

CRITERIA FOR THE EVALUATION OF THE BACHELOR'S THESIS

updated on 24 October 2008

Evaluation criteria	Excellent 5	Good 4	Good 3	Satisfactory 2	Satisfactory 1	Fail
Choice of topic						
Connections with professional studies in the degree programme	thesis develops student's professional expertise very significantly	thesis develops student's professional expertise significantly	thesis develops student's professional expertise	thesis is connected with student's professional studies but develops his or her professional expertise only slightly	thesis is connected with student's professional studies but develops his or her professional expertise only very slightly	thesis is not connected with student's professional studies (note: this kind of thesis cannot be subject to evaluation since the topic needs to be approved)
Connections with working life	topic is based on the needs of working life and is particularly significant for the client	topic is based on the needs of working life and is very significant for the client	topic is based on the needs of working life and is significant for the client	topic is based on the needs of working life but is not very significant for the client	topic is not based on the needs of working life	

Evaluation criteria	Excellent 5	Good 4	Good 3	Satisfactory 2	Satisfactory 1	Fail
Implementation and process						
Definition and objectives of thesis	<ul style="list-style-type: none"> - task and objectives have been defined very clearly and argued properly - implementation plan is presented in detail and clearly 	<ul style="list-style-type: none"> - task and objectives have been defined and argued properly - implementation plan is mostly presented well 	<ul style="list-style-type: none"> - task and objectives have been defined clearly but argued insufficiently - implementation plan is presented partly unclearly 	<ul style="list-style-type: none"> - task and objectives have been defined slightly unclearly and/or insufficiently - implementation plan is presented unclearly 	<ul style="list-style-type: none"> - task and objectives remain unclear - implementation plan is presented very unclearly 	<ul style="list-style-type: none"> - task, objectives and implementation plan are missing
Selection and use of development and working methods	<ul style="list-style-type: none"> - selection and use of methods is very successful - explanation for choice of methods shows familiarity with subject matter and critical thinking - project is dimensioned optimally in terms of competence, time management and economy 	<ul style="list-style-type: none"> - selection and use of methods is successful - explanation for choice of methods shows familiarity with subject matter and some critical thinking - competence, time management and economy are taken well into account in the project 	<ul style="list-style-type: none"> - selection and use of methods is mainly successful - explanation for choice of methods shows familiarity with subject matter but no critical thinking - competence, time management and economy are taken rather well into account in the project 	<ul style="list-style-type: none"> - selection and use of methods is only partly successful - insufficient explanation for choice of methods - competence, time management and economy are not sufficiently taken into account in the project 	<ul style="list-style-type: none"> - selection and use of methods is unsuccessful or faulty - no explanation or faulty explanation for choice of methods - competence and/or time management and/or economy are not taken into account in the project 	<ul style="list-style-type: none"> - methods and their use are neither illustrated nor explained
Management and documentation of thesis process	<ul style="list-style-type: none"> - thesis reflects student's independence, initiative and responsibility, as well as compliance with plan or well-managed change of plan - process and student's own action are explained 	<ul style="list-style-type: none"> - thesis reflects student's responsibility and a fair amount of initiative, as well as compliance with plan or well-managed change of plan - process and student's own action are explained in detail but not particularly 	<ul style="list-style-type: none"> - thesis reflects student's responsibility and, for the most part, compliance with plan - process and student's own action are mostly explained in detail - results are explained in general terms 	<ul style="list-style-type: none"> - student proceeds mainly according to plan but needs a lot of support from supervisors - process and student's own action are explained unclearly 	<ul style="list-style-type: none"> - student cannot manage his or her thesis nor proceed according to plan - process and student's own action are explained unclearly and insufficiently 	<ul style="list-style-type: none"> - thesis is not finished - process and student's own action are not explained

	<p>comprehensively and analytically</p> <ul style="list-style-type: none"> - collection of material is very careful and explained very clearly - theory/background and practice/empirical part are well-balanced and they are jointly discussed in an appropriate manner - data is analysed creatively and critically - results are explained in detail and conclusions are compared analytically with points of departure - outcome is innovative 	<p>analytically</p> <ul style="list-style-type: none"> - collection of material is adequate, careful and explained clearly - theory/background and practice/empirical part are well-balanced but they are jointly discussed in an insufficient manner - analysis of data is careful and properly argued - results are explained in general terms and partly compared with points of departure - outcome demonstrates professional competence 	<ul style="list-style-type: none"> - collection of material is adequate and explained carefully/fairly clearly - there is a logical connection between theory/background and practice/empirical part - analysis of data is careful - results are explained in general terms but not compared with points of departure - outcome is usable 	<ul style="list-style-type: none"> - collection of material is insufficient or explained unclearly - theory/background and practice/empirical part are partly disconnected - data is analysed incoherently and illogically - results are explained in general terms - outcome is partly usable 	<ul style="list-style-type: none"> - collection of material is very insufficient or explained unclearly - theory/background and practice/empirical part are disconnected - data is analysed illogically and partly erroneously - results are explained insufficiently and/or unclearly - outcome is inadequate 	<ul style="list-style-type: none"> - collection of material is faulty or insufficient or not explained - theory/background or practice/empirical part is insufficient - data is not analysed - results are not presented - no outcome to be verified
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Evaluation criteria	Excellent 5	Good 4	Good 3	Satisfactory 2	Satisfactory 1	Fail
Reporting						
Written expression	<ul style="list-style-type: none"> - structure is balanced, logical, clear and suitable for thesis - flawless, fluent and correct factual language - references and list of references are made correctly 	<ul style="list-style-type: none"> - structure is logical and clear - fluent and correct factual language - references and list of references are made correctly 	<ul style="list-style-type: none"> - structure is logical - fluent and almost correct factual language - references and list of references are made correctly 	<ul style="list-style-type: none"> - structure includes some contentual illogicalities - language is almost correct and, for the most part, meets the requirements placed on factual text - some deficits in references and list of references 	<ul style="list-style-type: none"> - plenty of contentual illogicalities - language is understandable but clumsy and/or does not meet all requirements placed on factual text - presentation technique or length does not comply with thesis instructions - plenty of deficits references and list of references 	<ul style="list-style-type: none"> - plenty of contentual illogicalities and other deficits - language is clumsy throughout the thesis, gross neglect of grammar rules - references and list of references do not comply with thesis instructions
Layout	<ul style="list-style-type: none"> - layout is very clean and finished - layout complies with thesis instructions 	<ul style="list-style-type: none"> - layout is clean and finished - layout complies with thesis instructions 	<ul style="list-style-type: none"> - layout is clean - layout complies with thesis instructions 	<ul style="list-style-type: none"> - layout is partly unfinished - layout deviates somewhat from thesis instructions 	<ul style="list-style-type: none"> - layout is unfinished - layout deviates a great deal from thesis instructions 	<ul style="list-style-type: none"> - layout is unfinished and incoherent - layout does not comply with thesis instructions

Use of background information and sources	Excellent 5	Good 4	Good 3	Satisfactory 2	Satisfactory 1	Fail
Selection of sources	- high-quality, new and reliable sources - comprehensive sources (e.g. in various languages, online publications, scientific articles)	- reliable sources - comprehensive sources	- comprehensive sources	- conventional sources, partly text book level - only one source type	- conventional sources, text book level - very scarce sources	- sources are not relevant
Use of sources	- critical knowledge of background information - sources are applied skillfully and comprehensively	- sound knowledge of background information - sources are applied comprehensively	- fairly sound knowledge of background information - sources are applied fairly comprehensively	- fair knowledge of background information - sources are used mechanically	- loose connections with background information - sources are used insufficiently and superficially	- no connection with background information and previous knowledge
Definition of concepts	- background and central concepts are defined competently and comprehensively	- background and central concepts are defined comprehensively	- background and central concepts are mostly defined well	- background and central concepts are defined insufficiently but used coherently and correctly	- background and central concepts are not defined or concepts are used vaguely	- background and central concepts are presented unclearly or not at all
Role of background material in the implementation	- implementation (project/product) relies on appropriate, new and high-quality background material	- implementation (project/product) clearly relies on background material	- implementation (project/product) relies on background material	- implementation (project/product) does not rely much on background material	- background material is very limited and does not support implementation (project/product)	- no background material

Results and their significance for working life						
	Excellent 5	Good 4	Good 3	Satisfactory 2	Satisfactory 1	Fail
Results/output of thesis	<ul style="list-style-type: none"> - result/output is innovative or new and very convincing from working life perspective - set goals are attained very well 	<ul style="list-style-type: none"> - result/output is of high quality and convincing from working life perspective - set goals are attained well 	<ul style="list-style-type: none"> - result/output is of good quality and fairly convincing from working life perspective - set goals are attained 	<ul style="list-style-type: none"> - result/output is insufficient and only satisfactory from working life perspective - set goals are attained only partly 	<ul style="list-style-type: none"> - result/output is very insufficient and not usable from working life perspective - set goals are not attained 	<ul style="list-style-type: none"> result/output is unclear, questionable and not verified
Significance of thesis results in working life, novelty value of results	<ul style="list-style-type: none"> - results are highly significant for working life - results generate new practical information and/or develop professional practice/working life 	<ul style="list-style-type: none"> - results are very significant for working life - results generate considerable practical information which can be used for development of professional practice/working life 	<ul style="list-style-type: none"> - results are significant for working life - results generate practical information which can be used to support development of professional practice/working life, as appropriate 	<ul style="list-style-type: none"> - results are not very significant for working life - results generate very little practical information and are not suitable for development of professional practice/working life 	<ul style="list-style-type: none"> - results are not significant for working life or are questionable - results generate no practical information nor information suitable for development of working life 	<ul style="list-style-type: none"> - results have no significance in professional practice/working life
Discussion of results/output of thesis, further development plans	<ul style="list-style-type: none"> - discussion is critical, profound and convincing - further development plans are very well reasoned and feasible in working life 	<ul style="list-style-type: none"> - discussion is profound and convincing - further development plans are well reasoned and partly feasible in working life 	<ul style="list-style-type: none"> - discussion is fairly profound and convincing - further development plans are presented and are proportional to results of thesis 	<ul style="list-style-type: none"> - discussion is scarce and partly incoherent - further development plans are scarce and partly incoherent in relation to results of thesis 	<ul style="list-style-type: none"> - discussion is very scarce and partly incoherent - further development plans are not presented or are incoherent in relation to results of thesis 	<ul style="list-style-type: none"> - discussion is faulty or missing - further development plans are not presented
Field-specific requirements (e.g. Fine Arts)						

The weight factors

Choice of topic	5 %
Description of implementation and process	25 %
Reporting	15 %
Use of background information and sources	20 %
Results and their significance for working life	35 %