at the envisaged date as formalised in the Timeline form (appendix A). Some more time to complete the thesis is needed, and therefore a request for an extension of the Final Project is submitted with this form.

Depending on whether the cause of not meeting the deadline or not getting "green light" was ***within* or *outside* the control of the student**, an extension for the first attempt can be requested, or a new deadline for a second attempt can be set.
Either option A or option B applies:

A) Was the delay caused by **exceptional personal circumstances**, or was it caused by **circumstances within the project** over which the student had no influence?
As soon as it becomes clear during the final project trajectory that either one of these causes plays a role in not being able to meet the deadline, the student must start the procedure to apply for a one-time extension of the first attempt:

Provide a brief explanation why the deadline was no met, or why the status of the thesis was not sufficient to obtain green light:

In case the delay was caused by personal circumstances, did you inform the study adviser?

☐ Yes ☐ No → please still do this a.s.a.p.

After submitting this form the request will be reviewed by the EST programme board and the student will be informed about the outcome. When the extension has been granted and a new, extended deadline has been set (which is still considered the first attempt), the final steps towards the colloquium can be continued.

B) When **no such circumstances** outside the control of a student played a role, a 'fail' for the first attempt (= initial deadline at the end of the semester) will be registered in Osiris.
Assuming the student still wants to try and finish the thesis successfully, a new deadline - for a second attempt - must be agreed on via submitting this form.
When this date has been set, the student can have one more meeting with the supervisor and receive feedback once more, and then the green light meeting must take place before or on this new deadline.

The student checks the box that applies:

☐ I submit this form for option A

☐ I submit this form for option B

Signature student: _____

Date: _____

----- *The student must ask the supervisor to fill in the part below:* -----

☐ As the supervisor of the Final Project and master's thesis I support this request.

The supervisor can check (one of) the boxes in case they apply:

☐ I can state that circumstances within the project beyond the student's control caused delay in the final project trajectory.

☐ I am aware that personal circumstances played a role in the delay of the final project trajectory.

☐ I am not aware of any of these two types of circumstances affecting the student's ability to meet the deadline.

Optional, additional remark:

Name supervisor: _____

Date: _____

Signature: _____

When both student and supervisor have signed the form, the student sends it to BOZ-EST@utwente.nl

You will be informed about the decision regarding your request as soon as possible. The new deadline will be set and communicated to you.

Note:
In case the requirements for Green Light are still not met by this new date for the second attempt, you cannot continue this Final Project anymore. If you still want to finish the MSc EST degree programme, you will have to do a new Final Project (together with the start of the next cohort).

APPENDIX E: External Final Project

In case the student does their Final Project in the context of an external organisation **facilitated via the connections of the EST supervisor**, it is required to make clear arrangements and to determine conditions before the Final Project actually begins.

The following issues should be addressed timely:

- Who will coach the student within the company/institute and to whom will the student report?
- Is there a workplace within the company/institute (including an own desk where the student can work undisturbed)?
- Is confidentiality an issue to consider?
- What facilities will be open to the student?
- What other conditions of employment are there (remuneration, insurance, holidays, working hours, etc.)?

Mainly if the project is a design project, some companies or institutions will automatically offer an official contract. Others will consider it as not necessary to draw up an official contract covering the above-mentioned elements.
Anyway, the student should make sure, whether there is sufficient communication and consultation between company/institute and university on these formal issues before the Final Project takes off.
The EST programme does not contain an internship as such, but if a formal agreement should be signed for the **external Final Project**, usually the term 'internship' will be used in the documents to be signed. **The University of Twente strongly suggests and prefers the use of the standardized and legally checked 'University of the Netherlands (UNL) Internship Agreement'.**

Procedure for signing Internship Agreement

- Find the UNL Internship Agreement documents (download Dutch version 'Stageovereenkomst NL' or English version 'Internship Agreement UNL English') plus explanatory notes on:

https://www.universiteitenvannederland.nl/onderwerpen/onderwijs/gemeenschappelijke-stageovereenkomst-universiteiten

- Contact the BMS internship coordinator via:
  internshipcoordinator-bms@utwente.nl

The BMS internship coordinator is the only person who is mandated and authorized to sign Internship Agreements for all BMS students, representing the University of Twente on the contract. So your Final Project supervisor should first agree on the content of the project and agree that their name is filled in at the role of university supervisor, but the supervisor will not be the person who signs the contract on behalf of the University of Twente. That is the task of the BMS internship coordinator.

In case the organisation where you will do your external Final Project insists on using their own internship agreement instead of the UNL document, then you must inform

the BMS internship coordinator about this, and send in the draft contract. This contract must first be checked by the University of Twente's legal department, which of course takes additional time, and the reason why it is not advised. Do take this into account.

Note 1: As of 1 September 2025 students wo receive any kind of payment for their internship activities are legally required to take out Dutch basic health insurance. For more information about the Dutch basic health insurance, see: https://www.skgz.nl/english .

Note 2: International students may need a work permit to execute a Final Project in a company or institute. In this regard, students should contact the BMS's International Student Support Officer via: internationalstudentsupport-bms@utwente.nl .

In Mobility Online you must register this Final Project as:
Option (B): Steps to complete in the Mobility Online's "Graduation –extended pipeline" (see in paragraph 6.2)

APPENDIX F: Assessment form and Rubric

On the next pages the entire Assessment form is included once.
In practice three versions of this form will be used:

1. **Version for the supervisor** – who grades components 1 – 6 *before the colloquium*.
2. **Version for the second reader** – who grades components 1 – 5 *before the colloquium*.
3. **Version for the Final Project committee** – this final version contains all components 1 – 7 and will be *completed after the colloquium*.

Assessment Form subject to change, pending decision Examination Board Nov. '25.

Master's Thesis Rubric and Grading Form – version FP Committee

20 EC – Educational Science and Technology

Student Name :
_____

Student Number :
_____

Thesis Title :
_____

Supervisor :
_____

Second Reader :
_____

Assessment Components

Component	Weight	Raw Score (1-10)	Weighted Score	Comments
1. **Problem Definition** Assessment criteria: - Clear line of argumentation - Relevance: Social/scientific significance clearly articulated - * *Demonstration of a critical and original perspective on the problem*	10%	_____	_____	
2. **Theoretical Framework** Assessment criteria: - Literature Review: Comprehensive for scope, current sources, critical analysis - Research Question: Clear, specific, and researchable - Clear line of argumentation - ** Demonstration of a critical and original perspective in the application of theory*	15%	_____	_____	
3. **Research Design & Methodology** Assessment criteria: - Method Selection: Appropriate for research question(s) aligned with theoretical framework - Justification: Clear rationale for	15%	_____	_____	

Component	Weight	Raw Score (1-10)	Weighted Score	Comments
methodological choices - Ethical Considerations: Addressed sufficiently where relevant - Data quality and handling: Data collected or selected is appropriate for the research questions and documented in a systematic approach - Clear communication of methodological choices *-* Demonstration of a critical and original perspective (novel approach) in research design and methodology*				
4. **Analysis & Results** Assessment criteria: - Analytical rigor: concise use of appropriate analytical techniques - Clear and structured presentation of the findings in relation to research question(s) - Results reported adhere to academic conventions - *** Demonstration of a critical and original perspective in the analysis*	15%	_____	_____	
5. **Conclusions & Discussion** Assessment criteria: - Interpretation: Meaningful discussion of findings in relation to theoretical framework - Critical Reflection: Discussion of strength and weaknesses, acknowledges limitations, considers alternatives - Implications: Discussion of implications in relation to theory, policy, and practice - Conclusions: Clear formulation of conclusions in line with actual findings - *** Demonstration of how the project advances knowledge and/or practice*	15%	_____	_____	
6. **Process & Agency **** Assessment criteria: - Student Agency: Takes ownership of the	20%	_____	_____	

Component	Weight	Raw Score (1-10)	Weighted Score	Comments
research process and decisions where applicable - Initiative: Proactive problem-solving and help-seeking when appropriate - Project Management: Organized approach, meets deadlines, manages resources effectively - Professional Communication: Effective communication with supervisor and others involved - Dealing with Feedback: Responds constructively to feedback and processes it appropriately				
7. **Oral presentation & Defense** Assessment criteria: - Presentation Quality: Clear structure, engaging delivery of presentation - Content: Accurate summary, key insights highlighted - Defense: Responds effectively to questions	10%	_____	_____	

All components have to be scored at least 5.5 to pass the Final Project

*: *Demonstrating innovativeness and/or strong scientific or practical contribution in this component is not a requirement but can be awarded if applicable*

**: Can only be assessed by the supervisor, not by the second reader

Overall observations

_____

_____

_____

_____

_____

_____

Final Calculation of assessment by Final Project Committee

Total Weighted Score (for parts 1 – 7) : _____ / 10

Final Calculated Grade : _____

Final Rounded Grade Agreed : _____

Supervisor Signature : _____ Date: _____

Second Reader Signature : _____ Date: _____

Assessment Form subject to change, pending decision Examination Board Nov. '25.

Master's Thesis Assessment Rubric

Detailed Criteria and Scoring Guidelines for Teachers

Component 1: Problem Definition (10%)

Assessment Criteria:

- Clear line of argumentation
- Relevance: Social/scientific significance clearly articulated
- *If applicable: Demonstration of a critical and original perspective on the problem

Scoring Guidelines:

9-10: Clear and logical flow from broader context to problem. Main components are well presented and seamlessly connected. Coherent argumentation, easy to follow reasoning from broader problem to the research problem.

7-8: Logically structured with clear progression. Main components are present and generally well-connected. Minor gaps in logic that don't significantly hinder understanding. Argumentation is coherent but may lack the seamless flow of excellent work

6-7: Problem statement is adequately structured and understandable. Main components are present but connections between them could be stronger. Some logical progression is evident, though transitions may be abrupt. Reader understands the problem but may need to work harder to follow the reasoning.

5.5-6: Problem statement is present but structure is somewhat unclear. Components exist but are loosely connected. Logic is occasionally difficult to follow or contains inconsistencies. Argumentation is fragmented; reader must infer some connections.

Below 5.5: Problem statement is unclear, unfocused, or absent. Components are missing or poorly articulated. Logical connections are absent or confused. Argumentation is incoherent; reader cannot discern the research direction. May present multiple disconnected ideas without integration.

Component 2: Theoretical Framework (15%)

Assessment Criteria:

- Literature Review: Comprehensive for scope, current sources, critical analysis
- Research Question: Clear, specific, and researchable
- Clear line of argumentation
- * If applicable: Demonstration of a critical and original perspective in the application of theory

Scoring Guidelines:

9-10: Coverage of major perspectives and current sources, critical analysis. Precisely formulated research question that directly flows from the theory and is operationalizable, seamless logical progression from theory to research question, well-reasoned justification for theoretical choices.

7-8: Solid coverage of major perspectives with good balance of current and foundational sources, meaningful critical analysis. Well-formulated research question with clear theoretical connections and operationalizable concepts, logical progression from theory to research question, good justification for theoretical choices.

6-7: Adequate coverage of main perspectives with reasonable mix of sources, some critical analysis. Understandable research question with adequate theoretical connections, basic logical progression from theory to research question, some justification for theoretical choices provided.

5-6: Limited coverage with few recent sources, primarily descriptive with minimal critical analysis. Vague or broad research question with weak theoretical connections, weak logical progression from theory to research question, limited justification for theoretical choices.

Below 5.5: Limited or inappropriate coverage, irrelevant or outdated sources, no critical analysis. Absent, vague, or incoherent research question with no clear theoretical connection, no clear logical progression, absent or incoherent justification for theoretical choices.

Component 3: Research Design & Methodology (15%)

Assessment Criteria:

- Method Selection: Appropriate for research question(s) aligned with theoretical framework
- Justification: Clear rationale for methodological choices
- Ethical Considerations: Addressed sufficiently where relevant
- Data quality and handling: Data collected or selected is appropriate for the research questions and documented in a systematic approach
- Clear communication of methodological choices
- * If applicable: Demonstration of a critical and original perspective (novel approach) in research design and methodology

Scoring Guidelines:

9-10: Methods are exceptionally well-suited to the research questions and theoretical framework. The justification shows comprehensive, nuanced rationale for all choices, and procedures around data collection/selection and handling are meticulously explained and presented in a highly organized manner. Demonstrates sophisticated awareness of context-specific ethical issues and proactively addresses potential challenges.

7-8: Methods are well-suited to the research questions and theoretical framework. The justification shows a strong, clear rationale for the choices, and procedures around data collection/selection and handling are thoroughly explained and presented in a well-organized manner. Demonstrates good awareness of context-specific ethical issues.

6-7: Methods are appropriate for the research questions and theoretical framework. The justification shows an adequate rationale for the main choices, and procedures around data collection/selection and handling are sufficiently explained and presented in an organized manner. Demonstrates basic awareness of ethical issues.

5-6: Methods are generally suitable for the research questions but may show some misalignment with the theoretical framework. The justification shows a basic rationale for

some choices, and procedures around data collection/selection and handling are minimally explained and presented with limited organization. Demonstrates limited awareness of ethical issues.

Below 5.5: Methods are poorly suited to the research questions and/or theoretical framework. The justification is weak or absent, and procedures around data collection/selection and handling are inadequately explained and presented in a disorganized or unclear manner. Demonstrates insufficient awareness of ehtical issues.

Component 4: Analysis & Results (15%)

Assessment Criteria:

- Analytical rigor: concise use of appropriate analytical techniques
- Clear and structured presentation of the findings in relation to research question(s)
- Results reported adhere to academic conventions
- * If applicable: Demonstration of a critical and original perspective in the analysis

Scoring Guidelines:

9-10: Analytical techniques exceptionally well-suited with rigorous application. Findings presented with exceptional clarity and structure, directly addressing research questions with insightful presentation. Results adhere meticulously to academic conventions. Demonstrates exceptional critical thinking, strong synthesis, and innovative analytical perspectives.

7-8: Analytical techniques well-suited with good application. Findings presented clearly and thoroughly, in relation to the research questions. Results adhere to academic conventions. Demonstrates solid critical reflection, clear connections between findings and research questions, and thoughtful insights.

6-7: Analytical techniques appropriate with adequate application. Findings presented in organized manner, sufficiently addressing research questions. Results adhere to academic conventions. Demonstrates some critical reflection, sufficient connections, and basic analytical insights.

5.5-6: Analytical techniques generally suitable but with limitations in application or rigor. Findings presented with basic structure, minimally addressing research questions. Results show limited adherence to conventions. Demonstrates limited critical reflection and weak connections.

Below 5.5: Analytical techniques poorly suited or applied without rigor. Findings presented in disorganized manner, failing to address research questions adequately. Results do not adhere to academic conventions. Demonstrates minimal reflection and no clear connections.

Component 5: Conclusions & Discussion (15%)

Assessment Criteria:

- Interpretation: Meaningful discussion of findings in relation to theoretical framework
- Critical Reflection: Discussion of strength and weaknesses, acknowledges limitations, considers alternatives
- Implications: Discussion of implications in relation to theory, policy, and practice
- Conclusions: Clear formulation of conclusions in line with actual findings
- * If applicable: Demonstration of how the project advances knowledge and/or practice

Scoring Guidelines:

9-10: Findings discussed with exceptional depth in relation to theoretical framework. Comprehensive critical reflection on strengths, weaknesses, limitations, and alternatives. Implications for theory, policy, and practice thoroughly explored. Conclusions precisely formulated and strongly aligned with findings. Demonstrates significant advancement of knowledge/practice.

7-8: Findings discussed clearly in relation to theoretical framework. Solid critical reflection on strengths, weaknesses, limitations, and alternatives. Implications for theory, policy, and practice well-articulated. Conclusions clearly formulated and aligned with findings. Demonstrates clear advancement of knowledge/practice.

6-7: Findings discussed adequately in relation to theoretical framework. Some critical reflection on strengths, weaknesses, and limitations. Implications for theory, policy, and practice sufficiently addressed. Conclusions appropriately formulated and generally aligned with findings. Demonstrates some advancement of knowledge/practice.

5.5-6: Findings discussed superficially in relation to theoretical framework. Limited critical reflection on strengths, weaknesses, and limitations. Implications minimally addressed. Conclusions basic and weakly aligned with findings. Demonstrates limited advancement of knowledge/practice.

Below 5.5: Findings poorly or not discussed in relation to theoretical framework. Minimal or absent critical reflection. Implications absent or inadequate. Conclusions unclear, absent, or misaligned with findings. Demonstrates no discernible advancement of knowledge/practice.

Component 6: Process & Agency (20%) **

** can only be assessed by the supervisor, not by the second reader

Assessment Criteria:

- Student Agency: Takes ownership of the research process and decisions where applicable
- Initiative: Proactive problem-solving and help-seeking when appropriate
- Project Management: Organized approach, meets deadlines, manages resources effectively
- Professional Communication: Effective communication with supervisor, responds to feedback constructively

Scoring Guidelines:

9-10: Demonstrates exceptional ownership of research process and decisions with independent, confident direction. Highly proactive in problem-solving and strategic help-seeking. Excellent project management with consistent adherence to deadlines and efficient resource use. Professional communication with supervisor, responds constructively and thoughtfully to feedback.

7-8: Demonstrates strong ownership of research process and decisions with good independent direction. Proactive in problem-solving and appropriate help-seeking. Strong project management with adherence to deadlines and effective resource use. Clear, professional communication with supervisor, responds well to feedback.

6-7: Demonstrates good ownership of research process and decisions with adequate independent direction. Shows initiative in problem-solving and seeks help when needed. Adequate project management with general adherence to deadlines and reasonable resource use. Effective communication with supervisor, responds appropriately to feedback.

5.5-6: Demonstrates basic ownership of research process with limited independent direction. Shows some initiative but reactive rather than proactive. Acceptable project management with occasional missed deadlines or inefficient resource use. Basic communication with supervisor, limited response to feedback.

Below 5.5: Demonstrates limited or no ownership of research process, heavily dependent on supervisor direction. Minimal initiative, poor problem-solving, and inadequate help-seeking. Poor project management with frequent missed deadlines and ineffective resource use. Ineffective communication with supervisor, does not respond constructively to feedback.

Component 7: Oral Presentation & Defense (10%)

Assessment Criteria:

- Presentation Quality: Clear structure, engaging delivery of presentation
- Content: Accurate summary, key insights highlighted
- Defense: Responds effectively to questions

Scoring Guidelines:

9-10: Presentation has exceptional structure and highly engaging delivery with professional polish. Content provides accurate, comprehensive summary with key insights expertly highlighted and contextualized. Defense demonstrates deep understanding with elaborate, insightful responses that anticipate questions and connect to broader theoretical and practical implications.

7-8: Presentation has clear structure and engaging delivery with strong professional quality. Content provides accurate summary with key insights well-highlighted and explained. Defense demonstrates solid understanding with thoughtful, insightful responses that address questions thoroughly and make relevant connections.

6-7: Presentation has adequate structure and clear delivery with reasonable engagement. Content provides accurate summary with key insights appropriately highlighted. Defense demonstrates good understanding with appropriate responses that address questions sufficiently and show basic competence.

5-6: Presentation has basic structure and delivery with limited engagement. Content provides generally accurate summary with key insights minimally highlighted. Defense demonstrates basic understanding with simple responses that address questions at surface level with limited elaboration.

Below 5.5: Presentation has poor or unclear structure and weak delivery with minimal engagement. Content provides inaccurate or incomplete summary with key insights poorly or not highlighted. Defense demonstrates limited understanding with inadequate responses that fail to address questions effectively or show significant gaps in knowledge.

---

*: Demonstrating innovativeness and/or strong scientific or practical contribution in this component is not a requirement but can be awarded if applicable

The general meaning of the scores is as follows:

Assessment score	Mark	Meaning
≤ 54	< 6	Insufficient; the thesis does not correspond to what can be expected
55-62	6	Sufficient; the thesis meets the expectations
63-67	6,5	
68-72	7	The thesis meets the expectations more than sufficiently
73-77	7,5	
78-82	8	Good thesis
83-87	8,5	
88-92	9	Very good thesis
93-97	9,5	
98-100	10	Excellent, exceptionally good thesis