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| Binh Duc Nguyen |
| Researching and AI API Testing Strategies For Video Management System. |
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| Information and Communication  2023 |
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VAASAN AMMATTIKORKEAKOULU

UNIVERSITY OF APPLIED SCIENCES

Information Technology

**ABSTRACT**

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Title Researching and AI API Testing for Video Management

System

Year 2023

Language English

Pages 63 + 3 Appendices

Name of Supervisor Kenneth Norrgård

Embark on an insightful exploration of testing strategies for ITD Group’s Smart Video Management System within the context of this thesis. This study delves into the realm where cutting-edge technology converges with boundless information. The Video Management System is simulated employing Golang, React, the legendary Kerberos Open Source, facilitating a comprehensive understanding of its intricate working - Guided by Docker and Kubernetes principles.

This thesis also moves us with the transition from manual testing API into advanced methods like unit testing and real cam Testing. Unveiling the features of AI APIs, system bugs, script tests. Moreover, the thesis will analyze similar video management system like Milestone for the valuable insights.

With all the above activities, this study illuminates a pathway to be a responsible Software Engineer within the realm of Video Management System.

Keywords Video Management System (VMS), Golang, React, Kerberos Open Source, Docker, Kubernetes, unit testing, automation, AI APIs, system bugs, script tests, Milestone.

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IntroDuction

## Background of ITD Group’s Smart Video Management System

These guidelines for writing a thesis are used in all the schools of VAMK, University of Applied Sciences, both on Bachelor’s and Master’s level. The thesis is a research project or a project carried out by the student which consists of setting up the study objective/s, becoming familiar with the topic area, finding the answers for the set study questions and writing a thesis report on that. These instructions comply with the structure of the thesis.[[1]](#footnote-1)

The thesis process includes individual guidance, group guidance, and participation in the required seminars. As a rule, the thesis work is done alone. If the entity or the scope of the thesis so requires, the thesis can be assigned to a group of several students. In case of a group project, each student’s work will have to be clearly indicated and assessable. Each student also has to take part in the presentation seminar.

The written report starts with an introduction. The introduction includes background information and an explanation why the chosen topic is important to study. The employer/client organisation is presented briefly. In addition, the introduction explains the content of the work on a general level, how the topic has been approached previously, as well as the progress of the study.

The objective of the thesis is to encourage the student to critical thinking, creativity, problem solving and to the development of one’s own work and understanding the field of the study. With the thesis, the student demonstrates that s/he is able to act as a specialist or a supervisor in his/her future career. S/he demonstrates that s/he is able to draw up a research or a project plan, keep to a schedule, keep up contacts with several parties, write reports, acquire information independently, analyse and deal with acquired information and material, document one’s work and see to the language and outward appearance of the documents and the thesis. (Table 1.)

The thesis done at VAMK University of Applied Sciences always includes *theoretical* study of the topic and its *empirical* application either using scientific methods or e.g. a result of a project.

**Table 1.** Responsibilities related to thesis.

|  |  |  |
| --- | --- | --- |
| **Student** | **Supervising teacher** | **Employer/client** |
| * Has sufficient informational, methodological etc. skills to start doing the thesis * Is responsible for his/her own thesis * Searches the topic of the thesis actively and discusses it with the supervisor * Makes sure that co-operation with the client is fluent * Signs for his/her part agreements related to the thesis and follows the conditions and practices agreed * Acquires research permissions, if needed * Draws up a research or project plan which includes the implementation schedule and reports regularly to the supervisor of the advancement of the thesis * Participates in the guidance and the seminars and presents the thesis in various phases and acts as an opponent to another student * Implements the thesis as planned and is in contact with supervisor in various phases of the thesis * Writes a research or project report following the instructions for thesis * Submits the thesis to the Urkund checking in Wihi * Submits the document as PDF form into phase 3/3 in Wihi after Urkund checking * Submits the finished report in electronic form to Theseus open or restricted collection | * Supervises, within allocated resources, theses assigned to him/her * Assists and supports students in finding a thesis topic * Tells the students in his/her supervision clearly when s/he is available for guidance * Makes sure that the requirements set for the thesis are met * Arranges the seminars and other meetings related to the thesis * Complies with the conditions and practices agreed in the contract on completing the thesis for a company/organisation * Follows up the progress of the thesis and assesses the thesis * Writes the assessment statement * Draws up the maturity tests and sees to the necessary arrangements concerning the maturity test * Accepts the Urkund analysis in Wihi. * Submits the assesments in Wihi * Submits the grades of the thesis and the maturity test to be entered into the study records (Peppi) | * Appoints a supervisor for the student in the company/organisation * Signs as a client all contracts related to the thesis and complies with the conditions and practices mentioned in them * Contacts the supervising teacher if necessary * Provides the prerequisites for completing the thesis |

As for the UAS Master’s degree, according to the Government Decree on Universities of Applied Sciences (A 1129/2014) 5 §: “Studies leading to the Master’s degree at a UAS provide the student with:

1. broad and advanced knowledge and skills for developing the professional field as well as the theoretical skills for working in demanding expert and leadership positions in the field;
2. profound understanding of the field, its relation to work life and society at large as well as the knowledge and skills needed for following and analysing both theoretical and professional developments in the field
3. capacity for life-long learning and continuous development of one’s own expertise
4. good language and communication skills required in work life.”

The aim of the Master’s Thesis at a university of applied sciences is to encourage end enhance the student’s critical thinking skills, creativity and problem solving skills as well as the ability to engage in development of her/his own work and professional field. The student should demonstrate that s/he is able to draw up a research or project plan, adhere to a time schedule, communicate with different parties, independently retrieve information for the theoretical framework and the empirical material, analyse and process the acquired theory and empirical material, report on the findings and ensure that the layout and language of the documents meet the set standard. The thesis shall comply with research ethical principles in all ways. The student should furthermore, through the thesis work, prove that s/he is capable to function in the role of an expert or in managerial tasks within the own field of expertise.

# THESIS PROCESS

Matters dealt with in this chapter are general principles related to various phases of the thesis process. The thesis process includes the starting, planning, implementation and reporting phases. The process is monitored by using a Thesis Passport(Appendix 1.). Alternatively, student and supervisor can use Wihi platform for monitoring the process. The Master’s Thesis involves a development task related to the student’s professional tasks and through which the student demonstrates and deepens her/his own expert knowledge. All theses are supervised and monitored in Wihi platform between student and thesis supervisor. Instructions can be found in student guide on Vaasa UAS website and also in Wihi platform itself. Direct link to Wihi is [vamk.wihi.fi](https://vamk.wihi.fi/)

## Starting Phase – Selecting the Topic

Before starting the thesis, the student must complete all those study modules that give the student the readiness to complete the thesis in terms of content and methods. The aim is that each course completed advances the student’s thesis. This requires active participation in instruction and completing the required assignments.

The thesis starts with finding a topic, which often is the most difficult part of the thesis (Metsämuuronen 2006, 29). The topic is discussed with the supervisor and with the possible representative of the client. The aim is that there is a client from working life so that the thesis serves a real need in working life.

For the writer of a Master’s Thesis it is particularly important to choose a topic, which addresses a working life problem (preferably something in the writer’s own work place). The topic is discussed with the responsible teacher, after which the students draws up a research plan which s/he subsequently submits to the appointed supervisor.

The choice of the topic is, in addition to the practical needs of working life, also affected by the topic’s topicality or novelty, and the thesis writer’s interest and motivation for working on the topic. After the topic has been approved by the representative of the degree program, the writer draws up a thesis plan for the topic.

The nature of the theses completed at the UAS is applied research, development and project work. Students taking a double degree will comply with the protocol of the university according to the thesis guidelines of which the thesis is written. The thesis is project-related if it meets at least one of the following conditions:

1. A contract is made with the client
2. The client’s name and supervisor is written in the thesis passport
3. The student is paid to complete the thesis

## Diary-form Thesis

A thesis can also be completed in a diary form. This is possible if the student is working and can complete the thesis as part of enhancing one’s own work. A diary-form thesis suits particularly well for a student who works as an expert and has wide-ranging duties or has challenging and wide-ranging base-level duties.

The objective of a learning –diary- form thesis is that the student examines her/his work through theory. For example, if the student works in customer service, the student can describe the customer service situation and study it with a theoretical framework. The approach can be psychological (customer behavior), legal (data security, right of return), technical (user instructions of a device), to mention a few.

Before starting the thesis, the student agrees the timeframe, themes and objectives of the thesis with the employer and the supervisor. The themes to be dealt with can be related to various functions of the company. The student can also choose a topic of which s/he would like to learn more or that is in the planning stage in the company. The diary-form thesis must have a clearly defined timeframe the length of which is ten weeks in minimum.

The thesis process progresses through analysis of one’s work and diary reporting. The student shows through the choices s/he makes and documentation that s/he can apply and recognize practice and theory. Therefore, this thesis type suits best for active and development-intensive students.

In a diary-form thesis, the student describes the daily duties in the diary and also makes a weekly analysis of them in which s/he reflects her/his work to the theory. Thus, s/he will get an understanding of the skills base needed in the work: duties and the essential contents and professional concepts, the knowledge of which is required in the work. The diary itself does not serve as a form of reflection but focus is on the documentation of the prevailing situations, contents of work and knowledge base. The overall analysis of the timeframe is given in a separate chapter.

A diary-form thesis is practically a tool for student to analyse one’s duties and competence acquired at work and to complete through that the thesis reporting. The thesis demonstrates the student’s professional growth, therefore it is important to pay attention to the utilisation of professional literature and the assessment of one’s work based on it.

An example of a diary-form thesis is a thesis by Aleski Monaco (2015) completed at Haaga –Helia University of Applied Sciences titled *Päiväkirjaopinnäytetyö mobiilisovelluksen testaajana ja laadunvarmistajana* (*Thesis Report Journal as a Mobile App Tester and Quality Assurance Engineer).* The thesis is available on Theseus.

## Master’s Thesis is a Development Task

The Master’s Thesis consists of a development task, which is closely related to the student’s professional tasks. The aim is that the student demonstrates and deepens her/his professional expertise.

The thesis can be carried out as one large project or, alternatively, as of a variety of sub- projects or tasks of different types and sizes, which relate to each other in a meaningful way. If, for example, the task consists of system development, data collection is usually required both at the beginning and at the end of the project. This type of process usually involves both testing and modifications.

## Planning Phase - Planning of the Research or the Project

The thesis starts with becoming familiar with the topic more thoroughly and drawing up the thesis plan. The student looks for related information in previous studies on the topic. This way the student gets an idea of the significance, topicality, novelty and additional value of the thesis from the point of view of the client and the study/project. It is characteristic for scientific research that information accumulates. New research is based on a prior research. Therefore, it is of utmost importance that the researcher studies the literature that on related to the chosen topic. (Metsämuuronen 2006, 31.)

The thesis plan describes the background of the thesis, the research problem or task, the aims and objectives, the most important concepts and/or theory, methodological solutions (such as research angle, data acquisition, analysis methods and/or implementation of the project and/or phases of the development project) and the preliminary schedule for the process.

The research problem in the form of a question tells to which basic question and answer or a solution is searched. More detailed questions/objectives can be derived from the problem, which support and help in problem solving.

There has to be a clear and concise practical problem in the project type thesis as well to which a solution is looked for in the thesis. In the planning phase, the current status of the matter to be developed is studied and the research direction is searched by planning an implementation for the project and/or the phases of the development project together with the schedules.

The student draws up a thesis plan and presents it in the starting seminar or submits it to the supervisor to be checked and approved. The supervisor then grants a permission to move on to the implementation phase.

## Implementation Phase – Theory and Empirical Section of the Study/ Project

The research process continues after the approval of the thesis plan by writing the theoretical section of the thesis report (theoretical frame of reference). Studying previous studies and projects and other relevant literature and theories in the field gives a good basis for planning and describing the practical work. If the thesis is based on a questionnaire, interviews or other measurements, the empirical (practical) section of the thesis work explains the target group, research method and criteria for selecting the methods for information acquisition, research data and material analysis.

In the interim seminar, the student presents the theoretic background of the research or project and the plan for the implementation of the practical study. The supervisor can also give the student a permission to proceed to the practical study without the interim seminar, if the study is a research or a development project. The implementation phase also includes collecting the research data and its analysis.

## Reporting Phase – Analysis and Publication of the Results

The reporting of the thesis is made up of the reports of both the theory and the practical study. A thesis can be a research study, a project or a development project, which includes for example the phases described in Table 2.

The recommended length of the thesis report is 30 to 60 pages. The length of a Master’s Thesis is approximately 60 to 85 pages. For a report written by two students the length is 80 to 100 pages. (See for example Hirsjärvi, Remes & Sajavaara, 2009, 226.) The scope of the practical part has an effect on the length of the report. For example designing, programming and other similar work demands much work in those areas, but the length of the report can be shorter.

The results of the practical study in a research study or a project are published in their own chapter. In other types of studies, e.g. in case of product development, the theory and the results can be described so that they take turns in the same chapter. When publishing the results, the ethical and confidentiality issues should be taken into account both from the point of view of the client and all the other parties involved in the thesis. An honest and objective analysis and description of the results are important in the publication. Attention should be paid to the clarity of the text, tables and graphs.

**Table 2.** Examples of contents of the thesis.

|  |  |  |
| --- | --- | --- |
| Research | Project | Development project |
| 1. Introduction 2. Background, research problem(s) and purpose of the research 3. Theoretical frame of reference 4. Research methodology 5. Results 6. Conclusions and discussion   –discussing the results  – ethical questions  –reliability of the results  References  Appendices | 1. Introduction 2. Background and purpose of the project 3. Theoretical background 4. Approach and implementation   5. Outcome of the project  6. Conclusions and discussion  – assessment of the phases of the project and resource management  – keeping the schedule, utilising the results of the project and assessment  – continuation of the project and most important new ideas  – conclusions  References  Appendices | 1. Introduction 2. Needs analysis and description of the present state 3. Theoretical background 4. Description of the development process 5. Description of the development operations 6. Description of the results of the development 7. Conclusions and assessment   – reliability  – usability  – transferability  – conclusions  References  Appendices |

The student should note when planning the thesis that the thesis is, according to the Constitution of Finland (731/1999 12.2 §) and in the Act on Publicity of Official Documents a public document (621/1999 1 §).

Therefore, a thesis completed at the University of Applied Sciences cannot be classified as confidential. Student must submit thesis into the Theseus system either to open or restricted collection (<https://submissions.theseus.fi/en/index.html>) [[2]](#footnote-2)

The thesis ends with the chapter Conclusions and Discussion, in which the substance and the process of the thesis are assessed. In the conclusions the most important results or the significance of the project outcome and the objectives reached are assessed (finding a solution to the research problems). The discussion should focus on assessing truthfully the approach, the suitability of the used methods and results as well as the reliability and feasibility of the results. Finally, possible suggestions for further study presented.

Ethical principles are followed in every way in the thesis (Finnish National Board on Research Integrity TENK[[3]](#footnote-3)). Vaasa University of Applied Sciences uses the Urkund (Ouriginal) program to check the origin of the texts both in all theses and other written assignments to prevent plagiarism. Student submits thesis into plagiarism checking in Wihi into phase 3/3 before assessment.

# INSTRUCTIONS FOR WRITING

A thesis is a scientific document, which means that certain conventions of that language register must be followed. Exact expressions are used instead of using vague ones, for example, “30 **%** of projects taken longer that than the set estimation” is more exact than “A considerable number of the projects take longer than estimated”.

When quoting literature or other sources directly or indirectly, the original source has to always be mentioned. In a word-for-word quote, “quotation marks” are used. Every quoted text, table or figure should take the thought onwards.

All information taken from a source has to be cited, unless the paragraph expresses the writer’s own thinking (Hirsjärvi et.al. 2001, 319).

A list of references is given at the end of the work in alphabetical order. In the assessment of the thesis, also the student’s ability to estimate and evaluate the sources used and his/her ability to analyze and connect the sources used to the topic of study are assessed.

## Appearance

As in this template, the margins are: the upper margin 3 cm, the lower margin 3 cm, the left margin 4 cm and the right margin 3 cm. The recommended font is either Calibri (Body) and Arial. The font size in the body text and in lists is 12. The font size can be 14 in headings and 10 in for example tables. The captions of figures, photos and tables are written in font size 12.

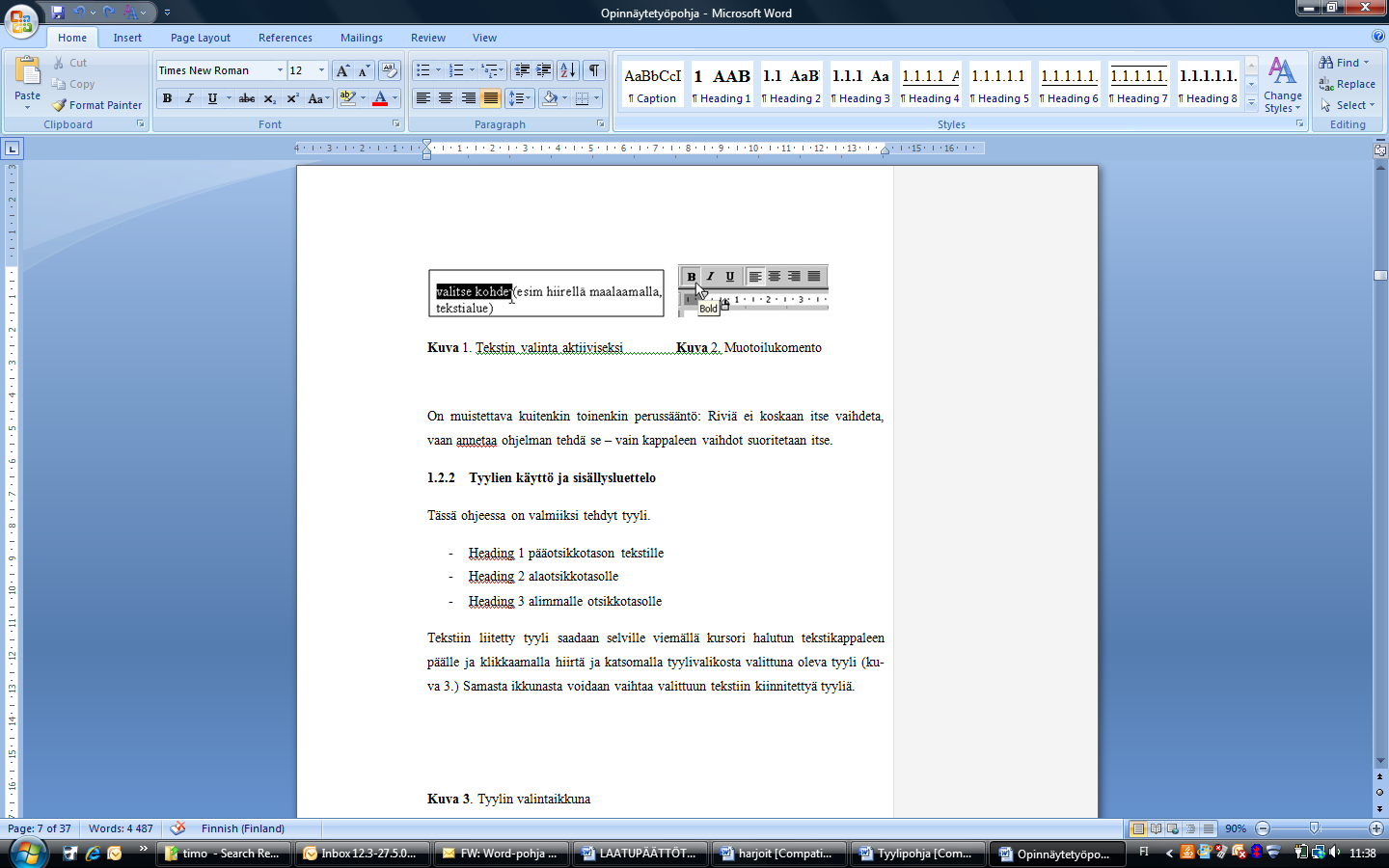
The spacing is 1.5 in the body text. The hyphenation is on and the text is aligned to both the left and right margins. Let the word processor do the row change, press enter only when starting a new paragraph. The spacing between the paragraphs is 12 points (settings: before 0, after 12 pt). A new chapter starts on a new page.

## Use of Styles and Contents Page

These instructions have the following styles included:

* Heading 1 for main headings, font size 14 and bolded in capital letters
* Heading 2 for subheadings, font size 12 , bolded
* Heading 3 for the lower level of subheadings, font size 12, bolded
* Normal for body text, font size 12
* Abstract, font size 12

The style attached with the text can be determined by taking the mouse onto the text and right-clicking the mouse. The style chosen can be seen in the style menu (Figure 1). On the same window, you can change the style.



**Figure 1.** Style menu window. (MS Office screen capture)

When the heading has been formatted using the styles, the contents page can be updated by clicking on the contents page and choosing ”update field” and then by choosing ”update entire table”. The pre-entered heading styles are not used in the abstract and on the contents page or the list of appendices page (heading size 14), the body text on these pages uses style Abstract (font size 12, line spacing 1, paragraph spacing 12 points after).

## Referencing and the List of References

Depending on the field of study, either parenthetical or numbered referencing is used. Parenthetical referencing is used in the School of Business and Economics and The School of Health Care and Social Services. The number referencing can be used in the School of Technology.

Each source referred to in the text must be mentioned in the list of references. Correspondingly, there must a citation of every source in the list of references in the text.

**3.3.1 Parenthetical Referencing (Harvard referencing)**

In the text, the source is referred to by marking in parentheses the family name of the author and the year of printing followed by a comma and the page or pages used. When referring to a written work as a whole page numbers are not given (Hall 2012). When referring to specific pages the pages are given (Hall 2012, 120-121, 132). However, it must be apparent in the text, which passages are the author’s “own” text and which have been cited from a source.

When you are writing, and you are referring to source material, you will mark the length of the citation with small details. If the reference applies to one sentence, the name of the author, the year and the possible page number, separated with a comma after the year, is written within that sentence before the full stop. Used sources are mentioned both in the text and in the list of references (Hirsjärvi, Remes & Sajavaara 2001, 318). 

An electronic source is referred to in the same way as a traditional source. The web address of the source is not given in the text; it is given in full in the list of references and the access date (Accessed xx.xx. 20xx) is given. (Hirsjärvi et al. 2001, 253­–254.)

If the source has several authors (three or more), all authors are mentioned in the reference on the first time. Later on, only the first name is mentioned, then et al., year of the publishing and pages referred to. For example, the reference on the first time would be (LaGrega, Buckingham & Evans 2009, 34), later on when referring to the same source (LaGrega et al. 2009, 56–58).

If the text is compiled from many sources, the sources are written in the same parentheses, usually in the alphabetical order but also the order of importance or the year of publishing can be used. The references are separated with a semicolon, e.g. (Huff 2009, 111; Morrill 2010[[4]](#footnote-4))

The writings by the same author are separated with the help of the year of publication and are written in the order of publishing. Writings by the same author in the same year are separated with small (lower case) letters, e.g. (Smith 2008a, 2008b, 2010).

If the source does not have an actual author, the text is referred to using the first words that appear in the list of references, for example, (Quarterly Review 2014).

It has to become apparent from the reference how much of the text is based on the sources. If the contents of a whole paragraph are cited, the reference is written at the end of the paragraph after the full stop. The reference ends with a full stop before the close bracket. An example: ...end of the text. (Hall 2012, 120–121.)

If the reference applies toa short part of the text or one sentence, the reference is written within the sentence. An example: As Hirsjärvi et al. (2001, 320) point out, inexperienced writers generally put the reference or possibly a significant number of names of authors at the end of the paragraph because they cannot differentiate, which part of the text is their own production and which part of the contents is based on sources.

A direct quote of several sentences (longer than three lines) is separated from the rest of the text using indention and spacing 1. Quotation marks are not necessary in this case but the citation is:

Direct quotes are useful for defining or describing specific concepts, whereas paraphrasing or summarising information from other sources shows that you understand the content and general idea. Try to summarise resources in most of your work and use direct quotes when they'll have a strong impact. You should make it clear that you understand the quote and its context, and justify why you've used a quotes instead of paraphrasing. (University of Portsmouth, n.d. online)

More information can be found in research guides.

**3.3.2 Number References /Footnotes**

In number referencing, the sources used are numbered and the citation is placed in a footnote[[5]](#footnote-5).

The number reference is placed inside the sentence before the full stop, if the reference is for that sentence only. If the reference covers several sentences, the reference is placed at the end of the last sentence the reference applies to, afterthe full stop marking the end of that sentence. The reference to an entire paragraph is placed after the last sentence after the full stop.

Otherwise, the same principles are complied with as with the parenthetical referencing[[6]](#footnote-6).

## Examples of List of References

The list of references is written in an alphabetical order by the name of the author, also in the number referencing. Different types of sources are not grouped. However, there are various ways for carious sources to write down the source information. This chapter gives examples for how different sources are entered in the list of references. In the basic pattern for a source reference, there are four different parts: Who. What. When. Where. *Who* refers to the author, *when* to the time when the text was produced, *what* to the title and *where* to the publication outlet or the publisher. (Hirsjärvi, Remes & Sajavaara 2009, 339.)[[7]](#footnote-7)

### Printed Books

Last name of the author, Initial(s) of the first name(s). Year of publication. Name or title of the book. Edition. Place of Publication. Publisher.

Best, R.J. Market-Based Management: Strategies for Growing Customer Value and Profitability. 4th ed. Upper Saddle River, NJ. Pearson Prentice Hall.

Saunders, M. & Lewis, P. 2012. Doing Research in Business and Management: An Essential Guide to Planning your Project. Harlow. Financial Times Prentice Hall.

### Printed Articles (e.g. in Periodicals or Compilations)

Last name of the author, Initial(s) of the first name(s). Year of publication. Name of the article. Name of the publication. Number of volume, number of issue, number of the first page – number of the last page.

Naaranoja, M., Haapalainen, P. & Lonka H. 2007. Strategic management tools in projects - case construction project. International Journal of Project Management 25, 7, 695–669.

Name of the author, Initial(s) of the first name(s). Year of publication. Name of the article. In: Name of compilation, pages. Editor(s) of the compilation. Place of publication. Publisher.

Lawrence, J. A. &  Dodds, A. E. 2003. Goal-directed activities and life-span development. In Handbook of Developmental Psychology*,* 517-533. Valsiner, J. & Connolly, K. (Eds.) London. Sage Publications.

### 2.4.3 Electronic Publications (e.g. Online Articles, Web Pages and Sites, DVDs and CDs)

Name of the author, Initial(s) of the first name(s). Year of publication. Name of the article. Date of access. In: Name of the compilation. Type of media. Editor of the compilation. Place of publication. Publisher. Location in the compilation.

With electronic publications, it is possible to start the reference with the administrator of the site, if the author is not mentioned.

Hyphens are not used to divide the URL-reference, nor should the reference be divided to different lines where there is a hyphen in the URL. If the URL has to be divided into two lines, it is done at the stroke so that the slash starts the new line. [[8]](#footnote-8)

Bailey, C. D., Hermanson, D.R. & Louwers, T.J. 2008. An examination of the peer review process in accounting journals. Journal of Accounting Education 26, 2, 55-72. Accessed 26.1. 2017. doi:10.1016/j.jaccedu.2008.04.001.

Ministry of Education and Culture 2016. Education lies at the Heart of Society. Accessed 1.8.2016. http://www.minedu.fi/export/sites/default/OPM/

Julkaisut/2016/liitteet/Education.pdf?lang=en.

McConnell, W.H. 1993. Constitutional history. The Canadian Encyclopedia. CD-ROM. Macintosh version 1.1. Toronto. McClelland & Steward.

National Action Plan on Fundamental and Human Rights 2012-2013. Reports and Guidelines 20/2012. Helsinki. Ministry of Justice. Accessed 4.9.2018. http://oikeusministerio.fi/material/attachments/om/julkaisut/el7vSVubn.

Statistics Finland 2009. Report on Service Industry Development. Accessed 22.2.2011. http://www.stat.fi/artikkelit/2010/art\_2010-03-26\_004.html.

Russell Publishing 2016. Urban rail development. Eurotransport Online Magazine 3, 4, 16-18. Accessed 22.8.2016. http://www.eurotransportmagazine.com/20268/past-issues/issue-4-2016/issue-4-2016-digital-version/.

Tamura, S., Sheehan, J., Martinez, C. & Kergroach, S. 2005. Promoting Innovation in Services. Paris. Organisation for Economic Cooperation and Development (OECD). Accessed 1.6.2016. http://www.oecd.org/dataoecd/21/55/ 35509923.pdf.

Torkko, S. 2010. The Report on Internal Audit. Accessed 1.6.2015. http://intra.puv.fi/attachment/e865047a81b0a6b2a94c639db22554bb/b80b02ccb/ 925a401f2423b229584d/Raportti+sis.audit\_2010.doc.

### 2.4.4 Interviews

Ilomäki, R. 2016. President. Lahti University of Applied Sciences. Interview 25. February 2016*.*

### 2.4.5 Conference Presentations

Diong, B. Tippens, S. Francis, T. & Herndon, M. 2015. A New Photovoltaic Module Design Paradigm: Cell Strands that Track the Sun. ASME 2015 9th International Conference on Energy Sustainability June 28-July 2, 2015. San Francisco.

### 2.4.6 Sources that Start with an Official Abbreviation (e.g. Laws)

L 30.12.1997/1336. Accounting Act. Act in the Finlex database. Accessed 9.11.2010. http://www.finlex.fi/fi/laki/ajantasa/1997/19971336.

### 2.4.7 Other Sources (e.g. Minutes, User Instructions and Statistics)

VAMK University of Applied Sciences IT Basics. Accessed 22.2.2011. http://www.puv.fi/en/study/atk-aapinen/

Unpublished sources (e.g. research reports or study material handouts that have no ISSN or ISBN number) are marked like this:

Merker, G. 2007. *Profitability in Business*. Heinmann University.

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The standard code and number. The name of the standard. Edition. Place of publishing: Publisher. Year of publication. Number of pages.

### 2.4.10 Patents

Country of Publication. Year of Publication. Name of the patent. Holder of the patent, domicile. (Patent inventor) Application number, application date. Date of publishing. Number of pages.

# APPEARANCE

Note the following in the appearance of the text:

1. **Figures,** drawings and photos are numbered with a running number. The word ”Figure” and the number are bolded (e.g. **Figure 1.)** but notthe caption i.e. the text that names and explain the figure.. The caption text ends in a full stop and it is placed under the figure. The figures are separated with a blank line before and after from the text. Make sure that you make reference to figures in the text.
2. **Tables** are separated with a blank line before and after the table. The word ”Table” and the number are bolded (e.g. **Table 1.)** but not the caption. The caption of a table ends in a full stop and it is written above the table.
3. **Formulas** are numbered with a running number. The number of the formula is written inside brackets on the right edge of the text and the beginning of the formula is placed so that all formulas begin at the same spot. An example:

E = mc2 where E=energy (1)

m= mass

c= the speed of light

1. **Appendices** (APPENDIX 2)include information that is not essential to understand the matter being discussed but is referred to in the text. All figures, tables and lists that demonstrate the contents of the thesis but are too big in size or lesser in importance to be integrated in the text are marked as appendices. The questionnaires or interview questions used are also placed in the appendices. They are numbered with a running number. The first matter found in the appendices referred to in the text is then Appendix 1, the next one Appendix 2. If there are many appendices, a list is drawn up and placed after the contents page.

1. **A new chapter** is startedon a new page.Each chapter should have at least two subtitles. In addition, each chapter should contain at least two paragraphs and a paragraph should contain at least three sentences.
2. **To emphasize** the text **bolding**, *italics* etc. can be used but sparingly and consistently. Underlining is not recommended.
3. **Dash (**–**)** is used between limits expressed either in numbers or in words (no hyphen -). E.g. between 1941–1944, items 4–7, September – October, pages 12–15. **In Word, the dash is produced with the combination [ctrl] [minus][[9]](#footnote-9).**

8. Subheadings are spelled so that important words are written with a capital initial. Prepositions and articles are written in small case. The title of the thesis in the abstract is spelled the same way, e.g. This is What a Good Title Looks Like.

# ENDING PHASE – ASSESSMENT OF THE THESIS AND MATURITY TEST

European Qualifications Framework (EQF) is made up of two levels with which the learning results the education learning results are described. The EQF levels describe the depth knowledge, skills, and competence of a learner. EQF has been developed to make it easier to compare different qualifications in the EU. National Qualification Framework (NQF) is used nationally. More information can be found on [Qualifications Frameworks](https://www.oph.fi/en/education-and-qualifications/qualifications-frameworks) can be found on the Finnish National Agency for Education’s website.

The assessment of the thesis is based on EQF standards. See Table 3 (Appendix 2[[10]](#footnote-10)) of the evaluation criteria in use at VAMK and the criteria for the UAS Master’s degree in Table 4 (Appendix 4[[11]](#footnote-11)). The emphasis of evaluation is on the student’s input, the novelty value and of the work and its applicability to practice and the documentation of the work.

## The Presentation Time of the Thesis

The time for the presentation of the thesis is agreed with the supervisor and the supervisor will appoint an opponent for the presentation. A written thesis report is submitted to the supervisor and the opponent at least two weeks prior to the presentation.

In thepresentation seminarthe student presents his/her completed thesis orally to the audience in the language of the degree programme. The students act as opponents in turns. The opponent’s task is to ask questions and assess the thesis and the presentations critically but in an appropriate manner. The aim is to bring up the strengths and weaknesses of the thesis and the opponent’s reasoned opinions on the thesis. The opponent fills the in Opponent’s Assessment Form and submits it to the supervisor of the thesis at the presentation occasion. The presentation seminar is public and the listeners have a possibility to ask questions from the author of the thesis.

## Maturity Test, Bachelor’s Degree

The maturity test is based on the Universities of Applied Sciences Decree [(1129/2014 8 §)](http://finlex.fi/fi/laki/ajantasa/2014/20141129) which states that for the Bachelor’s degree the student must write a maturity test on the field of the thesis, which shows knowledge in the field and good language skills. The UAS will decide on the language when the student has received prior education in other language than Finnish or Swedish and 7 § of the said Decree does not apply to them.

In its Degree Regulations (1.8.2022) in 9 § VAMK has declared that “to be awarded a degree, the student has to write a maturity test related to the topic of the thesis. The maturity test demonstrates knowledge in the field and skills in Finnish or Swedish. The maturity test is written in the language of the student’s primary and/or secondary education. If the student has received primary and/or secondary education in some other language than Finnish or Swedish, the maturity test is written in the language of the degree programme or the Director of Unit can agree with the student about taking the maturity test in some other language.”

The students studying in English-medium degree programmes, who have received their primary and /or secondary education in Finnish or Swedish, write the maturity test in Finnish or Swedish, not in English.

The student agrees with the supervisor on the writing of the maturity test. The objective of the maturity test is to show that the student masters the topic of the thesis and the language. The maturity test is written in a supervised test situation without any source material on paper or as an electronic examination in EXAM-system. Maturity test can also be an online essay. The supervisor gives two topics of which the student chooses one. The topic can be a heading or phrasing of the heading can be left to the student.

When written on concept paper, the standard length of the maturity test is approximately four pages with writing on each line, if the paper in questions is large-checked and writing on every other line if the paper is small-checked, approximately 450-600 words. Length of the EXAM maturity test and online essay is also 450-600 words.Three hours is given for writing the maturity test. The assessment is pass or fail. Both the supervisor and language teacher assess the maturity test. Students with dyslexia have the right for special arrangements, provided that they have an expert’s statement on dyslexia.

Maturity test can also be offered to be published as an article in Vaasa University of Applied Sciences Energiaa web magazine, after supervisor’s content and language checking. In aforementioned case, the publication instructions of web magazine applies to maturity test published as an article. Student must include permanent URN address of thesis (Theseus link) as a refence to the article.

Requirements for an approved maturity test:

1. The contents of the maturity test and that of the thesis have to correspond with each other.

2. The text is readable, and it is easy to tell the capital letters and small letters and words apart.

3. The writing has a headline. The headline and the contents have to correspond with each other.

4. The text is divided into paragraphs*.*

5. The spelling and use of punctuation is correct.

6. The relation between the sentences and clauses are clearly stated.

7. The word order is unambiguous and in harmony with the information given.

8. The style of the writing is formal.

9. The text is based on language, notfor example on diagrams, charts or figures.

10. The writing is a well-structured and a unified entity.

11. The reader has to be able to understand the text as its own entity. The writer must not presume that the reader is familiar with the thesis.

The student can be failed in the maturity test if there are severe or reoccurring errors or defects in the contents or language. The student can register for a retake, having looked into the checked maturity test and having received guidance on the writing. The language of the maturity test is stated in the diploma.

## The Maturity Test for the Master’s Thesis is a Thesis Press Release

The student who completes a Master’s Thesis at VAMK has two options regarding the maturity test, one is to write a thesis press release and the other one is to write a traditional maturity test[[12]](#footnote-12). The student agrees on the choice with the supervisor.

A press release maturity test written is written in a formal style and in an interesting way. The test is written in the student’s language of primary/secondary education. The press release is typed in font size 12. The length is two pages in maximum.

The most important information of the press release is placed at the beginning of the text and other, supplementary, information is subsequently added towards the end of the document. The main points are highlighted in the heading and in the lead paragraph. In other words, the aim is that headline captures the essence of the research. The headline is followed by a lead paragraph, which complements the headline by presenting the central content of the research. The body text of the press release subsequently presents the research through concise description, justification and illustration of the results.

It is assumed that the reader of the press release is interested in the topic area. The press release answers the questions: what was researched, who did the research, where did the research take place, when, how (methods), why was the research of importance, who did it and who supervised it. The most important information is placed at the beginning and supplementary information at the end.

The text must be linguistically concise, understandable, written in clear formal language and according to Finnish, Swedish or English language standards. Use short phrases and divide the text into paragraphs. As the press release is written for the so called general public, avoid complicated professional terminology. If it is still necessary to use some professional terms, remember to explain them.

At the end of the press release, under the heading “Additional information” (“Lisätietoja”, “Tilläggsinformation”) the name of the person who can give additional information on the topic is given. In practice, this is the name and contact details of the writer of the thesis.

After the approval of the press release, the student can freely use it for her/his own purposes. The supervisor of the thesis forwards the press release to the communications department of VAMK and they can use it as a press release if they wish. The student can be failed in the maturity test written as a thesis press release if there are inadequacies or deficiencies in contents or language.

**Additional information**

Opiskelija, O. 2017. Vientikaupan haasteet ulkomaan kauppaa aloittelevassa yrityksessä. Opinnäytetyö. Koulutusala, tutkinto-ohjelma. Vaasa: Vaasan ammattikorkeakoulu.

Oili Opiskelija, YAMK, Liiketoimintaosaaminen, Vaasan ammattikorkeakoulu [oili.opiskelija@edu.vamk.fi](mailto:oili.opiskelija@edu.vamk.fi), GSM 040 123 4567.

Opinnäytetyö on tallennettu Theseus-tietokantaan osoitteessa <https://publications.theseus.fi/>.

The supervisor’s / supervisors’ name(s) are added at the end.

If the student chooses the traditional maturity test, or s/he has not earlier written a maturity test in a previous educational programme, the supervisor gives two alternative headings for topics that the student can choose between. The supervisor can either give a headline for the topic or it can be left to the student to formulate an exact headline for the topic given. The maturity test is written in supervised situation without any material available.

The length of the maturity test is approximately 450-600 words, written on every line if the square size of the graph paper is of the larger type (7 mm) and on every second line if the square size is smaller (5 mm). The time for writing is 2 h and 15 min (135 min). The maturity test is assessed by the supervisor and the language proofreader and the grading scale employed is pass/fail. A person with a dyslexia is entitled to special exam arrangements provided that the student has a dyslexia certificate issued by an authorized person.

For passing, a maturity test must meet the following requirements:

1. The content of the maturity test must correspond to the topic of the thesis.
2. The text is readable; it is easy to tell capital letters and lower case letters and words apart.
3. The text has a headline. The content must reflect the headline.
4. The text is divided into paragraphs.
5. The spelling and use of punctuation is correct.
6. The relation between clauses and sentence is clear.
7. The word order is unambiguous and resonates with the presented information.
8. The language is formal and academic in style.
9. The text is based on language, not on charts, formulas or figures.
10. The text well-organized and a coherent entity.
11. The reader understands the text as a whole. The writer cannot assume that the reader is familiar with the thesis.

The student can be failed in the maturity test can be failed if there are remarkable and reoccurring deficiencies or mistakes in content, language or layout. The student can sign up for a retake of the maturity test after having seen the corrected test and after receiving additional guidance. A note on the language of the maturity test is included in the graduation certificate.

Instructions for Publication

AS states above, the thesis written for A UAS degree cannot be classified entirely. Therefore, the student has to tell the client explicitly that after the thesis has been published in Theseus, it is available for everyone on the Internet. If the thesis contains such confidential information from the client’s perspective, which can be deemed classified for a legal reason, such information can be annexed with the thesis and the annex can be classified. The thesis can also written so that the name of the client is not disclosed.

After the supervisor has approved the final version of the thesis, the student is to

Primarily enter **the final version** of the thesis on the Theseus- electronic library in pdf-format, before applying for the graduation. Log in to Theseus using HAKA credentials (Log in). The thesis can be converted to pdf-format in the word processor by choosing “Save as” and then by choosing pdf as a file format. The thesis is saved at the address [www.theseus.fi](http://www.theseus.fi). While saving, you will be inquired if you wish your thesis to be dealt with like a book (all rights reserved) or do you want a so called creative commons licence for your thesis, which means that other people may use your thesis without your permission. You will also have to give an email address to which information of the saved thesis is sent, as well as your student number and password. Possible large attachments can be saved separately. The thesis will not show immediately in Theseus but the library staff will first check the saved information and publish the thesis after that. If the thesis has more than one author, only one of them saves the thesis in Theseus. Additional information can be found at <http://www.theseus.fi/web/guest/ohjeita>.

If student does not give permission to publish thesis in open collection of Theseus, he/she submits the thesis into restricted collection. Universities of Applied Sciences in Finnish higher education recommend the open collection based on the declaration for open science. More information at <https://submissions.theseus.fi/en/index.html>

In case of technical problems, please contact [pirjo.teppo@uwasa.fi](mailto:pirjo.teppo@uwasa.fi), telephone +358 29 449 8255

A completed thesis has to include all the data needed to assess the objectives of the thesis, the reliability of the process, conclusions and their generalisation. If the thesis is a unique work, a presentation or an exhibition, it has to be documented in pictures or video so that one can get a good idea of the thesis without seeing the original production.

Removing the thesis from the database or submitting a new version of it is possible only in exceptions, and even then only through the supervisor.

The library will receive an email notification when the student has sent the thesis to Theseus. The library staff will publish the thesis but due to seasonal backlogs, this may take a while. The student can graduate even though the thesis has not been published in Theseus if there is proof that it has been submitted there.

## Thesis Assessment, Bachelor’s Thesis

The assessment of the thesis is done by the thesis supervisor. The opinion the possible client of the thesis work about the level of the thesis and its usability are taken into account. When the thesis supervisor has given the student the permission to publish the work, the student turns in the thesis passport (or alternatively checks out the process in Wihi).

The thesis can be graded after the student has presented the thesis is a seminar, written the maturity test, submitted the thesis to Theseus.

The theses are assessed on the scale from 1 to 5 and attention is paid to the management of the research or project process, theoretical background, implementation, results and reporting. The EQF level 6 criteria have been taken into account in the assessment criteria. If the supervisor suggests either grade 1 (pass) or 5 (excellent), another examiner will have to read the thesis as well.

In an excellent thesis (5) the topic of the thesis develops the professional field and it is of importance for the field. The theory of the thesis or the project and the practical application form a clear unified, and logical entity. An excellent thesis also discusses the reliability of the work and the results as well as the validity of the used study methods. In an excellent research based thesis qualitative and/or quantitative research methods have been used very well paying attention to evaluating the used qualitative/ quantitative method. In an excellent project a high level of professional understanding and skill and is shown and in addition the used methods and the reached results have been estimated.

**Thesis Assessment, Master’s Thesis**

The thesis can be assessed when the thesis supervisor has given permission for publication. The supervisor is in charge of the assessment. The supervisor will take into account the possible client’s opinion of the quality of the thesis as well as the usability of the thesis in practice.

The thesis is assessed on the scale from 1 to 5 and attention is paid to the selection of topic, management of the research or project process, theoretical background, implementation, results and reporting. In a Master’s Thesis the assessment criteria are based on the EQF 7 level criteria. In an excellent thesis (grade 5) the topic is significant with regard to the development of the field and the theory and practical part of the research or project together form a clear and logical entirety. In an excellent thesis, the reliability of the results and suitability of the methods (validity) have been dealt with. In an excellent project, commendable expertise has been shown, and methods used and results have been assessed.

If the supervisor suggests either grade 1 (pass) or 5 (excellent), another examiner will have to read the thesis as well. The assessment criteria for a Master’s Thesis can be found in the appendix (Appendix 3) and on VAMK’s webpages under Thesis/Master’s Thesis assessment criteria.

# references

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**APPENDIX 1**

**Thesis passport** (to be given to the supervisor for filing after the thesis is finished). **N.B. Wihi platform can be used for monitoring as well.**

Name of student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact information\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic of thesis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Client \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

At latest Date Signature

1. Introduction to thesis and related assignments completed

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Approval of topic \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Thesis plan approved \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Interim seminar presentation held \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Contents of thesis approved \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Layout and language approved \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Abstract in foreign language accepted \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Thesis submitted to the opponent \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Participation in presentation seminars

- excluding acting as an opponent and own presentation

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Presentation of own thesis held \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Acting as an opponent (title/student)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Maturity test accepted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I hereby assure that I saved my thesis in electronic form into Theseus at the address

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address Signature of the student

APPENDIX 2

**APPENDICES**

You can enclose as appendices for example a questionnaire used in the study or other material that is related to the study.

Material that the client wished to classify can be enclosed as an appendix; in this case, the appendix is not included in the published version submitted to Theseus or in the hardbound version.

**THE TITLES AND NUMBERING OF APPENDICES**

The appendices are numbered and given a title. When you refer to an appendix in the text, use the correct referencing practice. Remember to mention the number of the appendix.

Table 3. Thesis Assessment Criteria

|  | **Excellent (5) - Very good (4)** | **Good (3)** | **Satisfactory (2) - Passable (1)** | **Fail 0** |
| --- | --- | --- | --- | --- |
| **Choice of topic** | The topic is significant and current with regard to  developing the field of study. The topic meets the need of the client from the working life. With respect to the choice of topic, the student is able to question and justify the development needs in his/her field of study. The topic is, from the point of view student's professional knowledge, skills and qualifications, innovative and opens up new perspectives in working life. | The topic meets the needs of the client. With respect to the choice of topic, the student has an understanding of the development needs in his/her field of study and is able to analyse them and present them in logically. The topic develops the student's professional knowledge, skills and qualifications and is challenging | With respect to the choice of topic, the student recognises the development needs in the field. The topic corresponds to the student's professional knowledge, skills and qualifications. The topic develops the student's knowledge and skills, and the student is able to justify in what way | The choice of the topic is not based on the proven needs of the working life nor to the development of the field of study. The minimum requirements of Polytechnic Degree (EQF 6) are not me |
| **Knowledge basis** | The student has built up the knowledge basis of selected diverse sources that are relevant to the topic. S/he is able to make syntheses and draw conclusions logically based on the material. The student uses and defines the concepts in a diverse way and with the thesis creates new usable theory in the field. | The student recognises the phenomenon/topic showing expertise in the field. The use and definition of concepts is analytical and justified. The student has built up a wide knowledge basis using reliable sources. The student defines the phenomena critically, diversely and creating new perspectives. | The student's acquaintance with the topic is good but narrow. A more wide approach would be needed in the understanding and definition of concepts. The knowledge basis is narrow. The use of sources is wide but making syntheses and analyses and drawing conclusions based on the sources has proved out to be difficult. | The knowledge basis is incomplete, narrow and invalid. The minimum requirements of Polytechnic Degree (EQF 6) are not met. |
| **Implementation** | The student finds the essential questions of the topic/problem in a creative way and restricts the problems in a justified and logical way. The student has found the appropriate methods to approach the topic and manages them well. The student's expertise can be seen in the process as well as the sharing of the expertise with the co- operation partners. The student assesses his/her work process analytically and shows a capability to develop. | The student recognises the essential questions regarding the topic and restricts the problem successfully with regard to the topic and the requirements of the thesis. The student uses methods appropriate to the topic and shows that s/he manages them. The student works autonomously but is also able to do constructive co-operation with other parties. The schedule and work process is managed. The student's approach to the thesis shows initiative, development ability and reflection. | The student recognises relevant questions regarding the topic/problem but the restriction of the problem is vague. The methods applied are conventional and their management according to the given model. Keeping the schedule and following the plan is difficult. The student finishes the thesis in accordance with the objectives and showing expertise. | The approach is clearly insufficient and the thesis is not finished in the agreed schedule or at all in spite of instructions and guidance. The knowledge basis, methods and implementation do not have valid connection. The minimum requirements of Polytechnic Degree (EQF 6) are not met. |
| **Analysis and discussion of results** | The results show expertise that is interesting from the viewpoint of the development in the field. The student is able to analyse complex problems, utilising the knowledge basis, in a new way and make a feasible application out of the results serving the working life (new perspective, innovation, advancement of the field). The student is able to form a clear opinion and a model of further action and development needs in the field and to justify them. | The student is able to apply wide knowledge basis successfully in solving the problem in the field of specialisation. The student is able to critically view the results, theories and methods used. The student is able to apply the results and suggest further action relevant to the working life and the field. S/he is able to define the development needs concerning knowledge and skills in the field. | The results of the thesis meet the objectives on most parts. The student is able to view the results critically and assess his/her own skills and expertise with respect to the objectives but superficially. The student is able to suggest further action and development, meeting the basic requirements regarding the skills and knowledge in the field. | The results do not have any relation to the problem, theory or methods. The results cannot be applied to develop professional practices. The critical assessment of the results is insufficient.  The minimum requirements of Polytechnic Degree (EQF 6) are not met. |
| **Reporting** | The report shows interesting expertise with regard to the development of the field. The report shows excellent mastery of the language and it conveys the student's thinking clearly and in a logical and illustrative way. The language is flawless and business style. The oral presentation is convincing and brings up the student's expertise well. | The student is able to present the results and conclusions analytically, illustratively and with good reasoning. S/he can communicate the results successfully to various interest groups showing critical thinking developing expertise. The language is flawless and business style. The oral presentation is illustrative and directed to the target group | The student follows the reposting instruction issued by the UAS. The report is structured and the language fairly good business style. The oral presentation is structured and concentrates on the presentation of the contents. | The reporting instructions have not been followed. There are flaws in the language and structure. Plagiarism can be detected in the report. The minimum requirements of Polytechnic Degree (EQF 6) are not met |

1. These instructions do not replace any research and methodology guidebooks. The student should study such literature as part of research process. The courses related to thesis writing help to find such literature. [↑](#footnote-ref-1)
2. The appendix of a thesis can be classified if the thesis contains confidential information from the point of view of the client, for example, of the development of a new device or method, or such strategic business information that, if disclosed, would give such information to the competitors that would not be available elsewhere. If the client does not want their name public, the thesis can be written without mentioning the client’s name. [↑](#footnote-ref-2)
3. Finnish National Board on Research Integrity (TENK) is an expert organisation under the Ministry of Education and Culture that promotes responsible scientific practice. See more at <https://www.tenk.fi/>en (5.8.2020). [↑](#footnote-ref-3)
4. The sources of this template serve also as good tips. Huff’s book Designing Research for Publication (2009) is a good work on doing research. [↑](#footnote-ref-4)
5. The Word program numbers the footnotes automatically. If you add a footnote afterwards at any part of the text, the program will take care of the correct numbering. Number referencing is in use in some engineering degree programmes. The citation should include the name of the author, the year of publication and possible page numbers. [↑](#footnote-ref-5)
6. See chapter 3.3.1 Parenthetical referencing. Detailed instructions can be found in academic writing guides. [↑](#footnote-ref-6)
7. Use guides on methodology and academic writing to help you. [↑](#footnote-ref-7)
8. More information on referencing electronic material on The Institute of Finnish Language website at <http://www.kielitoimistonohjepankki.fi/> in Finnish (sähköiset lähteet ja viitemerkinnät). [↑](#footnote-ref-8)
9. This may vary from program to program. You should find out on your own device how to produce the correct mark. [↑](#footnote-ref-9)
10. The assessment criteria and grades, Bachelor’s degree [↑](#footnote-ref-10)
11. The assessment criteria and grades, Master’s degree [↑](#footnote-ref-11)
12. The supervisor gives two topics to the student to choose from. [↑](#footnote-ref-12)