

Regulations for Evaluation of the Study Results in the Baltic International Academy

General terms

The Regulations are developed with a purpose to specify the content of the study programs of the Baltic International Academy (hereinafter - BIA) and the content formulated in the study course descriptions, which is related to the formulation of study course learning criteria for the achievement and evaluation of study results, the types, forms and procedures of competency testing.

The content of Regulations is drawn up in accordance with the requirements, formulated in Article 5 of Part 2 “*Study course description*” of Clause 56¹ “*Study course*” of the Law on Higher Education Institutions, in which requirements are set to determine the evaluation criteria of study results, Cabinet Regulations “*Regulations on the national standard for the first level professional higher education (No.141)*”, “*Regulations on the national standard for the second level professional higher education (No.512)*” and “*Regulations on the national standard for the national academic education (Nr. 240)*”, which are related to the basic principles and basic forms of evaluation of program learning.

The procedure for organizing study course tests and assessing students' competence is applicable to full-time/part-time students registered in study programs of all levels.

This procedure regulates the types, forms and conduct of tests, as well as the rights and obligations of students, lecturers and clerks in the process for evaluating the results of the study course.

Completion of the study course shall be assessed according to the content, evaluation criteria and requirements specified in the study course description.

Explanations of used terms

2.1.	Academic year – the study period at the university attributable to calendar time (e.g. 2020/2021 academic year) which is divided into two semesters - autumn (from September to January) and spring (from February to June).
2.2.	Academic debt – non-fulfilment of the student's obligations and/or failure to pass the tests provided for in the study course. Academic debt can be a barrier for continuation of studies.
2.4.	Examination – examination at the end of the study course or part of it, in which a student gets a rating in a scale of ten points.
2.5.	Examination sheet – a document in which the lecturer indicates the score and date of the test or exam. Examination sheets are submitted by the academic unit in the Department of Education.
2.6.	E-study environment – electronic online study environment, where the necessary materials for studies are available.
2.7.	Final evaluation in study course - summative evaluation of the study results, which is determined at the end of the study course, taking into account the evaluations obtained during the study course. Each study course has one final grade, which is recorded in the diploma supplement.
2.8.	Test – determination of study results evaluation, which is carried out by the lecturer before the beginning of the examination session, based only on the student's evaluations obtained in the mid-term examinations during the semester, and as a result of which the evaluation is determined on the "pass/fail" scale.
2.9.	Consultation – the form of study organization for clarification the student's question of interest to the student, the opportunity for the student to get scientific, methodical or practical advice from the lecturer, as well as to correct academic debts.

2.10.	Credit point – a study accounting unit, which corresponds to the student's 40 academic hours of work (for one study week). During the study year, 40 credit points, which correspond to 60 ECTS ¹ credit points, must be accumulated in full-time studies.
2.11.	Lecture – form of study organization in which the lecturer presents the theoretical material of the study course. The lecture is a source of study information, means for promotion of the student's cognitive activity. The lecture can also be implemented in the form of a video lecture.
2.3.	Teaching staff - a representative of the academic staff (professor, associate professor, assistant professor, lecturer, assistant) or his/her substitute, guest professor, associate guest professor, guest associate professor, guest lecturer or guest assistant, as well as senior lecturer or lecturer who participates in the implementation of the study course.
2.12.	Classes – a form of study organization in which groups of students under the guidance of a lecturer consolidate the theoretical knowledge learned in lectures and independently, as well as acquire relevant skills and competence. Types of classes: Practical instruction – a form of study organization in which students learn skills appropriate to the relevant topic under the guidance of a lecturer. Its purpose is to build professional skills in a complex manner, to develop independent work and evaluation abilities. 2.12.1. Laboratory demonstration – a form of study organization in which a group of students under the supervision of a lecturer, conducts experiments appropriate to the study course, analyses the obtained results and draws conclusions. 2.12.2. Seminar – a form of study organization in which students listen to and discuss independently prepared reports under the supervision of a lecturer. The aim of the seminar is to develop the student's intellectual abilities to think independently, creatively, the ability to see and evaluate the most essential, to argue and analyse regularities in specific conditions.
2.13.	Examination types – there are tests and examinations, which are carried out as: Mid-term examination – an examination during the study course (examination, submission and/or defence of practical work and/or laboratory work, colloquium, report, etc.). 2.13.1. Semester examination – the types of examinations at the end of the study course or study program are determined in the study plan; the content requirements of the examinations and mid-term examinations, as well as the form of the examination, competence assessment criteria and methods are specified in the study course description. State examinations – examinations in which it is evaluated whether the student has mastered the knowledge, skills and competence specified in the study program (defence of research projects, defence of qualifications, bachelor's and master's theses, state exams, etc.).
2.14.	Internship – part of the study program, the purpose of which is to strengthen the student's acquired theoretical knowledge and acquire skills and competence in the chosen specialty.
2.15.	Defence of the internship report – an examination at the end of the internship, in which the results achieved during the internship are assessed in a ten-point scale.
2.16.	Semester extension – with the permission of the director of the study program, additional time, granted for taking semester examinations until the end of the session.
2.17.	Session – period of examinations after each semester.
2.18.	Session extension – with the permission of the director of the study program, additional time granted for taking session examinations 5 business days after the end of session.
2.19.	Study year – study stage at the higher education institution for implementation of a certain part of the study program (e.g. 1st year of studies), usually 10 months. The study year is divided into two semesters.

¹ ECTS – *European Credit Transfer System*

2.20.	Study course description ² – defines the requirements for starting the course, determines the purpose of the study course and the results to be achieved, outlines the content of the course necessary to achieve the study results, describes the student's independent work and determines the criteria and form of evaluation of the study results.
2.21.	Study course – an outline of the system of knowledge, skills and competence organized at a certain level and volume, corresponding to the study program, for which study results are defined and for the achievement of which credit points are awarded ³ . The study course is a part of the study program.
2.22.	Study program – the basic element of the organization of the higher education system - with certain requirements, the successful fulfilment of which allows the student to obtain a certain degree and/or qualification.
2.23.	Head of the study program – a person, approved by the decision of the Senate, who manages the study program development, implementation and improvement.
2.24.	Study results – (the set of knowledge, skills and competences to be obtained at the end of the study program, study module or study course ⁴) characteristics of the student's achieved abilities and competences, i.e. what the student is able to do, what he/she knows and understands at the end of the study program or study course.
2.25.	Evaluation of study results – evaluation of study results with a grade using a ten-point or "pass/fail" scale. A passing grade is from 10 (excellent) to 4 (almost average) or "passed", a failing grade is from 3 (poor) to 1 (very, very poor) or "failed". Evaluation criteria, according to the Cabinet Regulations are shown in the Annex.
2.26.	Study system – the way how the studies are organized. Studies can be carried out simultaneously appropriately to one or more study systems. Study systems: 2.30.1. Study system of regular lessons – implementation of a study course lasting for several weeks, scheduling one or two lectures and classes per week. The duration of the implementation of each study course is determined in the study program plan. 2.30.2. Cycle study system – concentrated implementation of the study course in a certain period of time, sequentially (usually - every day) organizing all the activities scheduled for the study course program. 2.30.3. Modular study system – intensive implementation of the study course over a period of two weeks to one semester, sequentially organizing lectures, classes, independent work and tests, as well as concluding the module with an examination.

Forms for evaluation of study results (knowledge, skills and competence).

The lecturer informs the students about the type, form, requirements and deadlines of the examination, as well as the criteria for awarding grades, at the beginning of the semester, when they start studying the study course. The test requirements must be freely available to students (included in the calendar plan and given to students when starting the study course or posted in the MOODLE environment).

The types, number and evaluation criteria for the study course are determined by the lecturer responsible for the study course, in compliance with the following conditions:

3.2.1. Completion of compulsory study courses (for multi-part study courses also each part) is concluded with an examination, with the exception of study courses, the completion of which is allowed to be completed with a test:

3.2.1.1. study courses, the volume of which is 1 (one) credit point;

3.2.1.2. other study courses determined with the permission of the prorector of studies;

3.2.2. the mastering of optional study courses for multi-part study courses and their parts ends with an examination, for the remaining courses - with an examination or a test;

3.2.3. the development of the study project ends with defence of study project;

3.2.4. the internship ends with the defence of the internship report.

² Form for BIA study course description

³ Article 11-1 of Clause 1 of the Law on the Higher Education Institutions

⁴ Article 15 of Clause 1 of the Law on the Higher Education Institutions

Study results (the set of knowledge, skills and competences to be obtained at the end of the study program, study module or study course⁵) are determined by academic structural units, by organizing the following tests:

- 3.3.1. within the study course – semester mid-term examinations;
- 3.3.2. at the end of study course – study course final examination;
- 3.3.3. at the end of study program – state examination.

3.4. Forms and terms for mid-term examinations:

3.4.1.	Essay;
3.4.2.	Case analysis;
3.4.3.	Group work
3.4.4.	Colloquium;
3.4.5.	Test work;
3.4.6.	Course work;
3.4.7.	Laboratory demonstration;
3.4.8.	Literature summary;
3.4.9.	Individual work;
3.4.10.	Presentation;
3.4.11.	Thesis;
3.4.12.	Seminar;
3.4.13.	Test;
3.4.14.	Report.

3.5.4. The semester test indicates whether the student has fulfilled all the requirements of the study course program. A successfully passed semester test gives the right to take a test or an exam, if these tests are provided for in the study program plan and in the specific study course description;

3.5.5. Semester mid-term tests can also be organized in other forms determined by the lecturer in accordance with the study course description.

3.6. Final examinations and terms of the study course:

3.6.1. The evaluation of the study results achieved in the final examination of the study course can take place in a form of mid-term tests, examinations or tests, in the defence of the study work (course work), study project and internship report, in the 10-point system as it is stipulated in the Annex No.1;

3.6.2. Different types of tests can be used in exams and tests (written, verbal, computer-based, combined form (for example, written and verbal));

3.6.3. Cumulative evaluation can also be used in examinations and tests, where knowledge, skills and competence are evaluated based on the results presented in the study work during the entire implementation of the study course;

3.6.4. Final evaluation of the study course – summative evaluation of the study results, which is determined at the end of the study course, taking into account the evaluations obtained during the study course. Each study course has one final grade, which is recorded in the diploma supplement.

3.7. The evaluation of the study results achieved at the end of the study program takes place in the final or national examinations.

3.7.1. Final examinations – examinations at the end of the academic study program, the component of which is the development and defence of a bachelor's or master's thesis.

Evaluation criteria are set in the Annex No.2.;

3.7.2. State examinations - examinations at the end of the professional study program, the component of which is the development and defence of a qualification thesis, bachelor's thesis, master's thesis or diploma thesis (diploma project). The qualification examination planned in the program is set out in the Annex No.1.

⁵ Article 11-1 of Clause 1 of the Law on the Higher Education Institutions

4. Responsibilities of teaching staff in evaluation of study results

- 4.1. In the first lesson of the study course, to provide full information to the students in an accessible form and format (including in the e-study environment) about the study results to be achieved in the study course and their evaluation criteria, the criteria for determining the final evaluation, taking into account the results of mid-term examinations, about the types and deadlines of mid-term examinations, the conditions for admission for taking tests, if any, as well as to provide additional explanations. Evaluation criteria must be available during the entire course of study and they shall not be changed;
- 4.2. Provide consultations to students before the examination. The teaching staff of the study course informs the students about the permitted aids to be used in the examination no later than in the consultation before the examination;
- 4.3. Only those students who are included in the assessment registration sheet or who have presented the individual examination sheet are allowed to take the test. This requirement does not apply to mid-term examinations;
- 4.4. Evaluate the student's performance in tests objectively;
- 4.5. Provide explanations about the evaluation obtained in the tests, if the student has made such a request;
- 4.6. Ensure the conduct of one additional examination during the examination session and the conduct of one additional examination during the additional time of the examination session, if such are necessary for settling of student academic debts;
- 4.7. To notify the students of the results of a written or combined examination within three business days after taking the examination, but in the case of an verbal or computerized examination - on the day of the examination.
- 4.8. Submit evaluations to the record keeping of the study course students according to the procedures and deadlines specified in the study work of the prorector.

5. Students' rights and obligations in the evaluation of study results

- 5.1. Students' obligations:
 - 5.1.1. to take all the planned examinations within the specified deadlines;
 - 5.1.2. not to use unauthorized aids in tests, in cases where the student uses unauthorized aids during the exam, the student's performance in the exam is evaluated with a grade of 1 (very, very poor);
 - 5.1.3. in cases intended, to receive a permission to take individual test;
 - 5.1.4. present the student identification card to the examiner.
- 5.2. Students' rights:
 - 5.2.1. to get a consultation from a teaching staff before the examination;
 - 5.2.2. to use aids during the tests, allowed by the teaching staff;
 - 5.2.3. receive explanations from the teaching staff about the obtained evaluation;
 - 5.2.4. to submit an appeal regarding the course of the test and the assessment received, as well as the final evaluation for the study course.

6. Procedure for appeal submission and consideration

- 6.1. The student submits the appeal application to the head of the structural unit responsible for the study course no later than within three business days after receiving the test or evaluation.
- 6.2. The student's application is examined by the appeal commission no later than within seven days, which is established and convened by the recipient of the appeal application, who invites the representative of the student self-government as an observer. The appeal commission shall consist of no less than 2 (two) academics.
- 6.3. The decision of appeal commission shall be notified to the applicant in written.
- 6.4. In case the student is not satisfied with the decision of the appeal commission, it can be appealed to the prorector of the studies.
- 6.5. The highest dispute resolution instance at BIA is the Academic Arbitration Court.

Chairman of the Senate

(signature)

S.Buka

10-point scale for study result evaluation

Study achievements are assessed on a 10-point scale based on the following criteria:	
Volume and quality of obtained knowledge;	Attitude towards studies;
Obtained skills;	Dynamics of development of study achievements.

Skill level	10 Point scale	Approximate ECTS rating	Explanation in words	Abbreviation	Conformity to the program volume	Explanation	Attitudes	Cabinet Regulations No.512, 26.08.2014.	Dynamics of achievements
very high	10	A	Outstanding	O/S	<i>Considerably exceeds the program volume; additional researches are made</i>	<i>Knowledge that exceeds the requirements of the study program indicates independent research, a deep understanding of the problem</i>	<i>Reasoned, expressed positive attitude; initiative and systematic participation in scientific research and/or practical work</i>	<i>Knowledge, skills and competence exceeds the requirements of study program, study module or study course, demonstrates the ability to conduct independent research and a deep understanding of problems</i>	<i>Systematically ascending</i>
	9	A	Excellent	Exc.	<i>Exceeds the program volume; additional researches are made</i>	<i>Fully mastered the requirements of the study program, gained the ability to use the acquired knowledge independently.</i>	<i>Reasoned, expressed positive attitude; participation in scientific research and/or practical work</i>	<i>Knowledge, skills and competence fully conforms to the requirements for the learning of study program, study module or study course, acquired skill to use acquired knowledge independently</i>	<i>Systematically ascending</i>
high	8	B	Very good	v. good	100%	<i>Fully mastered the requirements of the study program, but sometimes there is a lack of deeper understanding and the ability to independently apply knowledge to more complex issues.</i>	<i>Reasoned, expressed positive attitude; regular learning of the program</i>	<i>Requirements for the learning of study program, study module or study course are completely met, however in some issues does not have a deep enough understanding to use the knowledge independently in solving more complex problems</i>	<i>Systematically ascending</i>
	7	C	Good	good	>=80%	<i>Mastered the requirements of the study program,</i>	<i>Reasoned attitude; regular learning of the program</i>	<i>Requirements for the learning of study program, study module or study</i>	<i>Almost systematically</i>

						<i>but at the same time certain less important deficiencies in the acquisition of knowledge are also detected.</i>		<i>course are met in general, but sometimes there is an inability to use the acquired knowledge independently.</i>	<i>ascending</i>
average	6	D	Almost good	<i>a. good</i>	$\geq 70\%$	<i>Mastered the requirements of the study program, however at the same time certain larger problems are found, where is insufficiently deep comprehension.</i>	<i>Partially (expressed) and reasoned attitude; mostly regular learning of the program</i>	<i>Requirements for the learning of study program, study module or study course are met, but at the same time insufficiently deep understanding of the problem and inability to use the acquired knowledge can be found.</i>	<i>Mostly ascending</i>
	5	E	Average	<i>Aver.</i>	$\geq 60\%$	<i>In general, the requirements of the study program have been mastered, although an insufficiently deep understanding of several important problems can be found.</i>	<i>The attitude and its reasoning stood out; regular learning of program alternates with irregular</i>	<i>In general, the study program, study module or study course has been mastered, but insufficient knowledge of some problems and inability to use the acquired knowledge can be detected</i>	<i>Episodic ascending</i>
average	4	E/FX	Almost average	<i>a. average</i>	$\geq 50\%$	<i>In general, the requirements of the study program have been mastered, insufficient understanding of several important problems and difficulties in the practical use of the acquired knowledge can be found.</i>	<i>Indifferent, unreasoned attitude, irregular learning of the program prevails</i>	<i>In general, the study program, study module or study course has been mastered, however, insufficient understanding of some basic concepts can be detected, there are considerable difficulties in the practical use of the acquired knowledge.</i>	<i>Progress is evident</i>

low	3	Fail	Poor	<i>Poor</i>	<i>Superficially learned only a part of basic issues (skills)</i>	<i>Superficial knowledge of the most important problems of the subject is acquired, but there is no ability to use them in practice.</i>	<i>Indifferent, unreasoned attitude; learning the program is rare, episodic</i>	<i>The knowledge is superficial and incomplete, the student is unable to use it in specific situations</i>	<i>Without changes</i>
	2	Fail	Very poor	<i>v. poor</i>	<i>Superficially learned individual issues (skills)</i>	<i>A superficial knowledge of certain problems is acquired, but there is a complete lack of orientation in other important problems.</i>	<i>Indifferent, unreasoned attitude; the program is not learned</i>	<i>There is only superficial knowledge of individual problems, most of the study program, study module or study course has not been mastered.</i>	<i>No changes</i>
	1	Fail	Very, very poor	<i>v.v. poor</i>	<i>The program is not mastered</i>	<i>There is no understanding of the problematic of the subject.</i>	<i>Indifferent, unreasoned attitude; the program is not learned.</i>	<i>There is no understanding of the basic problems of the subject, there is almost no knowledge of the study course, study module or in the study program.</i>	<i>No changes</i>

Evaluation criteria for final theses

No.	Evaluation position	9-10 points	7 –8 points	6 points	4-5 points
1.	Relevance of the topic and raising the problem (evaluated by the supervisor of the scientific thesis, reviewer)	<i>The topic of the scientific thesis is innovative and relevant, and it fully corresponds to the content of the thesis.</i>	<i>The topic of the scientific thesis is actual; the research content corresponds to the topic of the thesis.</i>	<i>Topic: lack of originality, some shortcomings regarding the content of the thesis.</i>	<i>Topic: lack of creative approach, independent processing of information material; there are many shortcomings in the presentation of the content.</i>
		<i>The actuality of the problem raised by the chosen topic is substantiated by similar studies abroad and in Latvia, as well as primary sources and materials, which are rarely exercised in Latvia, are used.</i>	<i>The actuality of the problem raised by the chosen topic is substantiated by similar studies abroad and in Latvia, as well as primary sources and materials, which are exercised in Latvia, are used.</i>	<i>The actuality of the problem is substantiated by a known information. Episodically the information is used from first-hand sources, as well as Latvian and international statistical data.</i>	<i>The topicality of the problem raised by the chosen topic is unsubstantiated. Most of the data are taken from periodical literature.</i>
2.	Formulation of the research apparatus of the thesis. The accuracy and relevance of the conclusions to the proposed hypothesis or research issue. (evaluated by the supervisor of the scientific thesis, reviewer)	<i>The research apparatus of the thesis is precisely formulated. Each chapter contains well-formulated, well-thought-out and well-justified conclusions.</i>	<i>The research apparatus of the thesis is successfully formulated. Each chapter contains formulated, thought-out and justified conclusions.</i>	<i>The research apparatus of the thesis is incompletely formulated. Each chapter contains conclusions.</i>	<i>The research apparatus of the thesis is formulated unreasoned. Conclusions are incomplete.</i>
3.	Appropriateness of the chosen methods for the specific study (evaluated by the supervisor of the scientific thesis, reviewer)	<i>Chosen methods are innovative and topical, conform to the specific study.</i>	<i>Chosen methods conform to the specific study.</i>	<i>Chosen methods partially conform to the specific study.</i>	<i>Chosen methods incompletely conform to the specific study.</i>

4.	Conformity of the research process (test, questionnaire, interview, etc.) with the research. <i>(evaluated by the supervisor of the scientific thesis, reviewer)</i>	<i>The author is well acquainted with scientific publications on the given topic, published in Latvia and abroad. The author is well known due to publications in Latvian and foreign scientific journals and databases.</i>	<i>Scientific works published in Latvia are used as a basis. Foreign editions are used episodically.</i>	<i>Scientific works published in Latvia are used as a basis, as well as materials of periodical publications.</i>	<i>Periodical materials and teaching (methodical) literature are used as a basis.</i>
		<i>The progress of the research is timely, well thought out, structured, conforms with the research.</i>	<i>The progress of the research is well thought out, structured, conforms with the research.</i>	<i>The progress of the research conforms with the research.</i>	<i>The progress of the research is incomplete and partially conforms with the research.</i>
5.	Data processing and interpretation <i>(evaluated by the supervisor of the scientific thesis, reviewer, commission)</i>	<i>Independent data processing, excellent data interpretation, thoughtful calculation tables, graphs.</i>	<i>Independent data processing, the thesis contains calculation tables and graphs.</i>	<i>The thesis contains fragmental data processing, which is demonstrated in tables and graphs.</i>	<i>In the thesis the data is borrowed from some other sources of information. Data processing is fragmentary, which is in tables and graphs.</i>
		<i>The analysis of information is independent and deep.</i>	<i>The author analyses the information, however quite often the analysis has a descriptive nature.</i>	<i>The analysis has a referential descriptive nature.</i>	<i>The analysis is superficial and negligent and borrowed from other sources.</i>
6.	Research of scientific literature (extent, conclusions, correctness, explanation and analysis of basic concepts, references in the text) <i>(evaluated by the supervisor of the scientific thesis, reviewer, commission)</i>	<i>A wide spectrum of works and current publications of foreign and local scientists has been carefully selected and applied from first-hand sources.</i>	<i>Very good use of material from foreign and local scientists, obtained from primary and secondary sources.</i>	<i>Sufficiently good application of the most important foreign materials; the work is mostly descriptive, but there are references to secondary literature.</i>	<i>The work is descriptive and only partially reflects the necessary information material; secondary sources are used only to a small extent.</i>

7.	Reporting of actual material and quality of execution of tables, graphs, images <i>(evaluated by the supervisor of the scientific thesis, reviewer, commission)</i>	<i>Excellent collection of data and information and their exhaustive analysis with the help of appropriate research methods; during the analysis, the student's own opinion appears; original and creative interpretation of information; logical relationship between text, tables, figures and parts of the thesis.</i>	<i>Very good collection of data and information and their analysis with the help of appropriate research methods; the student's own track of thoughts is sufficiently demonstrated; regarding the interpretation of data/information, the student's creative approach is observed; logical relationship between text, tables, figures and parts of the thesis.</i>	<i>The level of data/information analysis with appropriate methods, but there are deficiencies in processing and evaluation of information, there are deficiencies in the logical relationship between text, tables, images and parts of the thesis.</i>	<i>Adequate collection of data/information; adequate understanding of the obtained data/information included in the thesis; lack of effective analysis; conscious understanding of the importance of the necessary methodology; lack of logical connection between the text, tables, images and parts of the thesis.</i>
		<i>Presentation of information sources (e.g. quotes, footnotes, interpretation, data indication, etc.) according to the developed rules.</i>	<i>Presentation of information sources according to the design of the final thesis.</i>	<i>The presentation of information sources shows some deviations from the design of the final thesis.</i>	<i>The presentation of information sources shows deviations from the design of the final thesis.</i>
8.	Structure, language and style of the thesis <i>(evaluated by the supervisor of the scientific thesis,</i>	<i>The structure of the thesis fully corresponds to the goals and objectives of the study. The parts of the thesis are logically interconnected. The thesis is written in a good scientific style, there are no significant spelling and typographical errors.</i>	<i>The structure of the thesis fully corresponds to the goals and objectives of the study. The parts of the thesis are logically interconnected. The thesis is written in a good style, typographical and other errors in the thesis are rare.</i>	<i>In general, the thesis conforms to the goals and objectives of the study, however the parts of the thesis are not always logically interconnected. Basically, the thesis is completed according to requirement, however there are violations of the work design rules.</i>	<i>In general, the thesis conforms to the goals and objectives of the study, however the logical connection between the different parts of the work is missing. The style is mediocre or weak, there are a lot of typographical and other errors.</i>

	<i>reviewer, commission)</i>	<i>Linguistic expression is rich, use of language without errors, stylistic integrity, correct terminology application.</i>	<i>Linguistic expression without errors, consequent and appropriate level of language, stylistic integrity, correct terminology application.</i>	<i>Linguistic expression incompleteness, influence of language, stylistic and terminological errors occur. Transcription is satisfactory, errors and imperfections are found, but they do not interfere the understanding of content.</i>	<i>Linguistic expression inconsequent and inappropriate level of language, frequent gaps/style errors and inaccuracies in the use of terminology. Errors partially make it difficult to understand the content.</i>
9.	<i>Work procedure of final thesis development</i> <i>(evaluated by the supervisor of the scientific thesis)</i>	<i>Well planned and calculated in terms of time. Cooperation with the scientific supervisor, corresponding to the plan of thesis. The student's self-initiative and self-support during the work process.</i>	<i>Well planned in terms of time, written within the time frames. Developed in cooperation with the scientific supervisor, according to the time plan. Self-initiative and self-support during the work process.</i>	<i>In terms of time, it is not well planned and may not conform to the time frames. Not always in cooperation with the scientific supervisor, and the thesis is not developed according to the time plan. Possible lack of self-initiative and self-support in the work process.</i>	<i>Planned but not within the time frames. Designed chaotically. Developed in cooperation with the supervisor of scientific thesis, but mostly in the last months or without cooperation with the supervisor of scientific thesis. There is a lack of self-initiative in the work process.</i>
10.	<i>Participation in scientific conferences*</i> <i>(evaluated by the supervisor of the scientific thesis)</i>	<i>Minimum – participation in 2 conferences</i>	<i>Minimum – participation in 1 conference</i>	<i>There is no requirement</i>	<i>There is no requirement</i>
11.	<i>Publications*</i> <i>(evaluated by the supervisor of the scientific thesis)</i> <i>Master's degree is a mandatory requirement</i>	<i>Minimum – 1 (one) publication or an article prepared for publication</i>	<i>Minimum – 1 (one) publication or an article prepared for publication</i>	<i>Minimum – 1 (one) publication or an article prepared for publication</i>	<i>Minimum – 1 (one) publication or an article prepared for publication</i>

12.	Defence of thesis (evaluated by the reviewer and commission)	<i>Excellent management and presentation of knowledge and results obtained during research. Clear, logical, convincing and expressive. Report is well-structured and planned in terms of time. Demonstrative use of visual aids. Demonstrates excellent knowledge of his/her subject. Clear, logical, understandable, convincing and expressive. Well structured, planned in terms of time. Demonstrative; visual aids are used.</i>	<i>Demonstrates a very good knowledge of his/her topic. Clear, logical, convincing and expressive. Report is well-structured and planned in terms of time. Demonstrative; visual aids are used.</i>	<i>Demonstrates an approximately good knowledge of the topic. Not always clear and logical, but in general understandable. Report is not very well-structured and planned in terms of time. Visual aids are used incompletely. .</i>	<i>The student demonstrates knowledge of the main ideas of the topic, but not convincingly enough; there are some difficulties in answering the questions. Not always clear and logical. Not very well structured and planned in terms of time. Visual aids are not used or are not appropriate. Shows very limited knowledge of the topic, does not know the basic ideas of the thesis. Lack of logic, reasoning. Not structured and planned in terms of time. No visual aids.</i>
		<i>Comprehensive answers to the reviewer's and committee members' questions.</i>	<i>Successful answers to the reviewer's and committee members' questions.</i>	<i>Fragmentary answers to the reviewer's and committee members' questions.</i>	<i>Unconvincing answers to the reviewer's and committee members' questions.</i>