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| **Assessment target** | **Excellent** | **Good** | **Satisfactory** | **Fail** |
| **1. Theoretical starting points (framework) and use of references** | The author has become widely familiar with key sources on the topic.  Key concepts have been defined extensively.  The theoretical bases form a logical and extensive whole with the other thesis parts.  The used sources are original, current, reliable and international. The sources appropriately cover the earlier professional and scientific information on the topic. | The author has become familiar with information on the topic.  Key concepts have been defined.  The theoretical bases are connected to the other thesis parts.  Use of sources supports the topic consistently and critically. The sources are current, relevant and diversified. Foreign sources have also been used. | The author has become familiar with information on the topic in a very limited extent.  There are shortcomings in definition of concepts.  The connection between the theoretical bases and the thesis as a whole is narrow. The frame of reference is too wide or narrow.  Sources have been used superficially and uncritically. Sources are appropriate but one-sided and focus on textbooks or secondary sources. Foreign sources have not been used. | The author has not become sufficiently familiar with information on the topic.  The theoretical or conceptual bases are not connected to the thesis as a whole.  The theoretical basis is weak and contains inaccurate information.  There is incorrectness in use of sources or information has been plagiarised. The sources cover the topic insufficiently, are loosely connected to the topic or have been used uncritically. No foreign sources have been used. |

**BACHELOR’S THESIS** **ASSESSMENT CRITERIA**

updated and approved by TAMK’s curriculum group on 3 June 2019

Bachelor’s theses are topical and based on working life development needs. Professional dialogue with working life representatives is reciprocal, flexible and professionally constructive. The topic develops the student’s professional competence. It is innovative and appropriately limited. The bachelor’s thesis objective and purpose have been defined and justified consistently. They are conveyed to the reader in all phases of the thesis process.

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| **Assessment target** | **Excellent** | **Good** | **Satisfactory** | **Fail** |
| **2. Methods / implementation manner, thesis process, ethicality and reliability** | The implementation manner or used methods have been described and justified fluently.  The student demonstrates mastery of the implementation manner or used methods in such a way that (s)he is able to apply them concretely and consistently in the thesis. | The student masters the implementation manner or used methods in such a way that (s)he is able to apply them in the thesis. | There are some shortcomings in the implementation manner, use of methods or their description. | The student has not familiarised himself/herself with the used implementation manner or methods and does not describe or cannot apply them in the thesis. |
| The student has used supervision appropriately. The thesis has progressed on schedule in a responsible manner.  The student has demonstrated independence and innovativeness during the thesis process.  The student has presented the thesis in agreed seminars or events and been able to defend and evaluate the made choices. | The student has used supervision regularly and demonstrated independence and responsibility during the thesis process.  The thesis has progressed in accordance with the agreed schedule.  The student has justified the made choices.  The student has presented the thesis in agreed seminars or events and been able to defend and evaluate the made choices. | The student has used plenty of supervision and demonstrated considerable dependency on the supervisor or has hardly used any supervision during the thesis process.  The thesis has not progressed in accordance with the agreed schedule.  The student has participated in agreed seminars or events but there are shortcomings in thesis presentation or ability to defend or evaluate the made choices. | The student has not utilised supervision at all and the process has remained unclear to the supervisor.  The thesis process has not been finished.  The student has not participated in agreed seminars or events or presented the work as agreed on.  There is plagiarism in the thesis. |
| The student has considered ethicality and reliability in the thesis in a versatile manner and worked accordingly. | The student has considered ethicality and reliability in the thesis and worked accordingly. | There are shortcomings in consideration of ethicality and reliability and/or working accordingly. | The student has not considered ethicality and reliability in the thesis and/or has violated these principles. |

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| **Assessment target** | **Excellent** | **Good** | **Satisfactory** | **Fail** |
| **3. Results and conclusions / output and discussion** | The results and conclusions or output meet the set objectives.  The author presents and justifies the results and conclusions or output clearly considering them in relation to the theoretical bases and earlier information.  The thesis has produced new practical information and additional value to the orderer / working life partner.  The results / conclusions and output demonstrate the author’s innovativeness, originality, creativity, criticality and ability to apply theoretical information.  The discussion section is diversified, and the student has presented measure and development suggestions and/or potential topics for further study in it. The student has evaluated the thesis process realistically. | The results and conclusions or output mainly meet the set objectives.  Presentation and justification of the results and conclusions or output demonstrate connection to the information and research on the topic.  The results and conclusions or output are applicable to working life. The thesis has answered to the assignment.  The results section or output has been implemented following standard solutions and for the most part the common quality concepts of the professional field. The author’s good competence in the field of the output can be seen in the output.  The author has considered progress of the thesis process and presented measure and development suggestions or potential topics for further study in the discussion section. | The results and conclusions or output only partly meet the set objectives.  There is no clear connection between presentation of the results and conclusions or output and the theoretical bases and earlier information.  The thesis results can only partly be utilised in working life or the thesis has answered to the assignment poorly.  The results section or output is incomplete and may contain errors. The author’s satisfactory competence in the field of the output can be seen in the output.  The author has hardly presented any measure and development suggestions or potential topics for further study in the discussion section. There are shortcomings in self-evaluation of the thesis process. | The results and conclusions or output do not meet the set objectives.  Presentation of the results and conclusions or output is inconsistent and insufficient and has no connection to the theoretical bases and earlier information.  The results and conclusions or output are not applicable to working life. The thesis does not answer to the assignment.  The quality of the results section or output is weak. The thesis contains considerable contentual shortcomings and factual errors.  No measure and development suggestions have been presented.  There is plagiarism in the thesis results.  There are no discussion section, self-evaluation of the thesis process, development and measure proposals or potential topics for further study. |

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| **Assessment target** | **Excellent** | **Good** | **Satisfactory** | **Fail** |
| **4. Thesis presentation and written report** | If required, the student has presented the thesis in an excellent manner considering it from diverse viewpoints and demonstrating professional maturity. | If required, the student has presented the thesis appropriately and been able to justify his/her choices. | If required, the student has presented the thesis but only superficially and without justifying his/her choices. | The student has not presented the thesis even if required. |
| The thesis structure and style are a coherent and finished whole. In the thesis report the thread proceeds fluently throughout the text and there is no repetition. Headings are accurate and describe the contents faithfully.  The thesis report is good formal-style text written in accordance with TAMK’s report guidelines as regards grammar, source references, tables and figures.  The thesis report is approved by the working life representative.  If needed, the student can also present the thesis in a foreign language in an understandable manner.  The thesis author aims at disseminating new information given by the thesis under supervision, for example in an article. | The thread proceeds fluently and the whole is structurally clear. Headings are not accurate throughout.  The thesis report is written in accordance with TAMK’s report guidelines. There are some minor shortcomings in source references, figures or tables.  The thesis report is approved by the working life representative. | The thread jumps from one matter to another. The author’s text and summarised sources do not form a fluent whole. Headlines are not precise.  The thesis report is not fully in accordance with TAMK’s report guidelines. There are some grammar mistakes that impede understanding. Some source references are missing, or they are incorrect.  The thesis report is approved by the working life representative. | There is no clear thread in the thesis and the whole is inconsistent. Headlines do not describe the contents.  The thesis report is not in accordance with TAMK’s report guidelines. It is difficult to understand the text. There are coarse shortcomings and errors in source references.  The thesis report has not been approved by the working life representative. |