

GRADING OF THESES FOR A BACHELOR OF SCIENCE (TECHNOLOGY) DEGREE

Family name, given name:	Student number:
Name and code of major:	
Bachelor's thesis advisor(s):	
Title of bachelor's thesis:	

Area evaluated	0	1	2	3	4	5
Thesis aims and definition of topic scope						
Structure of thesis						
Thesis materials						
Discussion and conclusions						
Presentation style, language, layout						
Citation style and list of sources						
Working independently and keeping to schedule						
Grade proposal						

The grade is not an average of the different areas evaluated, but the advisor's overall assessment of the thesis as a whole.

Verbal assessment (required):	
Place:	Date:
Advisor's name (as a signature and in block letters)	

APPROVAL AND GRADE OF BACHELOR'S THESIS

The bachelor's thesis has been approved.	☐	Date:
The bachelor's thesis has failed.	☐	
Grade of the bachelor's thesis (1–5):		
Name and signature of bachelor's thesis supervisor:		

Thesis evaluation criteria for a Bachelor of Science (Technology) degree at the School of Chemical Engineering

Approved by the Academic Committee for Chemical Engineering on 10 June 2025.

Presented below are descriptions of the requirements that Bachelor of Science (Technology) theses must fulfil in order to receive the respective grade below. While a thesis may include elements matching several different grade descriptions, it is the overall quality that determines the final grade. The grade is not an average of the different areas evaluated, but the advisor's overall assessment of the thesis as a whole. The thesis advisor examines the different areas of the thesis and evaluates their execution and significance in relation to the thesis topic and aims.

Excellent (5): The thesis is particularly meritorious, demonstrating the student's ability to produce and apply technical or scientific information. The thesis reads smoothly and is without fault in all categories. The student has produced the thesis independently and in accordance with the thesis advisor's instructions. The following points in an evaluation statement are examples of what can distinguish an 'excellent' grade from a 'very good' (4) grade:

- The aims are presented clearly. The scope of the work has well-defined limits that are stated clearly and are well-founded, demonstrating the student's comprehension of the topic.
- The structure of the thesis is excellently suited to the thesis topic and the contents are presented in a logical sequence. The structure, headings and division of contents into sections demonstrates a comprehensive command of the topic.
- The source literature in the thesis has been chosen critically and appropriate to the purpose.
- The source literature has been versatily utilised, and results from the literature have been comprehensively presented and critically evaluated. The student has produced a clear, cogent thesis from the material. The conclusions are well-justified based on the materials, diversely cover the central themes of the topic, and are excellently suited to the aims of the thesis.
- The language of the thesis is nearly faultless. Finishing touches have been carefully applied to the thesis layout.
- The citation conventions were followed correctly and consistently. The list of sources is faultless.
- The student has worked independently in the bachelor's seminar and taken into consideration the advisor's advice and feedback. The thesis was completed on time according to the agreed schedule.

Very good (4) A meritorious thesis that shows the student's ability to apply technical or scientific information. The thesis reads smoothly. The student has produced the thesis for the most part independently and in accordance with the thesis advisor's instructions. The thesis has merits, indicated in the evaluation statement, in e.g. the following areas, compared to a 'good' (3) grade:

- The aims are presented clearly and the scope is limited appropriately to the purpose.
- The structure of the thesis is well-suited to the topic. The thesis proceeds logically with respect to the contents.
- The thesis uses source literature of high academic quality.
- The source literature has been utilised clearly and consistently. The student demonstrates a good command of the research topic. The thesis forms a clear, readable whole, and comparisons are made of source material content. The conclusions are well-justified based on the materials. The conclusions correspond to the aims of the thesis.
- The language of the thesis is nearly faultless. Finishing touches have been carefully applied to the thesis layout.
- The citation conventions were followed correctly and consistently. The list of sources is nearly faultless.
- The student has worked rather independently in the bachelor's seminar and taken into consideration the advisor's advice and feedback. The thesis was completed on time according to the agreed schedule.

Good (3): The thesis forms a clear, readable whole comprising all the essential elements, but it has no special additional merits. The student has produced the thesis with a moderate degree of independence and in accordance with the thesis advisor's instructions. The examiner's statement identifies areas for improvement. The thesis fulfils the following basic requirements:

- The presentation of the aims is moderately clear and the scope is for the most part appropriate to the purpose.
- The structure of the thesis is suited to the topic. There are no significant weaknesses in the structure.
- The thesis uses source literature of high academic quality, but essential materials may be lacking.
- The source literature has been utilised consistently and for the most part correctly. The results from the source literature are presented somewhat like a simple list, and the cross-comparison of the results is rather limited. The thesis is based on the material and the conclusions reflect the aims of the thesis.
- The language of the thesis is good. Finishing touches were put on the layout, but there are still shortcomings in parts.
- The citation conventions were followed correctly and consistently for the most part. The list of sources is nearly faultless.
- During the bachelor's seminar, the student has learnt to work independently and taken into account the thesis advisor's advice and feedback. The thesis was completed on time according to the agreed schedule.

Satisfactory (2): An acceptable thesis, but with significant shortcomings as specified in the evaluation statement. The student has had occasional difficulties in making independent decisions about the thesis, and completion of the thesis has demanded a rather large amount of support from the advisor. The following exemplify the kinds of shortcomings that can be observed in the thesis and recorded in the evaluation statement:

- The aims of the thesis are not described clearly. The thesis scope is unclear and does not fully correspond to the agreed research topic.
- The thesis has a conventional structure, but it contains some inconsistencies.
- Relevant source literature is meagre and essential literature is missing. Source criticism is negligible and the academic quality of the list of sources is weak.
- The thesis is not a coherent, well-organised whole. The reasoning is inconsistent or the inferences presented in the thesis are invalid or contain factual errors. Few conclusions are drawn and they may contain factual errors.
- There are shortcomings in the language and layout.
- The citation practices have clear shortcomings. The list of sources contains errors.
- The student has had occasional difficulties in making independent decisions about the thesis. Some of the work was not turned in on schedule. The thesis advisor has had to remind the student to keep to the schedule.

Passable (1): A weak thesis: It is difficult to read and the reasoning is difficult to follow. There are serious shortcomings in meeting the basic requirements. The thesis does, however, meet the minimum requirements in terms of discussing the topic and reporting. Completion of the thesis has required a large amount of support from the thesis advisor, or the student has not taken into consideration the feedback given by the advisor. The student has had difficulties in making independent decisions about the thesis. Serious shortcomings include:

- The aims of the thesis are unclear, showing an insufficient depth of understanding about them. The scope of the topic is defined unclearly or insufficiently.
- The student sought to give the thesis a conventional structure, but there were significant shortcomings in achieving that end.
- The source literature for the thesis is scant or inappropriate for the purpose. Essential literature is missing. The source literature is of weak academic quality.
- Clear shortcomings may be seen in the citation practices and in the command of the source literature and previous research. The conclusions are superficial, few in number and in part erroneously inferred. The conclusions are unfounded.
- There are significant shortcomings in the language and layout.
- The citation practices contain significant errors.
- The student has had difficulties in making independent decisions about the thesis. Some of the work was not turned in on schedule. Progress on the thesis has required frequent reminds by the advisor.

Failed (0): A thesis will not be passed if it contains a large number of serious shortcomings and thus does not fulfil the minimum requirements for approval. Examples of serious shortcomings:

- No thesis aims were set. The research question is immaterial with respect to the topic.
- The thesis was not written on the agreed topic.
- No description was given of the research questions. No answer was given to the research questions. The thesis lacks a clear line of reasoning from the research questions to the answers.
- The thesis lacks a regular structure.
- The thesis uses literature that, for the most part, are not from peer-reviewed scientific journals, articles from scientific congresses, or books dealing with the research topic.
- The thesis does not utilise the literature indicated in the list of sources.
- The thesis contains misinterpretations of the literature.
- The conclusions in the thesis are drawn erroneously or are not based on the literature used.
- The thesis contains a great number of misspellings or other writing errors. The outline or arrangement of the text is disjointed. The form of the language is not conducive to understanding the content. There are errors in the terminology used. Images and tables are unclear. Tables are broken up across different pages.
- The student does not have a command of citation styles, and different conventions are used to mark the references.
- The thesis contains images, tables or other material from the literature that are not cited appropriately.
- The thesis is found to contain parts that can be deemed research misconduct (plagiarism, fabrication, falsification, misuse of AI).
- The thesis has been written without regard to the thesis advisor's advice or the student has been incapable of making independent decisions at the different stages of the writing process. The thesis was not completed within the agreed schedule.