

A common assessment matrix for theses in the medical fields

Assessment matrix has been prepared in a working group with representatives of medicine, dentistry and veterinary medicine. At the faculty of medicine, matrix is applied in medicine and dentistry for theses that have been handed in for assessment from 1.1.2025 onwards. Assessment matrix has been discussed in degree programme management groups (dentistry 24.4.2024 and medicine 6.5.2024) and approved by the faculty council 5.6.2024.

	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 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.	The theoretical background of the study or review is described in a consistent and complex way. Key studies related to the 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.	The theoretical background of the study or review is described consistently and sufficiently broadly. Key studies related 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.	The theoretical background of the study or review is described in a consistent but narrow way. The source literature is examined fairly broadly and somewhat analytically. The need for the study or review is justified.	The theoretical background of the study or review is described, but the description is incomplete or inconsistent. Source literature is used, but in a limited way. The analytical analysis is weak.	The theoretical background of the study or review is very inadequately described, or the theoretical background is not 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.
3 Research data and methods	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 appropriately taken into consideration. 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 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).*	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. 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 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 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).*	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. 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 literature review have been documented.	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. 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 has been assessed and the stages of the literature review have been documented, but there are some ambiguities or deficiencies.	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. 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.	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. 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.

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 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.	The results are discussed in a 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.	Key results are identified, and they 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.	The key results are identified and 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.	The discussion of the results is limited. The 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.	The results or their reliability are not 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.
6 The thesis as an academic text	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 flawless, clearly conveying the student's scholarly thinking and understanding. 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.	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, 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.	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 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.	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 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.	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 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.	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 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.

*International guidelines are described in Instructions for students.