

**Assessment criteria for thesis work in bachelor's degrees (EQF 6 level) 2020: Assessment criteria with weightings 1.8.2023**

Both the SOLO and Bloom taxonomies have been utilised in the assessment scale. In order to provide a clearer explanation of the whole, each aspect of the assessment is presented on its own page in this version. The weightings are used when assessing thesis work according to the table below. A bachelors's thesis is assessed as a qualitative overall assessment according to competence-based assessment criteria.

A written notification shall be issued if there is cause to suspect that a thesis author has violated good scientific practice. Such cases are handled in accordance with Jamk's degree regulations and ethical principles.

The recommended length of the bachelor's theses is on average 30-60 pages without appendices.

| Grade   | Fail 0   | Adequate 1  | Satisfactory 2   | Good 3   | Very good 4  | Excellent 5   |
|---|--|---|--|--|--|---|
| <b>1 TOPIC - weighting 1 (10 %)</b>                                   |  |   |  |  |  |   |
| <b>Justification of the choice of topic</b><br><br><i>The student</i> | Fails to justify the delineation of the topic or the justification contains incorrect information. | Only offers a superficial or one-sided rationale for the choice of topic.                           | Justifies the choice of topic from the perspective of personal interest.                             | Offers a well-rounded rationale for the choice of topic from the perspective of developing the work. | Offers a rationale for the choice of topic from the perspective of the development of the field of study.      | Offers a well-rounded rationale for the choice of topic from the perspective of the development of the field of study or the current relevance or novelty of the topic. |
| <b>Delineation of the topic</b><br><br><i>The student</i>             | Has not delineated the thesis topic.   | Only provides a one-sided delimitation of the topic or the delimitation is not clear to the reader. | Delimits the topic from several different perspectives but does not synthesise the issues presented. | Delimits the topic from several different perspectives and provides a rationale for this.            | Delimits the topic from several different perspectives and provides a logical and cohesive rationale for this. | Delimits the topic from several different perspectives and provides a critically justified rationale for this.  |

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| Grade   | Fail 0                          | Adequate 1  | Satisfactory 2                             | Good 3                                     | Very good 4   | Excellent 5  |
|---|---------------------------------|---|--|--|---|--|
| <b>1 TOPIC - weighting 1 (10 %)</b>                       |                                 |   |  |  |   |  |
| <b>Definition of objectives</b><br><br><i>The student</i> | Does not define the objectives. | Sets objectives, but they remain unclear to the reader. | Sets objectives without any justification. | Sets and justifies appropriate objectives. | Sets, justifies, and delimits key and appropriate objectives. | Sets, justifies, and clearly defines key and appropriate objectives or those that offer a new perspective. |

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| Grade   | Fail 0  | Adequate 1   | Satisfactory 2   | Good 3  | Very good 4   | Excellent 5  |
|---|---|--|--|---|---|--|
| <b>2 KNOWLEDGE BASE - weighting 2 (20 %)</b>                                |   |  |  |   |   |  |
| <b>Information re-trieval and source material</b><br><br><i>The student</i> | Does not describe the information re-trieval and choice of the source material. Does not understand source criticism. | Describes the infor-mation retrieval pro-cess. Has selected the data partly at random and included some irrelevant sources.                    | Describes the infor-mation retrieval pro-cess. Primarily selects appropriate sources but with a partial lack of criticality. | Describes the infor-mation retrieval pro-cess. Selects appro-priate sources for the topic and phenom-ena. Mainly uses pri-mary sources, some of which are interna-tional publications. Takes a critical ap-proach to the source material. | Describes systematic retrieval of the source material. Se-lects new and rele-vant material from the perspective of the topic, some of which are interna-tional publications. Takes a critical ap-proach to the source material. | Describes systematic retrieval of the source material. Se-lects new and rele-vant material from the perspective of the topic, a signifi-cant proportion of which are interna-tional publications. Takes a critical ap-proach to the source material. |
| <b>Relevance of knowledge base and concepts</b><br><br><i>The student</i>   | Is not able to provide a relevant knowledge base for the topic and concepts used.                                     | Provides a frag-mented knowledge base from sources in-cluding concepts that are insufficiently re-lated to the objective or scope of the work. | Uses references to define concepts and provide a knowledge base. Provides a knowledge base for the topic.                    | Establishes a relevant knowledge base, the key concepts of which have been de-fined and delimited in relation to the topic and the phe-nomena being ad-dressed.   | Establishes a relevant knowledge base, the key concepts of which have been ap-proropriately delimited by drawing on exist-ing studies.  | Extensively and criti-cally examines re-search data in their vocational field. Syn-thesises the knowledge base and conceptual interrela-tionships.   |

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|---|---|--|---|--|---|--|
| <b>3 IMPLEMENTATION - weighting 3 (30 %)</b>  |   |  |   |  |   |  |
| <b>Description and use of development or research methods</b><br><br><i>The student</i> | Does not describe the chosen method.                      | Describes and uses the chosen method narrowly or inadequately.   | Describes and justifies the chosen method using literature. Does not properly use the chosen method.  | Correctly uses and describes the steps involved in the appropriate method. Make use of methodological literature.  | Provides justification for the steps of the appropriate method used. Make use of methodological literature.   | Critically justifies and assesses the use of their chosen method and implements its various steps, demonstrating their research and development competence.                          |
| <b>Suitability and reliability of the data</b><br><br><i>The student</i>                | Is unable to gather data for their thesis.                | Has gathered insufficient data, the reliability of which is poor in relation to the objectives set.                                  | Has gathered data with questionable suitability and/or reliability in relation to the objectives set. | Has gathered a sufficiently broad body of data and is able to use it to reliably meet the objectives set.  | Has gathered a sufficiently broad body of data and is able to use it to reliably meet the objectives set and make conclusions.                                  | Has carefully gathered the chosen, extensive body of data and is able to use it to meet the objectives set. Can analyse the chosen data and make reliable conclusions on this basis. |
| <b>Self-contained process management</b><br><br><i>The student</i>                      | Is not able to plan and realise their work independently. | Plans and realises their work somewhat independently. Is not able to utilise supervision but does demonstrate some goal-orientation. | Plans and realises their work independently and knows how to utilise supervision.                     | Plans and realises their work independently and knows how to utilise supervision. Works collaboratively in a responsible manner and promotes a goal-oriented approach to the work. | Plans and realises their work independently and knows how to utilise appropriate supervision processes. Demonstrates initiative and a capacity for development. | Plans and realises their work independently, responsibly, and productively. Analytically assesses their working process and is able to demonstrate an ability to develop this.       |

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|---|--|---|--|--|--|--|
| <b>4 RESULTS AND DISCUSSION - weighting 3 (30 %)</b>  |  |   |  |  |  |  |
| <b>Presentation of results and addressing the development or research questions</b><br><br><i>The student</i> | Is unable to present the results or the results are false.   | Presents the results in a list or in an incomplete manner. Does not completely address their development or research questions. | Does not completely address their development or research questions and only partially presents their results. | Presents their key results in an illustrative manner. Addresses their development or research questions through their results. | Presents their results clearly and in an illustrative manner. Logically addresses their development or research questions through their results. | Presents well-analysed and well-illustrated results that logically and justifiably address their development or research questions.              |
| <b>Dialogue between key results and knowledge base</b><br><br><i>The student</i>                              | Does not present an examination or interpretation of their results.                                | Examines or interprets their results but does not connect them to their knowledge base.   | Examines or interprets some of their results in relation to their knowledge base.                              | Examines or interprets their key results in relation to their knowledge base.  | Examines or interprets their key results in relation to their knowledge base and offers clear justifications.                                    | Critically examines or interprets the relationships between their key results and their knowledge base and demonstrates competence in the field. |
| <b>Reliability</b><br><br><i>The student</i>  | Does not include an assessment of the reliability of the work or their assessment includes errors. | Only examines the reliability of the work at a theoretical level by referring to sources.                                       | Only examines the reliability of part of the work.   | Correctly assesses the reliability of the work, covering its key areas.  | Correctly assesses the reliability of the work and provides justification.   | Critically assesses the reliability of the work and demonstrates their research and development competence.                                      |
| <b>Ethics review</b><br><br><i>The student</i>  | Does not comply with research ethics guidelines.   | Complies with research ethics guidelines, but their description of the implementation of this is insufficient.                  | Complies with research ethics guidelines and examines ethical issues in their own thesis.                      | Complies with research ethics guidelines and pays particular attention to the ethical issues specific to their own thesis.     | Complies with research ethics guidelines. Analyses and expertly examines ethical issues connected to their thesis.                               | Complies with research ethics guidelines. Critically and responsibly examines the ethical issues connected to their thesis.                      |

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| Grade  | Fail 0                            | Adequate 1   | Satisfactory 2  | Good 3   | Very good 4   | Excellent 5  |
|--|-----------------------------------|--|---|--|---|--|
| <b>4 RESULTS AND DISCUSSION - weighting 3 (30 %)</b>         |                                   |  |   |  |   |  |
| <b>Presentation of conclusions</b><br><br><i>The student</i> | Does not present any conclusions. | Presents conclusions and development ideas but does not provide justification for these. | Presents conclusions and development ideas that are partially connected to the points of departure of the research. | Presents conclusions and justifications for further measures and/or development proposals based on them. | Presents reasoned conclusions and development proposals that are clearly linked to the points of departure of the work. | Presents relevant and multifaceted conclusions, as well as partly imaginative or innovative further measures and development proposals that are clearly linked to the points of departure of the work and to practice. |
| <b>The feedback of working life tutor</b>                    |                                   | The working life tutor's feedback demonstrates shortcomings in the work.                 | The working life tutor is mainly satisfied with the results of the work.  | The working life tutor is satisfied with the results of the work.  | The working life tutor is very satisfied with the results of the work.  | The working life tutor's feedback is commendable.  |

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| Grade  | Fail 0  | Adequate 1   | Satisfactory 2   | Good 3  | Very good 4  | Excellent 5   |
|--|---|--|--|---|--|---|
| <b>5 REPORTING - weighting 1 (10 %)</b>  |   |  |  |   |  |   |
| <p><b>The accuracy and illustrativeness of written and oral reporting</b></p> <p><i>The student</i></p>                              | <p>Is not able to report in a coherent and illustrative manner.</p> <p>Present orally directly from a written report.</p> <p>Does not adhere to the given time limit for the oral presentation.</p> | <p>Reports in an illustrative manner but the reporting includes inconsistencies and gaps.</p> <p>Gives an informative oral presentation.</p> <p>Does not adhere to the given time limit for the oral presentation.</p>   | <p>Reports in a coherent and illustrative manner.</p> <p>Reports with minor shortcomings.</p> <p>Gives an informative oral presentation.</p> <p>Adheres to the given time limit for the oral presentation.</p>   | <p>Reports in a coherent, justified, and illustrative manner.</p> <p>Adheres to the given time limit for the oral presentation.</p> | <p>Reports in a coherent, logical, and analytical manner.</p> <p>Demonstrates critical thinking both orally and in writing.</p>              | <p>Reports convincingly, presenting a clear, coherent, and logically progressive whole.</p> <p>Demonstrates critical thinking and the ability to link their own work to the development of the field, both in their writing and orally.</p> |
| <p><b>Language and formal style of the thesis</b></p> <p><b>Compliance with reporting instructions</b></p> <p><i>The student</i></p> | <p>Does not produce text that is both comprehensible and suitably formal in style.</p> <p>Does not follow Jamk's reporting instructions.</p>  | <p>Writes unstructured text with many repeated language and style errors.</p> <p>Writes text that is presented in accordance with the models of reporting.</p> <p>References sources both in the bibliography and in-text citations. Has made errors in their use of references.</p> | <p>Writes structured text with many repeated language and style errors.</p> <p>Writes text that is presented in accordance with the models of reporting.</p> <p>References sources both in the bibliography and in-text citations. Has made errors in their use of references.</p> | <p>Writes structured text that contains occasional language and style errors.</p> <p>Follows Jamk's reporting instructions.</p>     | <p>Writes structured text that is fluent, almost error free, and suitably formal in style.</p> <p>Follows Jamk's reporting instructions.</p> | <p>Writes in an assertive, insightful, error-free, and appropriately formal style.</p> <p>Follows Jamk's reporting instructions.</p>  |