

# MSc Transport, Infrastructure & Logistics -- Master Thesis Grading Scheme



Grade Summary
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Learning Outcomes	-	Grade							
		<5	5	6	7	8	9	10	

A. Research quality	Research problem analysis & objective	Underdeveloped scientific gap identification & unclear objectives	Mismatch between scientific gap identified and objective. Meeting objective requires no multi-disciplinary approach	Just adequate scientific gap identification. Meeting objective requires multi-disciplinary approach	Well-defined scientific gap or gaps. Meeting objective requires multi-disciplinary approach which is well-defined	Well-analysed scientific gap or gaps and meeting the innovative objectives requires well-analyzed multi-disciplinary approach	Innovative scientific gap or gaps identified and meeting the innovative objectives requires an original multi-disciplinary approach	Outstanding scientific gap or gaps identified & meeting the innovative objectives requires an innovative multi-disciplinary approach
	Literature review & theoretical perspective	Can not relate work current state-of-the-art and existing literature. No theoretical perspective chosen	Can not relate work current state-of-the-art and existing literature. Theoretical perspective chosen unclear	Can just relate work to current state-of-the-art and existing literature. Theoretical perspective just adequately defined and used	Can sufficiently relate thesis work to current state-of-the-art and has found new literature. Theoretical perspective sufficiently defined and used	Can well relate thesis work to current state-of-the-art and has found relevant literature. Theoretical perspective or perspectives well defined and used	Can very well relate work to current state-of-the-art and has found a significant amount of new relevant literature. Theoretical perspective or perspectives very well defined and used	Has positioned the thesis work to the current state-of-the-art and has independently performed a thorough literature study. Innovative theoretical perspective or perspectives excellently defined and used
	Research methodology & methods	Unclear choice of methodology and/or methods and/or student applied the methods chosen unskilled	Choice of methodology and/or methods insufficiently underpinned. Just improve considerably on data gathering/ experimental/model/design skills	Choice of methodology and/or methods sufficiently data gathering/ experimental/model/design skills	Choice of methodology and/or methods sufficiently underpinned. Sufficient data gathering/ experimental/model/design skills	Choice of methodology and/or methods well underpinned. Good data gathering/ experimental/model/design skills	Original choice of methodology and/or methods which is well underpinned. Very good data gathering/ experimental/model/design skills	Innovative and unexpected choice of methodology and/or methods which is well underpinned. Exceptional data gathering/ experimental/model/design skills
	Synthesis of results & conclusions	Cannot synthesize results, does not answer main research question	Weak synthesis of results (merely repetition of results), does not answer main research question clearly. Unclear recommendations for further research	Just adequate synthesis of results, answers main research question just adequately. Rather superficial recommendations for further research	Can sufficiently synthesize results, answers main research question sufficiently. Recommendations for further research are sufficient	Good synthesis of results, answers main research question clearly. Interesting and well thought-out recommendations for further research	Very good synthesis of results, answers main research question very clearly. Highly interesting and well thought-out recommendations for further research	Excellent synthesis of results, answers main research question very clearly. Novel and excellent thought-out recommendations for further research
	Academic reflection	Has no scientific reflection and judgement towards own results	Has very limited scientific reflection and judgement towards own results	Limited scientific reflection and judgement towards own results	Sufficient scientific reflection and judgement towards own results, limited critical attitude towards literature and specialists	Good scientific reflection and judgement towards own results, literature and specialists	Very well balanced scientific reflection and judgement towards own results, literature and specialists	Perfectly balanced scientific reflection and judgement towards own results, literature and specialists
	Societal / managerial reflection	Has not made the effort to look for useful result of the project	Has not made the step to any useful result of the project	Has just made the step to a useful result of the project	Has made the step to a useful result of the project	Has made the step to an original useful result of the project	Has made steps to several original useful results of the project	Has surprised us all with steps towards new useful results of the project

↑	60%
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B. Research competences	Responsibility	Showed no responsibility for the proper progress and completion of the project	Showed very little responsibility for the proper progress and completion of the project	Showed little responsibility for the proper progress and completion of the project	Did take and show responsibility for the proper progress and completion of the project	Showed responsibility and took initiative his/her research project	Took leadership of the research project and was actively involved in related projects and initiatives	Took excellent leadership of the research project and initiated new related projects and initiatives
	Communication	Has severe difficulties functioning in and communicating with supervisors	Has difficulties functioning in and communicating with supervisors	Is just able to function in and communicate with supervisors	Effectively communicates with supervisors about the progress and reasoning of the project	Is a team player, who can convince others inside and outside of the research group of his/her standpoints	Is a proactive, convincing team player, who can create new contacts or information not previously known to the research group	Excels as proactive, convincing team player, leading to new contacts and information not previously known to the research group
	Independence	Purely relies on steering and supervision	Needs continuous steering and supervision	Needs very regular steering and supervision	Performs well with regular steering and supervision	Can work independently, with little steering or supervision	Needs no steering, and/or is a very good competent individualist	Needs no steering and supervision, and is an exceptionally competent individualist
	Planning	Unrealistic planning made and/or planning not followed at all	Planning made, but not at all followed	Planning provided a guideline during the process	Planning often updated, and then followed	Good planning made and largely followed	Very good planning, execution largely according to plan	Perfect planning, and plan executed according to the plan
	Open-mindedness	Non-responsive/aggressive response to criticism with demotivation	Non-responsive/defensive response to criticism, with demotivation	Non-responsive/defensive response to criticism, with loss of motivation	Responds to criticism in a defensive way	Can handle criticism in a positive way	Uses criticism to improve him/herself	Is actively seeking for criticism to improve him/herself

↑	15%
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C. Quality of written presentation	Structure & consistency thesis report	No apparent structure or consistency	Bad structure and consistency with illogical use of different presentation styles	Just the right structure and consistency with limited correct use of different presentation styles	Adequate structure and consistency with adequate use of presentation materials (tables, figures)	Good structure and consistency with carefully chosen presentation styles	Very good organisation and consistency with very clear presentation styles (publishable quality)	Excellent structure and consistency with enlightening presentation styles (publishable quality)
	Citation of sources & quotations	Sources of information are absolutely not clear	Sources of information are not clear	Sources of information are provided but not in an adequate way	Sources of information are provided but not in an adequate way	Sources of information are clear and used in a consistent manner	Sources are clear and use of acknowledgements/quotations is consistent and conscientious	Sources are fully clear and use of acknowledgements/quotations is fully consistent and conscientious
	Writing proficiency	English language skills and reducing sloppiness in writing have to be improved considerably	English writing skills have to be improved and attention has to be paid to levels of detail (general/detail)	Just sufficient English writing skills with few typos and logical text flow	Adequate English writing skills with clear text flow, and explicit expression of reasoning	Good English writing skills with explicit logical text flow and to the point documenting of reasoning	Very good English writing skills, with no grammar and typo errors, adopting an academic writing style	Excellent English writing skills, with logical flow in an academic style, leading to well presented conclusions
	Summary in the form of a scientific paper*	No scientific paper included	Sloppy structured paper form	Sufficiently adequate structure & content	Clear paper structure & complete, logically flowing content	National conference level	International conference level / professional magazine level	(Inter)national journal level

↑	15%
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D. Quality of oral presentation & defence	Speaker quality	Very bad speaker	Bad speaker	Just adequate speaker	Average speaker	Good, confident speaker	Very good and persuasive speaker	Excellent and persuasive speaker
	Structure & material quality	Presentation fails to make the subject clear, presentation material messy	Presentation makes the subject just clear, using bad presentation material	Presentation makes the subject clear, with just adequate material	Presentation makes the main message clear, with fair materials	Good and clear presentation and materials	Very good and clear presentation and materials (international conference quality)	Excellent and very lucid presentation with use of divers materials (international conference quality)
	Handling of questions	Cannot answer any questions	Cannot answer most basic questions	Has difficulties answering questions in a reasonable way	Can answer basic and some more advanced questions well	Answers advanced questions in depth and to the point	Answers questions well, with new insights gained during discussion	Answers questions very well, scientific debate level

↑	10%
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Note: The minimum requirements (grade 6) allow one learning outcome (A - D) to be marked as < 6. The grade does not have to be the mathematical weighted average of the criteria. A precision of .5 is allowed.  
 \* Obligatory for students with formal kick-off on/after Sept. 1, 2017. Optional, but strongly recommended, for students with kick-off before Sept. 1, 2017.