

Name student: _____ Student number.: _____

Course code: _____ Date: _____

Course name: _____

Title master's thesis: _____

1-3 Assessment on content [(1+2+3)/3] (50%) Assessment (55-100): x 5 Points

1. Problem statement and theoretical framework Assessment (55-100):

Criteria

- Various (core) concepts, theories, models and working methods of the discipline are appropriately chosen and used (in combination) and show a thorough understanding of the meaning and interrelationships as well as good knowledge of the domain and area of specialization.
- An extensive and in-depth literature review has been performed as a theoretical framework for the problem statement.
- The problem statement and/or the research question are explicit, carefully developed and formulated (including preconditions, limitations, sub-questions etc.), and researchable (providing direction to the research strategy).
- The problem statement is justified and embedded in a theoretical framework; the choices and suppositions made are clearly indicated and the scientific and social relevance of this research is clearly and adequately substantiated.
- In the case of an external (design) assignment: needs, wishes and demands of the client are adequately translated into a specific problem statement, a characteristic which is expressed in the description and the justification.

2. Research plan and analysis Assessment (55-100):

Criteria

- A well-founded choice of research method(s) and instruments and/or design plan has been made, corresponding to the statement of the problem and partly based on the theoretical framework.
- The acquisition of the data has taken place in an adequate and transparent manner, making the data valid and reliable.
- The choice for the method of processing and the processing of the data has taken place in a comprehensible and transparent manner; the results are valid and reliable.
- The student has performed a correct, advanced analysis, which logically arose from the problem statement and results.
- In the case of an external (design) assignment: the design approach has been applied adequately, including the implementation and evaluation, and has resulted in a high-quality design of intervention(s) or 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%)

Assessment (55-100):

Assessment scale diagram with a pink box, 'x 2 Points' text, and a light blue box.

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 publications 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):

Assessment scale diagram with a pink box, 'x 2 Points' text, and a light blue box.

Criteria:

- A high level of independence; limited need for help and supervision.
- Dedication and initiative.
- The ability to reflect and deal with feedback (learning capacity).
- The 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 parties.
- 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: [Large empty box for handwritten notes]

Signature assessment committee:

First assessor (name):

Date:

Signature

Second assessor (name):

Date:

Signature
