

## Criteria for Master thesis assessment at Arcada

<b>Theme 1: Background/Topic/Problem formulation</b>	EQF 7: You can justify and clearly delineate an advanced problem in research and/or prospective development activities on the basis of previous studies in the field (research gap) or on the basis of a problem from the field (practical gap) (Knowledge)					
<b>Learning outcome</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
You can delimit and define the research problem and justify it	The research problem is challenging, clearly defined and well motivated with new perspectives on advanced problems or	The research problem is clearly defined and well motivated with new perspectives on advanced problems or development activities.	The research problem is clearly defined and justified in relation to current needs.	The research problem is clearly defined.	The research problem is unclear.	The research problem is not defined.
You can formulate aims and objectives that create the basis for your thesis	The aim, objectives and limitations are well justified and clearly formulated, and specifically linked to previous research or commissioning.	The aim, objectives and limitations are well justified and clearly formulated and related to previous research or commissioning.	Aim and objectives are clearly formulated and related to previous research or commissioning.	Objectives are formulated and related to previous research or commissioning.	Objectives are vague.	Objectives are not formulated.
<b>Theme 2: Literature/Previous research/Theoretical foundation</b>	EQF 7: You can critically select literature and make extensive reference to the state of the art and/or relevant theory in the field and related disciplines. (Knowledge)					
<b>Learning outcome</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
You can identify the basis for the development or research and describe previous research and literature.	The theoretical basis is properly defined and related explicitly to an extensive literature review of the most recent, relevant literature.	The theoretical basis is correctly defined and related explicitly to the most recent, relevant literature.	The theoretical basis is properly defined and supported by a review of the most recent, relevant literature.	The theoretical basis is properly defined and supported by an overview of a limited review of the literature.	The theoretical basis is vaguely related to theory and literature.	Theoretical basis and literature are missing.

Theme 3: Method/Approach/Processes	EQF 7: You can justify the chosen methodology, you provide a sufficient sample or material and describe the working process or data collection in a detailed and transparent way. (skill and approach)					
<b>Learning outcome</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
You can independently justify an appropriate method and process.	The methodology and process description are clearly justified and described in an excellent way.	The methodology and process description are clearly justified and described.	The methodology and process description are clearly described and their relevance is justified.	The methodology and process description are clearly described.	The methodology and process description are vague	Methodology and process description are missing.
You can provide a sufficient sample of data	The selection, analysis, reliability and/or validity of the data is excellently justified, detailed and transparent.	The selection, analysis, reliability and/or validity of the data is well justified, thorough and transparent.	The selection, analysis, reliability and/or validity of the data is justified, comprehensive and transparent.	The selection, analysis, reliability and/or validity of the data is justified and transparent.	The selection, analysis, reliability and/or validity of the data is vaguely justified.	Justification of the data is lacking.
You can carry out the process independently and skillfully.	The process was carried out according to an appropriate scientific method, independently and with great skill.	The process was carried out according to an appropriate scientific method, independently and with a fair degree of skill.	The process was carried out according to an appropriate scientific method, quite independently and with a fair degree of skill.	The process was carried out quite independently.	he process was carried out with considerable help from others.	The process was not carried out.

Theme 4: Results/Analysis/Problem solving	EQF 7: You formulate concrete suggestions for improvement that contribute to theoretical and/or practical knowledge and evaluate the learning test as a whole in terms of its validity and potential for further study. (Skills)					
<b>Learning outcome</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
You present your results in a structured way.	The results are very clear, consistent and validated objectively and critically.	he results are very clear, consistent and validated objectively.	The results are clear, consistent and validated objectively.	The results are clear and consistent.	Results are unclear.	There are no results
You contribute to solving complex problems in your field and you engage in a reflective discussion of your results	The contribution is clear and logical, and the application of results and extensive analysis is in line with the aims of the thesis, and set in the context of previous studies.	The contribution is clear and logical, and the application of results is in line with the aims of the thesis, and set in the context of previous studies.	The contribution is clear and logical, and the application of results and analysis is in line with the aims of the thesis.	The contribution is presented and the application of the results is in line with the aims of the thesis	The contribution is vague and the application of the results with the purpose of the thesis is unclear. ☒	The results are not in line with the purpose of the thesis

Theme 5: Structure/Language/Read ability/Ethical issues	EQF 7: You master specialised concepts and demonstrate written expression, structure, language and source referencing according to the prescribed guidelines for master's level learning tests and you reflect on ethical issues. (skill)					
<b>Learning outcome</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
You are able to communicate and reflect on your results	The written communication is at a professional level, the thesis is logically structured and all relevant literature is cited.	The written communication is very clear, the thesis is logically structured and all relevant literature is cited.	The written communication is clear, the thesis is logically structured and much of the relevant literature is cited.	The written communication is comprehensible and the thesis is logically structured	The written communication is unclear.	The thesis is unstructured, the written communication is incomprehensible and the work lacks references.
You can consider ethical issues in relation to your research.	Demonstrates competence in considering ethical issues specific to the thesis, and, if applicable, contributes to develop or	Demonstrates competence in addressing ethical issues specific to the thesis.	Discusses ethical issues relevant to the thesis.	Reports on general ethical issues.	Demonstrates attention to ethical issues.	Does not follow ethical standards.