

Grading criteria for EX0904 Master thesis in Business Administration, A2E

EX0906 Master thesis in Business Administration, A2E – Agriculture Programme - Economics and Management

In the table below, criteria are listed for each of the grading objectives identified in learning objectives identified in the course syllabi, by row, with relevant distinction of grade levels, 3, 4 and 5, by column. The achieved grade level for each objective is defined by the highest level for which required criteria have been met. Note that the criteria for each objective are cumulative, meaning that all of the minimum criteria for an underlying grading level must be met together with the additional criteria listed at the higher grade-level.

Objective The student, through the independent project, should:	For grade level 3 for each objective, the following must be met	For grade level 4 for each objective, the following must be met	For grade level 5 for each objective, the following must be met
Objective 1 Show and justify the relevance, the actuality and the quality of the research question based on a background description.	<i>All of the following sub-criteria:</i> <input type="checkbox"/> The student has demonstrated the ability to place his/her work in a larger context. <input type="checkbox"/> The student has demonstrated advanced knowledge in the academic subject area of the work. <input type="checkbox"/> The student has demonstrated insight into the current state of research the field. <input type="checkbox"/> The student has demonstrated ability to relate the research question to the agricultural sector's complex system of resources and value creating processes (<i>Only EX0906</i>).	<i>The following criterion:</i> <input type="checkbox"/> Through clearly identified issue(s) that are addressed, the student has demonstrated an advanced understanding of the field, which he/she can apply in original, novel, and/or critically reflective propositions/research questions.	<i>The following criterion:</i> <input type="checkbox"/> Through clearly identified issue(s) that are addressed, the student has demonstrated an advanced understanding of the field, which he/she can apply in propositions/research questions that advance the state of knowledge in the addressed fields.
Objective 2 Show theoretical knowledge within the business administration field including both general breadth and depth of theoretical knowledge concerning the theoretical parts that are relevant to the thesis.	<i>All of the following sub-criteria:</i> <input type="checkbox"/> The student has demonstrated a breadth of knowledge of business administration in the development of the theoretical foundations of the project. <input type="checkbox"/> The student has demonstrated advanced understanding in the choice and review of theory specifically relevant to the question(s) being addressed.	<i>One of the following criteria:</i> <input type="checkbox"/> The student has demonstrated a breath of knowledge of business administration in the choice and positioning of theory specifically relevant to the question(s) being addressed in a broader theoretical context. <input type="checkbox"/> The student has demonstrated a breath of knowledge of business administration by clearly discussing the theoretical implications of the study in a broader business administration context.	<i>The following criterion:</i> <input type="checkbox"/> The student has demonstrated deep theoretical knowledge in the development of a clear and integrated theoretical foundation that includes critically reflective discussion of choices that have been made and their implications in the study.
Objective 3 Present and justify a chosen method, discuss the problems that can arise during the data collection, the analysis and the compilation of the results including ethical aspects of chosen method.	<i>All of the following sub-criteria:</i> <input type="checkbox"/> The student has demonstrated ability to identify and motivate the choice of a suitable method to address the identified research question(s). <input type="checkbox"/> The student has demonstrated methodological understanding in discussion of the merits and problems associated with the chosen method. <input type="checkbox"/> The student has shown awareness of eventual relevant ethical aspects arising with the chosen method.	<i>All of the following sub-criteria:</i> <input type="checkbox"/> The student has demonstrated good methodological understanding in the presentation and discussion of methodological choices – including, e.g., units of analysis, data collection method and data analysis techniques – and the consequences of the choices made for the outcome of the study. <input type="checkbox"/> The student has demonstrated the ability to independently compile and analyse his/her data, including taking appropriate measure to assure quality in the research process.	<i>All of the following sub-criteria:</i> <input type="checkbox"/> The student has demonstrated strong methodological competence through well-grounded discussion of methodological choices that clearly include epistemological and ontological considerations. <input type="checkbox"/> The student has demonstrated strong methodological competence through a methodological design and execution of data collection and analysis characterized by high rigor and attention to detail.

<p>Objective 4</p> <p>In a structured and logical way, present the results of an analysis based on chosen theory/model(s), and discuss how achieved results relate to a study's aim and method.</p>	<p><i>All of the following sub-criteria:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The student has demonstrated the ability to arrive at and present results, supported by a logically consistent study design (aim; research question(s); theoretical foundation; method; analysis and discussion/conclusions). <input type="checkbox"/> The student has demonstrated understanding of the contributions and limits of the results in discussion of how the achieved results relate to the stated aim. 	<p><i>All of the following sub-criteria:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The student has demonstrated a good ability to arrive at and present results with rhetorically coherent, rigorous and concise argumentation. <input type="checkbox"/> The student has demonstrated a good ability to arrive at well-founded conclusions through a structured and logical presentation and discussion of their study results. 	<p><i>The following criterion:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The student has demonstrated a very good ability to arrive at and present academically founded results that reflect and contribute to a deep and critical understanding of the topic being addressed.
<p>Objective 5</p> <p>Assess quality of the data and the generalizability and validity/the credibility in the results.</p>	<p><i>All of the following sub-criteria:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The student has demonstrated the ability to assess the quality of the results attained in the study, including their transferability, credibility, trustworthiness, generalizability, validity, and/or reliability, as appropriate for the employed method. <input type="checkbox"/> The student has demonstrated understanding of the implications of data quality and selected methods on the quality of end results. <input type="checkbox"/> The student has demonstrated understanding of the limits of her/his own skills and knowledge related to the subject of the project. 	<p><i>The following criterion:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The student has demonstrated a broader academic understanding of the value, quality, and implications of the study's results, including how the results relate to current understanding ("the state of the art") in the academic field, and how they hold societal (empirical) relevance. <input type="checkbox"/> The student has demonstrated a critically reflective understanding of how her/his skills and knowledge have impacted the presented results. 	<p>Not possible for objective 5</p>
<p>Objective 6</p> <p>Write a, in formal respects, academic report of high quality regarding structure, clarity and precision regarding details including precise and correct reference management.</p>	<p><i>The following criterion:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The student has demonstrated acceptable competence in written communication through the presentation of a well-structured academic report, with clarity of exposition, and suitable attention to detail, including proper academic referencing and formatting, and style appropriate for the intended audience. <input type="checkbox"/> The student has presented an acceptable summary/abstract in English of the academic report. <input type="checkbox"/> The student has presented an acceptable popular scientific presentation of the study. 	<p><i>The following criterion:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The student has demonstrated the ability to write an academic report that complies to defined standards¹ within a defined timeframe². 	<p>Not possible for objective 6</p>
<p>Objective 7</p> <p>In a pedagogical and thorough way plan an oral presentation and the defence and carry out a constructive critical review of another thesis and give feedback to the authors of the thesis.</p>	<p><i>The following criterion:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The student has demonstrated good communication skills in the oral presentation and defence of the study. <input type="checkbox"/> The student has demonstrated good communication skills in the oral discussion/opposition of another study. <input type="checkbox"/> The student has demonstrated ability of academic constructive criticism in the oral and written discussion/opposition of another study. 	<p>Not possible for objective 7</p>	<p>Not possible for objective 7</p>

¹ Standards include title page, page and section numbering, Harvard referencing, as defined in the SLU Dept. of Econ. *Independent Project Report in Business Administration* template; and a maximum of 50 pages of chaptered text (excluding reference list).

² Timeframe is based on 20 weeks (30 credits) of fulltime work, with a time plan as set in the accepted project proposal.