# SAVONIA
Criteria for evaluating multidisciplinary master's degree studies 1/2
Master School 22.2.2023. The order of criteria was changed 28.4.2023

This table shows the evaluation criteria for the grades commendable (5), good (3), fair (1). The evaluator also has the grades very good (4) and satisfactory (2) and failed (0).

| | Criteria | | | |
|---|---|---|---|---|
| | **5 (commendable)** | **3 (good)** | **1 (fair)** | **Grade** The overall grade is the average of these grades |
| **Knowledge Base** Quality, use, and application of the research sources (academic research literature, other sources, networks of experts, additional materials) | o The student can critically evaluate sources and assess its quality and reliability, for example, in its use of data or studies. o The academic knowledge base (theory) is applied to the student's work, and the student demonstrates an ability to combine this knowledge with their own conclusions convincingly and appropriately (synthesis). | o The student can critically evaluate sources provided and found and apply them to their work. o The academic knowledge base (theory) is applied to the learning task, and this is shown in the student's work. | The student o Knows how to use sources, o Can search for sources in scientific/academic databases, o Can find sources relative to their assignment. Writing is based on research sources, and these are appropriately referenced. | |
| **Application to Working Life** | o The student understands the learning task should be placed in the context of working life and proposes solutions based on their research to improve working life outcomes. The student is also able to critically assess proposed solutions' feasibility. | o The student understands the learning task should be placed in the context of working life and proposes solutions based on their research to improve working life outcomes. | The student understands the learning task should be placed in the context of working life but does not propose further development of the information they provide. | |
| **Conclusions and reflection** | o The student's conclusions are clearly and convincingly associated with the theoretical basis/theoretical framework upon which their work is based. o The student reflection is accurate, based on the content of their work and supported by relevant research. The student's reflection suggests avenues for further research based on unique conclusions supported by their work. | o The student's conclusions stemming from their work have been analysed and supported from multiple viewpoints, and this is supported in the theoretical basis/theoretical framework used. o The student reflection is accurate, based on the content of their work, and supported by relevant research. | o The student's conclusions stemming from their work are merely listed and are not convincingly associated with the theoretical basis/theoretical framework used. o The student's reflection is accurate but detached and not adequately based on the content of their work. | |

**SAVONIA**

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|---|---|---|---|---|
| | **5 (commendable)** | **3 (good)** | **1 (fair)** | |
| Communication clarity and adherence to appropriate documentation requirements | Savonia's reporting guidelines have been used consistently in the student's work.<br><br>o The work is logically consistent, and the work forms a balanced whole.<br>o The language is fluent, flawless, and easy to understand and read.<br><br>o The writing style is appropriate for serious academic work, and this style is used consistently. | Savonia's reporting guidelines have been used consistently in the student's work.<br>o The structure of the student's work is logically consistent.<br><br>o The student's writing is understandable, clear, and almost flawless with respect to word usage, punctuation, and spelling.<br>o Writing style is not casual and is suitable for academic work. | o Savonia's reporting guidelines have been used consistently in the student's work.<br>o The structure of the student's work is sometimes logically inconsistent.<br>o The student's writing is understandable and clear.<br><br>o Writing style is sometimes casual and not suitable for academic work. | |
| Other factors affecting the assessment of the course and/or learning assignment **Define these before the start of the course**. | **For example**<br>o Adhering to an agreed schedule and turning in work on time<br>o Being aware of and incorporating appropriate ethical standards in research and work output<br>o Ongoing self-assessment of how the academic work is influencing the student's professional development<br>Creativity exhibited in the execution of the task | | | |