

ASSESSMENT CRITERIA FOR THESIS (UAS) IN METROPOLIA, DEPARTMENT OF HEALTH CARE

ASSESSMENT OF THESIS (UAS) IN DEPARTMENT OF HEALTH CARE, METROPOLIA

These Metropolia, Department of Health Care Thesis Guidelines (UAS) will be introduced from the beginning of the 2023. Simultaneously thesis guidance and management system Wihi will be introduced. Thesis works commenced before 2023 will be assessed using previous criteria.

Thesis work is assessed according to competency based assessment criteria as a qualitative overall assessment. Emphasis of the assessment may vary based on the nature of the work.

Named thesis supervisor together with 2nd reader will be responsible of the assessment.

In the assessment the competency based criteria is utilized collectively with Wihi-criteria, which are:

- profession and field specific competence and development
- used methodology and methods, as well as the results
- communicative and articulacy competence.

In Wihi these are graded using scale of 5-1/fail. The Metropolia Department of Health Care thesis (UAS) assessment criteria is used as a base to appraisal report provided for final thesis work.

To prevent plagiarism originality of the thesis must be checked using *Turnitin -plagiarism detection system* acceptably before the assessment process in Wihi may commence. To complete the assessment process named thesis supervisor will pass the maturity exam and publication practices will be agreed. The thesis assessment as a whole as well as the completed thesis work will be saved and filed in Wihi.

Thesis and all the studies related to the process will be assessed within the timeframe specified in *Metropolia University of Applied Science's Degree Regulations*.

METROPOLIA HEALTH CARE: THESIS (UAS) ASSESSMENT CRITERIA (DPN) 19.12.2022

Assessment criteria	Excellent (5) Student is able to	Commendable (4) Student is able to	Good (3) Student is able to	Satisfactory(2) Student is able to	Passable (1) Student is able to	Fail In the thesis
Description of the development work and setting of aims Wihi: Profession and field specific competence and development Used methodology and methods, as well as the results	- justify/provide arguments supporting current topic related to own professional field and working life(clinical practice) clearly and diversely - define clearly and accurately the purpose, aims and research questions or development work problem statements of the thesis	- justify/provide arguments supporting current topic related to own professional field and working life(clinical practice) clearly and accurately - define clearly the purpose, aims and research questions or development work problem statements of the thesis	- justify/provide arguments supporting current topic related to own professional field and working life(clinical practice) clearly - define the purpose, aims and research questions or development work problem statements of the thesis	- justify/provide arguments supporting current topic related to own professional field and working life(clinical practice), but the arguments are limited - define the purpose, aims and research questions or development work problem statements of the thesis, but they are not consistent and in line	- justify/provide arguments supporting current topic related to own professional field and working life(clinical practice), but the arguments are very limited or inconsistent - partly define the purpose, aims and research questions or development work problem statements of the thesis, but they are not consistent and in line	- the topic is not justified or supported with arguments with the views of own professional field - the purpose, aims and research questions or development work problem statements are not defined
Research and scientific knowlegde base Wihi: Profession and field specific competence and development Used methodology and methods, as well as the results	- apply research and scientific basis (methodology and methods) in accordance with the own professional field's practices critically and diversely in their thesis - utilise an up-to-date, international and methodological knowledge base	- apply research and scientific basis (methodology and methods) in accordance with the own professional field's practices diversely in their thesis - utilise international and methodological knowledge base	- apply research and scientific basis (methodology and methods) in accordance with the own professional field's practices somewhat diversely in their thesis - utilise somewhat well international and methodological knowledge base	- adhere to research scientific basis (methodology and methods) in accordance with the own professional field's practices diversely in their thesis - utilise international and methodological knowledge base, but the use of sources is limited	- partly adhere to research scientific basis (methodology and methods) in accordance with the own professional field's practices diversely in their thesis - utilise international and methodological knowledge base but the use of sources is very limited	the knowledge base of the work does not follow a research and scientific basis (methodology and methods) in accordance with the own professional field's practices

Assessment criteria	Excellent (5) Student is able to	Commendable (4) Student is able to	Good (3) Student is able to	Satisfactory (2) Student is able to	Passable (1) Student is able to	Fail In the thesis
Methodology and methods Wihi: Used methodology and methods, as well as the results	critically select and apply appropriate processes and methods, as well as justify/provide arguments to support their choices based on the source material	select and apply appropriate processes and methods, as well as justify/provide arguments to support their choices based on the source material	select and apply appropriate processes and methods, as well as somewhat justify/provide arguments to support their choices based on the source material, use of references is limited	select appropriate processes and methods, but the arguments supporting the choices are limited, use of references is also limited	select appropriate processes and methods, but they are described only very briefly and the arguments supporting the choices are very limited, as well as the use of references is very limited	the selected processes and methods are not appropriate and the arguments are inadequate, as well as the use of references is inadequate or incorrect
Results of the work Wihi: Profession and field specific competence and development Used methodology and methods, as well as the results	- produce innovative and current solutions for their professional field and the clinical practice - produce a solution (product) that is consistent with the purpose and aims of the work - present the results of the work illustratively and reliably, as well as discuss connections and significance of the produced results to previous research diversely	- produce current solutions for their professional field and the clinical practice - produce a solution (product) that is consistent with the purpose and aims of the work - present the results of the work illustratively and reliably, as well as discuss connections and significance of the produced results to previous research	- produce fairly current but appropriate solutions, for their professional field and the clinical practice - produce a solution (product) that is somewhat consistent with the purpose and aims of the work - present the results of the work illustratively and reliably, as well as articulate significance and connections between produced results and previous research	- produce somewhat appropriate solutions for their professional field and the clinical practice, but their description is scarce - produce a solution (product) but it is only partly consistent with the purpose and aims of the work - present the results of the work but the results are presented scantily or and non-illustratively. The connection and significance of the results to previous research is only discussed scantily	- produce solutions for their professional field and the clinical practice, but the solutions are not appropriate or their description is scarce - produce a partial solution (product) that is only very weakly linked to the purpose and aims of the work - present the results of the work but the results are presented very scantily. The connection and significance of the results to previous research is only discussed very scantily or inconsistently	- solutions are unclear and the results of the work are not consistent with the purpose and aims of the work and are incomplete or missing completely - significance of the results and their connection to previous research is not discussed at all

Assessment criteria	Excellent (5) Student is able to	Commendable (4) Student is able to	Good (3) Student is able to	Satisfactory(2) Student is able to	Passable (1) Student is able to	Fail In the thesis
Ethics and reliability Wihi: Profession and field specific competence and development Used methodology and methods, as well as the results	- work consciously, carefully and responsibly in accordance with principles of research-, development and professional ethics - critically and diversely appraise and evaluate the reliability as well as ethicality and research process	- work consciously and carefully in accordance with principles of research-, development and professional ethics - diversely appraise and evaluate the reliability as well as ethicality and research process	- work carefully in accordance with principles of research-, development and professional ethics - appraise and evaluate the reliability as well as ethicality and research process	- work in accordance with principles of research-, development and professional ethics - appraise and evaluate the reliability as well as ethicality and research process, but it is limited	- work to some extent in accordance with principles of research-, development and professional ethics - appraise and evaluate the reliability as well as ethicality and research process, but it is very limited and inconsistent	- the work does not comply with the principles of research-, development and professional ethics - the reliability, ethicality and the thesis process have not been appraised and evaluated
Structure and language of the report Wihi: Communicative and articulatory competence	- write out a report that, as a whole, displays consistent and well-argued communication: the structure and form correspond to the purpose and aims of the work and the selected ways of working and methods - use correct formal language with good argumentation and insight in accordance with the professional field's textual norms - record sources and references reliably and flawlessly and to reference sources diversely in accordance with the guidelines for writing theses	- write out a report that, as a whole is consistent and clear, and the structure and form correspond to the purpose and aims of the work and the selected ways of working and methods - use structured formal language in accordance with the professional field's textual norms - record sources and references flawlessly and in accordance with the guidelines for writing theses	- write out a report that contains elements of a written report: the structure and form correspond mainly to the purpose and aims of the work and the selected ways of working and methods - use structured formal language in accordance with the professional field's textual norms, but the text contains occasional linguistic and stylistic errors - record sources and references almost flawlessly and in accordance with the guidelines for writing theses	- write out a report, but as a whole it remains inconsistent: the structure and form do not correspond to the purpose and aims of the work and the selected ways of working and methods in all parts - use mostly structured formal language in accordance with the professional field's textual norms, but the text contains reoccurring linguistic and stylistic errors - record sources and references in accordance with the guidelines for writing theses, but they need correcting to some extent	- write out a report, but as a whole it remains very inconsistent: the structure and form do not correspond to the purpose and aims of the work and the selected ways of working and methods in majority of parts - use somewhat structured formal language in accordance with the professional field's textual norms, but the text contains several reoccurring linguistic and stylistic errors - record sources and references in accordance with the guidelines for writing theses, but there is a lot to correct	- the produced report as a whole is very inconsistent, unclear and does not comply with the writing guidelines - the wording is unclear, use of formal language is inadequate - use and recording of sources and referencing are mainly incorrect and the text do not comply with writing guidelines - the report needs a lot of correcting and the text contains plenty of grammar mistakes as well as linguistic and stylistic errors

	communicate about their thesis and its results diversely and convincingly as an expert	communicate about their thesis and its results clearly as an expert	communicate about their thesis and its results as an expert	communicate about their thesis and its results as an expert, but communication is narrow or scant	communicate about their thesis and its results as an expert, but communication is very narrow or scant	communication about the thesis and its results is very scant and narrow and not typical to experts
The whole working process, responsibility of own conduct during the process Wihi: Used methodology and methods, as well as the results Communicative and articulation competence	- work exemplary responsibly in cooperation with others, adhering to all agreed agreements and timetables - work with exemplary commitment and actively and constructively participates in seminars and acts as an opponent - work exemplary professionally also in unforeseen situations or in conflicts during the thesis process - receive feedback well and constructively, and change own behavior/working appropriately	- work very responsibly in cooperation with others, adhering to all agreed agreements and timetables - work with high commitment and actively and constructively participates in seminars and acts as an opponent - work professionally and constructively also in unforeseen situations or in conflicts during the thesis process - receive feedback constructively and change own behavior/working appropriately	- work responsibly in cooperation with others, adhering to all agreed agreements and timetables - work with commitment and actively and constructively participates in seminars and acts as an opponent - work professionally also in unforeseen situations or in conflicts during the thesis process - receive feedback and change own behavior/working appropriately	- work mostly responsibly in cooperation with others, adhering to all agreed agreements and timetables - work mostly with commitment and participates in seminars and acts as an opponent - work mainly professionally also in unforeseen situations or in conflicts during the thesis process - receive feedback acceptably and change own behavior/working appropriately	- work mostly responsibly in cooperation with others, adhering partly to all agreed agreements and timetables - work mostly with commitment and participates in seminars and acts as an opponent, but needs support and guidance - work professionally when supervised also in unforeseen situations or in conflicts during the thesis process - receive feedback mostly acceptably and change own behavior/working when supervised	- the working is not responsible, there are challenges in cooperation and agreed agreements and timetables are not adhered to - student/s do not participate in seminars or acts as an opponent - working is inappropriate or unprofessional in unforeseen situations or in conflicts during the thesis process - receiving feedback is challenging and behavior/working does not change based on the feedback received or despite supervision