

3/2020

Criteria	Excellent (5)	Very Good (4), Good (3)	Satisfactory (2), Sufficient (1)
CHOICE OF TOPIC, KNOWLEDGE BASE AND METHODS			
Choice and substantiation of topic, definition of objectives	<p>The topic is current with an aim to develop working life and reform trends are considered.</p> <p>The topic is clearly and consistently defined and the justification of the definitions and choices is theory and working life based.</p> <p>The objectives set are significant in view of the development of both theory and practice in the field. They are consistent and achievable.</p>	<p>The topic is current, working life based and with an aim to develop working life practices.</p> <p>The topic is defined and the justification of the definitions and choices realistic and working life based.</p> <p>The objectives set are concrete, achievable and feasible.</p>	<p>The topic is based on working life, core competence in the field and on mastering the basic concepts.</p> <p>The definition of the topic is partly vague and inconsistent; the justification is illogical and difficult to understand.</p> <p>The objectives are set but their achievability and feasibility are unrealistic.</p>
Knowledge base and use of source material	<p>The knowledge base is theoretically and practically versatile.</p> <p>The concepts are clearly specified and the theoretical background is a synthesis of the used concepts and models.</p> <p>The choice and use of source material demonstrate data acquisition skills which are based on in-depth analytical thinking and developed source criticism.</p>	<p>Essential and topical field-specific information forms the knowledge base.</p> <p>The use of concepts is logical and justified. The knowledge base is a full and clear whole.</p> <p>The choice and use of source material demonstrate mastery of the professional concepts and content in the field and ability to find the essential sources.</p>	<p>The knowledge base is a fairly brief, summarised description of the core concepts and content of the topic.</p> <p>The concepts are loosely and illogically linked to the context.</p> <p>The choice and use of source material demonstrate mastery of the traditional knowledge base in the field. The use of source material is mechanical and repetitive.</p>
Methodological choices and use of methods	<p>The chosen method is highly suitable for solving the problem/task related to the topic.</p> <p>The strengths and weaknesses of the method are critically analysed and possible alternative</p>	<p>The chosen method is suitable for solving the problem/task related to the topic.</p> <p>Possible methodological alternatives are explored. The chosen method is well-described</p>	<p>The chosen method is conventional in view of the topic.</p> <p>The description of the method is brief and summarised. The suitability for the</p>

3/2020

	<p>approaches are carefully explored. The method is used independently, creatively, consistently and skilfully at various stages of the work.</p>	<p>theoretically. The methods are used in compliance with the instructions and the achieved results are logical in view of the method used.</p>	<p>topic-related problem-solving is not assessed. The mastery of the method is formalistic and the use is hesitant. The appropriate use of the method requires guidance.</p>
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RESULTS/ OUTPUT/ AND THEIR APPLICABILITY

Working life relevance and novelty and applicability value of the results	<p>The results/output meet(s) the set objectives in full.</p> <p>The results/output have/has significant novelty and/or applicability value in view of working life development or the student's own educational field.</p>	<p>The results/output meet(s) the set objectives well.</p> <p>The results/output have/has good novelty and/or applicability value in the working life context and/or in the student's own educational field.</p>	<p>The results/output meet(s) the set objectives partly.</p> <p>The results/output have/has applicability value but do/does not contribute to the working life development and/or the student's own educational field.</p>
Conclusions and reflection	<p>The conclusions are creative and logically compatible with the theoretical background and results.</p> <p>The choices are critically analysed and the work process, results and significance are creatively discussed.</p>	<p>The conclusions are logical.</p> <p>The results, theories and methods used are critically analysed.</p>	<p>The conclusions are partly illogical.</p> <p>The critical analysis of the choices is weak or ignored.</p>
Usability of the results	<p>An innovative solution and/or new proposals to the client and other partners to solve challenges in the working life are presented. The results are directly applicable in the working life context.</p>	<p>A model and/or clear development proposal to solve problems in the working life is presented.</p>	<p>Applicable solutions/development proposals are presented.</p>

INTERNATIONALITY

Considering the international aspect	<p>The research or development project of the work excellently reflects international researches on the same topic in the field. The thesis is justifiably positioned in relation to international R&D work.</p>	<p>The research or development task of the work reflects international researches in the field.</p>	<p>International research data on the topic is used in the work.</p>
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3/2020

Logicity and lay-out of the report and style and register of the language	<p>A. "Traditional": The thesis structure is logical and the work is a logical entity.</p> <p>The report is excellently written and reader-friendly.</p> <p>The report is written in compliance with the reporting instructions and the language used in the report is clear, explicit and flaw-less.</p> <p>B. "Innovative" Reporting is logical, innovative and new multimedia presentation and technical options are used.</p> <p>The layout and readability of the report are excellent.</p>	<p>A. The thesis structure is logical.</p> <p>The report is well- written and reader-friendly The report is written in compliance with the reporting instructions and the language used in the report is clear, explicit and nearly flawless.</p> <p>B. New written and visual ways to de-cribe the research/development project are used in innovative reporting.</p>	<p>A. The thesis structure is fairly logical or partly inconsistent.</p> <p>The report is fairly well- written and reader-friendly or there are weaknesses in the report writing and the report is not fully reader-friendly.</p> <p>The report is written in compliance with the reporting instructions and the language used is satisfactory.</p> <p>B. Reporting is superficial and insufficient and the project description is partly in-consistent and satisfactory.</p> <p>The language used is satisfactory.</p>
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RELIABILITY AND ETHICALITY

Reliability and ethical review of the thesis	<p>The student has expertly reviewed and discussed the reliability of the thesis process and research results as well as the ethical issues related to the thesis.</p>	<p>The student has reviewed and discussed the reliability of the thesis process and the research results as well as the ethical issues related to the thesis.</p>	<p>The reliability of the thesis process and research results as well as the ethical issues related to the thesis are reviewed and discussed inadequately.</p>
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Maturity test	Pass
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