



Assessment matrix for master's theses at the Faculty of Medicine

Areas of assessment	0 Fail	1 Passable; contains distinct deficiencies	2 Satisfactory; primarily meets requirements, but contains significant deficiencies	3 Good; meets requirements well, but contains numerous minor weaknesses	4 Very good; meets requirements well, but contains some weaknesses	5 Excellent; meets requirements very well, with few weaknesses
1. Thesis objective and research questions	There is no justification for the thesis objective and no link between the objective and research questions.	The justification for the thesis objective as well as the link between the objective and research questions are unclear.	The justification for the thesis objective is limited. The link between the thesis objective and research questions is somewhat unclear.	The justification for the thesis objective as well as the link between the objective and research questions are clear.	The justification for the thesis objective is convincing. The link between the thesis objective and research questions is clear and logical.	The thesis objective is justified convincingly and insightfully. The link between the thesis objective and research questions is very clear and logical.
2. Scholarly framework and use of sources	The thesis has no scholarly framework or the framework is highly deficient. A link between the framework and the research task is missing. Concepts are not defined nor is their selection justified. There are many errors or clear deficiencies in the analytical use of research literature. The number of references is low, or the references are not relevant to the research topic. The list of references contains many secondary sources that do not meet the criteria for scholarly refereeing.	The scholarly framework of the thesis is inadequately described. The link between the framework and the research task is justified very poorly. Concepts are defined and their selection justified very poorly. There are errors or deficiencies in the analytical use of research literature. The number of references is limited, and the references are neither representative of the research field nor current.	The scholarly framework of the thesis is unclearly described. The link between the framework and the research task is justified superficially. Concepts are defined and their selection justified superficially. Research literature has been used analytically, but there are individual errors or deficiencies in its use. The number of references is appropriate, and the references are fairly representative and current.	The scholarly framework of the thesis is clearly described. The link between the framework and the research task is justified appropriately. Concepts are defined and their selection justified appropriately. Research literature has been used analytically. The number of references is appropriate for the research field, and the references are up to date and their selection demonstrates sufficient knowledge of the research topic.	The scholarly framework of the thesis is described clearly and with distinction. The link between the framework and the research task is justified comprehensively. Concepts are defined and their selection justified comprehensively. The analytical use of research literature is good. The number of references is sufficient for the research field, and the references are very current while their selection demonstrates good knowledge of the research topic. The scholarly argumentation of the text is sufficiently critical.	The scholarly framework of the thesis is described in a reflective and insightful manner. The link between the framework and the research is justified with distinction. Concepts are defined and their selection justified with distinction. The analytical use of research literature is excellent and comparative. The number and use of references are excellent for the research field, and their selection demonstrates excellent knowledge of the research topic. The text is justified and critical, with scholarly argumentation clearly evident throughout the work.
3. Research data and method	The research subjects and/or data as well as the research methods are not suited to the research task. The choice of research methods is inadequately or erroneously justified. There are clear deficiencies in the ability to use the research methods. No specific ethics aspects related to the research topic	The research subjects and/or data as well as the research methods are poorly suited to the research task. The choice of research methods is meagrely and partially erroneously justified. The ability to use the research methods is deficient. Specific ethics aspects related to the research topic or implementation are inadequately considered.	The research subjects and/or data as well as the research methods are partly suited to the research task. The choice of research methods is appropriately, albeit insufficiently, justified. The ability to use the research methods is primarily appropriate, but described in a fairly general manner. Specific ethics aspects related to the research topic or	The research subjects and/or data as well as the research methods are suited to the research task. The choice of research methods is appropriately and, in some cases, sufficiently precisely justified. The ability to use the research methods is good, and the methods are described with sufficient	The research subjects and/or data as well as the research methods are well suited to the research task. The choice of research methods is justified appropriately and in detail. The ability to use the research methods is excellent, and the methods are described with sufficient precision to ensure the reproducibility of research. Specific ethics aspects related to	The research subjects and/or data as well as the research methods are very well suited to the research task. The choice of research methods is insightful and their high-quality description ensures the reproducibility of research. Specific ethics aspects related to the research topic or



	or implementation are considered.		implementation are inadequately considered in some cases.	precision to ensure the reproducibility of research. Specific ethics aspects related to the research topic or implementation have been appropriately considered.	the research topic or implementation have been sufficiently considered.	implementation are considered diversely and in an in-depth manner.
4. Presentation of thesis results	The results are presented inconsistently and contain a number of errors. The results do not answer the research questions, or they are unreliable. There are no figures, images, graphs or tables illustrating the results, they contain clear errors or make the thesis an unclear whole.	The results are presented partly inconsistently and contain some errors. The results only partially answer the research questions, or their reliability is poor. There are few figures, images, graphs or tables illustrating the results, or they contain errors or support the writing poorly.	The results are presented primarily logically and clearly. The results reliably answer some of the research questions. The figures, images, graphs or tables illustrating the results are of a fairly unclear quality, but to a degree support the writing.	The results are presented logically and clearly. The results reliably answer the research questions. The figures, images, graphs or tables illustrating the results are of a fairly good quality and support the writing, constituting a fairly smooth whole with the text.	The results are presented very logically and clearly. The results answer all research questions critically and reliably. The figures, images, graphs or tables illustrating the results are of a good quality. They support and clarify the writing, constituting a smooth whole with the text.	The results are presented highly logically and clearly. The results answer all research questions highly critically and reliably. The description of the results demonstrates an excellent ability to focus on core issues, supported by the structure and readability of the text. The figures, images, graphs or tables illustrating the results are of a very high quality, constituting a convincing whole with the writing.
5. Discussion and conclusions	The reliability of the research is not critically examined. The results are placed in the context of previous research insufficiently if at all. There are no conclusions, or the conclusions are not based on the research results. Application opportunities and topics for further research have not been identified.	The critical examination of the reliability of the research is minimal. The results are contextualised among previous research to a minimal degree. The conclusions are based only partially on the research results. Application opportunities and topics for further research are poorly identified.	The critical examination of the reliability of the research is superficial. The results are contextualised among previous research haphazardly and, in some cases, superficially. The conclusions are based fairly consistently on the research results. Application opportunities and topics for further research are identified only generally.	The examination of the reliability of the research is sufficiently critical. The results are contextualised among previous research to a sufficient degree. The conclusions are primarily based on the research results. Application opportunities and topics for further research are identified.	The examination of the reliability of the research is sufficiently critical and reflective. The results are contextualised among previous research systematically and fairly in depth. The conclusions are mostly based on the research results. The strengths and limitations of the data and the methods chosen are recognised. Application opportunities and topics for further research are diversely identified.	The examination of the reliability of the research is critical and the reflection in-depth. The results are comprehensively contextualised among previous research. The conclusions are insightful and based on the research results. The strengths and limitations of the data and the methods chosen are recognised and knowledgeably discussed. Application opportunities and topics for further research are diversely identified.
6. The thesis as an academic text	The thesis does not conform to appropriate academic style. The structure is inconsistent and the layout unclear. The text is difficult to understand throughout and	The thesis only partly conforms to appropriate academic style. In many places, the structure is inconsistent and the layout confusing. The thesis includes sections that relate only remotely to the research task. In many	The thesis mainly conforms to appropriate academic style. In some places, the structure is inconsistent and the layout confusing. The text contains several difficult-to-understand sections and some errors in	The thesis conforms to academic style. The structure is consistent and the layout clear. The language and academic style are good, including appropriate citation practices and the list of	The thesis conforms with appropriate academic style. The structure and disposition of the text aid its readability. The structure is consistent and the layout polished. The language and academic style are very good	The thesis conforms with excellent academic style. The structure of the text effectively boosts its readability. The structure is very consistent, while the layout and writing are



	contains many errors in spelling and sentence construction. The use and list of references are deficient.	places, the text is difficult to understand and contains errors in spelling and sentence construction. The use of references is mainly inconsistent and/or the list of references contains many errors.	spelling and sentence construction. The use of references is inconsistent in places and/or the list of references contains some errors.	references. There are few errors in spelling and sentence construction. The citation practices are appropriate and errors in the list of references are few.	almost throughout the thesis, including appropriate citation practices and the list of references.	practically flawless. The language and academic style are excellent, including appropriate citation practices and the list of references.
7. Work during the thesis process (not in use in the Master's Programme in Translational Medicine)	The student does not take responsibility for their learning. A systematic approach to advancing the thesis is lacking. Based on the thesis, the student does not demonstrate command of the research process.	The student's learning process has progressed fairly independently. There are problems in the student's systematic work. Based on the thesis, the student demonstrates only partial command of the research process.	The student's learning process has progressed independently. The student has an elementary systematic approach to writing the thesis. Based on the thesis, the student demonstrates command of the basics of the research process.	The student's learning process has progressed very independently. The student has a good systematic approach to writing the thesis. Based on the thesis, the student demonstrates fairly good command of the research process.	The student is very independent in their learning process and uses the feedback they receive. The student progresses systematically in completing the thesis. Based on the thesis, the student demonstrates good command of the research process.	The student effectively assumes much responsibility for their learning process, works systematically and with motivation, and uses feedback effectively. Based on the thesis, the student demonstrates very good command of the research process.