

Assessment based on the assessment matrix for master's theses should be carried out in a comprehensive manner based on the sections below (as applicable).

AREA OF ASSESSMENT	FAIL/DEFICIENT	PASSABLE 1	SATISFACTORY 2	GOOD 3	VERY GOOD 4	EXCELLENT 5
<b>1 Research topic and purpose</b>	The thesis has no objective, or the objective has been expressed very ambiguously. The thesis includes no background for the topic nor any question formulation, or it is very ambiguous. Research ethics have not been considered.	The description of the objective is very narrow and justification for the significance of the thesis is ambiguous. The relationship between the question formulation and the presented background literature is ambiguous. The framing of the thesis in relation to the question formulation is ambiguous. The consideration of research ethics, if any, is insufficient.		The essential theoretical background is presented, and its connection to the purpose of the thesis is clearly described. The question formulation is clear, and the selection of the topic, as well as the framing of the thesis have been clearly justified in relation to the question formulation. The consideration of research ethics, if any, is appropriate.		The theoretical premise and concepts of the thesis are described in depth, indicating a profound familiarity with the background of the thesis. The thesis is clearly linked with its theoretical background. The research formulation of the thesis is very clearly and critically justified, and its connection to the background literature is clear. The thesis topic is insightful and its framing is clearly justified in relation to the question formulation, while focusing on the essential. The consideration of research ethics, if any, is excellent.
<b>Knowledge of the research field and related theories as well as the use of literature</b>	The theoretical background of the thesis is very inadequate or not at all connected to the research question. The thesis has only a small number of references, while lacking entirely in source criticism. References are haphazard, and key references are missing.	The theoretical background is described in a narrow or unbalanced, as well as partly inadequate manner. The choice of perspective and the concepts used are only partly/poorly appropriate to the topic under discussion. The use of literature is one-sided, unsure or uneven, indicating limited familiarity with the literature.		The theoretical background has been well described. The choice of perspective and the definition of concepts are good and appropriate from the viewpoint of the problem under discussion. Literature essential to the research questions is presented and appropriately used, and key factors have been correctly highlighted in the text. The thesis utilises source literature in a versatile and justified manner. The examination of perspectives originating in the source literature is good, and they are used for creating syntheses.		The theoretical background of the thesis is described in a versatile, analytical and justified manner. The choice of perspective and the definition of concepts from the viewpoint of the thesis theme are insightful and relevant. The literature is diverse, used appropriately and includes both the latest and older original sources relevant to the research questions. Perspectives originating in the source literature are examined in a versatile and analytical manner, including the successful creation of syntheses.
<b>3 Material, acquisition of material and analyses</b>	The description of the material and/or methods is significantly lacking, or the material and methods are inappropriate for the thesis. Choices are not justified. The	The material and methods are described, but in a limited manner. Any justification of choices is lacking and/or the applicability of the selected method to the research task is only passable. The description of methods is limited. Proficiency in		The material and methods are adequately described. Justification for choices is good, while the methods chosen are correctly employed and are appropriate for solving the research task. The		The material and methods are described in a commendable manner. The choices are justified in a diverse manner, with an awareness of their consequences. The methods are used in a justified and critical manner, and their use is reasoned and faultless in relation to the thesis topic. The material is exceptionally applied to the question formulation,

	use of the methods is severely lacking.	methods is lacking, as is the scope and applicability of the material. Either too little or too much of material acquisition and analyses have been carried out. The connection between theory and empirical research is tenuous. Research ethics are given some consideration.		material is sufficient in scope and appropriate for the thesis. The scope of the practical work is appropriate. The connection between theory and experimental work is proved. Research ethics are taken into consideration in the acquisition, handling and/or analysis of the material.		with an insightful combination of theory and empirical research. Research ethics are taken well into consideration in relation to the acquisition, handling and analysis of material.
<b>4 Research results and reporting</b>	The presentation of results is flawed and lacking, and the results correspond poorly with the research question. The reporting is incoherent, inconsistent or deficient.	The opportunities provided by the material are not used adequately. The presentation of results is superficial or even flawed, while the connection between the results and the research task is unclear. The reporting is limited or partly unclear. The use of images, diagrams and text is inconsistent.		The results correspond with the research task. The material is well utilised. The presentation of results is logical, with clear reporting. Images and diagrams are clear, supporting the text.		The connection between the results and the research objective is clear. The material is exceptionally utilised. The presentation of results is clear and logical, while the results include scientifically new findings or increase the scope of knowledge in the field. Regardless of deficiencies in the results, if any, the material is utilised in an exceptional manner. Images and diagrams support each other and the text.
<b>5 Examination of results (discussion) and conclusions</b>	The examination of the results is superficial and lacking. There is no assessment of the reliability of the results or it is inconsistent. Conclusions are missing or are not connected to the content or objectives of the thesis.	The examination of the results is meagre, centred on the author's findings, while their relationship with prior research is specified in a limited manner. The presentation of new research problems, as well as the consideration of application opportunities are insufficient. The reliability of the results is insufficiently assessed. Conclusions are based on the results.		The key results of the research are highlighted and examined in relation to the literature of the research area, the theoretical background and the author's research questions. The assessment of the reliability of the results is good and appropriate. If the results are inconclusive, the material is well applied to their examination. The thesis presents new research problems and/or considers application opportunities for the results. The conclusions are based on the results, and they are justified and good.		In the highest grades, the significance of conclusions is emphasised: the examination is critical and versatile, even innovative. The author's results are commendably linked with the literature of the research area, and the conclusions are presented in a logical relationship with the theoretical background and the presented research questions. The material is used in the examination in an exceptional way. The reliability of the results is assessed in a critical and thorough manner. New research problems are presented and/or application opportunities considered in a convincing manner.
<b>6 Structure, clarity and polishing of the thesis</b>	The thesis is scattered and illogical, and does not form a coherent whole. The thesis includes irrelevant content or relevant content is missing.	The thesis includes key content, but as a whole it is unbalanced, deficient in many parts. The scope of the thesis is well above or below the instructed scope.  The writing is academic, but there are a high number of errors in the		The thesis includes all key factors in logical order, and the text is coherent. Some sections may be slightly deficient, but they are compensated by the whole (for example, the presentation of the results is partly deficient, yet their examination is appropriate). The		The thesis is a consistent and thoroughly clear whole that includes all key factors in logical order, and the text is coherent. The flawless language of the thesis is among its essential strengths. The scope of the thesis conforms with the instructions.

	<p>The thesis has only a small number of references, while lacking entirely in source criticism. The thesis does not fulfil the requirements of academic style. The style of references is severely lacking.</p> <p>Diagrams and images are unclear. The appearance of the thesis does not comply with instructions.</p>	<p>language. There are errors in the bibliography and/or the style of references. The appearance of the thesis complies with instructions. Diagrams, images and appendices are appropriate, but their presentation is partly unclear.</p>	<p>thesis includes all essential sections in the right order. The scope of the thesis conforms with the instructions.</p> <p>The thesis is precise and in keeping with good grammar and academic style. The use of terminology is appropriate. The author's scientific thinking can be identified in the text. The bibliography and style of referencing are primarily faultless. Diagrams, images and appendices are clear. The appearance of the thesis complies with instructions.</p>	<p>The language is polished and smooth academic style. The author's scientific thinking and understanding can be easily identified in the text. The use of terminology is faultless, while the bibliography and style of referencing are flawless and consistent. The presentation of literature references in the text is smooth. The appearance of the thesis complies with the instructions. Images, diagrams and appendices support the text.</p>
<b>7 Conduct of the work during the thesis process</b>	<p>The student has taken no responsibility for his/her thesis process.</p>	<p>The student has had trouble conducting independent work in different stages of the process. He/she requires a lot of support for advancing the process and solving problems.</p>	<p>The student has worked in a target-oriented and steadily progressing manner, with an independent approach.</p> <p>The student has maintained and observed the thesis plan.</p>	<p>The student has demonstrated excellent initiative, activity and responsibility in writing the thesis. He/she has been an active and independent party in following the process, solving problems and internalising methods.</p> <p>Throughout the process, the student has worked in a target-oriented and determined manner.</p>