

A common assessment matrix for theses in the medical fields

Areas of assessment	Excellent	Very good	Good	Satisfactory	Passable	Fail
1. Thesis objective and research questions	The objective of the thesis is clear and effectively connected to the theoretical background. The research questions are analytically justified. The professional or scholarly significance and framing of the thesis are justified against the theoretical background in an in-depth way, demonstrating independent thinking. The topic is clearly defined and the research questions clearly presented. The topic is insightfully discussed.	The objective of the thesis is clear and effectively connected to the theoretical background. The research questions are effectively justified and sensible. The professional or scholarly significance of the thesis is justified. The topic is discussed with sufficient complexity from a perspective suited to the discipline.	The objective of the thesis is clear and effectively connected to the theoretical background. The research questions are justified and sensible. The topic is discussed from a perspective suited to the discipline.	The objective of the thesis is described and connected to the theoretical background. The research questions and the framing of the topic are connected to the objective of the thesis. There are minor deficiencies or ambiguities in the research questions and the framing of the topic.	The objective of the thesis is described and the research questions presented, but the description is narrow or its connection to the theoretical background is unstructured. There are deficiencies or ambiguities in the research questions and the framing of the topic.	No objective is set for the thesis, or the objective remains extremely unclear. There are no research questions. The topic is not suited to the discipline.
2. Scholarly framework and use of sources	The theoretical background of the study or review is described in a consistent, complex and analytical way. Key studies related to	The theoretical background of the study or review is described in a consistent and complex way. Key studies related to the	The theoretical background of the study or review is described consistently and sufficiently broadly. Key studies related	The theoretical background of the study or review is described in a consistent but narrow way. The source literature is examined	The theoretical background of the study or review is described, but the description is incomplete or inconsistent. Source	The theoretical background of the study or review is very inadequately described, or the theoretical background is not

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	<p>the topic are taken into consideration and given equal weight. The source literature is broadly examined in a multifaceted way, demonstrating critical thinking. Knowledge of the research field is expert level. The need for the study or review is effectively and insightfully justified.</p>	<p>topic are taken into consideration and given equal weight. The source literature is sufficiently broadly examined in a multifaceted way, demonstrating critical thinking. Knowledge of the research field is good. The need for the study or review is effectively justified.</p>	<p>to the topic are taken into consideration. The source literature is examined analytically and in a multifaceted way. The need for the study or review is justified.</p>	<p>fairly broadly and somewhat analytically. The need for the study or review is justified.</p>	<p>literature is used, but in a limited way. The analytical analysis is weak.</p>	<p>connected to the research questions. The source literature used is random and not analytically examined. There are serious factual errors in the scholarly content that result from an insufficient or biased use or interpretation of sources.</p>
<p>3. Research data and methods</p>	<p>The data, their quality and their collection are described in accordance with the principles of responsible research conduct. The student demonstrates profound familiarity with the topic, for example, by developing or improving a research method or by applying more demanding statistical methods. Research ethics aspects are described and</p>	<p>The data, their quality and their collection are described in accordance with the principles of responsible research conduct. The research methods are appropriate, and they are appropriately and carefully used. The statistical methods are appropriate. Research ethics aspects are described and appropriately taken into consideration.</p>	<p>The data, their quality and their collection are described in accordance with the principles of responsible research conduct. The research methods are appropriate and appropriately used. The statistical methods are appropriate. Research ethics aspects are described and appropriately taken into consideration.</p>	<p>The data, their quality and their collection are described insufficiently to a degree. Not all of the research methods have been appropriately chosen, or there are some deficiencies in their application. Research ethics aspects are described and appropriately taken into consideration.</p>	<p>The data, their quality and their collection are deficiently described. Not all of the research methods have been appropriately chosen, or there are deficiencies in their application. Research ethics aspects are described and appropriately taken into consideration.</p>	<p>The data and research methods are narrowly described, or there are significant deficiencies in the content. There are significant deficiencies or errors in the application of the methods, or the data have not been analysed. Research ethics aspects are not described or related principles are not observed.</p>

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	appropriately taken into consideration.					
(3. Research data and methods; systematic literature review)	In the systematic literature review, information retrieval has been careful and strictly in accordance with the principles of systematic information retrieval. The search terms have been appropriately and comprehensively chosen, the retrieval has been carried out systematically, and any restrictions are clearly defined and justified. A number of international high-quality databases have been used in the information retrieval. The information retrieval is documented in detail on a database-specific basis. Clear inclusion and exclusion criteria have been set for publications. Quality has been assessed in accordance with established	In the systematic literature review, information retrieval has been carried out carefully in accordance with the principles of systematic information retrieval. The search terms have been appropriately and comprehensively chosen, the retrieval has been carried out systematically, and any restrictions are clearly defined and justified. At least two international high-quality databases have been used in the information retrieval. The information retrieval is documented on a database-specific basis. Clear inclusion and exclusion criteria have been set for publications. Quality has been carefully assessed. The stages	In the systematic literature review, information retrieval has been carried out in accordance with the principles of systematic information retrieval. The search terms have been appropriately and comprehensively chosen, the retrieval has been carried out systematically, and any restrictions are defined and justified. At least two international high-quality databases have been used in the information retrieval. The information retrieval is documented on a database-specific basis. Inclusion and exclusion criteria have been set for publications. Quality has been assessed and the stages of the	In the systematic literature review, information retrieval has to a certain degree been carried out in accordance with the principles of systematic information retrieval, but there are deficiencies in its implementation, for example, in terms of search terms, the systematic nature of the retrieval or the justification for restrictions, if any. An international high-quality database has been used in the information retrieval. There are some deficiencies in the information retrieval documentation (e.g., no database-specific documentation). Inclusion and exclusion criteria have been set for publications. Quality	In the systematic literature review, there are clear deficiencies in the systematic conduct of information retrieval, documentation or database choices. Inclusion and exclusion criteria have been set for publications. Quality has been assessed and the stages of the literature review have been documented, but there are clear ambiguities or deficiencies.	In the systematic literature review, information retrieval has been carried out at random and without documentation. No inclusion and exclusion criteria have been set for publications, nor has quality been assessed.

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	international criteria. The stages of the literature review have been carried out and described in accordance with established international guidelines (e.g., the PRISMA flow diagram and the Cochrane Handbook for Systematic Reviews of Interventions). *	of the literature review have been carried out and described in accordance with established international guidelines (e.g., the PRISMA flow diagram and the Cochrane Handbook for Systematic Reviews of Interventions). *	literature review have been documented.	has been assessed and the stages of the literature review have been documented, but there are some ambiguities or deficiencies.		
4. Presentation of thesis results	The results are clearly and logically presented, responding to the research questions. The results are independently analysed and illustrated. The figures, tables and text constitute a clear, illustrative and appropriate whole for the presentation of all relevant results.	The results are clearly and logically presented, responding to the research questions. The results are largely independently analysed and illustrated. The figures, tables and text constitute a clear, illustrative and appropriate whole for the presentation of all relevant results.	The results are clearly and logically presented, responding to the research questions. The figures and tables are clear, illustrative and appropriate for presenting the key research results. The results in the figures or tables are not unnecessarily repeated in the text.	The results are presented in an understandable way and their connection to the research questions is clear. The results are illustrated with figures or tables, but they contain content-related or other qualitative deficiencies. Results presented in figures or tables are unnecessarily repeated in the text.	The results are presented in an understandable way, but their connection to the research questions remains unclear. The results are illustrated, but in a limited or unclear way. Results presented in figures or tables are unnecessarily repeated in the text.	The results are inadequately or erroneously presented, or they are not understandable. The research questions are not answered. The results are illustrated in a disorderly, inconsistent or deficient way.
5. Discussion and conclusions	The results are discussed in a	The results are discussed in a	Key results are identified, and they	The key results are identified and	The discussion of the results is limited. The	The results or their reliability are not

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	<p>complex and critical way, utilising the literature. Topics for further research and the practical application of the results are insightfully discussed. The reliability of the results and the research process are critically discussed. The conclusions reached produce new theoretical interpretations or help conceptualise the phenomenon. The conclusions are set in an appropriate context on the basis of analytical justification and they are in line with the research objectives.</p>	<p>complex and critical way, utilising the literature. Topics for further research and the practical application of the results, as well as the reliability of the results and the research process, are discussed in a consistent way. The conclusions are justified, set in an appropriate context and in line with the research objectives.</p>	<p>are appropriately examined with the help of the literature. In addition to responding to the research questions, topics for further research and the possible practical application of the results are discussed. The reliability of the results and the research process are consistently discussed. The conclusions are justified, set in an appropriate context and in line with the research objectives.</p>	<p>discussed. There may be deficiencies in the discussion on topics for further research or the application of the results and their reliability. The conclusions are justified to a degree and linked to a broader context.</p>	<p>linking of the results with a broader context and theoretical knowledge is scarce. There are deficiencies in the discussion of topics for further research and the application of the results. The reliability of the results is scarcely discussed, or the discussion is inconsistent. The conclusions are presented in a limited or unclear way.</p>	<p>discussed, or they are not compared with prior theoretical knowledge. Topics for further research or the application of the results are not highlighted. No conclusions are presented, or they are presented erroneously.</p>
<p>6. The thesis as an academic text</p>	<p>The structure of the thesis complies with the guidelines set for the thesis type. The thesis is written in consistent, precise and extremely fluent academic prose. The language is almost</p>	<p>The structure of the thesis complies with the guidelines set for the thesis type. The thesis is written in consistent, precise and fluent academic prose. The language is almost flawless,</p>	<p>The structure of the thesis complies with the guidelines set for the thesis type. The thesis is written in consistent, precise and sufficiently fluent academic prose. The text</p>	<p>The structure of the thesis complies with the guidelines set for the thesis type. The thesis is written in consistent and fairly fluent academic prose. The text contains only few</p>	<p>The structure of the thesis complies to a degree with the guidelines set for the thesis type. The text is understandable but inconsistent, or the language used is inaccurate. There are</p>	<p>The structure of the thesis does not comply with the guidelines. The thesis overall is fragmented. The text and linguistic expression do not meet the</p>

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	flawless, clearly conveying the student's scholarly thinking and understanding. Terminology is used precisely. The list of references and citations are flawless and in line with each other. The appearance of the thesis is polished and clear.	conveying the student's scholarly thinking. Terminology is used precisely. The list of references and citations are in accordance with the guidelines and in line with each other. The appearance of the thesis is polished and clear.	contains very few language errors. Terminology is used appropriately. The list of references and citations are in accordance with the guidelines, and they contain few inaccuracies or errors. The appearance of the thesis is polished.	language errors. Terminology is mainly used appropriately, and there are no serious deficiencies. The list of references and citations are mainly in accordance with the guidelines, and they contain few inaccuracies or errors. There are minor deficiencies in the appearance of the thesis.	language errors in the text. There are deficiencies in the use of scholarly terminology. The list of references is partly based on the guidelines, but it contains inaccuracies or errors. The appearance of the thesis is unpolished.	requirements for academic prose. The text contains many language errors that hinder its readability. There are significant deficiencies in the use of sources and citations. The appearance of the thesis does not comply with the guidelines.
7. Work during the thesis process	The student showed initiative and worked in a goal-oriented way. The work progressed according to the agreed schedule and in a systematic way throughout the process. The student's contribution is clearly reported and independent. They received supervision and feedback, utilising them in their work in an insightful and justified way.	The student showed initiative and worked in a goal-oriented way. The student progressed according to the agreed schedule in a systematic way. The student's contribution is clearly reported and independent. They received supervision and feedback, utilising them in their work in an independent way.	The student progressed according to the agreed schedule in a systematic way. The student's contribution is clearly reported and sufficiently independent. They received supervision and feedback, utilising them in their work in an independent way.	The student progressed systematically. To a degree, the student deviated from the agreed schedule during the thesis process. The student's contribution is limited, or ambiguously reported. The student required a fairly large amount of support at different stages of the process. The student used the feedback provided.	To a degree, the student progressed systematically, but did not observe the agreed schedule during the thesis process. The student's contribution is limited, or ambiguously reported. The student required a great deal of support at different stages of the process. There were deficiencies in utilising the feedback provided.	The student did not work systematically during the process, or the scope of their contribution is not known or reported. The student did not assume responsibility for their work, or they did not accept the supervision or feedback provided.

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- An internationally well-known and established model was used to set the research questions and the information retrieval strategy. Examples: PICO (Patient, Intervention, Comparison, Outcome), PEO (Population, Exposure, Outcome), SPIDER (Sample, Phenomenon of Interest, Design, Evaluation, Research type)
- Key concepts and search terms have been taken into consideration.
- The search syntax has been adapted to suit each database.
- Identical references originating in different databases have been removed.
- References have first been reviewed at the title and abstract level, followed by the full text.
- If possible, references have been reviewed by two independent reviewers. Disputes are discussed until consensus is reached.
- The work stages are documented, for example, using the PRISMA flow diagram.
- Information on the publications is retrieved and described in a structured way (e.g., research design, sample size and type, details on the intervention and control groups, final outcome).
- Quality is assessed on the basis of the appropriate criteria (e.g., Risk Of Bias In Non-randomised Studies – of Interventions ROBINS-I).
- The results, restrictions and conclusions are clearly expressed.