

Assessment matrix for bachelor's theses in the Bachelor's Programme in Medicine and Dentistry, the Bachelor's Programme in Logopedics, the Bachelor's Programme in Psychology and the Bachelor's Programme in Applied Psychology in use as of 1 August 2025, in the Bachelor's Programme in Medicine and Dentistry as of 1 August 2026

The matrix was designed in a working group with representation from the degree programmes in medicine, dentistry, logopedics, psychology and applied psychology. At the Faculty of Medicine, the matrix will be applied to theses submitted from 1 August 2025 onwards (from 1 August 2026 onwards in the Bachelor's Programme in Medicine and Dentistry). The matrix has been reviewed by the relevant degree programme steering groups.

Areas of assessment	0 Fail	1 Passable; contains distinct deficiencies	2 Satisfactory; primarily meets requirements, but contains significant deficiencies	3 Good; meets requirements well, but contains numerous minor weaknesses	4 Very good; meets requirements well, but contains some weaknesses	5 Excellent; meets requirements very well, with few weaknesses
1. Thesis objective, definition of topic and formulation of research questions	The objective, definition and research questions are clearly deficient or unclear.	The objective and research questions are presented, but they are inaccurate and the definition of the topic is unclear.	The objective and research questions are presented, and the topic is fairly consistently defined. The justifications are limited.	The objective, the definition of the topic and the research questions are presented consistently. The justifications are clear and fairly comprehensive.	The objective, the definition of the topic and the research questions are presented clearly and consistently. The justifications are clear, comprehensive and convincing.	The objective, the definition of the topic and the research questions are presented very clearly and consistently. The justifications are clear, comprehensive and very convincing. The solutions are insightful.
2. Scholarly framework and use of sources justifying it	There is no framework or the framework is highly deficient. Concepts are deficiently defined. The text does not indicate knowledge of literature in the field. Sources justifying the framework are absent, irrelevant or misinterpreted.	The framework is deficiently described. Concepts are deficiently defined. Knowledge of the literature in the field is limited and superficial. There are clear deficiencies in the use of sources justifying the framework.	The framework is superficially described. Concepts are deficiently defined. Knowledge of the literature in the field is moderately good. The use of sources justifying the framework is fairly appropriate, but there are deficiencies.	The framework is clearly and fairly comprehensively described, as well as linked to the research questions. Key concepts are defined. Knowledge of the literature in the field is good. The use of sources justifying the framework is appropriate and almost flawless.	The framework is clearly and consistently described in relation to the research questions. Knowledge of the literature in the field is excellent. Key concepts are defined. The use of sources justifying the framework is appropriate and flawless.	The framework is described and linked to the research questions insightfully. Knowledge of the literature in the field is expert. Key concepts are defined. The use of sources justifying the framework is skilled and well-considered.
3. Research data (In literature reviews, research data refer to the literature selected, in empirical theses to the writer's own data.)	The research data are not suited to the objective and research questions of the thesis. The research data and their collection are not described.	The research data are partly suited to the objectives and research questions of the thesis. The description of the research data and their collection is deficient.	The research data are mainly suited to examining the research questions. The research data and their collection are superficially described.	The research data are suited to examining the research questions. The research data and their collection are described well.	The research data are well suited to examining the research questions, and their scope is appropriate. The research data and their collection are described well.	The quality and scope of the research data are excellently suited to examining all of the research questions. The research data and their collection are described



						comprehensively and precisely.
4. Presentation of thesis results (In literature reviews, results refer to the discussion of source articles, in empirical work to results based on the writer's own research data.)	Results are absent or incorrectly presented.	Results are reported, but their link to the research questions is unclear. Reporting is unclear and deficient.	Results are reported in relation to the research questions, but the reporting is superficial and includes minor deficiencies.	Reporting on results in relation to the research questions is good. The results are synthesised.	Reporting on results in relation to the research questions is excellent. The results are clearly synthesised.	Reporting on results in relation to the research questions is excellent, precise and expert. The results are synthesised concisely, comprehensively and expertly.
5. Discussion and conclusions	Critical examination of the results is absent. There are no conclusions, or the conclusions are not based on the results.	The discussion about the results is deficient. The conclusions are partly based on the results.	The results are examined fairly consistently, but critical assessment is limited. The conclusions are partly based on the results and superficially correlated with prior literature.	The results are examined consistently and critically. The conclusions are primarily based on the results and correlated with prior literature.	The critical examination of the results is good and takes the framework into consideration. Argumentation and conclusions are based on the results and effectively correlated with prior literature.	The critical examination of the results is in-depth, comprehensive and takes the framework into consideration. Argumentation and conclusions are insightful, based on the results and expertly correlated with prior literature.
6. The thesis as an academic text	The text does not conform to academic style. Concepts of the field are not used or their use is erroneous. The structure and layout are unclear.	The text partly conforms to academic style. Concepts of the field are used to a limited degree. The structure and layout are partly unclear.	The text mainly conforms to academic style. Concepts of the field are used mainly consistently. The structure and layout are mainly clear, but unpolished in places.	The text conforms to academic style. Concepts of the field are consistently used. The structure and layout are clear.	The text conforms well to academic style. Concepts of the field are used precisely and consistently. The structure and layout are polished.	The text conforms excellently to academic style. Concepts of the field are used precisely and consistently. The structure, layout and writing are flawless.
7. Working methods during the thesis process	A systematic approach to the thesis process was clearly lacking. The student did not seek supervision when needed or use the feedback they received.	The student had an insufficiently systematic approach to the thesis process. The student sought the supervision they needed or used the feedback they received only to a limited degree.	The student worked in a fairly systematic manner. The student sought supervision when needed to varying degrees. The feedback received was utilised to a degree.	The student worked in a fairly systematic and independent manner. The student sought supervision when needed and used the feedback they received.	The student worked in a systematic and independent manner. The student sought supervision when necessary and used the feedback they received appropriately.	The student worked in a very systematic, independent and responsible manner. The student sought supervision when necessary and used the feedback they received effectively and appropriately. The student's independent contribution is excellently reflected in the thesis.

At the Faculty of Medicine, the following common principles apply to bachelor's theses. The common principles will enter into force with the introduction of the new assessment matrix, for theses submitted from 1 August 2025 onwards (from 1 August 2026 onwards for the Bachelor's Programme in Medicine and Dentistry):

Assessment matrix for bachelor's theses and principles for the assessment of bachelor's theses

1. If the examiner (supervisor in the case of bachelor's theses) assigns the grade 0 (i.e., fail) for even a single area of assessment, the thesis will receive a failing grade.
2. Once they have submitted their theses, students cannot fail area 7 of the assessment matrix.
3. Area 7 is assessed by the examiner; that is, the thesis supervisor involved throughout the thesis process.
4. The grade is not necessarily the average of the grades given for the assessment areas of the matrix.
5. With the introduction of the new assessment matrix on 1 August 2025, examiners (supervisors) must submit a written final statement on each thesis.

Co-authored theses

Co-authored thesis is one alternative thesis form as of 1 August 2025, if so determined in the curriculum of the bachelor's programme.

However, co-authored theses cannot be the only possible format of theses; independently authored theses must also be allowed.

Date of completion of theses

The date on which theses are submitted is always their completion date.

Maturity tests

For the time being, the principle, pertaining to maturity tests, approved by the Faculty Council on 6 June 2017 (C2§) and established for advanced studies theses on 11 May 2024 (C2§) will continue to be observed: *"Maturity tests are approved, with regard to language proficiency, by the examiner(s) of the relevant bachelor's or advanced studies thesis, unless another procedure is justified. The examiner(s) can, if necessary, delegate the examination of a maturity test to a person designated by the degree programme director. Bachelor's thesis abstracts and advanced studies (master's) thesis abstracts are examined as the maturity test."*

Guidelines for bachelor's theses

The bachelor's programmes draw up detailed guidelines for bachelor's theses.

Kommentoitu [LV1]: Sisartiedoston otsikossa "tarkastaminen/examination", kannattaa yhtenäistää.