

## Thesis assessment criteria at Bachelor's degree level (EQF level 6)

Title of the assessed work

Author(s)

Assessor(s)

### Areas of assessment

| Grade  | Fail 0  | Adequate 1   | Satisfactory 2   | Good 3  | Very good 4  | Excellent 5  |   |
|--|---|--|--|---|--|--|---|
| <b>1. Choice of topic and approach</b>   |   |  |  |   |  |  |   |
| <i>Difficulty of the topic</i>   | The choice of topic does not comply with JAMK's thesis process.                 | The topic is commonplace but supports the student's studies and professional development.  | The topic is fairly common in the field and does not contain new perspectives.   | The topic is fairly common but contains new perspectives.   | The topic is fairly challenging and brings something new to the commissioning party.   | The topic is challenging and brings something new to the field.  | - |
| <i>Definition and specification of problem/objectives of the thesis</i>            | The thesis problem and objectives are not defined.                              | The author attempts to define the problem and objectives, but they remain unclear.   | The thesis problem and objectives are only suggestive. They are partially defined according to the research/development task.        | The thesis problem and objectives are fairly clearly delineated and defined.  | The thesis problem and objectives are clearly delineated and defined.  | The thesis problem and scope are well focused. The objectives are clear and correctly set for the problem/development task.                                | - |
| <i>Development/research approach and its appropriateness</i>                       | There is no development/research approach.                                      | The development/research approach is described but does not suit the phenomenon.   | The development/research approach is described but not justified.  | The development/research approach is described and justifications for the choice are presented.   | The development/research approach is described and justified. It suits the phenomenon.   | The development/research approach is described thoroughly. It suits the phenomenon and justifications are presented. The approach is challenging.          | - |
| <b>2. Knowledge base and structure</b>   |   |  |  |   |  |  |   |
| <i>Appropriateness and adequacy of the knowledge base/theory</i>                   | There is no knowledge base.   | The knowledge base is narrow, based on textbooks and only touches on the development/research topic. The source material is mostly outdated. | The knowledge base is fairly narrow, based on textbooks, supports the development/research topic and is connected to the phenomenon. | The knowledge base is fairly wide, connected to the subject matter and not based on textbooks. The knowledge base is mostly irrelevant to the phenomenon. Sources are treated critically. | The knowledge base is wide and connected to the subject matter. The source material is new and relevant to the phenomenon. Sources are treated critically. | The knowledge base is wide and connected to the subject matter. The source material is new and relevant to the phenomenon. Sources are treated critically. | - |
| <i>Definition of key concepts</i>  | The key concepts are not defined.   | The author attempts to define the key concepts, but they only touch on the problem to be solved/phenomenon being discussed.                  | The key concepts are defined briefly from the viewpoint of the problem to be solved/phenomenon being discussed.                      | The key concepts are defined clearly and linked to the problem to be solved/phenomenon being discussed.   | The key concepts are defined clearly and consistently using previous research.   | The key concepts are described using previous research, and are considered critically.   | - |
| <i>Description of the data collection methods used in the research/development</i> | The data collection methods used in the research/development are not described. | The data collection methods used in the research/development are described briefly and their   | The data collection methods used in the research/development are described and their selection                                       | The data collection methods used in the research/development are described and justified. The   | The data collection methods used in the research/development are described and justified well  | The data collection methods used in the research/development are diverse. They are described   | - |

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| <i>and their appropriateness (selections)</i>  |  | selection is not justified.   | is justified narrowly for the thesis.   | reasons are sufficient for the thesis.   | for the thesis.  | and justified well for the thesis.   |   |
| <i>Description and appropriateness of the data analysis methods used in the research/development</i> | The analysis methods are not described.                    | The analysis methods are described briefly. The analysis methods chosen are not suitable for analysing the collected data.          | The analysis methods are described and justified. The selected analysis methods are simple and suitable for analysing the collected data. | The analysis methods are described and justified sufficiently for the thesis. The methods are commonplace.                 | The description of the analysis methods is appropriate and justified. The methods are more demanding than the basic level. | The description of the analysis methods is diverse and meticulous. The selected analysis methods are demanding.  | - |
| <b>3. Thesis implementation</b>  |  |   |   |  |  |  |   |
| <i>Thesis process/project management (independence, scheduling)</i>                                  | The student is unable to produce the thesis independently. | The student needs more guidance than average with many basic issues.  |   | The student implements the thesis independently and according to the agreed schedule and plan.                             |  | The student implements the thesis successfully in a self-directed manner and is able to independently highlight new solutions/methods.                     | - |
| <i>Implementation of data collection for the development/research</i>                                | The student is unable to collect reliable data.            | The collected data is insufficient and its reliability is weak for the objectives.  | The collected data is narrow and its reliability is fairly weak for the objectives.   | The collected data is sufficient and reliable for the objectives.  | The collected data is large and justified conclusions can be drawn from it for the objectives.                             | The collected data is large, has been considered critically and gives a reliable result for the objectives.  | - |
| <i>Use of data analysis methods</i>  | The use of data analysis methods is inadequate.            | The use of data analysis methods is simple and superficial.   |   | The use of data analysis methods is common and average.  | The use of data analysis methods is above average, and methods are used well.  | The use of data analysis methods is above average, and methods are used well and skilfully.  | - |
| <b>4. Results/output and analysis</b>  |  |   |   |  |  |  |   |
| <i>Achievement of thesis objectives/solving the problem</i>  | The objectives set for the thesis are not achieved.        | The objectives set for the thesis are partially achieved. The commissioning party's feedback points out deficiencies in the thesis. |   | The objectives set for the thesis are achieved. The commissioning party is mostly satisfied with the result.               |  | The objectives set for the thesis are achieved very well. The commissioning party's feedback is very positive.   | - |
| <i>Presentation of the results/output and conclusions</i>  | There are no results/output and conclusions.               | The results/output are presented and conclusions are drawn, but they are inadequate.  | The results/output are presented and the conclusions are suggestive.  | The results/output are presented diversely, and the author attempts to present development ideas based on the conclusions. | The results/output are presented illustratively, and development ideas are presented based on the conclusions.             | The results/output are presented critically, and the viable development ideas presented based on the conclusions are available to the commissioning party. | - |
| <i>Thesis quality assurance and reliability</i>  | There is no reliability/quality assessment.                | The reliability/quality assessment is inadequate.   | The reliability/quality assessment is partial/superficial.  | The reliability/quality assessment is done in a technically correct manner.  | The reliability/quality assessment is thorough.  | The reliability/quality assessment is thorough, and the consideration is reflective  | - |

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|   |   |   |  |   |  | and critical.  |   |
| <b>5. Reporting</b>                               |   |   |  |   |  |  |   |
| <i>Accuracy and illustrativeness of reporting</i> | The student is unable to report on the thesis consistently and illustratively. There are indications of plagiarism in the thesis. | The reporting is illustrative and consistent but contains some logical errors and deficiencies.                             |  | The reporting is consistent, justified and illustrative. There are minor deficiencies.  | The reporting is analytical and illustrative.  | The reporting is compelling and formidable and illustrates acquired competence well. | - |
| <i>Language and formal style of the thesis</i>    | The student is unable to independently produce acceptable text.   | The student produces unstructured text with many different errors in language and style. Requires a great deal of guidance. | The student produces partially unstructured text with repeated errors in language and style. Requires quite a lot of guidance. | The student produces structured text with occasional errors in language and style. Requires some guidance.                                | The student produces fluent and almost error-free text. Does not require much guidance at all. | The student produces fluent and (almost) error-free text. Does not require guidance. | - |
| <i>Compliance with reporting instructions</i>     | Does not follow JAMK's reporting instructions.  | Follows JAMK's reporting instructions. However, there are severe deficiencies in compliance with the instructions.          | Follows JAMK's reporting instructions. However, there are some deficiencies in mastering the instructions.                     | Follows the key points of JAMK's reporting instructions (citing sources, structure, layout). There may be deficiencies with some details. | Follows JAMK's reporting instructions. There may be minor deficiencies with some details.      | Follows JAMK's reporting instructions in all ways.                                   | - |

## REVIEW OUTLINE FOR THE THESIS WORKING GROUP

### Comments:

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|--|--|
| <i>Strengths of the thesis</i>           |  |
| <i>Development targets in the thesis</i> |  |
| <i>Other observations</i>                |  |

Matters of form that must be correct in written theses for public distribution.

|                                       |  |                       |
|---------------------------------------|--|-----------------------|
| 1. Cover sheet                        | Checked?<br><input type="checkbox"/> Yes <input type="checkbox"/> No | Checked by:           |
| 1. Description page in Finnish        | Checked?<br><input type="checkbox"/> Yes <input type="checkbox"/> No | Checked by:           |
| 2. Description page in English        | Checked?<br><input type="checkbox"/> Yes <input type="checkbox"/> No | Checked by:           |
| 3. Guidance with the Finnish language | Checked?<br><input type="checkbox"/> Yes <input type="checkbox"/> No | Checked by:           |
| <b>Reporting</b>                      |  | <b>Comments</b>       |
| 5. Table of contents and structure    | In order<br><input type="checkbox"/> Yes <input type="checkbox"/> No |                       |
| 6. Tables                             | In order<br><input type="checkbox"/> Yes <input type="checkbox"/> No |                       |
| 7. Figures                            | In order<br><input type="checkbox"/> Yes <input type="checkbox"/> No |                       |
| 8. Bibliography                       | In order<br><input type="checkbox"/> Yes <input type="checkbox"/> No |                       |
| 9. Urkund                             | Checked?<br><input type="checkbox"/> Yes <input type="checkbox"/> No | Result<br>Checked by: |