

Master's thesis evaluation criteria at LAB University of Applied Sciences (August 1, 2026)

Object of assessment	Excellent 5	Very good 4	Good 3	Satisfactory 2	Passable 1	Fail 0
Topic selection and objectives	The student can - select a current, innovative and demanding topic in the field - apply principles of sustainable development in the field of study and to the topic in an innovative way - justify and define the topic logically and clearly, based on current information, previous research or development needs in the field - reflect on the topic in depth and multidisciplinary relating to the field - critically define clear and logical objectives	The student can - select a current and significant topic in the field - apply principles of sustainable development in the field of study and to the topic - justify and define the topic logically and clearly, based on previous research or development needs in the field - reflect on the topic in depth and multidisciplinary relating to the field - define clear and logical objectives	The student can - select a topic that suits the field well - justify and define the topic logically and clearly - position the topic in relation to the specific field - define clear objectives	The student can - select a topic related to the field - justify and define the topic to some extent - define suitable objectives for the topic	The student can - select a topic related to the field - define the topic to some extent - describe the objectives	The student has not attained the skills and goals of a passing grade

Theoretical background and use of sources	The student can - prepare a versatile, extensive and topical theoretical background in relation to the thesis topic, objectives and methods, demonstrating expert knowledge of the topic - critically and analytically apply and combine diverse information sources - systematically search for, use and apply relevant national and international previous research and other expert information sources in a critical and diverse way - use and combine concepts comprehensively and consistently, presenting the connections between concepts clearly and with justifications.	The student can - prepare a versatile and topical theoretical background for the thesis, demonstrating knowledge of the topic - critically and analytically combine diverse information sources - systematically search for, use and apply relevant national and international previous research and other expert information sources - use and combine concepts consistently, presenting the connections between concepts clearly and with justifications.	The student can - prepare an appropriate theoretical background for the thesis, demonstrating knowledge of the topic - combine diverse information sources - search for, use and apply relevant national and international previous research and other expert information sources - use concepts consistently, presenting connections between concepts.	The student can - prepare a theoretical background for the thesis - search for, use and combine relevant information sources - use concepts that are essential for the topic.	The student can - prepare a theoretical background for the thesis - search for and use information sources - use concepts related to the topic.	The student has not attained the skills and goals of a passing grade.
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Research methods and implementation	The student can - use an approach and research method suitable for the thesis objective and critically justify the choices based on literature or other information sources in the field - assess the applicability of the chosen method clearly and with justifications - justifiably collect or produce comprehensive data in relation to the thesis objective - analyse data justifiably and diversely. - assess the reliability of the data, analysis and results with justifications and in a critical manner.	The student can - apply an approach and a research method suitable for the thesis objective and justify the choices based on literature or other information sources in the field - assess the applicability of the chosen method clearly and with justifications - justifiably collect or produce comprehensive data in relation to the thesis objective - analyse the data in a justifiably and diversely. - assess the reliability of the data, analysis and results with justifications.	The student can - use the chosen approach and research method and justify the choices - assess the applicability of the chosen method - collect or produce data suitable for the thesis objective - analyse the data with justifications - assess the reliability of the data, analysis and results.	The student can - describe the chosen approach and research method - collect or produce the data - analyse the data - identify reliability factors.	The student can - describe the chosen method - collect or produce data - analyse the data to some extent.	The student has not attained the skills and goals of a passing grade.

Results, conclusions and their reporting	The student can - report the results and conclusions in a justified, clear and illustrative manner - assess the results and conclusions critically and justifiably in relation to the objectives and theoretical background of the thesis, as well as assess the connections between the results and the development and innovation activities in working life - present justified proposals for further development and future research	The student can - report the results and conclusions in a justified and illustrative manner - assess the results and conclusions justifiably in relation to the objectives and theoretical background of the thesis work - present proposals for development and future research	The student can - report the results and conclusions with justifications based on working life phenomena and the data - combine the results and conclusions with the thesis objectives - propose development and/or future research.	The student can - report the results and conclusions - combine results with the thesis objectives - propose further actions.	The student can - report the results and conclusions - propose further actions.	The student has not attained the skills and goals of a passing grade.
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Expertise and thesis process	The student can - complete the thesis process independently, innovatively and critically according to the thesis plan - systematically and justifiably take ethical aspects into account in the various stages of the thesis process - work in a goal-oriented, systematic, determined and independent manner - clearly demonstrate and justify their own contribution to the thesis process and report - act smoothly and constructively with those participating in the thesis process and communicate the progress of the thesis process clearly.	The student can - complete the thesis process independently and critically according to the thesis plan - justifiably take ethical aspects into account in the various stages of the thesis process - work in a goal-oriented, systematic and independent manner - clearly demonstrate their own contribution to the thesis process and report - act smoothly and constructively with those participating in the thesis process and communicate the progress of the thesis process.	The student can - complete the thesis process independently according to the thesis plan - take ethical aspects into account in the various stages of the thesis process - work in a goal-oriented and independent manner - demonstrate their own contribution to the thesis process and report - act smoothly with those participating in the thesis process.	The student can - complete the thesis process according to the thesis plan - take into account ethical aspects related to the thesis process - work towards goals under guidance - mostly demonstrate their own contribution to the thesis process and report - act with those participating in the thesis process in an appropriate manner.	The student can - complete the thesis process - identifies ethical aspects related to the thesis process - work under guidance - partly demonstrate their own contribution to the thesis process and report - act with those participating in the thesis process.	The student has not attained the skills and goals of a passing grade.

Reporting and language	The student can - write a thesis report with a consistent and balanced overall structure and internal chapter structure - write very fluent, stylistically consistent and cohesive factual-style text - write accurate text with almost no linguistic errors - indicate sources and references without errors and refer to sources diversely using both parenthetical and narrative in-text referencing - elucidate the report visually: if the report contains figures or tables, they are appropriate and finalised, also referred to and elaborated on notably well in the text.	The student can - write a thesis report with a consistent overall structure and internal chapter structure - write fluent, stylistically consistent and cohesive factual-style text - write text mostly without linguistic errors - indicate sources and references with almost no errors and refer to sources quite diversely using both parenthetical and narrative in-text referencing -elucidate the report visually: if the report contains figures or tables, they are appropriate and clear, also referred to and elaborated on in the text.	The student can - write a thesis report with a mostly consistent overall structure and internal chapter structure - mostly write fluent, stylistically consistent and cohesive factual-style text - mostly write linguistically good text - indicate sources and references with almost no errors using either parenthetical or narrative in-text referencing - elucidate the report visually: if the report contains figures or tables, they are appropriate, clear and referred to in the text.	The student can - write a thesis report that has consistent elements in the overall structure, but that has shortcomings, for example, in the internal chapter structure - write factual-style text but the style may be faltering - write text that conveys the message despite the errors - indicate sources and references, but there are some shortcomings in them -elucidate the report visually: if the report contains figures or tables, they are appropriate and mostly referred to in the text. The captions are mostly logical.	The student can - write a thesis report, but the structure is imperfect or not logical - write text but the style is faltering - write text that conveys the message despite the plentiful errors - indicate sources and references, but there are several shortcomings or errors in them -elucidate the report visually: if the report contains figures or tables, they remain disconnected. The captions are not logical.	The student has not attained the skills and goals of a passing grade.
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