



Bachelor's thesis grading
Bachelor's Programme in Chemistry

Author

Title

Examiner

Date of accepted Maturity test

Language of Maturity test

Date of Original review

Suggested grade

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Area of grading	1. Assignment and content of the thesis					2. Structure of the thesis and quality of presentation					3. The work processes				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Grade	Passable		Good		Excellent	Passable		Good		Excellent	Passable		Good		Excellent

Most significant merits and shortcomings of the thesis:

Signature of the examiner: _____

On the following pages, you will find a guide for the assessment of a bachelor thesis, which should be used to grade the different assessment areas. The overall grade is not necessarily the arithmetic mean of the grades of the areas.

Assessment guide for a Bachelor thesis / Bachelor's programme in Chemistry

A grade of "Fail" here means that the thesis needs to be improved in order to achieve an acceptable grade. The suggested length of a thesis is 20 pages, with a maximum of approximately 30 pages.

This includes a literature review on the topic of the thesis. If the student's research practice project is closely related to the topic of the thesis, the project report can be attached to the thesis. The internship report will not be assessed.

Assignment and content of the thesis

5: The subject of the thesis is presented very well and coherently. The treatment of the topic is linked to the larger picture in a commendable way. The range of sources is adequate and particularly well chosen. The conclusions and the way of thinking show insight and a deeper than usual understanding of the subject and the discipline. There may be only minor inaccuracies in the text.

4: Merits exceed level 3 but not all the criteria of grade 5.

3: The topic of the thesis is presented in a coherent way. The topic is linked in a natural way to larger issues. Sufficient use is made of references (usually at least 15-20) and they relate naturally to the subject matter. The conclusions and the way of thinking show that the student is well acquainted with the subject under study. There may be some minor factual errors and/or inaccuracies in the text.

2: Merits exceed level 1 but not all the criteria of grade 3.

1: The research topic is described in a brief manner. There is little linkage with the larger picture. The references used cover only part of the subject matter or are weakly related to the topic under discussion. The thesis provides an overview of the subject but shows significant shortcomings in the understanding of the subject and the context. There are factual errors in the text, but they are not so extensive as to undermine the whole thesis.

Fail: There are many fundamental errors or misunderstandings in the text. There are crucial gaps in the source material, or it has been widely misused. The treatment of the research topic is vague, or the topic is misunderstood.

Structure and quality of presentation of the thesis

5: The structure of the thesis is excellent. The thesis follows scientific writing practices in an impeccable manner. The language is almost flawless, and the overall presentation is exceptionally clear and engaging. Diagrams, graphs, equations and tables are well thought out, elegant, informative and supportive of the text. All symbols and abbreviations are explained.

4: Merits exceed level 3 but not all the criteria of grade 5.

3: The structure of the thesis is good. The thesis largely follows the principles of good scientific writing, and the references are correct. The language in the thesis is fairly good. Diagrams, graphs, equations and tables are informative, clearly presented and support the text. The text is clear, and the expression is largely unambiguous and precise. Some parts of the thesis may be slightly less well-structured than others.

2: Merits exceed level 1 but not all the criteria of grade 3.

1: The thesis constitutes a minimum set of requirements, but it has significant structural deficiencies. There is poor compliance with scientific writing and citation practices. Diagrams, graphs, equations and tables are mainly of poor quality, unclear or do not support the text. The symbols used are not all properly explained. There may be a large number of typing errors in the text, but the overall language is satisfactory.

Fail: The thesis lacks structure. The text is not written in accordance with scientific writing practices. The use of references is inadequate. The overall style does not follow scientific writing conventions.

at all. Diagrams, graphs, tables and equations are clearly unrelated to the text and/or are very poorly formulated. The language of the thesis is poor.

Work processes during writing

5: The writing process has been carried out largely independently. The student's cooperation with the supervisor is effective and productive. The work is completed within the planned timeframe.

4: Merits exceed level 3 but not all the criteria of grade 5.

3: Student is able to independently carry out the agreed writing steps. Interaction with the supervisor works and the student makes use of the supervisor's feedback. There are no significant deviations from the planned timetable.

2: Merits exceed level 1 but not all the criteria of grade 3.

1: The student is not able to move forward with the writing process on their own initiative, the work only progresses with strong guidance. The student may have difficulties in understanding the subject matter and the complexity of the thesis. The thesis takes considerably longer to complete than planned.

Fail: Working independently produces very poor results. The ability to cooperate with the supervisor is non-existent.