

Vararehtorin päätös 21.8.2019 § 34

MASTER'S THESIS ASSESSMENT BY

OULU UNIVERSITY OF APPLIED SCIENCES

AUTHOR	
NAME OF THE THESIS	
DEGREE PROGRAMME	
GRADE	

ASSESSMENT CRITERION	EXCELLENT 5	GOOD 3-4	SATISFACTORY 1-2	ASSESSMENT
TOPIC	<ul style="list-style-type: none"> - is meaningful and new from the point of view of working life and/or the business and/or cultural life of the region. - offers a new or creative approach to the phenomenon. 	<ul style="list-style-type: none"> - is in some respect meaningful from the point of view of working, business or cultural life. - offers a topical approach to the phenomenon. 	<ul style="list-style-type: none"> - is traditional from the point of view of working, business or cultural life. - offers an ordinary approach to the phenomenon. 	

PURPOSE AND OBJECTIVES	The student: <ul style="list-style-type: none"> - has defined the purpose and objectives logically and given clear reasons for them. 	The student: <ul style="list-style-type: none"> - has defined the purpose and objectives logically. 	The student: <ul style="list-style-type: none"> - has described the purpose and objectives. 	
THEORETICAL BACKGROUND	The student: <ul style="list-style-type: none"> - shows that they are able to gather, process and combine data in a critical and versatile manner (synthesis). - has used relevant sources of information creatively, comprehensively and competently. - has used relevant national and international studies and other sources based on expert knowledge in a diverse, critical and intelligent manner. 	The student: <ul style="list-style-type: none"> - shows that they are able to gather and process data in a versatile manner. - has used relevant sources of information comprehensively. - has used studies conducted in the field and other sources based on expert knowledge. 	The student: <ul style="list-style-type: none"> - shows that they are able to define central concepts related to the topic. - has modestly used studies conducted in the field and other sources based on expert knowledge. 	

<p>IMPLEMENTATION</p>	<p>The student:</p> <ul style="list-style-type: none"> - justifies their choices – approach and methods – in a professional manner. - describes the thesis process clearly. - has realised their thesis using an appropriate methodology. - has processed and analysed generated data reliably, and the data has significantly contributed to the development process. 	<p>The student:</p> <ul style="list-style-type: none"> - partially justifies their choices – approach and methods. - describes the thesis process in an understandable manner. - has realised their thesis using an appropriate methodology. - has processed and analysed generated data, and the data has contributed to the development process. 	<p>The student:</p> <ul style="list-style-type: none"> - justifies the main elements of their choices – approach and methods. - describes the thesis process only partially. - has realised their thesis using a moderately appropriate methodology. - has superficially processed and analysed generated information in the research development process. 	
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<p>RESULTS AND CONCLUSIONS</p>	<ul style="list-style-type: none"> - have provided new information, points of view, methods, services, applications for different industries (e.g. technology), business models or publications (e.g. concerts, compositions, dance performances, other productions or public events). - The results can be directly applied in practice. - Conclusions and development proposals have been presented critically, and the results and theoretical background are studied in a variety of perspectives. 	<ul style="list-style-type: none"> - have provided useful information and/or applications, business models or publications. - The results can be applied partially. - Conclusions and development proposals have been presented with the help of the theoretical background. 	<ul style="list-style-type: none"> - have provided information and/or applications, business models or publications whose value in use could be increased. - Conclusions and development proposals have been presented superficially. 	
<p>REFLECTION AND EXAMINATION</p>	<ul style="list-style-type: none"> - The student has met the objectives set for the thesis very well. - Choices made, collaboration, suitability of methods, reliability and ethical issues 	<ul style="list-style-type: none"> - The student has met the objectives set for the thesis well. - Choices made, collaboration, suitability of methods, reliability and ethical issues have 	<ul style="list-style-type: none"> - The student has partially met the objectives set for the thesis. - Choices made, collaboration, suitability of methods, reliability and ethical issues have 	

	<p>have been evaluated systematically and critically.</p> <ul style="list-style-type: none"> - The student has seen the big picture, as well as specified and analysed different areas intelligently. - The significance and usability of the thesis has been evaluated in a diverse and critical manner, for instance, from the points of view of working life, the region's business and cultural life, as well as the service users and producers. 	<p>been evaluated from different perspectives.</p> <ul style="list-style-type: none"> - The student has seen the big picture, as well as specified and analysed different areas comprehensively. - The significance and usability of the thesis has been evaluated well. 	<p>been evaluated one-sidedly and out of context.</p> <ul style="list-style-type: none"> - The student has seen the big picture, as well as specified and analysed different areas partially. - The significance and usability have been evaluated narrowly, 	
PROCESS	<ul style="list-style-type: none"> - The thesis has progressed systematically, logically and independently with the help of guidance, and the student has 	<ul style="list-style-type: none"> - The thesis process has progressed systematically, and guidance has been used in a purposeful way. 	<ul style="list-style-type: none"> - The thesis process has progressed, and the use of guidance has varied. 	

	<p>demonstrated excellent understanding of the research topic.</p> <ul style="list-style-type: none"> - The student's expertise has developed. - Collaboration with the actors involved in the process has been close, active and responsible. 	<ul style="list-style-type: none"> - The student has demonstrated command of the topic as the process has progressed. - Collaboration with the actors involved in the process has been adequate. 	<ul style="list-style-type: none"> - Collaboration with the actors involved in the process could be developed. 	
REPORTING	<ul style="list-style-type: none"> - The report meets the demands related to research communications. - The report is fit for the purpose and appropriate considering the phenomenon that is studied and developed. - Language is flawless and suitable for the context. - Presentation follows guidelines, and the 	<ul style="list-style-type: none"> - The report mainly meets the demands related to research communications. - The report is fit for the purpose and appropriate considering the phenomenon that is studied. - Language is good. - Presentation mainly follows guidelines. 	<ul style="list-style-type: none"> - The report partially meets the demands related to research communications. - The report is incoherent in some places. - The quality of language varies. - Presentation follows guidelines on a general level. 	



	student may reasonably deviate from them.			
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STUDENT'S SELF-ASSESSMENT	
PEER EVALUATION	
EVALUATION OF ANY COOPERATING PARTIES	

DATE	SUPERVISOR'S SIGNATURE AND NAME IN PRINT	SUPERVISOR'S SIGNATURE AND NAME IN PRINT
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