

Assessment criterion	Excellent (5)	Good (3–4)	Satisfactory (1–2)	Failed
	<b>The student is able to:</b>	<b>The student is able to:</b>	<b>The student is able to:</b>	<b>In the thesis:</b>
Description of the development assignment and definition of aims	<ul style="list-style-type: none"> <li>present clear and diverse arguments for the topical subject which is related to their own professional field and working life</li> <li>precisely define the aims, purpose, research questions or development tasks of the thesis</li> </ul>	<ul style="list-style-type: none"> <li>present clear arguments for the topical subject which is related to their own professional field and working life</li> <li>define the aims, purpose, research questions or development tasks of the thesis</li> </ul>	<ul style="list-style-type: none"> <li>present arguments for the topical subject which is related to their own professional field and working life, although the arguments are limited</li> <li>define the aims, purpose, research questions or development tasks of the thesis, but the aims are not consistent</li> </ul>	<ul style="list-style-type: none"> <li>no arguments are presented for the subject from the perspective of the professional field</li> <li>the aims, purpose, research questions or development tasks have not been defined</li> </ul>
Knowledge base	<ul style="list-style-type: none"> <li>apply a research and scientific basis in accordance with the study field's practices critically and diversely in their thesis</li> <li>utilise an up-to-date, international and methodical knowledge base</li> </ul>	<ul style="list-style-type: none"> <li>apply a research and scientific basis in accordance with the study field's practices diversely in their thesis</li> <li>utilise an international and methodical knowledge base</li> </ul>	<ul style="list-style-type: none"> <li>follow a research and scientific basis in accordance with the study field's practices in their thesis</li> <li>utilise a methodical knowledge base</li> </ul>	<ul style="list-style-type: none"> <li>the knowledge base is not appropriate relative to the aim and purpose</li> <li>the knowledge base does not follow a research and scientific basis in accordance with the study field's practices</li> </ul>
Selection of methods and implementation	<ul style="list-style-type: none"> <li>critically select and apply appropriate ways of working and methods and justify their choices using the source material</li> </ul>	<ul style="list-style-type: none"> <li>select and apply appropriate ways of working and methods and describe their choice of approach using the source material</li> </ul>	<ul style="list-style-type: none"> <li>select appropriate ways of working and methods, but the arguments are limited</li> </ul>	<ul style="list-style-type: none"> <li>the selected ways of working and methods are not appropriate and the arguments are lacking</li> </ul>
Outcomes of the work	<ul style="list-style-type: none"> <li>produce innovative and modern solutions for their professional field and the labour market</li> </ul>	<ul style="list-style-type: none"> <li>produce appropriate solutions for their professional field and the labour market</li> </ul>	<ul style="list-style-type: none"> <li>produce solutions for their professional field and the labour market</li> </ul>	<ul style="list-style-type: none"> <li>solutions are unclear or they are not derived from the research set-up</li> </ul>

	<ul style="list-style-type: none"> <li>• produce a solution (product) that consistently corresponds to the purpose and aims of the work</li> <li>• present the outcomes illustratively and reliably and contemplate their relationship and importance relative to previous researched information</li> </ul>	<ul style="list-style-type: none"> <li>• produce a solution (product) that corresponds to the purpose and aims of the work</li> <li>• present the outcomes illustratively and reliably</li> </ul>	<ul style="list-style-type: none"> <li>• produce a solution (product), but it only partially corresponds to the purpose and aims of the work</li> <li>• present the outcomes to a limited extent</li> </ul>	
Ethics	<ul style="list-style-type: none"> <li>• work consciously and responsibly in accordance with research and development and professional ethics principles</li> </ul>	<ul style="list-style-type: none"> <li>• work diligently in accordance with research and development and professional ethics principles</li> </ul>	<ul style="list-style-type: none"> <li>• work in accordance with research and development and professional ethics principles</li> </ul>	<ul style="list-style-type: none"> <li>• the work has not been performed in accordance with research and development and professional ethics principles</li> </ul>
Work process as a whole, responsibility for one's own process. Reliability	<ul style="list-style-type: none"> <li>• work responsibly in cooperation with others, adhering to any agreed issues and timetables</li> <li>• assess the reliability of the work, ethics and the thesis process critically and diversely</li> </ul>	<ul style="list-style-type: none"> <li>• work in cooperation with others, adhering to any agreed issues and timetables</li> <li>• assess the reliability of the work, ethics and the thesis process</li> </ul>	<ul style="list-style-type: none"> <li>• work in adherence to any agreed issues and timetables</li> <li>• assess the reliability of the work, ethics and the thesis process to a limited extent</li> </ul>	<ul style="list-style-type: none"> <li>• the work is not responsible and agreed issues and timetables were not adhered to</li> <li>• the reliability of the work, ethics and the thesis process were not assessed</li> </ul>
Structure and language of the report	<ul style="list-style-type: none"> <li>• prepare 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</li> <li>• use correct formal language with good argumentation and insight in accordance with the professional field's textual norms</li> </ul>	<ul style="list-style-type: none"> <li>• prepare a report that, as a whole, displays coherent communication: the structure and form correspond to the purpose and aims of the work and the selected ways of working and methods</li> <li>• use well-construed formal language in accordance with the textual norms of the professional field, but the text contains occasional linguistic and stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>• prepare a report, but as a whole, its communication is inconsistent: the structure and form do not in all respects correspond to the purpose and aims of the work and the selected ways of working and methods</li> <li>• use well-construed formal language in accordance with the textual norms of the professional field, but the text contains recurring linguistic and stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>• the work does not comply with the guidelines for writing a thesis report</li> <li>• the work contains lots of linguistic and stylistic errors</li> <li>• source markings and references are lacking</li> <li>• the information about the thesis and its results is limited</li> </ul>

	<ul style="list-style-type: none"> <li>• record sources and references reliably and flawlessly and to reference sources diversely in accordance with the guidelines for writing theses</li> <li>• communicate information about their thesis and its results diversely and convincingly as an expert</li> </ul>	<ul style="list-style-type: none"> <li>• record sources and references almost flawlessly in accordance with the guidelines for writing theses</li> <li>• communicate information about their thesis and its results clearly as an expert</li> </ul>	<ul style="list-style-type: none"> <li>• record sources and references in accordance with the guidelines for writing theses but some records must be corrected</li> <li>• communicate information about their thesis and its results as an expert, but the communication is limited</li> </ul>	
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Weighting may vary depending on the nature of the work. The thesis is assessed using a qualitative total assessment in accordance with the competence-based assessment criteria. If necessary, the assessment framework may be supplemented with field-specific details.

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Approved by Heidi Rontu, Director of Lifelong Learning, on 4 October 2022