



Veszprém, the 20th January 2016
Ref. nr.: MFTK-AAI-1/2016

GUIDELINES FOR THE EVALUATION OF BACHELOR'S (BA)THESES IN ENGLISH

BASIC PRINCIPLES

The candidate demonstrates with his/her thesis that after having regular consultations with his/her supervisor, s/he is capable of elaborating a subject of academic relevance while fulfilling all the requirements of conducting research and producing scholarly discourse of unquestionable academic integrity. The main purpose of this summary of guidelines is to set up a valid, reliable and transparent system of criteria for evaluation. The given criteria will serve as a basis for the final evaluation of students' theses.

The thesis will be assessed by the supervisor and a second assessor.

1. CONCEPT PLAN

The candidate is expected to define the topic and the scope of research as well as justify the choice. The topic has to prove relevant connections with the professional studies in the BA degree programme. The candidate is required to demonstrate the ability to relate the formulated research questions to the relevant field of study and present critically the relationship between his/her own findings and the consulted literature, which has to be properly documented.

Main issues under this heading:

- The title is clearly phrased and concise;
- The research question is significant and clearly stated;
- The assumptions are clearly stated;
- The question, its definition and related research are well designed.

Excellent (5 points)	<i>The topic is well defined and the choice is thoroughly relevant to the studies offered in the BA programme. The objectives are closely and profoundly linked to relevant scholarship and the attended courses. The research question, its definition and related research are well designed. The candidate's own research findings are clearly demonstrated.</i> The thesis significantly contributes to as well as demonstrates the student's professional expertise.
Good (4 points)	<i>The topic is defined and justified, but the objectives are only partly linked to relevant scholarship and professional studies in the BA programme. The research question, research design and methods are clear and specific, but the candidate fails to find a proper balance between the used scholarship and his/her own findings.</i>

Satisfactory (3 points)	<i>The topic is reasonably well-defined and justified but relevant scholarship is not properly used. There is only a weak correlation between the title of the thesis, the topic and the research question. The candidate's critical reflection is limited.</i>
Pass (2 points)	<i>The topic is not well defined and it does not relate to the professional studies offered in the BA programme. The candidate's findings are not related to relevant scholarship. The thesis is more descriptive, there is no research question and no critical reflection is shown.</i>
Fail (1 point)	<i>The topic is neither defined nor justified. The objectives and the candidate's findings are not related to relevant scholarship. No critical reflection is shown.</i>

2. METHOD

Three aspects are to be considered here: firstly, the relevance of the theoretical framework; secondly, the selection and successful implementation of research methods; thirdly, the argumentation and the conclusion.

Main issues under this heading:

- The clearly stated research questions are testable, discoverable or answerable;
- The research questions derive from the review of the literature;
- The research procedures/methods are described in detail;
- The findings are discussed clearly and their importance is explained;
- The conclusions are clearly stated;
- Suggestions for future research are cited.

Excellent (5 points)	<i>The theoretical framework is well defined. The research questions are clearly defined, are testable, discoverable or answerable. The selected research procedures/methods are described in detail. The findings are relevant to the research question. The conclusions are clearly stated.</i>
Good (4 points)	<i>Although the theoretical framework is well defined and the research questions are clearly defined, they are not relevant to the chosen topic and are only partly testable, discoverable or answerable. The selected research procedures/methods are only partly described. The findings are not entirely relevant to the research question. The conclusions are restricted only to generalities.</i>
Satisfactory (3 points)	<i>The theoretical framework is defined though appropriate but the selected research methods do not reflect a sophisticated and personal approach. The argumentation falters and the conclusions drawn are superficial.</i>
Pass (2 points)	<i>The theoretical framework is haphazardly defined. The rationale behind the choice of research methods and tools is barely noticeable. The thesis is mostly descriptive and does not contain critical insight. The conclusions drawn are inadequate and/or ambiguous.</i>
Fail (1 point)	<i>The theoretical framework is lacking. There is no attempt at applying any research methods and tools. The thesis is wholly descriptive; no argumentation is discernible. There are no conclusions.</i>

3. STRUCTURE, FORM AND TYPOGRAPHY

The structure of the thesis should be proportionate. The layout should meet the formal requirements (see the EASI homepage: <http://angolweb.uni-pannon.hu>).

Excellent (5 points)	<i>The thesis is well-organised, logically structured, the layout complies with the formal requirements; global and linear cohesion is achieved.</i>
Good (4 points)	<i>The structural requirements are met, but the thesis may be slightly disproportionate. Cogency is generally apparent. The formal requirements are mostly met.</i>
Satisfactory (3 points)	<i>The structural requirements are met by and large but the chapter structure is disproportionate. Cogency is partially achieved. The formal requirements are mostly met.</i>
Pass (2 points)	<i>There is no conscious attempt at creating a balanced and proportional structure. Cogency is barely manifested. Typographic errors slightly disturb understanding. Formal requirements are mostly met.</i>
Fail (1 point)	<i>The structure of the thesis is hardly discernible: the division of (sub-)chapters is illogical. Cogency is barely manifested. Typographic errors interfere with textual understanding. Formal requirements are unmet.</i>

4. STYLE, LANGUAGE, SPELLING

These criteria refer to the fluency of the text, the requirements of formal language use, and the demand of a high level of English proficiency. Spelling mistakes due to careless editing entail the automatic rejection of the thesis work.

Main issues under this heading:

- Sentence structure and punctuation are correct;
- Spelling and grammar (both at phrasal and clausal level) are correct;
- The thesis is clearly written, it is highly coherent and cohesive;
- The vocabulary is relevant to the researched topic and it meets the requirement of English for Academic Purposes;
- The tone of the thesis is unbiased and impartial;
- The tables, maps, diagrams are used effectively.

Excellent (5 points)	<i>The text is fluent, wording is relevant to the research topic. The text is accurate, complex grammatical structures are employed. The vocabulary is rich and appropriately used for academic purposes. Spelling norms are followed. There are no spelling mistakes. There are virtually no typing or word processing errors.</i>
Good (4 points)	<i>The text is mostly fluent, wording is explicit. The text demonstrates appropriate and consistent grammatical structuring. The vocabulary is relevant, and mostly suitable for academic purposes. Spelling norms are followed. There are virtually no spelling mistakes. There are virtually no typing or word processing errors.</i>
Satisfactory (3 points)	<i>The text is fairly fluent but not highly coherent. Wording does not hinder understanding. The vocabulary and the used grammatical structures lack academic sophistication. Spelling norms are followed, with some minor spelling mistakes. There are virtually no typing or word processing errors.</i>

Pass (2 points)	<i>The text is understandable, wording does not hinder understanding. The text demonstrates some grammatical inaccuracies both at phrasal and clausal level. There are only occasional problems with the cohesion and coherence of the text. Spelling norms are generally followed, with some spelling mistakes. There are virtually no typing or word processing errors.</i>
Fail (1 point)	<i>The vocabulary of the thesis is limited. The text demonstrates many grammatical inaccuracies. There are frequent problems with the cohesion and coherence of the text. Spelling mistakes abound.</i>

Each of the above criteria is assessed on a separate five-point scale. The maximum score is 20 points for the thesis from each assessor.

1. Concept	5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>
2. Method	5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>
3. Structure, form and typography	5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>
4. Style, language, spelling	5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>

At the defence of the thesis the candidate may gain an additional 20 points.

The final grade is calculated as follows: $(20+20)/2$ points + 20 points

40-35 points:	5
34-29 points:	4
28-23 points:	3
22-18 points:	2
17 points and below:	1

If the candidate receives 1 point for any of the four criteria, then the final grade of the thesis is an automatic Fail.



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