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Tallinn University
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GUIDE TO WRITING AND DEFENDING PAPERS AND THESES

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INTRODUCTION

This material has been prepared for the use of the law students of the Tallinn University School of Governance, Law and Society (SGLS), to help better understand and obtain the basic requirements of formatting written works.

Only the technical formatting side of student papers has been considered in the guide, leaving aside the methodology questions of research work. This guide is not a detailed handbook for writing a final thesis. Its aim is rather to draw attention to important questions related to writing the work, problems that often arise, errors that may be present in the work and tips to avoid them. The guide does not consider matters related to the formatting and defending of doctoral theses.

The guide consists of two parts – the first provides the basic requirements of formatting written works, the second briefly outlines the requirements for defending final theses, organisation of defence and the grading criteria.

I. TYPES AND FORMATTING OF STUDENT PAPERS

1.1 Types of student papers

1.1.1 An **essay** is a written work with a scientific content that considers some problem or event. An author-centred approach to the topic, problems, events and things is characteristic of an essay. An essay requires maturity of thought and a good command of linguistic tools from the writer. Even though the author is quite free in expressing their thoughts (he or she may write in a personal style, use manners of expression characteristic to a journalistic and literary style), the writer's expertise and sense of reality must still show from the essay. An essay is of an analysing nature, i.e. the course of the author's thoughts must be in one direction and clear, and help understand the content of the writing. An essay is a student's independent work, it is not supervised. An essay is not a reference paper, therefore, retelling the positions of various authors must be avoided. An essay does not have to be bound, it must be stapled.

Essay:

- 1) the title points to the problem, is figurative and thought provoking;
- 2) the introduction may be based on a fact, an image from a memory, a feeling, an event;
- 3) development of the topic is of an analysing nature, a specific event leads to general problems;
- 4) the conclusion is a generalisation of what is written; the essay may end with a twist.

A longer essay should be broken down by sub-headings, a shorter essay may be left in one piece. The volume of the essay is 5-10 pages of body text (from the introduction to the conclusion); the student may either freely choose the number of used sources, or the professor determines the sources. An essay may be a prerequisite for an exam. The work does not have to be bound.

1.1.2 The purpose of a **reference paper** is to collect and generalise existing information, make a summary of the content of source papers, results of a scientific study of some problem or topic, etc. Preparing a reference paper deepens the ability to collect information from professional literature, generalise it and form it into a scientific text, while at the same time developing the writer's skill of expression. A reference paper is a student's independent work, it is not supervised. The positions of the authors of the works being referred to are not commented on in a reference paper, but an authentic overview of them is provided.

Structure of a reference paper:

- 1) table of contents;
- 2) introduction, which specifies the topic, problem(s) and questions being considered;
- 3) development of the topic, which provides an overview of what is being considered. Depending on the topic, the text may be broken down into chapters, in which various aspects of the topic are analysed;
- 4) conclusion, in which the main arguments provided in the development are summarised;
- 5) list of used literature.

The volume of a reference paper is generally 10-12 pages of body text (from the introduction to the conclusion) and it is broken down by sub-headings. The volume of a reference paper written as a group assignment may be greater and this is determined by the professor. The professor generally also determines the number of necessary sources. A reference paper may be a prerequisite for an exam depending on what is noted in the course programme. A reference paper does not have to be bound, it must be stapled.

1.1.3 **An auto reference** is a short summary of their work prepared by the author, usually of a study (e.g. dissertation). An auto reference is intended for the advanced introduction of a study, containing its main positions and results.

1.1.4 **A research paper** is a written work prepared by the student on a selected provided topic with the professor's supervision, where the student submits the results of their own empirical or theoretical study. The research paper must correspond to the requirements established for scientific works. Its volume is 10-15 pages of main text, which includes the introduction and the conclusion. The aim is to learn to use a scientific approach, the critical use of sources and correct formatting. The work is mainly based on the analysis of positions provided in literature or empirical material (e.g. crime statistics or administrative and court practice), finding argued solutions for the problem and analysing them. At least 10 sources should be used. The research paper will be submitted electronically in the Moodle environment.

1.1.5 **A Bachelor's thesis** is an analysis of a legal problem based on scientific literary works that is independently completed under the supervisor's supervision, and it is compliant with the requirements of a research paper. The aim is to deepen the professional knowledge of the student and gain experience for further independent research work. A Bachelor's thesis shows that the student knows the principles of law, the main terminology, scientific-methodological literature, legislation and administrative practice and court judgments, has the ability to

analyse and generalise them, formulate their positions and present them in the required form. A Bachelor's thesis is written in the language of the curriculum (in Estonian or in English, in case of an English curriculum). In justified exceptional cases (working abroad, publishing the thesis in a foreign journal, if the thesis supervisor is from a foreign university), the thesis may also be in a foreign language (English) in case of Estonian language Bachelor's studies, with the approval of the Head of Studies. The summary of an Estonian language thesis must be in a foreign language and the summary of a foreign language thesis in Estonian. The volume of a Bachelor's thesis (without the title page, table of contents, bibliography and annexes) is 20-25 pages for a research paper that is worth 6 EAP, and 35-40 pages for a research paper that is worth 12 EAP (1 p = about 1800 characters without spaces). At least 20 sources are used with a total volume of about 1000 pages, the foreign language summary is generally 10% of the volume of the main part of the work.

The Bachelor's thesis is submitted in electronic (pdf format) to the Moodle. The supervisor approves allowing the work for defence with their signature. The signature may be provided electronically or on paper. If the supervisor's signature is provided on paper, the deadline is extended by a day. The student will also submit a non-exclusive licence (Annex 2) for reproducing the thesis together with the Bachelor's thesis. With a non-exclusive licence, the author permits storing the thesis and making it available to the public in the repository of the Tallinn University Academic Library.

The curriculum curator will assign a reviewer for the Bachelor's thesis by consulting with the supervisor of the thesis, if necessary. The reviewer must at least have a Master's degree or a corresponding qualification. The review should include an assessment about the thesis corresponding to the requirements. The reviewer will not grade the thesis.

Bachelor's theses are defended in public before a committee that will assign a verbal grade (excellent, very good, good, satisfactory, poor and unsatisfactory) and a letter grade (A, B, C, D, E, F).

1.1.6 A Master's thesis is a complex theoretical study written independently with a supervisor's guidance, and it has an application aspect, where the student clearly delimits the research object and the problem and finds a specific solution for the latter. In addition to professional literature, the student will also study the problem empirically, if the specifics of the work so prescribe and will thereafter submit their reasoned positions.

A Master's thesis is written in the language of the curriculum (in Estonian in case of an Estonian curriculum or in English in case of an English curriculum). In justified exceptional cases (working abroad, publishing the thesis in a foreign journal, if the thesis supervisor is from a foreign university), the Master's thesis may also be in English in case of Estonian Master's studies, with the approval of the Head of Studies. The summary of an Estonian language thesis must be in a foreign language and the summary of a foreign language thesis in Estonian. The length of a Master's thesis (without the title page, table of contents, bibliography and annexes) is 60-70 pages for a research paper that is worth 24 EAP (1 p = about 1800 characters without spaces). At least 40 sources should be used with the total volume of 3000-3500 p, the foreign language summary is generally 10% of the volume of the body of the work.

The Master's thesis is submitted in electronic (pdf format) to the Moodle. The supervisor approves allowing the work for defence with their signature. The signature may be provided electronically or on paper. If the supervisor's signature is provided on paper, the deadline is extended by a day. The student will also submit a non-exclusive licence (Annex 2) for reproducing the thesis together with the Master's thesis. With a non-exclusive licence, the author permits storing the thesis and making it available to the public in the repository of the Tallinn University Academic Library.

The curriculum curator will assign a reviewer for the Master's thesis by consulting with the supervisor of the thesis, if necessary. The reviewer must at least have a Master's degree or a corresponding qualification; however, it is recommended that they have a doctoral level degree. The review should include an assessment about the thesis corresponding to the requirements. The reviewer will not grade the thesis.

A Master's thesis is defended before a defence committee as a public academic discussion, and only if the degree applicant and generally also the supervisor and reviewer are present. The defence committee assesses the Master's thesis in a closed session, the result is ascertained by a secret vote of the committee. In order to make a decision, it is necessary that at least half of the composition of the committee support it. The commission grades the results of defending the Master's thesis in words (excellent, very good, good, satisfactory, poor and unsatisfactory) and in letters (A, B, C, D, E, F).

1.2. General principles of writing final theses

When a student has selected **the topic** of the thesis (Bachelor's or Master's thesis), then he or she will consult with the possible supervisor, co-ordinate the topic and choice of supervisor with the curriculum curator and then submit the respective application to the academic unit. When choosing the topic, the following matters must be considered: actuality of the topic in the society (e.g. number of concerned persons, etc.); novelty; level of examination in legal literature, whether there is sufficient academic literature on the topic (depending on the specifics of the work, also empirical material); the chance to provide new legal value; their own interests and abilities. The topic of the work must be worded precisely.

At the same time, **a purpose** must be set for the work, i.e. what the author wants to achieve with the work. When choosing a topic for the Bachelor's thesis, it should also be taken into account whether it is possible to develop a Master's thesis from it, and in case of the latter a doctoral thesis, i.e. the possibility to develop the topic in further research papers should be considered.

If the author has worded the aim, which he or she wants to achieve, and determined the **problem**, which he or she will begin to solve, then an initial **plan** should be prepared, which consists of the possible chapters and their subdivisions. The initial scheme may change, but this stage is a basis for the logical structure of the work.

The process of the research is as follows:

- 1) choosing a topic and justifying it;
- 2) raising the main problem;
- 3) ascertaining the research position of the main problem (level of examination in literature, whether it has been studied, who has studied it – schools, authors, used research methods, etc.);
- 4) setting the aim of the research paper;
- 5) setting the hypothesis (hypotheses);
- 6) formulating the main tasks and research questions;
- 7) providing the methodology or theoretical-methodological attitude (ontology, epistemology, methodology);
- 8) describing the complete structure of the work – whether the author uses a deductive or an inductive approach;

- 9) determining the possible target group of the work (for whom the work is intended, who can use it in their work, etc.);
- 10) assessing the need for future studies.

Depending on the choice of topic, the text must also be developed (the structure of the paragraphs of the text must generally be deductive, which means that general positions are justified by arguments that are less general, the move is from the general to the individual, etc.). In some cases, however, an inductive approach is also permitted, but the choice of method must definitely be justified in the introduction.

The requirements of lawyer's ethics (respective codes of ethics) and the Personal Data Protection Act must be complied with in the thesis when processing personal data, including the right to privacy and the inviolability of private life. There cannot be plagiarism in the thesis – using the positions published in professional literature without referring to the authors that established them and their research (research articles, monographs, collections and other works). Theses cannot be of a compiling nature – weaving together the positions of legal literature, materials preparing an act, explanatory reports, legal analyses, administrative and judicial practice decisions without analysing them in substance or providing one's position.

1.3. Structure of the work

1.3.1 About research structure in general

A research text consists of a title page, a table of contents, development of the topic (substantive i.e. constructive part structured into chapters or paragraphs, etc.), a conclusion, a foreign language summary, and a list of references.

The title page is the first page of the work, on which the following things are noted: name of the educational institution (in capitals), name of the curriculum, author's first and last name, title of the work (in upper case letters and in bold), type of work (research paper, Bachelor's or Master's thesis), the supervisor's profession or research degree, first and last name, place of submitting the work (Tallinn) and year (see title page sample Annex 1). Words should not be hyphenated on the title page and a full stop should not be used at the end of the title or any other lines.

The title should specify the topic and must be informative and worded precisely and unambiguously. It should give information about the content of the work as precisely as possible for the purposes of later database searches, it should open the content of the work sufficiently. Often changes take place in the course of writing the work (i.e. the used material becomes broader or narrower) and the title of the work may not be made compliant with the substantive changes. If the work is ready, the author should think of the title once more and also amend it if necessary.

In terms of structure, the title must correspond to the structure of the text (either deductive or inductive). For example:

- 1) Money laundering as a crime (the title expresses the idea of the text i.e. the main idea, which is justified in the study);
- 2) A person in public law in the Estonian legal order (the title provides the idea of the text in general terms, which are resolved in the text).

The table of contents outlines the precise headings of all subdivisions (also lists, summary and annexes) together with the page number on which they begin (see the table of contents of this guide). The heading is followed by a dotted line or a line with a page number at the end (the abbreviation p is not used in front of it). The table of contents must provide an overview not only by content but also visually, chapter headings should be clearly distinguished. The following subdivision is separated from the above with an indentation. The title page or the table of contents itself are not noted in the table of contents of the work.

The introduction provides reasoning for the actuality of the research topic and justifications for the choice of topic (personal interest cannot be the only argument for choosing the topic). It is not sufficient to merely state the actuality, it must also be justified. Often the research position already points to the actuality, therefore, the introduction or introductory chapter of the Master's thesis must also write about whether, which works have previously considered the respective problems and which results have been reached. The novelty of the work must be explained from the position of legal theory as well as legal practice.

The main problem and the aims of the work, as well as specific research questions are derived from the actuality of the topic. The problem is worded precisely and clearly. In case of a quantitatively or deductively structured study, the hypotheses (the author's claims about something), research paper material (research questions) and the methods used for achieving

the aim; the expected results (whether the hypothesis was confirmed or not) must definitely also be outlined. The introduction also refers to the level of consideration of the topic in legal literature, earlier studies and sources, which are relied on in the work. It must be ascertained in the introduction, whether it is a theoretical study, empirical material, legal analysis, etc.

The introduction also provides a short overview and justification for the structure of the work (what the specific parts consider). Therefore, the introduction cannot simply recount the table of contents of the work. The choice of the sources that are used must also be justified and they must be given an initial general assessment. The introduction is not broken down into headed parts. The introduction is about 5-10% of the total volume of the work (2-3 p for a research paper and Bachelor's thesis and 3-6 p for a Master's thesis). If **core terms** must be defined in the work, the amount of which is not great, this can be done in the introduction or body, where they are first used. If there are many such terms, then there may be a separate part after the introduction that defines the core terms.

The structure of **the body of the work** depends on the chosen topic and the problem that is raised and the aim and tasks that are set. In order to achieve a clearer overview, the text is broken down into main parts and subdivisions, the number of which depends on the chosen topic, the aims and tasks that are set. The main parts make up an integral whole and are set out in a logical order. The substantive parts must together provide an overview of the established problems, their course of solution, results and conclusions, and suggestions. The main positions of the work and results of the investigation are provided in this part, and they are analysed and interpreted. The precision of wording and facts must be followed in the development of ideas. Claims are reasoned and illustrated by facts, quotes and references, in case of which their density, linguistic correctness, clarity of thought, appropriateness and precision are of primary importance. Quotes and citations cannot be too long, as in this case the student's own thoughts and positions may remain in the background. Each chapter must be an integrated whole in substance, which are subordinated to the topic of the work but each consider their own specific problem. The components of the work must be set out in a logical order, depending among other things on the fact of whether the movement in the study is from the general to the specific or vice versa. The chapters of a more voluminous work may end with a paragraph summarising the conclusions of this chapter.

The body makes up about 70-90% of the volume of the work and is made up of chapters, sub-chapters and clauses, in the case of which Roman or Arabic numbers are used for designating

a chapter and letters or Arabic numbers are used for the following parts. All parts must be numbered. There is no full stop at the end of a chapter. As a rule, a chapter heading cannot contain abbreviations, symbols, or paragraph numbers. A chapter begins on a new page. The order of chapters is formed based on how it is expedient to consider the questions for opening the topic. It is important to consider the balance of volume of the subdivisions of the body of the work, i.e. the subdivisions of the work must be proportionate (e.g. one chapter cannot be 3 and another 20 p). It is also not permitted to break down the body of the work too much or chop the entire work into many chapters of a few pages. The number of chapters is not regulated, but it is recommended to have 2-3 in a research paper and Bachelor's thesis and 2-4 in a Master's thesis. Chapters and sub-chapters must be logically connected to each other and form a whole that corresponds to the topic of the work. Sub-chapters cannot consist of just a few sentences. There must be more than one sub-chapter, i.e. part 1.1 must also be followed by part 1.2.

The conclusion (which is 5-10% of the volume of the work) provides an answer to the question(s) posed in the introduction. All of the most important conclusions must logically arise from the above consideration. These cannot be fictional or assumed. Conclusions can be provided as theses and numbered by points. The summary is used to justify through arguments, whether the hypotheses set in the introduction have been confirmed or overturned. Problems that proved to be impossible to resolve in the work and that should be studied further can also be referred to at the end of the conclusion. This should, however, not be excessive – it may give the impression that the author has not completed the work. No new positions are provided, rather what is already contained in the above is summarised. If summaries have been provided at the end of chapters, it is sufficient to refer to and briefly quote them. The summary may include suggestions for the application of the results of the work, i.e. a proposal for amending the law *de lege ferenda*, proposals for the amendment of legal regulation or administrative and judicial practice. Positions and conclusions are not provided in the conclusion for questions that are not considered in the body of the work, previous text, literature or legislation is also not referred to.

A list of references (used literature, used normative material, used judicial practice) and other sources of information should be at the end of the work and numbered throughout so that the reader could gain a precise overview of the original sources and so that it would be possible to check the references. This only includes literature that has been cited in the work. The bibliography provides in alphabetic order the entries of books, articles, Master's and doctoral

theses, methodology materials and other bibliography; the list of the used normative material (acts and other legislation) and the list of used judicial practice is prepared separately.

All of these lists are separate and headed respectively but with a unified numbering throughout. The separate list of abbreviations can also be left unnumbered. Sources used on electronic media are noted in the list according to the content of the material (legislation, literature, etc.), they do not make up a separate list. Used sources that are not referred to in the work (for example, examined court files) are noted in general form (e.g. Tartu County Court criminal files 2005-2010, 100 files) in the introduction. Abbreviations are set out as a list only if they are little known. A separate list of abbreviations is not provided, if it contains legal abbreviations of general knowledge or if they have been detailed in the text at first use (e.g. HMS, KarS, TsÜS, etc.). Abbreviations that are normally not written in full form (e.g. USA, UN, etc.) are not added in the list of abbreviations. Depending on the special character of the work, the used material may also be systematised differently, for example, form separate lists of legislation and their commentaries, primary and secondary literature, international agreements, etc.

A foreign language summary is not a translation of the Estonian language summary, but a synthesis of the introduction and conclusion of the work. An overview is provided of the aim of the work, the studied problem, methods for resolving it and the results obtained. The summary has a foreign language heading (a precise translation of the topic of the work) and an explanation *Summary* under it in the respective foreign language. The summary is usually a summary in English. A French, German or Russian summary may be considered if it is a field that is of specific interest to the readership that has a command of this language.

The summary is followed by **annexes** (if necessary). When preparing the main parts, it is also necessary to thoroughly consider what material will remain in the body and what can be inserted into annexes. The body will include what is directly necessary for developing the central idea presented in the work. It is reasonable to place into annexes such material that contains additional information (e.g. source data). Annexes are numbered and headed. Each annex begins on a new page; the numbers and headings of annexes are noted in the table of contents of the work. There must be a reference to each annex in the work. All used sources must also be referenced in the annexes.

Acknowledgements to thank the supervisor, consultant, helpers, sponsors and others may either be in the introduction, conclusion or as a separate paragraph after the conclusion.

1.3.2 Structure of a Bachelor's and Master's thesis

- 1) title page;
- 2) table of contents;
- 3) introduction;
- 4) text;
- 5) conclusion;
- 6) list of references (used literature, used normative material, used judicial practice);
- 7) annexes (if necessary).

1.4. General principles of formatting

The purpose of **an academic text** is to mediate the results of a theoretical or empirical study, i.e. present the data and problems of some area of research, which are based on professional literature and/or the results of own studies. The text may also be an applied study. Objectivity and precision are characteristic of an academic text. This sets precise restrictions to academic texts by way of structure, style as well as referencing: the text cannot be emotional (which does not mean that it should be boring) and all source references must be verifiable. Academic style is used when presenting the material, i.e. the text is of a logical structure, broken down into main and subdivisions on the basis of the studied material, these into sections in turn. The thesis must be written in **correct language** and be **neutral in style**. Linguistic neutrality means on the one hand preferring the passive voice (*it is considered, analysed in the work*) or the third person (*the work examines, analyses*), whereas using the first person is also not discouraged (e.g. *I examine, analyse*).

Written works are submitted in standard format (A4) on one side of white paper; a Master's thesis in hardcover; a Bachelor's thesis, research paper in a ring-binder or folder; an essay, reference paper, internship report, home case solution and non-auditory (home) test according to the requirements established in the respective subject or conditions established by a professor of the subject in a folder, stapled or electronically. A student paper is submitted with 1.5 line spacing and font size 12 (except footnotes), in the font *Times New Roman* throughout. The page margins are 3 cm on the left, 2 cm at the top, bottom and right.

An empty line is left for separating paragraphs that express a separate idea, at least one empty line between the heading and the content, two empty lines between two numbered subsections. The text must be in justified format. If there are long spaces between words in one row, words may also be hyphenated (not mandatory).

Words in the heading are not hyphenated and there is no full stop at the end. A heading is placed on the next page if less than three lines of text following it fit at the end of the page. Headings of chapters and parts of the work start with upper case letters, headings of subchapters do not.

Using bold or italic writing is generally permitted in academic writing, the latter is as an exception permitted in case of foreign words and terms, important and less important text must be distinguished with the help of means of expression and content.

Points of a list in the text are marked either with an Arabic number, lower case letter, dash or another designation (*Format* and *Numbering* or *gul/ets* is selected). The list is mostly numbered (a letter or Arabic number and a parenthesis following it used) when the order has a substantive meaning; the numbering of the list cannot be the same as that of subheadings. Parts of the list may be started on a new row or placed after each other in text. If a part of the list consists of one sentence, it is commenced with a lower case letter, if there are at least two sentences, then with an upper case letter. Using an upper or lower case letter also depends on whether the list is a continuation of the previous sentence or it consists of independent sentences. A comma or semicolon is used at the end of a list. An explanation must precede or follow a list; a chapter, subchapter, etc., is not commenced or finished with a list.

Pages of the work are numbered bottom centre. All pages are included when numbering pages (from the title page until the end of the work), including pages that have drawings and tables. The title page is considered when numbering, but a page number is not included on it. The first page number is noted on the first page of the table of contents. There must be a white empty page in the front and back of the thesis (the so-called binding page), which is not considered when numbering.

All sources used when writing the work and cited within the work are entered in the list of used sources.

The foreign language summary must be included in the students' theses and published works. The summary is not a short version of the conclusion but provides a short overview of the purpose of the work and the considered problems.

Numeric data and materials that help understand the text, supplement it or confirm the conclusions of the work are provided as annexes. Each annex begins on a new page; annexes are numbered and headings are provided in the table of contents of the work. Tables may be placed on larger sheets but they must be folded to be the same size as the other pages.

1.5. Citations, quotes, referencing

1.5.1 Citation in general

All texts by other authors, also the previously published works of the author itself and other source materials (judicial practice, archive materials) must be cited to when used.

The author may agree to these previously published positions and submit them for confirming their positions, and the author may also rebut them in an argued manner. A neutral approach to them is also possible, e.g. to describe what has previously been studied in the field or direct the reader to a more thorough consideration of the topic.

Citations must also be correct when using literature that is not necessary in the work but the author has still done so. The positions and data of other authors, which the author has him- or herself not identified, are presented as **citations** or **quotes**.

A quote is a word-for-word extract from a text, used as a general rule if paraphrasing cannot convey the precise meaning of it is some especially vivid, interesting, colourful example or if the quoted material is substantively important, analysed or contested from the position of the work. The quote must be word-for-word and precisely identical with the original. Quotation marks must be used for all quotes. Only a specific text of a few sentences of the entire text is used as a quote. It is recommended not to use quotes excessively, as this way the work may turn into a collection of quotes, which no longer has space for the author's own development of ideas and creating new knowledge. Misspellings are not corrected in a quote, but they may be highlighted. Usually one sentence or the entire paragraph is provided as a quote;

sometimes, however, delimited parts of texts from different locations. If something is abbreviated in the quote, leaving text out in comparison with the original, the part that is left out may be marked in several different ways: /.../ or (...) or [---] or ... Abbreviations may not be made in a way that the meaning of the original text changes. It is also not recommended to quote a source as presented in another work, except if the original source cannot be used. Longer quotes are separated from the main text by one line space and the entire quote/ citation paragraph is indented. The quote has a line spacing of 1. The supplements or emphases of the author added within the quote are separated from the quote by slashes.

Paraphrasing means delivering the content of the original text in brief in your own words. In case of citing a foreign language text, care must be taken when translating so that the original thought does not change. A paraphrased thought must be close to the original, own positions cannot be added to it or its tone changed.

When paraphrasing or quoting a work published earlier, the name of the author, heading and source of publication of the work are cited (see the separate subchapter on citation). Data of general knowledge is not cited, i.e. data that is generally known to a person of an average level of education or persons operating in the given field. In case of doubt, it is recommended to always refer to the source.

If the quoted or paraphrased work is not available, it is permitted to quote/paraphrase **indirectly**, i.e. the data of the work that is wanted to quote/paraphrase as well as the data of the work through which the original source is quoted/paraphrased, are noted. It is prohibited to refer directly to the work that could not be obtained. For example, if the positions of A. Piibu's work "*Kaubandusõigus ja -protsess*" are considered in an article by A. Kalvi, but the latter is not available to the author, then it is appropriate to reference as follows:

Piip, A. *Kaubandusõigus ja -protsess*. Tallinn: Justiitsministeerium, 1995. p 167 (referred to in Kalvi, A. *Esindusprobleeme tööstusomandi õiguskaitset*. – *Juridica* 1996, No. 10, p 567).

In case of indirect references, it must be taken into account that they are not justified when using journals available through e.g. the EBSCO environment and when the referenced book can be borrowed from Estonian libraries or its pages viewed in internet libraries.

There are several citation techniques. In general, citation is divided into **footnotes** and **in-text citation**. In-text citation in turn is divided into **name citation** and **number citation**, of which

name citation is most common in academic texts in the modern day. When doing research, it is important to observe which citation style is required in the case of the specific work or publication, also the fact that a rule applies that one and the same citation system should be systematically followed in the entire work.

A **name citation** is provided in parenthesis. This includes the last name, year of the publishing of the work or article (if the same author has published several writings in the same year, letters a, b, c, etc., are added) and the page number after a colon and space, e.g.: (Kallas 2010: 135). If there are two authors, then these are separated by commas (Kerge, Vider 2004: 35-38), if there are three or more authors, then abbreviation is used (Cruse et al 2004: 9-15). If more than one source is provided in a citation, then they are separated by a semicolon, e.g.: (Kallas 2010: 135; Pais 2010: 24). If the name of the author is a part of the text, it does not have to be repeated in parenthesis, e.g.: ... Kallas (2010: 135) has shown that Volume number is added before the page number when referencing a publication of several volumes.

A **number citation** is generally marked in brackets [1], with a number or its index [¹]. A list of numbered sources of reference is provided at the end of the work in the order of referencing. For more precise citation, the source page number is also added [1, p 24].

In case of a **footnote**, the number of the citation is noted at the end of the paraphrased idea or quote with a superscript, and consistent numbering is used throughout the work. More seldom citations are numbered separately on each page. Reference data is provided at the bottom of the page and separate from the rest of the text with a line that is a third to half a page wide. In the interest of better legibility, it is not recommended to provide citations at the end of the work. At first citation, all data is provided. In typed footnotes, a 1.0 line spacing and font size of 10, font *Times New Roman* and justified page alignment is consistently used.

The reference number follows the citation in quotation marks. The bibliography reference together with the page number where the reference or citation originates is listed at the bottom of the page under a line.

For example:

¹ [1] Heyerdahl, Thor 2004. *Kon-Tiki ekspeditsioon*. Tallinn, Tänapäev, p 15.

² Sitchin, Zacharia. *Tagasi tekkeloo juurde*. Tallinn, Olion, 2004, 77–79.

When working on the computer (Microsoft Word), a footnote can be added by using: *insert – footnote – footnote – ok* or in case of the Estonian language version: *lisa – viide – allmärkus*.

In case of **repeated citation**, if the same source is repeatedly cited on one page, it is noted *Ibid.*, p. (abbreviation from the Latin word *ibidem* – in the same place) or *Op. cit.* (abbreviation from the Latin phrase *opus citatum* – in the work cited) and the page number is added. If citations to the same page of the same work follow, then *ibidem*. If the next citation thereafter is a reference to a new page of the same work of the same author, then it is again written: *Ibid.*, p. Latin abbreviations must be written in italics. When working on the computer, the author may rearrange passages of text in the course of the work and it is not very simple to ascertain what the reference *ibid.* referred to. Therefore, special care must be taken here.

1.5.2 Citation at the Tallinn University School of Governance, Law and Society law study area

In order to harmonise the citation techniques in the works in the law study area, the same citation system (footnotes) is in use at the Tallinn University School of Governance, Law and Society that is used in the journal *Juridica*. The specified set of rules is hereby provided.

General principle: footnotes are used. In case of a source that has already appeared, the citation is not provided again in full, but the reference where this source has originally been referred to, is cited.

1.5.2.1 Referencing used literature

When referencing used literature, list the author of the source (first name initial and last name); heading of the work in the original language; which edition; volume, book or other number; who has published the work (if this is not known, then the place of publishing); year of publishing; page number; column or other number if the author so wishes.

Example: G. Hager jt. *Eraõigus*. I osa. Justiitsministeerium 2001, lk 312 footnote.

If the work is published in a foreign language, all data until the page number (excluding) is provided in the original language.

Example: I. F. Fletcher. *The Law of Insolvency*. 3. ed. London 2002, lk 699–703.

If the same source has already been referenced once in the article, then upon the second reference to this source only the name of the author is provided and the number of the reference containing the full reference is provided in brackets.

Example: I. F. Fletcher (viide 1), lk 700.

If two references made to one source immediately follow each other, then *Ibid* alone is used for the second reference (see above the principles of repeated citations).

Example: I. F. Fletcher (viide 1), lk 700.

Ibid, p 701.

1.5.2.2 Referencing journals and collections

Journals are referenced analogously to used literature, taking into account the specificities of referencing journals, i.e. data about the title of the article, year of publication of the journal and number is added.

Example (journal): T. Tiivel. Piiratud vastutusega äriühingu juhatuse liikme lojaalsuskohustus. – *Juridica* 2001/4, lk 225–233.

Collections are referred to analogously to journals.

Example (collection): J. A. Schumpeter. Kaks demokraatiakontseptsiooni. – *Kaasaegne poliitiline filosoofia*. J. Lipping (toim.). Tartu 2002, lk 63 jj.

When referencing journals and collections, we refer to a specific page, where the referenced or cited text is located. If we want to refer to the article as a whole, we reference the beginning and end page of the article (e.g. p 1–12).

1.5.2.3 Referencing internet sources

In case of a source published on the internet, the following data is noted: that the material is available online, full reference of its web address and the date on which the author last examined this material on that page is provided.

Example: Explanatory note to the General Part of the draft Civil Code Act, point 5.4.5. Available online: <http://web.riigikogu.ee/ems/plsql/motions.form> (12.12.2003).

1.5.2.4 Referencing Estonian legislation

Names of legislation in text are written in lower case letters and as a rule without quotation marks. Quotation marks are used where it is necessary to aid comprehending the text.

Upon the first mention of a piece of legislation, a citation to the publication of this piece of legislation in Riigi Teataja is added at the end of the name of the legislation. The reference is provided as a footnote, without additionally writing the name of the legislation. If due to the content of the article the passage of the act requires highlighting (time of entry into force), this data is noted in the reference as well. In other cases, as a rule these are not provided.

When referencing a piece of legislation data about the original publication and the publication of the latest amendment are provided, distinguish references to various issues of Riigi Teataja with a semicolon, abbreviating the name of Riigi Teataja.

Example: RT I 1993, 50, 695; 2003, 13, 67.

If the author wishes to refer to a specific wording of a piece of legislation, then the data of that wording is provided.

When abbreviating the names of legislation, we use the list of abbreviations of legislation developed by the Ministry of Justice.

(vt <https://www.riigiteataja.ee/lyhendid.html?sorteeri=pealkiri&kasvav=true>)

If the legislation is first mentioned in a footnote of the article, then a reference to its place of publication is added in parenthesis after the name of the legislation.

Example: In the code of criminal procedure (RT I 2003, 27, 166) § 346 and 362 stipulate the same grounds for cassation.

1.5.2.5 Referencing foreign legislation

We use the same principles for citation as are used for citing legislation of this country. Abbreviations may be used, but the abbreviations must be written out in full at their first use. If there are many abbreviations, they are provided as a separate list of abbreviations.

Example: BVerGE (Entscheidungen des Bundesverfassungsgerichts) 20. kd, lk 56; 52. kd, lk 63.

Example for the following references: BVerGE 20, 56; 52, 63.

1.5.2.6 Referencing Estonian judicial decisions

In the case of decisions of national courts, the type of decision (judgment or ruling), the name of the court that made it (preferably abbreviated), judgment date, case number, short name of the decisions if the author so wishes, are provided. In the case of decisions of national courts, the place of publication is not referred to.

Example: RKKKo 10.09.1996, 3-1-1-89-96.
RRTKo 05.12.2002, 3-2-1-138-02.
RKPJKo 13.06.2005, 3-4-1-5-05.
RKHKo 12.12.2007, 3-3-1-70-07.
RKEKo 22.01.2008, 3-3-1-17-07, E. Kergandbergi eriarvamus.
TlnRnKo 23.03.2009, 2-07-10586.
RKPJKm 25.05.2010, 3-4-1-21-09
TMKo 16.02.2012, 2-11-9339.
RKÜKm 26.03.2012, 3-3-1-15-10.
RKÜKo 12.07.2012, 3-4-1-6-12.
RKKKm 12.04.2012, 3-1-1-32-12.

If a part of the specified data already exists in the body of the article, then this data is not added in the footnote for a second time.

For example, in the text: The Civil Chamber of the Supreme Court has taken this position in its decision in case 3-2-1-104-96.

When referring to this decision for the second time, we refer back to the previous reference. If the author wishes, the number of the clauses of the decision may also be used in the reference.

Example: RRTKo 3-2-1-104-96, p 1.

1.5.2.7 Referencing foreign judicial decisions

The same system is used as for Estonian decisions, i.e. the reference must show the name of the court that made the decision, the decision type and case number. The judgment date is noted if the year of making the judgment is not shown in the decision number.

Example: EKo 22.10.2002, C-94/00, Roquette Frères SA *versus* Euroopa Ühenduste Komisjon.

EKo 06.11.2003, C-101/01, Bodil Lindqvist.

EIKo 16.12.1992, 13710/88, Niemietz *versus* Saksamaa.

EIKo 21.10.2010, 45783/05, Zhuk *versus* Ukraina.

EIKo 24.07.2014, 28761/11, Al Nashiri *vs* Poola

1.6. List of references

The list of references involves the sources used and cited when preparing the work – all the sources cited in the work are provided in the list and each source in the list must in turn have a citation in the work. Sources may be books, articles, reports of research papers, dissertations, normative acts, instructive and methodological materials, manuscripts, interviews, lecture notes, etc.

The referenced source must be identifiable on the basis of the information provided in the entry. All data is taken from the title page of the work, if the data there is lacking or there is no title page, then data is taken according to parts of the work. A reference list entry is prepared in the language of the respective original source and it consists of several elements that are provided in a certain order. It provides a minimal yet necessary amount of data that allows finding the work in a library, database or on the internet.

The reference list is prepared according to the citation system used in the work. A reference list entry in general consists of the data of the name(s) of author(s), work title, place of publication, year of issue and the publisher.

Unlike a footnote, in the references list the author's last name is provided before the initial, using the following scheme:

In case of a book or monograph

Author's last name, initial(s). Heading. Subheading (if it exists). Edition or repeat edition data. Place of publication: publisher, year of publication.

For example: Hager, G. et al. Private law. Part I. Ministry of Justice 2001

In case of Master's and Bachelor's theses

Author's last name, initial(s). Heading. Subheading (if it exists). Name of university and chair, department or school. Place of publication, year of publication [The type of work]

For example: Tamm, K. Property rights of married couples, Tallinn University. Department of Private Law, Tallinn 2011. [Bachelor's thesis]

In case of articles published in a collection, journal, series or newspaper

For example (journal): Tiivel, T. Piiratud vastutusega äriühingu juhatuse liikme lojaalsuskohustus. – Juridica 2001/4, lk 225–233.

Entries are provided in alphabetic order (by the author's last name) and they may be numbered with Arabic numbers. If the author of the source is an authority/organisation or the author is not provided at all, the source is ordered in the list of literature by the alphabetic order of the first word of the heading. As the reference entry is provided in the same language as the publication, the abbreviations are also in the respective foreign language, e.g. the

Estonian lehekülg (lk), trükk (tr) and köide (kd) are *p.*, *Ed.*, *Vol.* in English and *S.*, *Aufl.*, *Bd* in German.

The works of one author are listed by year of publication, starting from the earliest. If the list of literature includes several works from one author published in the same year, lower case letters are used, e.g. 1993a, 1993b. In case of several authors, all names are provided using the title page as the basis (a word and/or a comma may be used for differentiation). If the year of publication of the work is not known, the abbreviation *s.a.* (*sine anno*) is used.

If there is more than one author, all of the names are written in the order that they appear on the title page. If there are more than three authors, only the name of the first author is provided and *et al* is added to it (if the work has been published in a foreign language, then its abbreviation in the respective language).

In case of indirect references, a work through which another work is referenced is added to the bibliography list.

In legal works, the list of used sources is made up of **used literature**, **normative materials**, **judicial practice** (court, investigation, expert assessment materials, etc.) and separate list with relevant headings of **archive materials**. Used sources that are not cited in the work (e.g. generalised court files), are generally noted in the introduction, (e.g. Harju County Court criminal files 1991-1997, 400 files).

1.7. List of referenced normative material

The list of references is followed by normative materials under the heading of **Referenced normative material** that is numbered throughout. If there are normative acts of several bodies on the list, these are grouped by bodies, considering their entry into force. The acts of the same state body are provided in alphabetical order. When referencing a piece of legislation, it is again important to remember including data about the publication of the initial wording of the act and the publication of the most recent amendment, distinguishing references to different editions of Riigi Teataja with a semicolon.

For example:

Haldusmenetluse seadus, 06. juuli 2001. a – RT I 2001, 58, 354; RT I, 23.02.2011, 3

Vabariigi Valitsuse seadus, 13. detsember 1995 – RT I 1995, 94, 1628; RT I, 11.06.2013, 1
Vabariigi Valitsuse 29. detsembri 1993. a määrus nr 417 Ametlike väljaannete ja valitsuse dokumentide vahetamise kohta

1.8. List of referenced court decisions

The list of normative acts is followed by a list of **Referenced judicial practice** that is numbered throughout. The sources are systematised by alphabetically listing courts, under which the decisions are listed in chronological order. It is also permitted to group judicial practice entries by years and under the years by file numbers. The list should include the source (publication) used to reference the court decisions in footnotes. If judicial practice that has not been referred to is generalised in the work, then it is not provided in the list but it is noted in the introduction.

Example:

Supreme Court ruling from 1 November 1995 in the case of RAS Kiviter vs AS Nitrofert in the matter of a claim of 55 409 kroons, III-211-72195.

Civil Chamber of the Supreme Court ruling from 9 June 2003 in the case of Kaie Valteri vs Kaido Paaslepa and the residential cooperative Masti, in the matter of a loan agreement, partial share transfer, and the annulment of a board meeting decision, 3-2-1-71-03.

Judicial decisions may also be noted in the list of references in abbreviated form. For example, when preparing a source entry about a Supreme Court decision, the abbreviation of the court must be shown, which also shows the type of decision, decision date and case number. Insofar as all Supreme Court judgments are published on the Supreme Court website and are easily found there, noting the place of publication of Supreme Court decisions (ET III) is no longer mandatory. The sentence introducing the case may be provided in parenthesis, but this is no longer mandatory either.

Example:

RKPJKo 21.05.2008, 3-4-1-3-07.

RKÜKo 12.04.2011, 2-1-062-10.

RKPJKo 19.04.2005, 3-4-1-1-05e1 Kohtunik Jüri Põllu eriarvamus
<http://www.nc.ee/?id=11&indeks=0,4,9241,12034&tekst=RK/3-4-1-17-08>

RKHKo 07.11.2011, 3-3-1-51-11 (Romeo Kalda kaebus Viru Vangla direktori 19. veebruari 2010. a käskkirja nr 6.-3/311-D tühistamiseks)

II. PROCEDURE FOR DEFENDING THESES

Stages of the completion of a thesis:

- submitting the topic and supervisor application, approval (according to the Tallinn University academic calendar in October, by the deadline specified by the academic unit);
- thesis submission (at the time determined by the academic unit, but not later than 2 weeks before the date of defence);
- defence (according to schedule on the date determined by the academic unit).

2.1. Choice of thesis topics and approval

The student will make their decision from the list of topics renewed each academic year or chooses the topic and supervisor him or herself in cooperation with the law professors. The topic is specified in the title of the thesis, according to the content of the thesis, by the defence at the latest. In BA and MA theses, it is required to elaborate on a theme with a legal content according to the requirements of a research paper. A Master's thesis must be written according to the respective area of specialisation.

The approval of the topic and supervisor of the thesis takes place in the second to last term of the nominal duration of studies. The topics of theses are approved according to Tallinn University's academic calendar in October by a deadline specified by the academic unit. The student will submit an application coordinated with the supervisor and curriculum curator by the deadline determined by the academic unit through ÕIS ("Other applications")(see Annex 3).

The curriculum curator in cooperation with the study counsellor and specialist will submit to the head of studies of SGLS the list of thesis topics and supervisors that is approved with an order of the director of SGLS for one academic year. If necessary, the topic is amended according to the study outcomes of the thesis. The supervisor is generally changed only if the thesis supervision burden of the supervisor selected by the student has been exceeded. In case of justified need, the topic of the thesis and supervisor can be changed with the student's

application to the curriculum curator up to 3 (three) months before the beginning of the thesis defence period noted in the academic calendar. On the proposal of the curriculum curator, the changes will be approved with an order of the director.

In an exceptional situation the student may also choose a supervisor with the respective research degree (master, doctor) from another school or from outside the university. In that case the explanation for the need of a supervisor from outside SGLS must be submitted to the curriculum curator as an annex to the choice of topic application. The curriculum curator will decide whether the student's wish for a supervisor outside SGLS is justified. In justified cases, the curriculum curator will send the respective application to the head of studies together with additional documents (supervisor's CV and diploma copy). On the head of studies' approval the exceptional case is forwarded to the director.

2. 2. Submitting the theses for defence

The defending of theses (Bachelor's and Master's theses) takes place twice every academic year according to the Tallinn University academic calendar.

Theses must be submitted to the Tallinn University Moodle (additional info from study counsellor and specialist) in pdf together with a signed author's licence. The work is registered by the study counsellor and specialist and sent electronically via e-mail to the reviewers for preparing the review. Proposals for determining reviewers will be made by the curator, who will coordinate their proposals with the head of the study area.

A Bachelor's thesis supervisor and reviewer must have at least a Master's thesis in the field of the work, a qualification equivalent to it, or be a known practitioner-expert in the field.

A Master's thesis supervisor and reviewer must comply with at least one of the following requirements:

- 1) hold a doctoral level degree or qualification equal to it;
- 2) hold a Master's level degree or qualification equal to it and at least five years of research and development activity experience in the field of the Master's thesis;
- 3) hold a Master's thesis or qualification equal to it and be a recognised expert in their professional field.

2.3. Defending and grading theses

The director of SGLS forms the thesis defence committees for one academic year. The committee includes at least three members, including a chairman of the committee who has a doctoral level degree or a corresponding qualification. The Bachelor's theses defence committee includes 50 per cent, Master's thesis defence committee includes 75 per cent of professors with a doctoral level degree or corresponding qualification.

Works not permitted to defence can be supplemented and submitted for defence in the next academic year.

Defending theses and final exams is public and takes place before a defence committee, and the academic unit determines the exact room and order. It is recommended that the reviewer as well as the student's supervisor take part in the defence. Defending the thesis may be closed, if the work contains information concerning the grounds for declaring it for official use pursuant to the Public Information Act. The student or a third party with a legitimate interest will submit an application for declaring the defence closed to the head of the academic unit by the deadline for submitting the theses. The director of SGLS will decide whether to declare the defence closed or not within 5 (five) working days from the proposal.

The main stages of the defence are:

- 1) a short presentation by the author of the thesis (defender) (*lectio praecursoria*);
- 2) an academic discussion between the defender and reviewer (if present), if the reviewer is not present, then responding to the reviewer's questions;
- 3) the defender's responses to the questions of those present;
- 4) the defender's closing.

It is recommended to illustrate the oral presentation of the thesis defender with visual aid materials (e.g. PowerPoint slides, graphic projector films, audio-visual, etc., means). 30 minutes is allocated for the presentation together with questions and debate when defending Bachelor's theses, whereas the Bachelor's thesis defence speech makes up 5-7 minutes of it.

30 minutes is allocated for defending a Master's thesis, 7-10 minutes of it is the Master's thesis defence speech. This is followed by the defender's responses to the reviewer's

questions and responses to the committee's questions, after which the closing of the defender of the thesis is heard. The study counsellor and specialist must be notified of any possible need for technical equipment when submitting the work.

Master's and Bachelor's theses are graded. The works are graded by a committee formed on the order of the director of SGLS. The defence committee has quorum when at least 2/3 of its members are present at the defending (including the chairman).

The following principles are relied upon when assessing the Bachelor's and Master's theses and their defence:

1. the clarity and justification of the problem established in the work, clear wording of the aim;
2. the novelty and actuality of the legal theoretical problems as well as legal practice (administrative and judicial practice) reflected in the work and the adequacy of its presentation;
3. novelty of the work, the author's ability to create new legal value, own original intellectual contribution;
4. the structure of the work and the connection and balance between the parts (the substance corresponds to the heading, the method corresponds to the aims of the work, the conclusion corresponds to the consideration of the topic in the work etc.);
5. knowledge of the professional literature corresponding to the topic and legal theoretical consideration;
6. command of the study methods used in the work;
7. formatting of the work (compliance with the requirements);
8. the linguistic (grammatical, orthographic and terminological) level of the work;
9. volume of the work (whether the length of the work is justified by substance, whether the work corresponds to the volume of the required hours of work);
10. presenting and arguing the positions described in the work and responding to questions in the course of the public defence;
11. the appropriate presentation of the matters considered in the work during the defending by using modern IT or other technical equipment.

When preparing the review of the thesis, the above criteria must be relied on. The review must include critical analysis and a general assessment of the research. A written review is presented orally at the defence of the work, highlighting the main legal questions related to

the work. In addition, the reviewer will submit to the author of the work substantive questions related to the topic (1-3 questions). The written review necessary for defending the thesis must be received by the academic unit 3 (three) working days before the defence at the latest. The student has the right to examine the review of their thesis 1 (one) working day before the defence at the latest, the study counsellor and specialist will send the student the review by e-mail. The review format sample is annexed (see Annex 6).

The defence committee may refuse to allow the student to the defence of the thesis upon the appearance of discrediting information (plagiarism, submission of falsified data, etc.). The basis for not allowing defending is written evidence. The decision of the defence committee about not allowing the student to defend the thesis will be prepared in writing. The study counsellor and specialist will notify the student of the committee's decision via e-mail 1 (one) working day before the defending at the latest.

The defence committee will decide on the final grade. The basis for the formation of the grade is the written thesis and the academic discussion that takes place at the defence. The assessment of the thesis is formed as an aggregate grade of the members of the defence committee, where the level of the written work and the success and performance of the public defence are taken into account. The defence committee will assess the Bachelor's or Master's thesis at a closed session, the result will be ascertained by a secret vote of the committee. In order to make a decision, it is necessary for at least half of the composition of the committee to support it. The committee will grade the results of the defence of theses using words (excellent, very good, good, satisfactory, poor, unsatisfactory) and letters (A, B, C, D, E, F). The grades will be formally entered in the minutes and they signed by the chairman and reporter of the defence committee. The results of defending the theses and the oral final exam will be made known to the students on the date of defence immediately after the preparation of the minutes.

The assessment will be based on the content and volume of the Bachelor's and Master's thesis and the requirements arising from the level of study, which are reflected accordingly in the course programme of the Bachelor's thesis, the course programme of the Master's thesis, and grading criteria.

(Annex 7: BA assessment criteria; Annex 8: MA assessment criteria)

2.4. Contesting the results of the defence

The student has the right to contest the decision of the defence committee according to the provisions of the organisation of studies rules of Tallinn University.

REFERENCES

1. Journal Juridica reference principles for authors.
2. Kirjalike tööde vormistamise näpunäited, Tallinna Ülikooli Õigusakadeemia 2010.
3. Sepp, Ene. Kirjalike tööde vormistamise juhend. Akadeemia Nord 2001.
4. Sootak, Jaan jt, Üliõpilastööde kirjutamine ja vormistamine. Juhend õigusteaduskonna üliõpilastele, Kirjastus Juura, Tallinn 2011.

USED LEGISLATION

Tallinn University Study Regulations (Tallinn University Senate regulation No. 15 of 15 June 2015)

Annex 1. Thesis and other written work title page sample

TALLINN UNIVERSITY
School of Governance, Law and Society
Law

First name Last name

TITLE

Type of work (Essay/Reference paper/Research paper/Bachelor's thesis/Master's thesis)

Supervisor:

Profession or research degree First name Last name
(In case of coursework: Subject course code and name;
Lecturer)

Tallinn

Year

Annex 2. Author's declaration and non-exclusive licence sample

Author's declaration and non-exclusive licence for the use of the thesis

I, _____
(*name of the author*)

1. have compiled the Bachelor's Thesis / Master's Thesis named in Clause 2 independently. The research of other authors, important opinions from literature and other sources are cited.
2. grant Tallinn University a permit (a non-exclusive licence) without claiming payment of remuneration to:
 - a. reproduce for the purpose of conservation and electronic publication in the repository of Tallinn University Academic Library;
 - b. make public in the repository of Tallinn University Academic Library the following thesis created by me:

(*title of the thesis*)

supervised by _____
(*name of the supervisor*)

3. The permissions granted in Clause 2 shall be given from the evaluation of the thesis with positive result until the term of the protection of copyright.
4. I am aware of the fact that the author also retains the rights mentioned in Clause 2.
5. I certify that granting the non-exclusive licence does not infringe the intellectual property rights of other persons or the rights arising from the legal acts regulating the protection of natural persons upon processing of personal data.

The author of the thesis: _____
(*digital*) signature, date

The student is allowed to proceed to the defence of the final thesis.

Supervisor: (*name, academic degree*) _____
(*digital*) signature, date

Annex 3. Bachelor's/Master's thesis topic approval application sample

Tallinn University
School of Governance, Law and Society
Law

First and last name:.....

Student code:.....

Application

Please approve my **Bachelor's thesis/Master's thesis** topic

.....
.....(in English)

and supervisor (*supervisor's first and last name*)

I hereby confirm that I have asked the potential supervisor's agreement. However, I am aware that both the supervisor and topic should be approved by the director's order.

Respectfully,

Student's name and signature

Annex 4. Thesis supervision agreement sample

Tallinn University
School of Governance, Law and Society
Law

Thesis supervision agreement

Dear thesis supervisors and students,

We are all interested in the Tallinn University School of Governance, Law and Society law theses being of a good level. Ensuring this depends on the person doing the work as well as the supervisor and their bilateral cooperation. Both parties have their own expectations, rights and obligations in respect of this cooperation. In order for the cooperation to be regular and smooth, we ask for this activity to be recorded in the supervision agreement below.

Thesis

title

Thesis writer

Supervisor

Approved20..... Amended.....20.....

Planned time of **defence**:.....

Specified time of **defence**:.....

Thesis submission deadline:

autumn term; spring term

Part I – fill in for each contact separately, adding rows

No.	Date of contact	Form of contact (e-mail, telephone call, meeting, etc.)	Short content of contact*

Supervisor's signature:

Supervised student's signature:

* *Examples of the short content of contact: specifying the topic, specifying the schedule of the work, discussing the original plan of the work, discussing the relevant literature, discussing a*

completed chapter, discussing the initial version of the work, discussing the final version of the work etc.

Part II – Student’s and supervisor’s rights and obligations

Student	Supervisor
<ul style="list-style-type: none"> ☐ must be active; ☐ contact the supervisor to arrange consultation appointments; ☐ prepare materials and questions; ☐ regularly submit interim versions of the work to the supervisor for examination. 	<ul style="list-style-type: none"> ☐ as a rule must give the student their contact details (as a rule the supervisor can be contacted via e-mail); ☐ does not have to disclose their personal mobile phone or home telephone number; ☐ does not have to seek contact with the student themselves or require the submission of materials.
<ul style="list-style-type: none"> ☐ cannot presume that the supervisor is able to respond to their inquiry immediately; ☐ may turn to the study counsellor or head of studies if has not received feedback from the supervisor within a week; ☐ may turn to the curriculum curator if it is impossible to get in touch with the supervisor on several occasions or feedback is systematically late. 	<ul style="list-style-type: none"> ☐ must give the student feedback within one week from the student’s inquiry. In exceptional cases (e.g. foreign secondment, illness, etc.) a longer feedback deadline is agreed; ☐ must consider the volume of supervision – at least 30 hours for a BA thesis, at least 50 hours for an MA thesis
<ul style="list-style-type: none"> ☐ before submitting the work or its part to the supervisor must check the conformity of orthography and grammar; ☐ is responsible for the orthography and style of the final text; ☐ knows that an abundance of orthographic errors or poor legibility of the text or inadequate style is a certain reason for lowering the grade. 	<ul style="list-style-type: none"> ☐ does not have to correct orthographical and grammatical errors, but draw the student’s attention to potential stylistic errors in the text and if necessary give recommendations for improving the legibility of the text.
<ul style="list-style-type: none"> ☐ to ease the supervisor’s work, must mark amendments and additions that have been made in comparison with the previous version when submitting the next version of the text. 	<ul style="list-style-type: none"> ☐ may refuse feedback if the amendments and additions in the next (in comparison with the already annotated version) have not been marked by the student.
<ul style="list-style-type: none"> ☐ in exceptional cases may change supervisors and/or topics within a reasonable time, submitting a new reasoned application to the curriculum curator for the approval of the new topic and/or supervisor. 	<ul style="list-style-type: none"> ☐ may stop cooperation with the student, making a proposal to the curriculum curator concerning this if the supervised student has not been in contact within a month from the approval of the topic and supervisor or submitted any materials.
<ul style="list-style-type: none"> ☐ must submit the final version of the work (unbound) to the supervisor at least 1 week before the deadline for the submission of works noted in the Tallinn University academic calendar. 	<ul style="list-style-type: none"> ☐ may not allow a work to the defence if the final version has not been submitted to them 1 week before the designated deadline for the submission of works; ☐ cannot allow a work to the defence, if they have not examined the work or ensured that the work corresponds with the requirements for a thesis.
<ul style="list-style-type: none"> ☐ must introduce an external supervisor the rules and documents for the theses of the Tallinn University School of Governance, Law and Society 	<ul style="list-style-type: none"> ☐ must have examined the requirements for the theses of the Tallinn University School of Governance, Law and Society and rely on them

if necessary.	for supervision.
<input type="checkbox"/> is responsible for preparing the work independently, avoiding plagiarism; <input type="checkbox"/> knows the consequences of plagiarism.	<input type="checkbox"/> must use a plagiarism recognition programme or other means to discover plagiarism in the submitted work.

ANNEX 5. Thesis supervisor's opinion example

Tallinn University
School of Governance, Law and Society
Law Study Area

Thesis supervisor's opinion (student submits with thesis)

Thesis author

Thesis title

Supervisor's name, personal identification code (necessary for entering into ÕIS), research degree and position

1. Mark the suitable option with X

Actuality of the topic

very current	relatively current	ordinary	no actuality
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Author's ability to express the research problem

excellent	good	satisfactory	poor	unsatisfactory
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Expediency of used research method(s)

very expedient	appropriate	questionable	unsuitable
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Appropriateness of used literature

very appropriate	suitable	somewhat questionable	unsuitable
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Credibility of research outcome(s) (consider the used academic literature, number of cases, etc.)

very credible	above average credibility	average credibility	below average credibility	not credible
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Strength of analytic skills

very strong	above average	average	below average	very weak
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Balance and connection of the structural parts of the work

optimum	acceptable	somewhat problematic	unclear
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Compliance with the *Guide to preparing, formatting and defending student works*

complies fully	mostly complies	average	mostly does not comply	does not comply at all
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2. SUPERVISOR’S ASSESSMENT OF THE THESIS

The supervisor will highlight the strengths and weaknesses of the work, incl. actuality, purpose, research questions, comparison states, connection with practice, author’s contribution and suggestions, incl. especially *de lege ferenda*, etc.

NB! The supervisor suggests no grade

[text]

3. SUPERVISOR’S ASSESSMENT TO COOPERATION WITH THE STUDENT

[text]

.....
supervisor’s signature

.....
date

Annex 6. Thesis review sample

Tallinn University
School of Governance, Law and Society
Law

Review of a student's thesis

Submit the review to the study counsellor and specialist electronically via e-mail signed in one copy to the academic unit three working days before the defence at the latest, defence will take place20.....

Thesis author

Thesis title

Reviewer's name, personal identification code (necessary for entering on ÕIS), research degree, position

1. We ask for a short reasoning for the chosen assessment (write text in box)

Actuality of the topic

very current	somewhat current	ordinary	no actuality
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Author's ability to determine the research problem

very good	good	satisfactory	poor	unsatisfactory
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Expediency of the used research method(s)

very expedient	appropriate	questionable	unsuitable
----------------	-------------	--------------	------------

Appropriateness of the used literature

very appropriate	suitable	somewhat questionable	unsuitable
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Credibility of the research outcome(s) (consider the used academic literature, number of cases etc.)

very credible	above average credibility	average credibility	below average credibility	unreliable
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Strength of analytical skills

very strong	above average	average	below average	very weak
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Balance and connection of the structural parts of the work

optimum	acceptable	sometimes problematic	unclear
---------	------------	-----------------------	---------

Compliance with the *Guide to preparing, formatting and defending student works* (the guide is available under the documents of the Tallinn University School of Governance, Law and Society)

complies fully	mostly complies	average	mostly does not comply	does not comply at all
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2. Strengths and weaknesses of the work to highlight specifically:

[text] NB! The reviewer suggests no grade

3. Questions to the author of the work:

- 1.
- 2.
- 3.

.....
reviewer's signature

.....
date

Annex 7. School of Governance, Law and Society

BACHELOR'S THESIS (RESEARCH PAPER) GRADING CRITERIA

F – the work is plagiarism and/or is not related to the curriculum. Connection with the curriculum is a general requirement that is not separately mentioned with the grades.

	A	B	C	D	E
Definition of the problem	The problem is current, reasoned and significant for the purposes of the specific field, develops earlier works or offers a practical solution. The problem and research questions have been clearly worded, specifically delimited and correspond to the purpose of the research paper in an excellent manner.	The problem is current and significant. The problem and research questions are logically connected and correspond to the purpose of the research paper very well.	The actuality and significance of the problem is worded. The problem and research question are clear and well connected.	The actuality and significance of the problem have not been provided convincingly. The problem and research questions are interlinked on a general level but there are some questions.	The problem and research questions are unfocused and only connected with the topic of the research paper to a small extent.
Theoretical part	Relevant academic literature has been used, which covers important sources from the position of the work and creates connections between different authors and approaches. The author has synthesised the important sources of the field. The connection between the problem, theory and empiricism is clear and theory has been systematically applied in the empirical analysis. The work offers a new contribution to the current knowledge in a theoretical and empirical sense. Even if this contribution is modest, the student can highlight and justify it in the work.	Relevant academic literature has been used. The perspectives that are significant and relevant for the work are covered. The author has critically analysed and synthesised the sources related to the problem of the work. The connection between theory, empiricism and research questions is clear and the student has been able to apply theoretical knowledge in the empirical analysis.	Relevant academic literature has been used and the perspectives that are significant and relevant for the work are covered. The author has critically analysed and synthesised the sources related to the problem of the work to a small extent and the work contains thematic transitional texts created by the author. The connection between the problem, theory and empiricism is understandable, theoretical knowledge has been applied in empirical analysis but few connections have been created.	Relevant academic literature has been used, which mostly covers theoretical considerations that are relevant from the perspective of the work. The author has critically analysed the theory related to the problem of the work to a small extent and the work contains few thematic transitions created by the author. The connection between the problem, theory and empiricism can be identified, the student has tried to apply theoretical knowledge in empirical analysis later but making the connections is sometimes insufficient.	The theory part is based on a limited number of academic sources and covers the theoretical positions relevant from the perspective of the work in the least amount that is necessary. The theory part of the work is declarative. Theory, empiricism and research questions are interlinked in general terms. The connection between theory and empirical analysis is weak.

Empirical part¹	The method for collecting empirical data is suitable for responding to the research questions and the choice of method is well reasoned based on the sources and the area of research delimited. The data collection and analysis methods have been applied correctly in all stages of the work. All key definitions of data collection and analysis have been defined pursuant to sources. The author understands and describes their role as an investigator. The sample or data set is suitable for responding to research questions. Presentation of the results is clear and comprehensive and follows best practices of the method. The sample, procedure for carrying out the study and data analysis has been thoroughly described.	The method for collecting empirical data is suitable for responding to the research questions and the choice of method is reasoned and the area of research delimited. The data collection and analysis methods have been applied correctly in all stages of the work. The majority of data collection and analysis key definitions have been defined pursuant to sources. The sample or data set is suitable for responding to the research questions. The author understands and has mentioned its role as an investigator. Presentation of the results is clear and comprehensive. The sample, procedure for carrying out the study and data analysis has been thoroughly described.	The method for collecting empirical data is suitable for responding to the research questions and solving the research problem, but the reasoning for the choice of method is not sufficient. The author has a generally good command of the used method, even though there may be smaller questionable matters. The majority of data collection and analysis key definitions have been defined pursuant to sources. The amount and quality of empirical data is sufficient and enables to respond to research questions. The results have been presented in a comprehensive manner. The sample, procedure for carrying out the study and data analysis has been sufficiently described.	The method for collecting empirical data is generally suitable for responding to the research questions and solving the research problem. The reasoning for the choice of method is not sufficient. The author has a command of the chosen data collection methods with some problems. All presented empirical data is significant for the work and is in some way related to the research question. At the same time there is data, the analysis of which is inadequate. The amount and quality of empirical data may not be sufficient, but still enables to respond to the research questions to a certain extent. The presentation of results is uneven. The description of the sample, procedure for carrying out the study and data analysis is sometimes inadequate.	The suitability of the method for collecting empirical data for responding to the research questions and the reasoning for this choice are questionable. The selected research method is described in a very general manner, errors have been made in its application. The empirical data presented in the work is not all appropriate i.e. are not sufficiently connected to the research questions. The presentation of results, description of the sample, procedure for carrying out the study is inadequate.
Conclusions and recommendations	All research questions have received a thorough and argued response. The conclusions that are related to empiricism and the theoretical part are clear and presented in an analytically clear manner. The conclusions have novel approaches or connections, which have been	All research questions have received an argued response. The conclusions of the work are connected with empiricism and the theoretical part. The results have been discussed analytically, opening various problems and placing the results in a broader theoretical/social	All research questions have received a clear response. The conclusions discuss the results, but the discussion is superficial and analytically mediocre. The conclusions have been placed in a broader context, but the discussion in analytically weak. Single	All research questions have received a response, but with a different level of argumentation. The reasoning for reaching the results can be identified. The conclusions are general and empirically/analytically poorly reasoned. Discussing the conclusions and placing them in a broader context is scarce and analytically weak.	The main research question has received a response, even though the conclusions arising from it are general and empirically/analytically poorly reasoned. The conclusions arise from prior analysis, but are presented in a simplified manner and a mechanical summary has been made, which merely states the results. There are no recommendations and

	set in a broader theoretical/social context. Recommendations and further research opportunities and the research limitation of the chosen approach have been clearly highlighted in the work.	context. Recommendations and further research opportunities have been highlighted in the work.	recommendations or further research opportunities have been highlighted in the work.	Single recommendations or references to further research opportunities are highlighted in the work.	further research opportunities in the work.
Formatting	The formatting of the work corresponds to the requirements. The text is prepared in an academic style, linguistically and grammatically correct in every way. References are correct.	The formatting of the work corresponds to the requirements. The text is prepared in an academic style, linguistically and grammatically correct. There are single typing errors. References are correct.	The formatting of the work largely corresponds to the requirements. There are no fundamental errors in referencing. There are some errors in the formatting of reference entries. The work is generally in academic language, even though there may be some irregularities and/or typing errors in the orthography.	The work corresponds to the formatting requirements in part. There are errors in referencing that are not fundamental.* There is journalistic or colloquial use of language and errors of orthography and/or typing in the use of language.	The work corresponds to the formatting requirements in part. Regardless of referencing errors the sources can still be identified. The ability to follow the author's though is difficult, there may be some linguistic errors. There may be several formatting ** and also some fundamental errors in referencing, but no plagiarism. There is no overwhelming academic use of language: there is journalistic and colloquial use of language in several parts of the work. There are several orthography and/or typing errors, which still do not preclude understanding the text.
Defence	Presentation that is formatted and set out in an exemplary manner and presented within the time limit. Outstanding defence speech (i.e. creating an interest for the topic and content of the work). Excellent command of the theoretical material and overview of the results of the work. Very good arguments in the presentation of the author's own opinion and	Performance of the presentation prepared in a correct manner. Competent presentation of the defence speech. When responding to questions the student can reason and argument the responses.	Presentation that has a clear structure, which has some inaccuracies. Competent defence speech. Responses to questions are argued in part.	There are some inaccuracies in the performance of the presentation. The defence speech is competent, but there are also faults in the structure and manner of performance of the speech. There are difficulties with reasoning their positions.	There are contradictions, errors and inaccuracies in the performance of the presentation. The defence speech is sometimes unclear. No command of the material or disregarding the time. The responses to questions are not argued and/or are somewhat unclear.

	ability to express oneself. Coherence of the introduction and summary. Responding to questions is precise and exhaustive.				
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*Fundamental error in referencing: there source is not referenced; using the source is unnecessary from the position of the work or there are discrepancies between references in the text and the literature used; parts of reference entries are presented in an order that is wrong and confusing; the source cannot be identified.

**Formatting error in referencing: insufficient and irregular following of the reference systems established with the rules of the thesis; formatting inaccuracies in reference entries and textual references.

¹ In the field of law the empirical part is not mandatory, therefore these criteria do not apply to works without an empirical part.

School of Governance, Law and Society

MASTER'S THESIS (RESEARCH PAPER) GRADING CRITERIA

F – the work is plagiarism and/or is not related to the curriculum/study discipline of the field.

	A	B	C	D	E
Definition of the problem	In approaching the problem, the author has considered the opinions of other authors and earlier literature from the field. The author has presented a discussion that approaches the problem from a novel angle. The research problem and questions are clearly worded and reflect the set problem in a multifaceted manner, whereas the author's contribution to a more thorough elaboration is evident. The author manages to position and justify their approach in the context of the field's research tradition and choose a methodological paradigm.	The research questions reflect the set problem in a multifaceted manner. In approaching the problem, the author has considered the opinions of other authors and earlier literature from the field and the approach is supported by discussion. The author manages to position and justify their approach in the context of the field's research tradition and choose a methodological paradigm.	The author has proven the actuality of the problem. The research questions reflect the multifaceted nature of the research problem as well as the relations between the facets. The author supports the problem with the opinions of other authors and earlier literature from the field, however, the discussion is lacking. The author manages to determine their approach in the context of the research tradition in the field and choose a methodological paradigm.	The problem is connected to the field, however, the actuality of the question has been proven by the author to a lacking extent. The research problem is banal and superficial. The research problem and questions are interlinked. The author has supported the problem with the opinions of other authors and earlier literature from the field, however, there is no discussion. The author can determine their approach in the context of the research tradition in the field and names a methodological paradigm.	The problem is connected to the field, however, the author has not proven its actuality. The author has supported the problem with the opinions of other authors, however, there is no discussion. The set problem is supported by earlier literature in the field, however, the problem is not novel. The research problem and questions are interlinked to a small extent. The research questions are unfocused. The author names a methodological paradigm.
Theoretical part	The theoretical point of departure covers numerous approaches to the research problem, out of which an argued choice has been made. The author demonstrates wide knowledge about the disciplinary research problem,	The theoretical point of departure covers several approaches to the research problem, pointing out the most important among them. Literature related to the topic has been used. The author demonstrates knowledge about the	The theoretical point of departure covers approaches to the research problem to a sufficient extent, pointing out the most important among them. Literature related to the topic has been used. The author demonstrates moderate knowledge	The thesis has a theoretical point of departure, which elaborates on the work's central terminology and gives the research questions a suitable analytical frame, covering the most important theoretical approaches from the	Literature related to the topic has been used, but it leaves the theoretical frame of the work too narrow. The author has created a few links between different approaches and

	<p>which is positioned in a wider discussion context. The presentation of the theories is analytical, critical of the sources, and presents a synthesis. Theoretical knowledge has been implemented systematically and creatively in the empirical analysis. The division of the theoretical part into chapters and subchapters is well justified and logical. The chapters and subchapters of the theoretical part are connected to the research problem/questions and have contentual titles. The terms used and their relations have been explained.</p>	<p>disciplinary research problem, as positioned in a wider disciplinary context. The presentation of the theories is analytical and critical of the sources. Theoretical knowledge has been implemented systematically in the empirical analysis. The division of the theoretical part into chapters and subchapters is justified and logical. The chapters and subchapters of the theoretical part are connected to the research problem/questions and have contentual titles. Most of the terms used and their relations have been explained.</p>	<p>about the disciplinary research problem, as positioned in a wider disciplinary context. The presentation of the theories is analytical and the author also presents his or her own opinions. The theoretical framework is related to the empirical part of the work. The structure of the theoretical part is comprehensible, but some aspects are not reflected; some of the (sub)chapters are inexplicably long or short and/or have titles that have not been sufficiently clearly or suitably formulated.</p>	<p>point of view of the thesis. The author has created connections between various approaches and presented his or her own opinions. Literature related to the topic has been used. The relation between theory and empirics is clearly discernable: the theoretical knowledge has been implemented in the empirical analysis, but inconsistently. The structure of the theoretical part is comprehensible, but some aspects are not reflected; some of the (sub)chapters are inexplicably long or short and/or have titles that have not been sufficiently clearly or suitably formulated.</p>	<p>presented his or her own approaches, but the argumentation is lacking. The connection between the problem, the theory and empirics is at times hard to understand. The theoretical part is separate from the rest of the research parts and its division into chapters and subchapters has been poorly justified. Not all of the terminology used as well as the interrelations have not been explained.</p>
Empirical part¹	<p>The data collection method is suitable for answering the research question and solving the research problem. The method of data collection and analysis as well as the data set used has been convincingly justified, with supporting material from other authors, and including discussion about other methodological possibilities. The data collection and analysis process has been clearly described. In case of qualitative research, several data analysis methods have been used, incl. multi-dimensional analysis; each method's benefits and limits have been reflected; the results of different types of analyses have been presented in a connected way; the empirical analysis and presentation of results is flawless and offers innovative and multi-faceted knowledge about the research opportunities of the field; the data set and</p>	<p>The data collection method is suitable for answering the research question and solving the research problem. The method of data collection and analysis as well as the data set used has been justified, with supporting material from other authors, and including discussion about other methodological possibilities. The data collection and analysis process has been clearly described. In case of qualitative research, several data analysis methods have been used, incl. multi-dimensional analysis; the results of different types of analyses have been presented in a connected way; the empirical analysis and presentation of results is thorough and offers multi-faceted knowledge about the research opportunities of the field. In case of qualitative research: the empirical analysis and result presentation offers</p>	<p>The data collection method is suitable for answering the research question and solving the research problem. The method of data collection and analysis as well as the data set used has been convincingly justified, with supporting material from other authors. The data collection and analysis process has been described. In case of qualitative research, one method at an advanced level or several analysis methods have been used, their joint usage has been argued; there are a few mistakes in implementing the method(s). In case of qualitative analysis: the data collection and analysis methods have been chosen considering the research questions, and the choices have been explained in the work; analysis is systematic, the analysis process has been described; the results are interpreted, based on the research question; the author</p>	<p>The data collection method is suitable for answering the research question and solving the research problem. The data collection method and data set are generally justified, using other authors for support. The data collection and analysis process has been described, but insufficiently. In case of qualitative research, one analysis method has been used and one data set at a low level of complication and there are no flaws in the implementation. The author understands and describes his or her role as a researcher and analyses their role as an influencer of the results. The data set, the research procedures and data analysis description in the work is sufficient for answering the main research questions. The presentation of results is generally correct and offers knowledge about the research opportunities in the field. In case of qualitative</p>	<p>The data collection method is suitable for answering the research question and solving the research problem. The used data allows giving single, fragmented assessments to the research problem. There is an attempt at describing the data collection and analysis process. The analysis method is simple. The author understands and describes his or her role as a researcher. Not all empirical data presented in the work is relevant for the work, i.e. doesn't relate enough to the research questions. The presentation of results, the data set, the research procedure and data analysis description in the</p>

	<p>used data have allowed for content rich generalisations and give thorough evaluations of the different facets of the research object or phenomena.</p> <p>In case of qualitative analysis: the data collection and analysis methods have been chosen considering the research questions, and the choices have been explained in the work; analysis is thorough and systematic, the analysis process has been thoroughly described. The results are interpreted, their presentation is logically structured and follows the presentation style of the chosen method.</p>	<p>novel information about the research opportunities in the field; the data set and used data have allowed for contentual generalisations and for thorough evaluations of the research object or phenomenon.</p> <p>In case of qualitative analysis: the data collection and analysis methods have been chosen considering the research questions, the choices have been explained in the work; analysis is thorough and systematic, the analysis process has been thoroughly described. The results are interpreted, their presentation is logically structured and follows the presentation style of the chosen method.</p>	<p>understands and describes his or her role as a researcher and analyses their role as an influencer of the results. The description of the data set, the research procedures and data analysis is sufficient. The presentation of results is correct and offers novel information about the research opportunities in the field. Theoretic knowledge has been repeatedly used in the empirical analysis.</p>	<p>and mixed methods, the student's independent, high volume and quality work in collecting data and/or independently developing a research instrument can compensate for lacking elements in the empirical analysis or theoretical part of the work.</p>	<p>work is sufficient for answering the main research questions. In case of qualitative and mixed methods, the student's independent, high volume and quality work in collecting data and/or independently developing a research instrument can compensate for lacking elements in the empirical analysis or theoretical part of the work.</p>
Conclusions and recommendations	<p>Conclusions are related to the empirical and theoretical part of the work. All research questions have been answered in a thoroughly argued manner. The conclusions of the work are novel and open up new research opportunities. The conclusions are discussive, they contain the author's evaluation of earlier research, their own methodological choice and the limitations of the work.</p>	<p>Conclusions are related to the empirical and theoretical part of the work. All research questions have been answered in a thoroughly argued manner. The conclusions are discussive and reflect the author's position in relation to earlier research and theories. The author's contribution to the elaboration and solution of the problem has been presented in a clear and argued manner. Recommendations, future research opportunities, work limitations and contributions have been clearly presented.</p>	<p>The conclusions are discussive, reflect the multifaceted nature of the research problem and relate the results to earlier research or theories. All research questions have been thoroughly answered. Recommendations and future research opportunities and the work's limitations and contributions have been sufficiently presented.</p>	<p>The conclusions are a result of the preceding analysis, but remain relatively mechanical. The research questions have been answered, but to a varying degree of thoroughness. The discussion related the research questions to each other, but results aren't positioned in a wider context. Recommendations, future research opportunities, the work's limitations and contributions have been presented, but to a small extent.</p>	<p>Results are based on preceding analysis. The research questions have been answered, but discussion is minimal and declarative. Recommendations, work limitations and contributions have been presented minimally.</p>
Formatting	<p>Formatting of the work is in line with requirements. The text is in an academic style, linguistically</p>	<p>Formatting of the work is in line with requirements. The text is in an academic style,</p>	<p>Formatting of the work is mostly in line with requirements. There are no mistakes in citation in principle*.</p>	<p>Formatting of the work is partially in line with requirements. There are mistakes in citation that are not</p>	<p>Formatting of the work is partially in line with requirements. The sources used</p>

	and grammatically correct. Citation is correct.	linguistically and grammatically correct. There are some typing errors. Citation is correct.	There are some mistakes in the formatting of references. The work is mostly in academic language, but there might be some grammatical errors and/or typing errors.	principal*. The language used is generally academic, however, in parts there might be journalese or slang, as well as grammatical errors and/or typing errors.	have been cited. The text is comprehensible, but there might be some grammatical errors. There might be some formatting errors ** in citation and some principal errors, but no plagiarism. Academic language is prevalent, but in several parts of the work there is journalese or colloquial language and/or officialese. There are several grammar mistakes and/or typing errors that, nonetheless, don't obstruct comprehension of the text.
Defence	An appropriate and content rich presentation has been prepared for the defence. The student presents the most important parts of their work and keeps to the time limit. The presentation is interesting, informative and in a suitable style for an academic context. The student has thorough knowledge of the topic and can competently answer questions that may even depart from the limitations of the research.	An appropriate and content rich presentation has been prepared for the defence. The student presents the most important parts of their work and keeps to the time limit. The presentation is interesting, informative and in a suitable style for an academic context. The student has thorough knowledge of the topic and can competently answer questions belonging to the field of the work.	The defence is thoughtfully prepared. The student gives a good overview of his or her work, but does not focus on the most important and/or exceeds the set time limit. The presentation is a bit hesitant, but suitably of an academic style. The student is sufficiently knowledgeable on the subject, but can only competently answer directly related to the work.	The defence has been prepared, but does not focus on the most important an/or exceeds the set time limit. The presentation is a bit hesitant or at time is not in line with an academic style. The student is knowledgeable about the topic, but can competently answer only questions directly related to the work.	The defence has been prepared, but is unfocused and doesn't give a clear overview of the work and the results. The presentation is hesitant. There is some style that is not suitable for the academic context. The student is generally knowledgeable about the topic, but does not have an adequate answer to some questions.

* Fundamental error in referencing: there source is not referenced; using the source is unnecessary from the position of the work or there are discrepancies between references in the text and the literature used; parts of reference entries are presented in an order that is wrong and confusing; the source cannot be identified.

**Formatting error in referencing: insufficient and irregular following of the reference systems established with the rules of the thesis; formatting inaccuracies in reference entries and textual references.

¹ In the study area of Law, the empirical part is not mandatory, therefore, these criteria do not apply to works without an empirical part.