

TABLE 4. Assessment criteria for the process and description of grades used

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.	The work has progressed in a methodical and goal-oriented manner throughout the process.	The work has progressed in a goal-oriented manner.	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.
	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 sought for advice and been able to utilize it. Cooperation with different parties has been smooth.	The student has utilized guidance.	The student has been unable to seek guidance or to look for answers to the questions that have arisen.
	The student has critically examined his own Bachelor's thesis process, sought for alternative solutions and put forward development proposals.	The student has critically examined his own Bachelor's thesis process.	The student has assessed his own work. The student has used ethically responsible and correct methods.	The student is incapable of assessing his own work. The student has not used ethically responsible and correct methods.
	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 student has implemented methodically his Bachelor's thesis within available resources (time, money, physical and mental resources, knowledge).	The student has implemented his Bachelor's thesis within available resources (time, money, physical and mental resources, knowledge).	The suitability of the demands and the scope of the work to the student's resources has been misjudged.
	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 process has created a foundation for the growth of the student's professional expertise. The student is capable of professional dialogue.	The process has added to the student's skills and knowledge and he is capable of displaying them.	The process hasn't improved the student's professional skills.