

## Master's thesis evaluation criteria at LAB University of Applied Sciences (17.8.2022)

Object of assessment	Excellent 5	Very good 4	Good 3	Satisfactory 2	Passable 1	Fail 0
<b>Topic selection and objectives</b>	<p>The student can</p> <ul style="list-style-type: none"> <li>- select a current, innovative and demanding topic in the field</li> <li>- justify and define the topic logically and clearly, based on up-to-date information, research or development needs in the field</li> <li>- reflect on the topic in depth and from many angles relating to the field</li> <li>- critically set clear and logical goals.</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- select a current and significant topic in the field</li> <li>- justify and define the topic logically and clearly, taking into account existing research data or development needs in the field</li> <li>- reflect on the topic in depth and from many angles relating to the field</li> <li>- set clear and logical goals.</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- select a topic that suits the field well</li> <li>- justify and define the topic logically and clearly</li> <li>- position the topic in relation to the specific field</li> <li>- set clear goals.</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- select a topic related to the field</li> <li>- justify and define the topic to some extent</li> <li>- set suitable goals for the topic.</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- select a topic related to the field</li> <li>- define the topic to some extent</li> <li>- describe the objectives.</li> </ul>	<p>The student has not attained the skills and goals of a passing grade.</p>

<b>Knowledge base and use of sources</b>	<p>The student can</p> <ul style="list-style-type: none"> <li>- prepare a versatile, extensive and topical knowledge base in relation to the thesis topic, objectives and methods, demonstrating expert knowledge of the topic</li> <li>- critically and analytically apply and combine diverse information sources</li> <li>- systematically seek, use and apply relevant national and international research, the most recent research data and other expert information sources in a</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- prepare a versatile and topical knowledge base for the thesis, demonstrating knowledge of the topic</li> <li>- critically and analytically combine diverse information sources</li> <li>- systematically seek, use and apply relevant national and international research, the most recent research data and other expert information sources</li> <li>- use and combine concepts consistently, presenting the</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- prepare an appropriate knowledge base for the thesis, demonstrating knowledge of the topic</li> <li>- combine diverse information sources</li> <li>- seek, use and apply relevant national and international research and other expert information sources</li> <li>- use concepts consistently, presenting interconnections between concepts.</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- prepare a knowledge base for the thesis</li> <li>- search for, use and combine relevant information sources</li> <li>- use concepts that are essential for the topic.</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- prepare a knowledge base for the thesis</li> <li>- search for and use information sources</li> <li>- use concepts related to the topic.</li> </ul>	<p>The student has not attained the skills and goals of a passing grade.</p>
--	--	---	---	--	--	--

	<p>critical and diverse way</p> <ul style="list-style-type: none"> <li>- use and combine concepts comprehensively and consistently, presenting the interconnections between concepts clearly and with justifications.</li> </ul>	<p>interconnections between concepts clearly and with justifications.</p>				
<b>Implementation and methods</b>	<p>The student can</p> <ul style="list-style-type: none"> <li>- use an approach and/ a research/development method suitable for the thesis objective and critically justify the choices based on literature or other information sources in the field</li> <li>- assess the applicability of the chosen method</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- apply an approach and/or a research/development method suitable for the thesis objective and justify the choices based on literature or other information sources in the field</li> <li>- assess the applicability of the chosen method</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- use the chosen approach and/or research/development method and justify the choices</li> <li>- assess the applicability of the chosen method</li> <li>- collect or produce material suitable for the thesis objective</li> <li>- complete the thesis work</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- describe the chosen approach and/or research/development method</li> <li>- collect or produce the material</li> <li>- complete the thesis work according to the plan</li> <li>- analyse the material</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- describe the chosen method</li> <li>- collect or produce material</li> <li>- complete thesis work</li> <li>- analyse the material to some extent.</li> </ul>	<p>The student has not attained the skills and goals of a passing grade.</p>



<p><b>presentation</b></p>	<ul style="list-style-type: none"> <li>- present the results and conclusions in a justified, clear and illustrative manner</li> <li>- assess the results and conclusions critically and justifiably in relation to the objectives and theory base of the thesis work, as well as assess the connections between the results and the development and innovation activities in working life</li> <li>- present justified proposals for development and further research that benefit the sector.</li> </ul>	<ul style="list-style-type: none"> <li>- present the results and conclusions in a justified and illustrative manner</li> <li>- assess the results and conclusions justifiably in relation to the objectives and theory base of the thesis work</li> <li>- present proposals for development and/or further research that benefit the sector.</li> </ul>	<ul style="list-style-type: none"> <li>- present the results and conclusions with justifications based on working life phenomena and the material</li> <li>- combine the results and conclusions with the thesis objectives</li> <li>- propose development and/or further research.</li> </ul>	<ul style="list-style-type: none"> <li>- present the results and conclusions</li> <li>- combine results from the thesis work with objectives</li> <li>- propose further actions.</li> </ul>	<ul style="list-style-type: none"> <li>- present results and conclusions</li> <li>- propose further actions.</li> </ul>	<p>the skills and goals of a passing grade.</p>
----------------------------	---	---	--	---	---	---

<b>Expertise and thesis process</b>	<p>The student can</p> <ul style="list-style-type: none"> <li>- assess the thesis process critically, profoundly, justifiably and diversely</li> <li>- systematically and justifiably take ethical aspects into account in the various stages of the thesis process</li> <li>- work in a goal-oriented, systematic, determined and independent manner</li> <li>- act smoothly and constructively with those participating in the thesis process and communicate the progress of the</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- assess the thesis process justifiably and diversely</li> <li>- justifiably take ethical aspects into account in the various stages of the thesis process</li> <li>- work in a goal-oriented, systematic and independent manner</li> <li>- act smoothly and constructively with those participating in the thesis process and communicate the progress of the thesis process.</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- assess the thesis process justifiably</li> <li>- take ethical aspects into account in the various stages of the thesis process</li> <li>- work in a goal-oriented and independent manner</li> <li>- act smoothly with those participating in the thesis process.</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- assess the thesis process</li> <li>- take into account ethical aspects related to the thesis process</li> <li>- work towards goals under guidance</li> <li>- act with those participating in the thesis process in an appropriate manner.</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>- express their views on the thesis process</li> <li>- identifies ethical aspects related to the thesis process</li> <li>- work under guidance</li> <li>- act with those participating in the thesis process.</li> </ul>	<p>The student has not attained the skills and goals of a passing grade.</p>
-------------------------------------	--	---	---	--	--	--

	thesis process clearly.					
<b>Reporting and language</b>	<p><b>The student can</b></p> <ul style="list-style-type: none"> <li>- write a thesis report with a consistent and balanced structure</li> <li>- write very fluent, cohesive, and factual-style text</li> <li>- write accurate text with almost no linguistic errors</li> <li>- indicate sources and references without errors and refer to sources diversely using both the author- and subject-oriented styles</li> <li>- elucidate the report visually: if</li> </ul>	<p><b>The student can</b></p> <ul style="list-style-type: none"> <li>- write a thesis report with a consistent structure</li> <li>- write fluent, cohesive, and factual-style text</li> <li>- write text mostly without linguistic errors</li> <li>- indicate sources and references with almost no errors and refer to sources quite diversely using both the author- and subject-oriented styles</li> <li>elucidate the report visually: if the report</li> </ul>	<p><b>The student can</b></p> <ul style="list-style-type: none"> <li>- write a thesis report with a mostly consistent structure</li> <li>- mostly write fluent, cohesive, and factual-style text</li> <li>- mostly write linguistically good text</li> <li>- indicate sources and references with almost no errors</li> <li>- elucidate the report visually: if the report</li> </ul>	<p><b>The student can</b></p> <ul style="list-style-type: none"> <li>- write a thesis report with a structure that has consistent elements</li> <li>- write factual-style text but the style may be faltering and cohesion elements may be lacking</li> <li>- write text that conveys the message despite the errors</li> <li>- indicate sources and references, but there are some shortcomings in them</li> <li>elucidate the report visually: if the report</li> </ul>	<p><b>The student can</b></p> <ul style="list-style-type: none"> <li>- write a thesis report but the structure is imperfect or not logical</li> <li>- write text but the style is faltering and there are plentiful linguistic errors</li> <li>- write text that conveys the message despite the plentiful errors</li> <li>- indicate sources and references, but there are shortcomings in them</li> <li>elucidate the report visually: if the report</li> </ul>	<p><b>The student has not attained the skills and goals of a passing grade.</b></p>

	the report contains images, figures or tables, they are appropriate and finalised, also referred to and elaborated on in the text.	contains images, figures or tables, they are appropriate and clear, also referred to and elaborated on in the text.	contains images, figures or tables, they are appropriate, clear and referred to in the text.	contains images, figures or tables, they are appropriate and mostly referred to in the text. The captions are mostly logical.	contains images, figures or tables, they remain disconnected. The captions are not logical.	
--	--	---	--	---	---	--