**BACHELOR’S THESIS ASSESSMENT BY**

**OULU UNIVERSITY OF APPLIED SCIENCES**

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| **Bachelor’s**  **thesis**  **information** | Student | Supervisor/assessor of Bachelor’s thesis |
|  |  |
| Title of Bachelor’s thesis | |
|  | |
| Degree programme | |
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*TABLE 1. Assessment criteria for choice and planning of subject and description of grades used*

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| --- | --- | --- | --- | --- |
| **Assessment**  **criterion** | **Excellent (5)** | **Good (4–3)** | **Satisfactory (2–1)** | **Fail (0) / Unfinished** |
| Connection of subject to professional field and expertise | The subject has a well-argued connection to the  professional field and it plays an important role in developing the student’s expertise.  The subject is valuable for practical activity and important for working life and its development.  The subject is of current interest, new, creative, demanding. | The subject is clear connection to the professional field and it is related to the student’s professional  development.  The subject is valuable and well-reasoned from  a worklife perspective.  The subject is of current interest and typical of the field | The subject is related to the development of the industry and the student’s professional growth.  The subject is useful for the working life/client.  The subject is ordinary. | The subject has no  connection to the  professional field. |
| Development/research task and its definition | The development/research task and its definition are described clearly and justified. | The development/research task and its definition are well-argued. | The development/research task is understandable. | The development/research task has not been defined. |
| Purpose and  objectives | The purpose and  objectives of the thesis are well-founded from the perspectives of working life and theoretical foundation. The intention is to apply the results of the work to the development of the professional field. | The purpose and objectives of the thesis aim at developing the  professional field. | The thesis has objectives. | The purpose and objectives of the thesis are vaguely defined and/or the work does not follow the approved plan. |

Assess the choice of subject for the Bachelor’s thesis and its planning. Justify the assessment using the grade descriptions in table 1:

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| **Assessment** | Choice of subject for Bachelor’s thesis and its planning |
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*TABLE 2. Assessment criteria for implementation and description of grades used*

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| **Assessment criterion** | **Excellent (5)** | **Good (4–3)** | **Satisfactory (2–1)** | **Fail (0) / Unfinished** |
| Theoretical foundation | The theoretical foundation conveys the author’s own, critical and creative  thinking. It is carefully considered, topical and purposeful in terms of the nature of the work. A sufficient amount of key scientific/artistic research and specialist knowledge has been used for the theoretical foundation. | The thesis has a theoretical foundation and is based on versatile industry sources. | The thesis has a theoretical foundation and is based on industry sources. | The theoretical foundation is noticeably limited and  selected uncritically. |
| Material and methodological choices | The material is diverse from the viewpoint of the objective of the work.  The acquisition of material and work methods are well-founded and their use is well-controlled. | The material is comprehensive.  The acquisition of material and work methods are well-founded. | The material is sufficient.  The acquisition of material and work methods are purposeful, and they have been described. | The material is insufficient.  The acquisition of material and work methods have not been described. |
| Treatment and analysis of  material | The material is treated in a controlled manner and analysis is proficient. It shows a creative and systematic approach. | The treatment and analysis of material illustrates the author’s familiarity with the subject. | The treatment and analysis of material is adequate. | The treatment and analysis of material is inconsistent and inadequate. |
|  |  |  |  |  |
| Results/Product  Conclusions/ development proposals | The results/product are new creations and original, the application of results has been proven and significance assessed.  Conclusions/development proposals were acquired by reflecting the student’s own results to research and specialist data. | The objectives set for the work have been justified. The achieved results/product can be applied to the development of the industry.  Conclusions/development proposals are ordinary. | The objectives set for the work have been reached.  Conclusions/  development proposals are presented. | The objectives set for the work have not been reached. The results have been wrongly interpreted.  Conclusions/  development proposals are missing. |

Assess the implementation of the Bachelor’s thesis. Justify the assessment using the grade descriptions in table 2:

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| --- | --- |
| **Assessment** | Implementation of Bachelor’s thesis |
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*TABLE 3. Assessment criteria for written reporting and description of grades used*

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| --- | --- | --- | --- | --- |
| **Assessment criterion** | **Excellent (5)** | **Good (4–3)** | **Satisfactory (2–1)** | **Fail (0) / Unfinished** |
| Written reporting | The language of the report is professional, its structure well-articulated and the external appearance impeccable. The report describes the Bachelor’s thesis process and the results extensively and reliably. | The language of the report is professional and its structure well-articulated. References follow instructions. It describes the  Bachelor’s thesis process and the  results. | The language of the report is easy to  understand. Structure and external appearance follow instructions. References are coherent. The report describes the Bachelor’s thesis process and the results. | There are a lot of errors in the language of the report. There are significant shortcomings in the structure and the external appearance. References are incoherent. The suggested corrections have not been made. |

Assess the written reporting of the Bachelor’s thesis. Justify the assessment using the grade descriptions in table 3:

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| **Assessment** | Written reporting of the Bachelor’s thesis |
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*TABLE 4. Assessment criteria for the process and description of grades used*

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| --- | --- | --- | --- | --- |
| **Assessment criterion** | **Excellent (5)** | **Good (4–3)** | **Satisfactory (2–1)** | **Fail (0) / Unfinished** |
| Progress and success of the process | The work has proceeded in a deliberate, goal-oriented and controlled manner throughout the entire process.  Supervisors’ expertise has been utilized during the  process and the student has acted responsibly and independently during different stages of the process.  The student has critically examined his own Bachelor’s thesis process, sought for alternative solutions and put forward development  proposals.  The student has been able to plan and implement his Bachelor’s thesis independently within available resources (time, money, physical and mental resource, knowledge).  The process has added to the student’s professional expertise. He has shown during different stages of the process that he is capable of well-argued professional dialogue and of  displaying and sharing his expertise. | The work has  progressed in a methodical and goal-oriented manner throughout the  process.  The student has sought for advice and been able to utilize it. Cooperation with different parties has been smooth.  The student has  critically examined his own Bachelor’s thesis process.  The student has implemented methodically his  Bachelor’s thesis within available  resources (time, money, physical and mental resources, knowledge).  The process has created a foundation for the growth of the student’s professional expertise. The student is capable of professional  dialogue. | The work has progressed in a goal-oriented  manner.  The student has utilized guidance.  The student has assessed his own work.  The student has used ethically responsible and correct methods.  The student has implemented his  Bachelor’s thesis within available  resources (time, money, physical and mental resources, knowledge).  The process has added to the student’s skills and knowledge and he is capable of displaying them. | The student has been incapable of methodical and goal-oriented work. The schedule agreed upon has not been followed and the reasons for this have not been given.  The student has been unable to seek guidance or to look for answers to the questions that have arisen.  The student is incapable of assessing his own work. The student has not used ethically responsible and correct methods.  The suitability of the  demands and the scope of the work to the student’s  resources has been  misjudged.  The process hasn’t  improved the student’s  professional skills. |

Assess the Bachelor’s thesis process. Justify the assessment using the grade descriptions in table 4:

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| **Assessment** | Bachelor’s thesis process | |
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| **Summary** | Overall grade for the Bachelor’s thesis (0–5):  Cooperative Bachelor’s thesis project:  Yes  No  The Bachelor’s thesis is part of the R&D-project of the University of Applied Sciences:  Yes, part of a R&D-project Credits gained       cr  No | |
|  | Date | Signature |
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