ELTE Faculty of Education and Psychology

Institute of Research on Adult Learning and Knowledge Management

GUIDELINES

FOR THESIS PREPARATION

Valid: 28th March 2023

Contents

Introduction

Students are required to compose a stand-alone thesis for each of their programmes in the end of their studies. The thesis is the student's independent work in which the standard rules for references and citations and the faculty's regulations must be followed. The rules of the preparation for the thesis is available at the Academic Regulations for Students (Chapter V. Section 76-80, and Chapter XVIII. Section 412-414). The special thesis requirements and forms concerning the thesis at the Human Resource Counselling master programme can be downloaded from the website of Student Affairs and Registrar’s Office.

1. Information about the process of preparing the thesis

1.1. Thesis topic submissions

- Each institute at the university should list thesis topics which lie in the scope of their research profile or are taught within the institute's academic field. Each topic is listed together with the name of the supervising consultant. Each topic is approved by the director of the institute, and are published at the institute website in each academic year no later than 20th April. They can be found at the menu point: Education/[name of course]/Thesis. Please note that during the academic year, the list of topics may be updated if necessary.

- Alternatively, students are in the position of choosing a thesis topic which has not been listed among the published topics, as long as it corresponds to the training goals of the master's programme or degree specialization, and that the thesis topic enables the student to apply the knowledge that has been taught at the courses during the master's program.

- Students are required to submit their chosen thesis topic in Neptun via the menu Studies/Thesis/Thesis. The topic submission deadline is set by the Academic Regulations for Students (412.§) which usually is due by the 15th May which is about a year before the final exam in the subsequent academic year. Supervisors have the choice of accepting or rejecting students' topic applications. In case of acceptance, the topic announcement must be approved by the director of the institute, and the decision will be recorded in Neptun by the institute's administrator.

- By choosing a thesis topic, students choose a supervisor. The thesis supervisor is normally a lecturer or a scientific researcher appointed by the university. Alternatively, an external specialist may be invited to supervise the thesis who is not employed by the university. In this case, the institute director's approval is required, and an internal supervisor (employed by the university) must be also appointed. When a student has both, external and internal supervisors (paired thesis supervision), at the topic registration process in Neptun, the internal supervisor must be entered first, and the external consultant must be entered second. External consultants must be entered as "External consultant only!". However, in the case of students having two internal consultants, both supervisors must be registered in Neptun.

- It is the student's responsibility to approach the supervisor(s) before the topic application deadline (in Neptune) to discuss the thesis topic. We recommend students to get in touch with the prospective supervisor in advance which can prevent late or last minute thesis topic registrations. (If a technical problem would occur during thesis topic notification in Neptun, the case must be reported immediately to the Student Affairs and Registrar's Office by emailing ppkto@ppk.elte.hu with a screenshot attached. Technical issues reported after the deadline will not be considered!

- In justified cases, with the permission of the supervisor and the institute director, students may change the topic of their thesis or choose a different supervisor only once during their training period. Concerning the change, the Academic Regulations for Students, Section 77, §8. claims that, at least 4 months elapse is required between the date of the change and the commencement of the final exam period. For example, in case of a spring term final exam, a change of topic or supervisor can be made until mid-January, and in case of an autumn term final exam, until mid-September, accordingly. If students wish to change their thesis topic or the supervisor, a new topic announcement is required! If their thesis topic has already been announced in Neptun, students need to coordinate the change with their chosen supervisor by e-mail. Following that, the supervisor need to send the approval from their university e-mail address (ending elte.hu) to ppkto@ppk.elte.hu and fti@ppk.elte.hu. Concerning the acceptance of the amendment, students will be informed about the decision from the institute secretariat (fti@ppk.elte.hu).

Tips for choosing a topic

- Think about the topics that have caught your attention and made you interested during your studies or at your workplace. Evaluate why this particular topic is special to you, and what goals and possibilities do you have concerning the elaboration on this topic?

- Check whether there is enough available academic literature prior to processing the topic

- Find out in advance whether the topic can be researched with the available methods!

- In case your chosen topic examines a specific organization, find out under which conditions the chosen organization is happy to collaborate with you concerning data collection and all other matters related to your study. If the thesis contains confidential data/information about the organization, we recommend to use a different, fictitious company name, or not naming the organization in the thesis. In this case, it must be indicated in the thesis that the organization under study has opted to remain anonymous, thus the thesis should be treated as confidential, and must be encrypted. According to the Academic Regulation for Students, Section 80§, it is the students' responsibility to request thesis encryption at the beginning of the research study, namely when the thesis topic is announced, also it is the students' responsibility to encrypt their own thesis prior to submission. In case of late encryption requests, students should submit their request to the **Academic Committee,** accompanied with the proof of their supervisor's support. Student Affairs and Registrar's Office can only treat the thesis as confidential if the **Academic Committee** expressed its support previously. Legislation with regard to handling personal data during the thesis research process is covered by the Regulation (EU) 2016/679 published by the European Parliament and the Council of the European Union.

In sum, supervisors help students with their ideas and experience to the best of their knowledge to successfully complete their thesis. However, they can NOT be held responsible if students do not follow the supervisor's instructions and suggestions, or students would dismiss deadlines!

1.2. Research ethics approval

Principles regarding the research ethics approval, according to the Dean's instruction of 2/2015 (II.25), any research study that instructs the analysis of humans or human data and is not of a medical nature, may only be carried out with a research permit. Obtaining the research ethics approval is the student's own responsibility, without which the study should not commence! The research ethics approval can be requested from the Research Ethics Committee by a lecturer / researcher only who holds a PhD qualification.

More information about the research ethics approval, as well as the application form, can be found on the Faculty's website, under the .Research Ethics Committee tab.

1.3. Consultation

- During the preparation of the thesis, students regularly consult with their supervisor, for which the supervisor will provide appointments. Also, the certificate confirming the regular consultation must be prepared, in which supervisors certify that the consultation has taken place at least three times. The form is available on the faculty website on the Study Cases/Forms tab. The completed proof sheet must be attached to the thesis!
- The consultation form normally includes the supervisor's consent to submit the thesis. Student may submit their thesis without the supervisor(s)'consent. In this case, the thesis has to be reviewed by two designated reviewers.

- If a student's work is directed by both, external and internal supervisors, the consultations and the consent to the submission of the thesis must be confirmed by both supervisors.

  – In case of two supervisors, the student must have consultations
    - at least twice with the internal supervisor (recommended date: start and end of the thesis),
    - at least three times with the external supervisor

  – The external consultant is primarily competent in the content and professional issues of the thesis, while the internal consultant is primarily competent in formal matters.

1.4. Submission of the thesis

- The thesis must be submitted in electronic format via Neptun prior to the announced deadline. Only those students can submit and upload their thesis who officially applied for the final exam in Neptun, and have a valid proof of application of it, obtained in the same semester. Detailed information on how to submit the thesis is published on the Student Affairs and Registrar's Office's website.
- Late thesis submissions can be requested **only in strongly justified cases** and **with the approval of the supervisor before the deadline for submission of the thesis!** In such cases, an application for accepting a late submission may be submitted to the Academic Committee.
- For the formal requirements of the thesis, see relevant chapter.

1.5. Review of the thesis

- The thesis is evaluated by two reviewers: one reviewer is the supervisor and the second reviewer is an expert on the topic. Judges are appointed and requested by the Head of Institute. A second reviewer (opponent) can be a university lecturer, researcher, a staff member with a specialized university degree or a PhD student, or, if necessary, an external specialist who does not have a legal relationship with the university.
- The reviewers will evaluate the thesis and recommend a grade. The supervisor always evaluates the thesis in a written text format (minimum of 1000 characters). The second reviewer evaluates the thesis in a written text only if he/she would recommend an average or a lower grade. In the review, the supervisor also formulates a question about the thesis, which the student has to answer at the defence.
- The final grade of the thesis is calculated as the average grade points of the two reviews. If one of the evaluations are insufficient or there is a difference of two suggested marks between the two reviews, the head of the institute shall appoint a third reviewer. If the thesis is evaluated as insufficient (mark 1), the student cannot be admitted to the final exam!
- The reviews must be completed by the reviewers in the official syllabus and submitted via Neptun no later than 10 days before the final exam. Students can download the reviews from Neptun.
- The reviewers evaluate the thesis based on the given criteria and state whether the thesis is accepted and recommended for defence. The proposed evaluation criteria are set in Table 3. in the Annex (Appendix).

    - Evaluating the content of the thesis: The reviewer takes into account the professional standard of raising, approaching and solving the research problem, the proportion of descriptive and analytical, evaluative parts, independent thoughts, the professional correctness of the proposals or statements made by the candidate, and the depths of arguments on the cited literature (published or unplished). The value and quality of the student's individual work should be emphasized in the review.

  - In addition to the professional content of the thesis, the reviewers also evaluate the style of the thesis and its compliance with the formal requirements set in the regulations.

- The thesis cannot be accepted if some parts of the literature is presented as the student's own work, for example, formulationand referencing thoughts of other authors literally without rephrasing or citing the originals from the literature. This counts as plagiarism. Students' academic work legal integrity is controlled by the Academic Regulation for Students in the Section 74/A. and § 74/B. The supervisor is authorized to check the thesis using a plagiarism detection software.

2. General format and layout of the thesis

- A/4 page size.
- All pages must have 2.5 cm margins on top, bottom, left, and right, plus 0.5 cm binding margin on the left in the style of mirror margins.
- Times New Roman font, font size 12, line spacing 1.5 with justified lines.
- Free of spelling and typing errors.
- The main chapters should start on a new page.
- Subsections and headings should be consistent with formatting, and their numbering must be decimal (e.g. 4.3.1).
- Page numbering must be on the right side at the bottom of each page.
- The title page is an exception to this as it is NOT numbered. The first numbered page starts from the table of contents, with page number 2.
- Tables, figures and anything else that aids the understanding of the thesis should be included in the appendix. Numbers, captions, and page numbers of each Table and Figure must be listed. Table and Figures should be numbered consecutively throughout the thesis.
- Sample for formatting the external and internal title pages are available in the attachment section.
- The length of the master's thesis without table of contents, bibliography and appendices must be between 40-50 pages (90.000 to 110.000 characters including spaces)

- The title of the thesis must be short but must precisely express the content and focus of the thesis. If necessary, an explanatory subtitle can be given.
- There is no need to print and bind the thesis. All theses are submitted electronically.

3. The main parts of the thesis – content, format and layout

3.1. Contents page

The contents page must be presented at the beginning of the thesis, following the internal title page

- the titles of the chapters / subchapters listed in the table of contents should correspond to those in the text,
- chapters / subchapters can be decimal numbered up to three levels (e.g. Chapter 1.1.1)
- the contents page should include the relevant page numbers next to the chapters' title (In Microsoft Word it is recommended to use the Styles / Title Bar and Table of Contents Builder).

3.2. Introduction

Scope of the Introduction chapter is approx. 1.5-3 pages. The introduction must define the topic of the thesis in more detail than the thesis title, and it has to describe the course and logic of the thesis.

The introduction has to present:

- actuality of the chosen topic,
- its importance,
- justification for the choice of topic,
- the objectives of the study's methods of analysis
- research issues and / or hypotheses.

3.3. Theoretical background and literature processing

This part of the thesis is required to be prepared with skills and preparation required by master's level of education.

The presentation of the theoretical background contains approx. 50% of the thesis. It commences with a short analytical presentation, followed by the summary, comparison and critique of relevant literature and research results closely related to the topic of the thesis.

- At master's level: a minimum of 20 appropriately referenced literature must be processed of which at least 12 must be of a scientific nature (downloaded from Google scholar, books, book excerpts, journal articles, conference papers).
- In addition to the literature sources listed above, Internet links may be used (these should be retrievable and identifiable, preferably with an author and title).
- The processed literature should indicate the student's personal statement (even if it means accepting an already existing view).
- The literature review is expected to be governed by an analytical style of writing.

References: the correct reference means that during the processing of the literature, the student indicates exactly which text (idea/opinion) originates from a specific author.

3.4. Presentation of the study

A) In the case of an <u>empirical</u> thesis

This chapter includes a description of the research questions and / or hypotheses, the conditions, location of data collection, sample, research methods, limitations of the research, and the description of the expected research results. The scope of the study chapter should reach 50% of the overall thesis.

3.4.1. Research goals, presentation of the hypotheses of the study

- The thesis should contain research questions and / or hypotheses which must be testable and verifiable by the methods used by the researcher / student.
- Hypothesis: A hypothesis is a statement about the variables and their relationship examined in the thesis: "I assume that…" The hypothesis should be based on facts proven by others in the past (research literature). The hypothesis formulates a new assumption to be tested. It must be testable and verifiable by applying the same methods by another researcher.
- The hypothesis should not contain trivial statements, known facts, or what has already been known from the literature.
- The thesis must contain 3-5 research questions and/or hypotheses at master's level.

3.4.2. Presentation of the circumstances and location of the research

- This subchapter includes detailing the circumstances of the study, including the method(s) used, and time and place of data collection. The possibility of potential research bias should be also noted here.

3.4.3. Presentation of the sample

- The sample is the subject of research, which provides measurable variables and data. The test sample must be well defined and well described, and the choice of the sample must be justified. The characteristics of the sample should be described briefly but precisely in terms of variables (e.g. number of participants, and their gender, age, education; in case of document analysis: its size, quality characteristics, structure characteristics must be listed; in case of describing an organization: its size, sector, ownership structure, activity characteristics should be detailed). Presentation of the demographic composition of the participants (based on the number of women / men, education or other factors relevant to the research objectives) should also be listed. Finally, the sample description must contain information about how many individuals were asked, of which how many responded, how much data has been actually processed from the full dataset (questionnaire, interview).
- Data collection requirements in empirical research studies
  <u>Questionnaires:</u> a test sample of at least 100 people, and 15-20 questions per questionnaire must be included.

Interviews: a sample of at least 10 people, with 8-12 questions (depending on the topic, the minimum requirement can be deviated from with the agreement of the supervisor)

3.4.4. Presentation of the research methods

- The method(s) used in the study and information processing must be briefly described. The academic reference must be indicated for each method. If the student uses mathematical-statistical procedures during data processing, the name of the applied statistical processing software (e.g. Excel, SPSS) and software-specific descriptions must be introduced.
- The rationale for the applied research methods should be briefly presented. The full method, e.g. the structure, topics of the questionnaire, aspects of the document analysis, or the outline of the interview / focus group plans should be included in the Annex (Appendix) at the end of the thesis, in a clear format that it can be comprehended by any professional.
- The limitations of the study should be also described in the methods chapter.

3.4.5. Presentation of the results

The aim of the Results chapter is to provide a logical, easy-to-follow and well-illustrated clear description of the results of the students' own study by using tables, graphs and diagrams.

The analysis and the presentation of the findings should follow the research questions/hypotheses, and the concepts and models presented in the theoretical background of the thesis (literature review).

When describing the results and the research topic, the text should be objective and critical in its evaluation, but should also reflect the student's personal views on the topic.

Concerning the research methods, quantitative and/or qualitative data are accepted. **Quantitative data** apply to responses to questionnaires and analyses, analysis of existing statistics, or quantified results of content analysis. Such data are analysed using mathematical and statistical methods, and are presented in a summarised and tabulated format. It is useful to present both, the data and results in a format which succinctly and comprehensively verifies the study's objectives and hypotheses.

Sources of **qualitative data** can be conversations, observational studies, interviews, focus groups, TV or radio programmes, newspapers or other printed text documents. In the thesis, such sources must also be processed with an analytical approach. Mere description of the data is not sufficient and will be not accepted.

For both types of data, it is important to present the results accurately and realistically. It is expected from all submitted works to meet the credibility requirements of the study. When presenting the results, it is essential that, in addition to the mere presentation and description of the data, the data are analysed and evaluated in the thesis. When interpreting the results, it is important not to draw exaggerated conclusions which cannot be concluded clearly from the data (e.g. in the case of a sample of 15 people, do not draw general conclusions about men/women). It is also expected to elaborate on the study's limitations, and the validity of the results and the conclusions.

Concerning objectivity, the data should be presented completely: it is forbidden to select only certain parts of the results on the basis of the researcher's personal bias (e.g. omitting data which do not support the hypotheses). It is the students' ethical responsibility to present their data correctly.

3.4.6. Figures and tables

The overview and interpretation of the results of the research can be greatly underpinned by various diagrams, charts and tables. Tables and Figures are recommended, either, to embed into the text, or to be presented in the Appendix. This should be decided based upon the topic and the content of each figure and table. However, tables and figures which appear only in the Appendix should also be introduced in the main text within the thesis.

Tables and figures (e.g. drawings, photographs, graphs, diagrams) should be numbered and titled consecutively in the thesis. In the text, each table and figure should be referred to by its serial number. All tables and graphs/figures should have a short title expressing clearly what they present. The source or origin of the table/figure must be also listed. The type of data (e.g.: number of items or persons, percentages), and where relevant, the number of participants/subjects (e.g.: N=15) should be provided in the tables and figures.

Note that different types of figures have different functions, so take these into account when choosing a diagram. For instance,

- Pie charts: distribution of data, displaying ratios
- Column charts: comparing distributions of magnitudes displayed in numbers, comparing frequencies, showing correlations and interdependencies between variables, or indicating changes in various time periods
- Line graphs: depicting a relationship between two variables, displaying tendencies in the data

Diagrams or graphs should be consistent throughout the thesis. Care should be taken to ensure that the proportion of graphs or charts is not excessive, either in their size or frequency.

3.4.7. Specific requirements for each method

3.4.7.1. Presenting interview results of qualitative studies

When presenting interview results, all interviews must be summarised to make it possible to conclude the main tendencies and relationships from the interviewees' responses. The thesis does not have to include the transcribed text or audio recordings of the interviews, however, they must be available upon request. It is important that the interviewees' responses can be identified or distinguished from one another, even in the case of anonymous data collection. (Sample sentence for such identifications among interviewees: *For this question, interviewee A answered 'no', while interviewees B and C answered 'yes*').

To illustrate relationships between questions, we recommend clustering the answeres related to the interview questions (e.g.: "Why are you unemployed?" question was answered by all participants as ...). The advantage of this method is that since the interviewees' thoughts and expressions are recorded in written or audio document, presenting them as examples in the thesis makes the research study more authentic. (E.g. *"I think there is nothing more important and inspiring in the world than learning"*, said interviewee H). If the research aims / results require, more detailed information about the participants, the quotes should be accompanied with further detail (e.g.: "*I think there is nothing more important and inspiring in the world than learning"*, said interviewee H, female, primary school graduate)

3.4.7.2. Presenting questionnaire results of a quantitative study

Concerning the questionnaire data, it is required to present a review and summary of the analysis. Where relevant, it is also desirable to present relationships or comparisons between different questions (i.e., distribution of answers to a specific question by gender or the age of respondents. For example, "in response to the question on the cause of unemployment, 46% of the respondents answered ..., and 54% ...."). Beyond the mere presentation of the data, it is necessary to provide an in-depth written analysis in which data is interpreted, and relationships are identified.

When presenting the results of the questionnaires, the number of participants (subjects) should be indicated in the figures and tables (e.g. N=236).

3.4.7.3. Presenting the results of a document analysis

The results of the document analysis should be presented in similar fashion as described above, and that themes should be structured with keywords highlighted in bold.

B) In the case of theoretical/historical, multidisciplinary thesis

3.4.8. Identifying theoretical frameworks and research methodology

In theoretical/historical research applies, students can investigate the development or evolution of a problem/issue over a time period, or alternatively they can conduct comparative analysis (e.g. examining an issue or phenomenon in different periods and provide a comparison of such periods).

The sources of theoretical and historical analyses, are documents closely related to the focus of the research. Three research methods are regularly applied in theoretical/historical research: content analysis, analysis of statistical sources and analysis of historical documents. To prepare the thesis, these methods may be used as a singular method or in combination with one another.

In the introduction part of the thesis, it is important to justify the choice of the research topic, highlight its social and professional importance, and possibly highlight the student's personal involvement in the issue. Further in the thesis, the student should provide a more detailed definition of the research area and research objective(s), hypotheses and/or research questions, the methods of data collection, methods of data processing and types of analyses. Then, it is followed by a section in which the theoretical and historical background of the study is detailed by defining and presenting concepts, theories and models that are relevant to the central theme of the thesis and its historical context. Furthermore, the thesis should also include a chapter summarizing the literature on the methodological underpinnings, the main findings and results, and its substantive conclusions in the research area.

Depending on the aim of the research, the central theme of the thesis may be developed through biographical and bibliographical analysis, historical-sociological, social-historical or empirical data collection and analysis, or through content analysis of various journals and publications. By analysing documents or statistics related to the subject, comparative studies can be used to show changes over a time period in a particular field, and the history of its development, as well as main trends and developments of a given topic or issue. For instance, subjects of such analyses can be conducted on social initiatives, professions, education systems or movements, schooling or trainings, or on a specific educational course by comparing the different periods during its evolvement. **Content analysis** aims to answer questions such as "who, what, to whom, why, how and with what effect?". Content analysis can be performed on, for example, textbooks, journals, papers, school assignments, individuals' notes or drawings, institutional policies/regulations, websites, notebooks, or excerpts of such materials. The selected texts/information should be coded (converted into data), then grouped into themes and categories to be analysed. In the case of **statistical data analysis**, data should be extracted from already existing sources, which can be accessed and obtained from various databases and libraries. Subjects of **historical analysis** may be concerned with, for example, concepts, views, theories, notions, and their development and/or evolution. Comparative historical analysis can be used to compare periods or regions; descriptive historical analysis aims to describe events and phenomena chronologically, and interpretive historical analysis is used to present events or phenomena in the context of the whole system in the light of a particular period.

C) In the case of studies dealing with the development

3.4.9. Antecedents and justification of the development

Each development must be based on empirical research. The first step in the development process must begin with formulating and elaborating on the problem or question to be researched, and forming research objectives and hypotheses, and in the second step, choosing a research method. Depending on the research objective(s) and the expected results, both, qualitative and quantitative methods can be adopted. Questionnaires, experiments, field research, observation studies, interviews, focus groups, content analysis, analysis of existing statistics, and case studies can be applied to assess the impact of development in a particular field.

The first step in the development study should involve descriptive research on the background and antecedents of the development. Second, the research needs to explore the situation before the development would be carried out, by describing the current situation. Finally, the pre-development stage must be supplemented by desk research results relevant to the topic or range of topics of the research (i.e., results and lessons learned from existing literature on a topic: where, what surveys have been carried out on the topic and what the results were).

At the next step, results of the previously conducted exploratory research should be compared with the development objectives what has already been set and defined. This serves as the basis of designing an empirical study to test the development plans. Depending on the complexity of the development, this process can be repeated several times, thus, to provide a chance examining and testing the development in several rounds.

As mentioned above, the new system that has been planned for the development study, should be subjected to empirical research for testing its feasibility (i.e., to examine and assess how it works in practice). In this research phase, the survey needs to be repeated, using the same method as in the first exploratory research phase (e.g. if a questionnaire was used previously, it should be used again this time; if interviews were conducted, they should be done again). It is important that the focus of questions and particular questions should be the same, also the participants/cases/phenomena of the research should be also the same who were involved in the development phase, therefore on whom the impact of the development can be measured. This way, the first exploratory study is repeated, so that the initial situation with the new, already "developed" situation can be compared.

Research methodology calls these type of processes ‘evaluative research’ or ‘impact research’ in which first, we survey the initial state, second, we intervene with our development plan into that particular state, and third, we assess again to see whether a change has taken place. If change can be recognised, it must be examined whether it is really the result of the development, and if so, what kind of change has taken place. The description of the process and the results must be presented in the results section of the thesis, and must be compared with the study’s research objectives and hypotheses.

3.5. Conclusions and proposals

Conclusions of the thesis are those research-specific conclusions that can be drawn from the literature and from the results of the students’ own study/research. Proposals are descriptions and justifications based on the specific findings of the student’s research, and which can be applied in future professional applications or future academic research.

The conclusions and proposal section should include:

- confirmation or rejection of hypotheses
- answering the research questions
- comparing own results with literature, and adding own opinion
- demonstrate that the objectives have been achieved,
- summary of the conclusions along the hypotheses, and making them applicable for the stakeholders,
- concrete, tangible and feasible proposals for future research
- suggestions for future research or the continuation of the research.

3.6. Summary

The thesis must be summarised in the Summary chapter (1-4 pages) by highlighting the essential elements of the thesis (based on the chapters written, briefly and concisely). The purpose of this chapter is to provide a complete overview of the student's work concerning

- the topic, aim(s) of the thesis, hypotheses, summary of methods
- summary of the results of the study
- comparison of own results with the literature
- description of specific conclusions
- limitations of the study
- suggestions for future studies (possibilities for further research)
- description of the potential applications (e.g.: which area of research could benefit from the results of this research).

3.7. Bibliography

The bibliography applies to a list of books, studies, research papers and other sources of literature to which students refer in their thesis. The bibliography should be arranged in alphabetical order according to the first authors' surname.

- Only works that are referenced in the text should be included in the bibliography, and all cited literature should be included.
- We suggest to create separate sections of references depending on their style:
  - academic literature (books, journal articles, PhD theses),
  - other literature (legislations, internal publications, Internet sites, databases).
- The format and typography must be consistent across the bibliography.
- No titles (e.g. Dr.) are used for authors.
- The names of all co-authors should be listed in the bibliography.

The APA citation system is used for the bibliography.
Description and examples are available at the website of the Institute: https://fti.ppk.elte.hu/thesis
Further examples can be reached via the following link:
https://apastyle.apa.org/style-grammar-guidelines/references/examples

3.8. Annex (Appendix)

The following types of documents can be presented in the annex:

- methodological documentation (questionnaires, interview schedules, focus group plans, interview responses, calculations, etc.)
- documents, tables and figures that are useful for understanding the thesis
  - necessary for understanding the paper, but too detailed to place it into the main text

- it would interrupt the text too often due to their large number of tables and figures

- pictures/photos

Annexes should be numbered separately at the end of the thesis – for example:

Annex 1: Research questionnaire
Annex 2: Tables
Annex 3: Figures
Annex 4: List of tables
Annex 5: List of figures

4. Final Examination

The final examination consists of two parts:

4.1. Thesis defence (I.)

In a 10-minute-long presentation with a maximum of 10 slides (no further formal requirements are layed), the candidate:

- Introduces the thesis
- Answers the reviewers' enquiries
- Reflects on comments and questions of the examination committee
- Please note, that the presentation file must be uploaded to the laptop by the examinee in the morning of the final exam

4.2. Discussion (II.)

The candidate presents his/her theoretical knowledge and familiarity with the relevant literature by discussing two topics.

- The topics are assigned by the supervisor of the thesis which the student receives with the thesis review
- For each topic, the candidate should use at least 5 items of literature for preparation
- The list of 10 literature items used for preparation should be sent to the Institute's secretariat **(fti@ppk.elte.hu)** for a preliminary review 2 days before the Final Examination.
- At the examination, the committee chooses one topic for the candidate, who introduces the selected topic in a 5-minute-long presentation with no prior preparation time.

As the result of the final examination, the student receives a mark out of five, which consists both, the evaluation of the defence and the thesis.

Appendices

Annex #1 – Cover sample

Eötvös Loránd University
Faculty of Education and Psychology
Human resource counselling master programme

THESIS

Student's name (same as in Neptun!)

year

Aneex #2 – Front page sample

Eötvös Loránd University
Faculty of Education and Psychology
.... programme

Title of Thesis

Subtitle *(if applicable)*

Written by:
Student's name

Supervisor:
Name
Position: e.g. Associate professor

year

Annex #3 – Standpoints for the thesis review

Recommended standpoints for internal reviewers

Rejection (fail) of the thesis should be considered if:

- the quality or the amount of the cited literature is inappropriate;
- the chosen topic is not related to the training goals of the master's program;
- its scope and length falls short of the minimum requirements;
- does not meet the formal requirements;
- a significant amount of literature is missing;
- does not contain research questions or hypotheses;
- the applied research method is not suitable for testing the research questions;
- the selection of the research sample strongly distorts the results;
- does not contain a summary, conclusions, or suggestions.

Note. Data collection requirements in empirical research studies

For questionnaires: a test sample of at least 100 people, and 15-20 questions per questionnaire must be included;
For interviews: a sample of at least 10 people, with 8-12 questions (Depending on the topic, the minimum requirement can be deviated from with the agreement of the supervisor)

The thesis can be classified as **sufficient** if

- the chosen topic fits the training goals of the master's program,
- meets the formal requirements,
- although it contains the appropriate amount of cited literature, its quality and relevance is questionable,
- the processing of the literature does not include the student's reflection,
- source designations of the literature are incomplete,
- the placement and presentation of the results is of an inadequate standard when discussing the topic,
- an inadequately sized sample has been processed in the study,
- in the case of a theoretical research study, the sources and problem identification are inadequate,
- in the case of a study focusing on development, the necessity of the innovation is not established, the process description is not logical, the effectiveness of the innovation is not underpinned, and its usefulness is questionable.

The thesis can be classified as **average,** if

- it processed a sufficient number of relevant literature,
- the processing of the literature occasionally includes reflection,
- most of the source designations are appropriate,
- the sample size is adequate but the analysis of the data is incomplete,

- in theoretical research study, the sources and the problem statement are adequate, however, the problem is not discussed in the analysis from multiple aspects,
- in studies dealing with development, the necessity of innovation is established, however, the description of the process is not logical, and its results and benefits are only partially substantiated.

The thesis is of **good**, if

- it processes an appropriate amount and quality of relevant literature,
- the processing of the literature is professional and includes the student's own opinion and reflections,
- the language and vocabulary in the literature review is discussive,
- the sample size is appropriate, the data analysis is descriptive (primarily frequency analysis), but it also examines more complex relationships,
- in a theoretical research study, the sources and the problem statement are novel, the problem is illuminated from several directions,
- in the case of studies dealing with development, the necessity of innovation is established, the process description is clear, and its results and benefits are mostly supported,
- the conclusions of the examination are correct,
- it contains suggestions.

The thesis is graded **with honors** (excellent) if

- in addition to the above, it can be characterised by appropriate language, readability and precise language,
- the sample size of the study is appropriate, the analysis of the data is not only descriptive but examines more complex relationships,
- in the case of theoretical research study, the sources and the problem statement are novel, it sheds light on the problem from several directions, and contains new findings and directions for further progress,
- in case of a study dealing with development, the necessity of innovation is established, the process description is clear, the results and benefits are fully supported, and it reports about experiences from practice,
- formulates conclusions and options for further progress,
- in the summary section of the thesis, the processing and overview of the literature, the results of the study together with the conclusions form a coherent and logical argument.

The review must include a minimum of 1000 characters of a written evaluation.