



UNIVERSITETS- OG HØGSKOLERÅDET

The Norwegian Association of Higher Education Institutions

**Grading of master's theses
in Master of Science in Business Administration
(with the supplementary title "siviløkonom")**

**Adopted by the working group on the authorisation of the
National Council for
Economic and Administrative Education
(NRØA)
10 June 2014**

The introduction of the grade description will come into effect for master's theses submitted from spring 2015

Grade	Designation	Description
A	Excellent	<p>Generally: An excellent performance that clearly stands out at a national level</p> <ul style="list-style-type: none"> – displays excellent insight into the academic theories and methods in the field and knowledge at an exceptionally high level. The goals of the thesis are clearly defined and easy to understand – can choose between and use relevant methods of research and academic development, and masters the methods used in a convincing manner – The work is innovative and has required very extensive work – has an excellent ability to analyse and critically relate to different sources of information and to use these to structure and articulate academic arguments – has in an outstanding manner conducted an independent, delimited research or development project under supervision and in line with applicable norms of research ethics – displays excellent capacity for critical reflection, and can clearly distinguish between own contribution and the contributions made by others – shows that they have undertaken extensive independent work and has excellent mastery of the expressive forms of the field. The thesis has an advanced form, structure and language.
B	Very good	<p>Generally: A very good performance that clearly stands out</p> <ul style="list-style-type: none"> – displays very good insights into the academic theories and methods of the field and knowledge at a very high level. The goals of the thesis are clearly defined and easy to understand – can chose between and use relevant methods of research and academic development, and masters the methods used in a very good manner – The work is innovative and has required extensive work – has a very good ability to analyse and critically relate to different sources of information and to use these to structure and articulate academic arguments – has in a very good manner conducted an independent, delimited research or development project under supervision and in line with applicable norms of research ethics – displays very good capacity for critical reflection, and can clearly distinguish between their own contribution and the contributions made by others – shows that they have undertaken extensive independent work and has very good mastery of the expressive forms of the field. The thesis has an advanced form, structure and language.

C	Good	<p>Generally: A generally good performance</p> <ul style="list-style-type: none"> – displays good insight into the academic theories and methods of the field and knowledge at a high level. The goals of the thesis are generally defined well – has chosen relevant and correct methods for research and academic development and masters the methods used well – The work is good and the thesis represents a normal scope of work – has a good ability to analyse different sources of information and can use these in an independent and competent manner to structure and articulate academic arguments – has conducted an independent, delimited research or development project under supervision and in line with applicable norms of research ethics – displays capacity for critical reflection, and can distinguish well between their own contribution and the contributions made by others – masters the forms of expression in the field well. The thesis has good form, structure and language
D	Satisfactory	<p>Generally: A clearly satisfactory performance</p> <ul style="list-style-type: none"> – displays satisfactory insight into the academic theories and methods of the field, and shows that they have a satisfactory level of knowledge. The goals of the thesis are not defined clearly – has chosen relevant and correct methods for research and academic development and masters the methods used to a satisfactory degree. – The work appears to have required a modest amount of work – has some ability to analyse different sources of information independently but depends on relatively close supervision in order to structure and articulate academic arguments – has conducted an independent, delimited research or development project under supervision, but the thesis has clear potential for improvement. The work is in line with applicable norms of research ethics – displays capacity for critical reflection, but has difficulty in distinguishing well between their own contribution and the contributions made by others – masters the forms of expression in the field to a satisfactory degree. The thesis has a satisfactory form, structure and language.
E	Sufficient	<p>Generally: A performance that is sufficient in that it satisfies the minimum requirements</p> <ul style="list-style-type: none"> – has sufficient insight into the academic theories and methods of the field. The goals of the thesis are described but appear unclear – has chosen relevant and correct methods for research and academic development, and masters the methods used in a manner that satisfies the minimum requirements – The work appears to have required a very modest amount of work and seems fragmented – shows some independent ability to analyse different sources of

		<p>information, but depends on relatively close supervision in order to formulate academic arguments</p> <ul style="list-style-type: none"> – is clearly dependent on supervision in order to complete a delimited research or development project. The work is in line with applicable norms of research ethics – shows sufficient capacity for critical reflection, but has not utilised the competency of the research community in a good way – can generally use the expressive forms of the field, but the form, structure and language of the thesis have notable deficiencies
F	Fail	<p>Generally: A performance that does not satisfy minimum requirements</p> <ul style="list-style-type: none"> – has insufficient insight into the academic theories and methods of the field. The goals of the thesis are not clearly described, or are not described at all – lacks competency in the methods of the field, and lacks technical skills in the methods that were utilised – The work required modest work and is fragmented – does not use existing sources of information, and has not understood or wanted to use advice and guidance – does not show sufficient capacity for critical reflection, and has not utilised the competency of the research community in a good way – The presentation shows significant deficiencies in its form, structure and language

The National Council for Economic and Administrative Education (NRØA) has also adopted the following regarding the grading of master's theses in economics and administration:

- NRØA wants the transcripts to show that NRØA has introduced new grade descriptions that came into effect for master's theses submitted from spring 2015.
- NRØA recommends that the grade descriptions be sent to all examiners of master's theses and all master's degree students to ensure that the grade descriptions are implemented
- NRØA has decided that approximately 15-20 master's thesis are to be re-assessed by a qualified examiner group each year. NRØA will return to how this decision can be implemented in the most appropriate manner.
- At most of NRØA's member institutions, the master's thesis is assessed by the supervisor and one external examiner. NRØA believes that all institutions should follow the same rule with regard to the role of the supervisor in the examination.
- Some NRØA institutions have an oral hearing in connection with the examination of the master's thesis, while others do not. Though NRØA sees many advantages of an oral hearing, NRØA believes that each institution can continue its current practice in this area.

- NRØA has not prepared a common guide for examiners. This is left to each institution. However, NRØA thinks that if it turns out that sending examiner guides to examiners is common practice, then NRØA should prepare an examiner guide adapted to our programme.

- NRØA does not propose the use of a common examiner form