

### 3.2 Evaluation Criteria

Assessment criteria	Very Good (5)	Good(4)	Good (3)	Satisfactory (2)	Satisfactory (1)
<b>Mastery of the topic and objectives</b>	<ul style="list-style-type: none"> <li>The choice of topic is significant, topical and innovative from the perspective of working life development.</li> <li>The mastery of the topic reflects the student's broad professional expertise and excellent development.</li> <li>Appropriate objectives that are excellently targeted at working life development have been set for the thesis.</li> <li>The objectives set for the thesis have been achieved very well.</li> </ul>	<ul style="list-style-type: none"> <li>The choice of topic is significant, topical and clearly justified from the perspective of working life development.</li> <li>The mastery of the topic reflects the student's professional expertise and advanced competence.</li> <li>Appropriate objectives that are well targeted at working life development have been set for the thesis.</li> <li>The objectives set for the thesis have been achieved well.</li> </ul>	<ul style="list-style-type: none"> <li>The choice of topic is useful and well justified from the perspective of working life development.</li> <li>The mastery of the topic reflects the student's professional expertise and competence.</li> <li>Appropriate objectives that are well targeted at working life development have been set for the thesis.</li> <li>The objectives set for the thesis have been achieved fairly well.</li> </ul>	<ul style="list-style-type: none"> <li>The choice of topic is useful from the perspective of working life development, but the justifications are brief.</li> <li>The mastery of the topic reflects the student's professionalism and some competence on the subject.</li> <li>Appropriate objectives that are targeted at working life development have been set for the thesis.</li> <li>The objectives set for the thesis have been achieved in part.</li> </ul>	<ul style="list-style-type: none"> <li>The choice of topic only has a weak connection to working life development, and the justifications are inadequate.</li> <li>The mastery of the topic reflects the student's professionalism, but his/her knowledge is poor and unstructured.</li> <li>Objectives that are targeted at working life development have been set for the thesis.</li> <li>The objectives set for the thesis have been achieved poorly.</li> </ul>
<b>Knowledge base</b>	<ul style="list-style-type: none"> <li>The knowledge base is a very clear, logical and consistent whole as well as appropriate for the thesis topic and objectives.</li> <li>The sources are critically selected, reliable and current. Research information and international sources have been utilised significantly in the sources.</li> <li>The student has used various sources of information diversely and with excellent judgement.</li> <li>The key concepts have been defined comprehensively and analytically.</li> <li>Personal professional know-how has been utilised diversely and interactively in the thesis.</li> </ul>	<ul style="list-style-type: none"> <li>The knowledge base is clear and consistent as well as appropriate for the thesis topic and objectives.</li> <li>The sources are diverse, justified, reliable and current. Research information and international sources have been utilised well in the sources.</li> <li>The student has used various sources of information diversely and as a synthesis.</li> <li>The key concepts have been defined comprehensively.</li> <li>Personal professional know-how has been utilised interactively in the thesis.</li> </ul>	<ul style="list-style-type: none"> <li>The knowledge base is clear and consistent as well as appropriate for the thesis topic and objectives.</li> <li>The sources are justified, reliable and current. Research information and international sources have been utilised in the sources.</li> <li>The student has used various sources of information fairly diversely and analytically.</li> <li>The key concepts have been defined comprehensively.</li> <li>Personal professional know-how has been utilised in the thesis with the aim of interactiveness.</li> </ul>	<ul style="list-style-type: none"> <li>The knowledge base is appropriate for the thesis topic and objectives.</li> <li>The sources are relevant and current. Research information has been utilised in the sources, but very few international sources have been used.</li> <li>The student has used various sources of information narrowly but appropriately for the topic.</li> <li>The key sources have been defined inadequately.</li> <li>The student has attempted to utilise personal professional know-how interactively.</li> </ul>	<ul style="list-style-type: none"> <li>The knowledge base is narrow for the thesis topic and objectives.</li> <li>The sources are relevant and mostly current. Very little research information has been utilised in the sources and no international sources have been used.</li> <li>The student has used various sources of information narrowly and inconsistently with the topic.</li> <li>The student has not mastered the definition of concepts.</li> <li>Primarily personal professional know-how has been utilised in the thesis.</li> </ul>
<b>Development and methods</b>	<ul style="list-style-type: none"> <li>The student has selected research and/or development methods that are highly suitable for the topic and has mastered them to an excellent and innovative extent.</li> <li>The student has used data acquisition and analysis methods in the thesis creatively, skilfully and very appropriately.</li> <li>The thesis process as a whole has been executed independently, with logical progression and very well justified choices.</li> <li>During the process, the student's actions were highly methodical and goal-oriented, and the process was completed excellently.</li> </ul>	<ul style="list-style-type: none"> <li>The student has selected suitable research and/or development methods for the topic and has mastered them appropriately.</li> <li>The student has used data acquisition and analysis methods in the thesis skilfully and appropriately.</li> <li>The thesis process as a whole has been executed independently, with logical progression and well justified choices during different phases of the process.</li> <li>During the process, the student's actions were methodical and goal-oriented, and the process was completed well.</li> </ul>	<ul style="list-style-type: none"> <li>The student has selected suitable research and/or development methods for the topic and has mastered them well.</li> <li>The student has used data acquisition and analysis methods in the thesis appropriately and provided justifications.</li> <li>The thesis process as a whole has been executed independently, with mostly logical progression and appropriate choices during different phases of the process.</li> <li>During the process, the student's actions were methodical and goal-oriented, and the process was completed well.</li> </ul>	<ul style="list-style-type: none"> <li>The student has selected suitable research and/or development methods for the topic but has mastered them only partly in addition to some deficiencies.</li> <li>The student has used data acquisition and analysis methods in the thesis appropriately but partly inconsistently.</li> <li>The thesis process as a whole has been executed fairly independently but there are some deficiencies in the logical progression of the process and the justification of choices.</li> <li>During the process, the student needed support with methodological actions and completing the process.</li> </ul>	<ul style="list-style-type: none"> <li>The student has selected suitable research and/or development methods for the topic but has mastered them only partly with significant deficiencies.</li> <li>The student has used data acquisition and analysis methods in the thesis inadequately and partly without justifications.</li> <li>The thesis process as a whole has not been executed very independently and there are clear deficiencies in the logical progression of the process and the justification of choices.</li> <li>During the process, the student needed support during all the stages and a lot of support with completing the process.</li> </ul>
<b>Applicability to working life development and reliability</b>	<ul style="list-style-type: none"> <li>Clearly and comprehensively justified conclusions have been drawn from the results from the perspective of working life development.</li> <li>The applicability of the thesis is clear.</li> <li>The thesis greatly benefits the commissioning party, and the results are significant for working life development.</li> <li>The student proposes justified topics for further research and/or development that are highly suited for the results.</li> <li>The reliability of the thesis has been evaluated carefully, comprehensively and critically.</li> </ul>	<ul style="list-style-type: none"> <li>Justified and consistent conclusions have been drawn from the results from the perspective of working life development.</li> <li>The applicability of the thesis is clear.</li> <li>The thesis benefits the commissioning party, and the results are significant for working life development.</li> <li>The student proposes topics for further research and/or development that are well suited for the results.</li> <li>The reliability of the thesis has been evaluated carefully and comprehensively.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent conclusions have been drawn from the results from the perspective of working life development.</li> <li>The applicability of the thesis is somewhat clear.</li> <li>The thesis benefits the commissioning party, and the results are applicable for working life development.</li> <li>The topics for further research and/or development proposed by the student are relevant.</li> <li>The reliability of the thesis has been evaluated carefully and well.</li> </ul>	<ul style="list-style-type: none"> <li>The student has selected suitable research and/or development methods for the topic but has mastered them only partly in addition to some deficiencies.</li> <li>The student has used data acquisition and analysis methods in the thesis appropriately but partly inconsistently.</li> <li>The thesis process as a whole has been executed fairly independently but there are some deficiencies in the logical progression of the process and the justification of choices.</li> <li>During the process, the student needed support with methodological actions and completing the process.</li> </ul>	<ul style="list-style-type: none"> <li>No conclusions have been drawn from the results from the perspective of working life development, or the conclusions are inconsistent.</li> <li>The applicability of the thesis is unclear.</li> <li>The thesis poorly benefits the commissioning party, and the results are poorly applicable for working life development.</li> <li>The student does not propose justified topics for further research and/or development.</li> <li>The reliability of the thesis has been evaluated inadequately.</li> </ul>
<b>Language and grammar and interactive presentation of information</b>	<ul style="list-style-type: none"> <li>The thesis content structure is impeccable, consistent and firm.</li> <li>The language and grammar of the text represent excellent expository text.</li> <li>The sources have been used and cited appropriately.</li> <li>The graphical solutions of the thesis are insightful and illustrate the results extremely well.</li> <li>The thesis follows JAMK's master's degree thesis guide in all ways.</li> <li>The student has mastered the requirements and presentation methods for presenting the interactive information of the thesis on an excellent level.</li> </ul>	<ul style="list-style-type: none"> <li>The thesis content structure is consistent.</li> <li>The language and grammar of the text represent nearly flawless expository text.</li> <li>The sources have been used and cited appropriately.</li> <li>The graphical solutions of the thesis are insightful and illustrate the results well.</li> <li>The thesis follows JAMK's master's degree thesis guide.</li> <li>The student can communicate about this/her thesis interactively with the skills required for research and professional activities.</li> </ul>	<ul style="list-style-type: none"> <li>The student has selected suitable research and/or development methods for the topic and has mastered them well.</li> <li>The student has used data acquisition and analysis methods in the thesis appropriately and provided justifications.</li> <li>The thesis process as a whole has been executed independently, with mostly logical progression and appropriate choices during different phases of the process.</li> <li>During the process, the student's actions were methodical and goal-oriented, and the process was completed well.</li> </ul>	<ul style="list-style-type: none"> <li>Few conclusions have been drawn from the results from the perspective of working life development.</li> <li>The applicability of the thesis is somewhat clear.</li> <li>The thesis benefits the commissioning party satisfactorily, and the results are satisfactorily applicable for working life development.</li> <li>The topics for further research and/or development proposed by the student are inadequately justified.</li> <li>The reliability of the thesis has been evaluated satisfactorily.</li> </ul>	<ul style="list-style-type: none"> <li>The thesis structure is inconsistent and unstructured in terms of content.</li> <li>The text contains many errors, the language is awkward and it does not meet all the requirements for expository text.</li> <li>The sources have been used and cited inadequately and inconsistently.</li> <li>The graphical solutions of the thesis are inconsistent and inadequate in terms of content.</li> <li>The thesis follows JAMK's master's degree thesis guide inadequately.</li> <li>The student communicates verbally about his/her thesis with an emphasis on the descriptive level.</li> </ul>

The criteria listed below apply to theses written by individual students. They are also applied, where applicable, to theses written by more than one author. Detailed criteria for evaluation of theses written by teams can be found on the Lapland University of Applied Sciences website.