

EVALUATION CRITERIA

Assessment criteria	Very Good (5)	Good (4)	Good (3)	Satisfactory (2)	Satisfactory (1)
Mastery of the topic and objectives	<ul style="list-style-type: none"> • The choice of topic is significant, topical and innovative from the perspective of working life development. • The mastery of the topic reflects the student's broad professional expertise and excellent development. • Appropriate objectives that are excellently targeted at working life development have been set for the thesis. • The objectives set for the thesis have been achieved very well. 	<ul style="list-style-type: none"> • The choice of topics significant, topical and clearly justified from the perspective of working life development. • The mastery of the topic reflects the student's professional expertise and advanced competence. • Appropriate objectives that are well targeted at working life development have been set for the thesis. • The objectives set for the thesis have been achieved well. 	<ul style="list-style-type: none"> • The choice of topics useful and well justified from the perspective of working life development. • The mastery of the topic reflects the student's professional expertise and competence. • Appropriate objectives that are well targeted at working life development have been set for the thesis. • The objectives set for the thesis have been achieved fairly well. 	<ul style="list-style-type: none"> • The choice of topics useful from the perspective of working life development, but the justifications are brief. • The mastery of the topic reflects the student's professionalism and some competence on the subject. • Appropriate objectives that are targeted at working life development have been set for the thesis. • The objectives set for the thesis have been achieved in part. 	<ul style="list-style-type: none"> • The choice of topic only has a weak connection to working life development, and the justifications are inadequate. • The mastery of the topic reflects the student's professionalism, but his/her knowledge is poor and unstructured. • Objectives that are targeted at working life development have been set for the thesis. • The objectives set for the thesis have been achieved poorly.

<p>Knowledge base</p>	<ul style="list-style-type: none"> • The knowledge base is a very clear, logical and consistent whole as well as appropriate for the thesis topic and objectives. • The sources are critically selected, reliable and current. Research information and international sources have been utilised significantly in the sources. • The student has used various sources of information diversely and with excellent judgement. • The key concepts have been defined comprehensively and analytically. • Personal professional know-how has been utilised diversely and interactively in the thesis. 	<ul style="list-style-type: none"> • The knowledge base is clear and consistent as well as appropriate for the thesis topic and objectives. • The sources are diverse, justified, reliable and current. Research information and international sources have been utilised well in the sources. • The student has used various sources of information diversely and as a synthesis. • The key concepts have been defined comprehensively. • Personal professional know-how has been utilised interactively in the thesis. 	<ul style="list-style-type: none"> • The knowledge base is clear and consistent as well as appropriate for the thesis topic and objectives. • The sources are justified, reliable and current. Research information and international sources have been utilised in the sources. • The student has used various sources of information fairly diversely and analytically. • The key concepts have been defined comprehensively. • Personal professional know-how has been utilised in the thesis with the aim of interactiveness. 	<ul style="list-style-type: none"> • The knowledge base is appropriate for the thesis topic and objectives. • The sources are relevant and current. Research information has been utilised in the sources, but very few international sources have been used. • The student has used various sources of information narrowly but appropriately for the topic. • The key sources have been defined inadequately. • The student has attempted to utilise personal professional know-how interactively. 	<ul style="list-style-type: none"> • The knowledge base is narrow for the thesis topic and objectives. • The sources are relevant and mostly current. Very little research information has been utilised in the sources and no international sources have been used. • The student has used various sources of information narrowly and inconsistently with the topic. • The student has not mastered the definition of concepts. • Primarily personal professional know-how has been utilised in the thesis..
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Development and methods

- 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.
- The student has used data acquisition and analysis methods in the thesis creatively, skilfully and very appropriately.
- The thesis process as a whole has been executed independently, with logical progression and very well justified choices.
- During the process, the student's actions were highly methodical and goal-oriented, and the process was completed excellently.

- The student has selected suitable research and/or development methods for the topic and has mastered them appropriately.
- The student has used data acquisition and analysis methods in the thesis skilfully and appropriately.
- The thesis process as a whole has been executed independently, with logical progression and well justified choices during different phases of the process.
- During the process, the student's actions were methodical and goal-oriented, and the process was completed well.

- The student has selected suitable research and/or development methods for the topic and has mastered them well.
- The student has used data acquisition and analysis methods in the thesis appropriately and provided justifications.
- The thesis process as a whole has been executed independently, with mostly logical progression and appropriate choices during different phases of the process.
- During the process, the student's actions were methodical and goal-oriented, and the process was completed well.

- The student has selected suitable research and/or development methods for the topic but has mastered them only partly in addition to some deficiencies.
- The student has used data acquisition and analysis methods in the thesis appropriately but partly inconsistently.
- 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.
- During the process, the student needed support with methodological actions and completing the process..

- The student has selected suitable research and/or development methods for the topic but has mastered them only partly with significant deficiencies.
- The student has used data acquisition and analysis methods in the thesis inadequately and partly without justifications.
- 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.
- During the process, the student needed support during all the stages and a lot of support with completing the process.

<p>Applicability to working life development and reliability</p>	<ul style="list-style-type: none"> • Clearly and comprehensibly justified conclusions have been drawn from the results from the perspective of working life development. • The applicability of the thesis is clear. • The thesis greatly benefits the commissioning party, and the results are significant for working life development. • The student proposes justified topics for further research and/or development that are highly suited for the results. • The reliability of the thesis has been evaluated carefully, comprehensively and critically. 	<ul style="list-style-type: none"> • Justified and consistent conclusions have been drawn from the results from the perspective of working life development. • The applicability of the thesis is clear. • The thesis benefits the commissioning party, and the results are significant for working life development. • The student proposes topics for further research and/or development that are well suited for the results. • The reliability of the thesis has been evaluated carefully and comprehensively. 	<ul style="list-style-type: none"> • Consistent conclusions have been drawn from the results from the perspective of working life development. • The applicability of the thesis is somewhat clear. • The thesis benefits the commissioning party, and the results are applicable for working life development. • The topics for further research and/or development proposed by the student are relevant. • The reliability of the thesis has been evaluated carefully and well. 	<ul style="list-style-type: none"> • Few conclusions have been drawn from the results from the perspective of working life development. • The applicability of the thesis is somewhat clear. • The thesis benefits the commissioning party satisfactorily, and the results are satisfactorily applicable for working life development. • The topics for further research and/or development proposed by the student are inadequately justified. • The reliability of the thesis has been evaluated satisfactorily. 	<ul style="list-style-type: none"> • No conclusions have been drawn from the results from the perspective of working life development, or the conclusions are inconsistent. • The applicability of the thesis is unclear. • The thesis poorly benefits the commissioning party, and the results are poorly applicable for working life development. • The student does not propose justified topics for further research and/or development. • The reliability of the thesis has been evaluated inadequately.
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<p>Language and grammar and interactive presentation of information</p>	<ul style="list-style-type: none"> • The thesis content structure is impeccable, consistent and firm. • The language and grammar of the text represent excellent expository text. • The sources have been used and cited appropriately. • The graphical solutions of the thesis are insightful and illustrate the results extremely well. • The thesis follows LAMK's Master's degree thesis guide in all ways. • The student has mastered the requirements and presentation methods for presenting the interactive information of the thesis on an excellent level. 	<ul style="list-style-type: none"> • The thesis content structure is consistent. • The language and grammar of the text represent nearly flawless expository text. • The sources have been used and cited appropriately. • The graphical solutions of the thesis are insightful and illustrate the results well. • The thesis follows LAMK's Master's degree thesis guide. • The student can communicate about his/her thesis interactively with the skills required for research and professional activities. 	<ul style="list-style-type: none"> • The thesis structure is mostly consistently structured. • The language and grammar of the text represent good expository text. • The sources have been used and cited appropriately. • The graphical presentation of the results is appropriate. • The thesis mostly follows LAMK's Master's degree thesis guide. • The student can communicate about his/her thesis interactively with the skills required for professional activities 	<ul style="list-style-type: none"> • The thesis structure is only partly consistently structured. • The language and grammar of the text are awkward but mostly meet the requirements for expository text. • The sources have been used and cited inadequately. • There is also some graphical presentation of the results, but it is inadequate. • The thesis follows the key parts of LAMK's Master's degree thesis guide. • The student can communicate about his/her thesis primarily with skills provided by experiential knowledge. 	<ul style="list-style-type: none"> • The thesis structure is inconsistent and unstructured in terms of content. • The text contains many errors, the language is awkward and it does not meet all the requirements for expository text. • The sources have been used and cited inadequately and inconsistently. • The graphical solutions of the thesis are inconsistent and inadequate in terms of content. • The thesis follows LAMK's Master's degree thesis guide inadequately. • The student communicates verbally about his/her thesis with an emphasis on the descriptive level.
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