## Thesis assessment form

## MA in Arts and Culture, MA in Heritage Studies,

## MA in Heritage Studies: Curating Art and Cultures

##

Name of student:

Student number:

Thesis title:

Supervisor:

Second reader:

Date:

F = fail (lower than 6); P = pass (6-6.5); G = good (7-8); VG = very good (8.5-9); EXC = excellent (9.5-10)

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| --- | --- | --- |
| **criteria** | **description** | **assessment** **F/P/G/VG/****EXC** |
| **Research question and relevance** |  |  |
| Research question | * Has the central research question or problem definition been clearly set out?
* Are there clear main and sub-questions?
* **Is the level of difficulty of the research sufficient for an MA?**
* **Is there sufficient alignment with the chosen MA specialization?**
 |  |
| Accountability | * Is there sufficient theoretical and/or historiographical substantiation of the problem definition (*status quaestionis*)?
* Is the research topic sufficiently demarcated and embedded in a broader academic framework?
* Is the choice of any case studies sufficiently justified and appropriate?
 |  |
| Method | * Is/are the research method(s) used clearly stated and described (including explanation of terminology)?
* Is the choice of this/these method(s) sufficiently justified, possibly also with regard to alternatives?
* Is the chosen method appropriate for the research question?
 |  |
| **Use of sources and literature** |  |  |
| Use of sources | * Has sufficient effort been made to find relevant sources/data/literature?
* **Have new sources been found?**
* Are primary and secondary sources introduced (or identified, distinguished and/or contextualized)?
* Are sources correctly cited, described, analysed?
 |  |
| Critical attitude | * Are the sources appropriate for the problem definition and the method? Are they accounted for?
* Are sources sufficiently operationalized: Are ideas, theories, methods and/or concepts obtained from sources correctly applied?
* **Are sources handled with critical insight and depth? Can the student define his/her position with regard to the sources?**
 |  |
| **Results** |  |  |
| Argumentation | * Is a distinction drawn between (empirical) facts, opinions, assumptions, suggestions etc., or does the student maintain sufficient critical distance with regard to the topic and sources?
* **Is the argumentation or reasoning of high quality and properly embedded in a theoretical or historical framework?**
 |  |
| Structure and composition | * Is the argument structure properly stated and accounted for?
* Is the structure (chapter breakdown etc.) clear, balanced, coherent and comprehensible?
* Is a clear distinction drawn between main and secondary issues?
 |  |
| Level of analysis | * **Are research data analysed with depth and insight?**
* Is the information from sources and/or literature **incorporated on a solid academic level,** with a focus on the central research question?
 |  |
| **Originality** | * **Is there a clear connection between existing literature and the student’s own newly developed ideas?**
* **Have new research data been obtained and have they been incorporated/handled in an academic manner?**
* **Is the student able to conduct original research?**
 |  |
| **Conclusion** |  |  |
|  | * Does the conclusion answer the research question?
* Does the conclusion include a more detailed discussion of the findings in a broader theoretical and/or historical framework (besides a summary of the preceding argument)?
* Is attention devoted to the limitations of the student’s own research?
 |  |
| **Language and design** |  |  |
| Form | * Does the thesis comply with the programme guidelines (e.g. thesis manual, academic skills) in terms of size, layout, plagiarism check, source references (bibliography, image captions)?
 |  |
| Use of images  | * Has image material been used in terms of amount, choice and use in the argument?
* Is this image material well described, contextualized, analysed and/or defined?
 |  |
| Language use | * Is the language used correct, clear, of good style, academic level and appropriate for the field?
 |  |
| **Process and supervision** |  |  |
| Only for the first supervisor | * Has the thesis been written within the allowed time?
* Has the thesis been written independently (or did it require a lot of editorial or content adjustment)?
* Have the supervisor’s comments been taken into account appropriately and consistently (with learning effect)?
 |  |

Final mark: The student must obtain passes in all components in order to obtain a pass mark:

Explanatory notes on the final mark if this does not follow from the judgement on the components: