

Evaluation Master Thesis U.S.E. Part 1 (Research Proposal, period 3)

Name of Student

Student number

Title of Thesis

Evaluation criteria		Performance/Comments	Maximum points
		Indicate if the performance is poor, moderate, sufficient, good or excellent, and explain why	Research proposal
1	The student describes/motivates the societal relevance of the proposed main research question (societal relevance). <ul style="list-style-type: none"> Based on an appropriate demarcation, contextualization and accountability of the topic, a clear and relevant aim is formulated Unambiguous research questions with sub-questions that logically arise Consistency of aim and question 		(10)
2	The student describes the anticipated contribution to the existing literature (scientific relevance). <ul style="list-style-type: none"> Literature is made applicable to own research and extent and relevance of studied literature is appropriate Independent critical and in-depth review on literature Anticipated contribution to the literature clearly specified 		(10)
3	The student motivates and explains the proposed research approach (methodology) <ul style="list-style-type: none"> Planned research approach is appropriate for research question; accountability of data collection and analysis, systematic operationalization of research question. Validity and reliability of study 		(10)
Grade 'A' for the Research Proposal = Total points (out of 30), divided by 3 (this grade will count for 10% in the final grade for the thesis)			

Name of 1st supervisor	Name of 2nd supervisor
Signature of supervisor	Signature of supervisor
Date	Date
Remarks	

Societal relevance	<ul style="list-style-type: none"> To what extent is the proposed research question based on a problem definition that demonstrates insight in the societal debate?
Scientific relevance	<ul style="list-style-type: none"> To what extent is the proposed research question based on a problem definition that demonstrates insight in the central debates and methods in the economics domain? To what extent does the thesis contain a critical report of the existing scientific debates? Does the review of academic literature contain (recent) publications meant for an academically educated audience? Is the literature review sufficiently elaborated/detailed, and does it cover all aspects relevant to the proposed research question? Is the research question authentic?
Methodology	<ul style="list-style-type: none"> To what extent are key concepts and theory used of courses from the master? Are the key concepts and theories understood correctly? If new key concepts, theories or methods will be applied, are they clearly and transparently explained? Have reliable sources been used? If the research is quantitative, is the data description clear and traceable? In the event of data collection, are the methods clearly described? If the research is qualitative, is the research valid and reliable? If the research is theoretical, is the relationship with existing literature clear and comprehensible? If the research is combined with a second discipline: is the relationship between the second domain and economics described in a critical way?

General interpretation standard:

Poor: The student does not reach the standard described, or the use of terminology is **inconsistent or incorrect**. Application of concepts is **inappropriate**. The student displays **minimal analytical skills**. The student communicates information that **may not always be relevant**. The student attempts to structure the work, but it may be **unclear** and/or **inappropriate** to the format required.

Moderate: The use of terminology is **mostly accurate and usually appropriate**, though some errors remain. Application of concepts is **not always appropriate**. The student **demonstrates** conceptual awareness and understanding by **describing basic** connections to the subject matter. The student demonstrates **basic** investigative skills. The student communicates information that is **mostly relevant**. The student attempts to structure **and sequence** the work but is **not always successful**. Sources of information are documented, though there **may be omissions or consistent errors** in adhering to conventions.

Sufficient: Terminology is used **accurately and appropriately**. **Relevant** facts and examples are **used to show understanding**. The student provides **accurate** descriptions; explanations are **adequate** but not well developed. Application of concepts is **appropriate but superficial**. The student **attempts** to apply concepts to other situations but is not always successful. The student demonstrates **adequate** investigative skills. The student communicates information that is **relevant**. The student uses a structure **appropriate to the task** and sequences the content **logically**. Sources of information are documented, with **occasional errors** in adhering to conventions.

Good: A **range** of terminology is used accurately and appropriately. Application of concepts is **appropriate and shows some depth**. The student **applies** concepts to other situations. The student demonstrates **effective** investigative skills. The student communicates information that is **always relevant**. The student organizes information into a **well-developed and logical sequence**, appropriate to the format required. All sources of information are **documented according to a recognized convention**.

Excellent: The student shows an **excellent command of a wide range** of terminology, and uses it appropriately. An **extensive range** of relevant facts and examples are used to show understanding. Application of concepts is **appropriate and sophisticated**. The student applies concepts **effectively** to other situations. The student demonstrates **sophisticated** investigative skills. The student communicates information that is **always relevant**. The student organizes information into a **well-developed and logical sequence**, appropriate to the format required. All sources of information are **documented according to a recognized convention**.