

## Wirtschaftsingenieur|Innovation

Evaluation:  Bachelor Thesis BAA+WI /  Industrial Project PAIND+WI

Semester:

Title:

Industrial partner:

Student:

Supervising lecturer:

Expert/Assessor:

	Maximum score (expected score)	Minimum score required	Score achieved																																																												
<p><b>1. Process and methodology</b></p> <p>- Development of research problem, demarcation, goal setting</p> <table border="1"> <tr> <td>--</td> <td>-</td> <td>0</td> <td>+</td> <td>++</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>- Planning, organisation, system, risk management</p> <table border="1"> <tr> <td>--</td> <td>-</td> <td>0</td> <td>+</td> <td>++</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>- Acquirement of new knowledge, consideration of other reports and papers</p> <table border="1"> <tr> <td>--</td> <td>-</td> <td>0</td> <td>+</td> <td>++</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>- Independence, commitment, methodology, motivation</p> <table border="1"> <tr> <td>--</td> <td>-</td> <td>0</td> <td>+</td> <td>++</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>- Communication and team work</p> <table border="1"> <tr> <td>--</td> <td>-</td> <td>0</td> <td>+</td> <td>++</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>- Responsible interaction with society and environment, ability to take criticism and to deal with conflict</p> <table border="1"> <tr> <td>--</td> <td>-</td> <td>0</td> <td>+</td> <td>++</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	--	-	0	+	++						--	-	0	+	++						--	-	0	+	++						--	-	0	+	++						--	-	0	+	++						--	-	0	+	++						30		
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<p><b>2. Results</b></p> <p>- Goal achievement, innovation, creativity of the solutions proposed</p> <table border="1"> <tr> <td>--</td> <td>-</td> <td>o</td> <td>+</td> <td>++</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>- Validation of the results</p> <table border="1"> <tr> <td>--</td> <td>-</td> <td>o</td> <td>+</td> <td>++</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>- Critical examination of circumstances, results and own course of action</p> <table border="1"> <tr> <td>--</td> <td>-</td> <td>o</td> <td>+</td> <td>++</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	--	-	o	+	++						--	-	o	+	++						--	-	o	+	++						30																																
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<p><b>3. Documentation</b></p> <p>- Solution processes are comprehensive, convincing and logically presented</p> <table border="1" data-bbox="209 405 815 468"> <tr><td>--</td><td>-</td><td>0</td><td>+</td><td>++</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>- Language (see Appendix 1)</p> <table border="1" data-bbox="209 528 815 591"> <tr><td>--</td><td>-</td><td>0</td><td>+</td><td>++</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>- Formal aspects (see Appendix 2)</p> <table border="1" data-bbox="209 651 815 714"> <tr><td>--</td><td>-</td><td>0</td><td>+</td><td>++</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>- Discussion of results</p> <table border="1" data-bbox="209 775 815 837"> <tr><td>--</td><td>-</td><td>0</td><td>+</td><td>++</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table>	--	-	0	+	++						--	-	0	+	++						--	-	0	+	++						--	-	0	+	++						25	15	
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<p><b>4. Presentation</b></p> <p>- Interim project presentation</p> <table border="1" data-bbox="209 907 815 969"> <tr><td>--</td><td>-</td><td>0</td><td>+</td><td>++</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>- Final presentation: content, presentation technique, , language, performance</p> <table border="1" data-bbox="209 1066 815 1128"> <tr><td>--</td><td>-</td><td>0</td><td>+</td><td>++</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>- Poster</p> <table border="1" data-bbox="209 1189 815 1252"> <tr><td>--</td><td></td><td>0</td><td>+</td><td>++</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>- Oral discussion</p> <table border="1" data-bbox="209 1312 815 1375"> <tr><td>--</td><td>-</td><td>0</td><td>+</td><td>++</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table>	--	-	0	+	++						--	-	0	+	++						--		0	+	++						--	-	0	+	++						15		
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<p><b>Total score</b></p>	<b>100</b>	<b>60</b>																																									
<p><b>Evaluation</b> (F &lt; 60, E = 60-67, D = 68-75, C = 76-83, B = 84-91, A &gt; 92 )</p>																																											

Important: in case less than 15 points have been achieved in section 3. Documentation, the entire project is evaluated as “fail”.

## Verbal Evaluation

### Goals according to module description

Professional Competencies	<p>F1: The students are able to solve challenging project with solutions that fits the context and are appropriate in regards to technological, economical and sustainable aspects.</p> <p>F2: The students have the required technical, economical and design know-how to solve such a project task in a goal-oriented way.</p>
Methodological Competencies	<p>M1: The students are able to select and use suitable problem solving, research and analysis instruments as well as evaluation methods effectively and efficiently.</p> <p>M2: The students are able to suitably arrange, plan and apply the problem solving process and to manage risks.</p> <p>M3: The students are able to do systemic analysis and synthesis linked, multi-disciplinarily and appropriately for different levels, situations and needs.</p>
Personal Competencies	<p>P1: The students are able to analyse and challenge the boundary conditions, the results and their own course of action</p> <p>P2: The students act carefully and responsibly in their own working area towards society, the environment and the company.</p> <p>P3: The students work independent and autonomously and are able to acquire new knowledge with the required depth in a new professional field of activity.</p> <p>P4: The students are persistent, team-oriented and able to work under pressure.</p> <p>P5: The students are capable of taking criticism, able to solve conflicts and find compromises.</p> <p>P6: The students are able to act in an adequate way towards the principal and all contact persons over all hierarchical levels and present findings in a convincing way.</p>

### Goals according to project outline

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### Process and methodology

- Development of research problem, demarcation, goal setting
- Planning, organisation, system, risk management
- Acquisition of new knowledge, consideration of other reports and papers
- Independence, commitment, methodology, motivation
- Communication and teamwork
- Responsible interaction with society and environment, ability to take criticism and to deal with conflict

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**Results**

- *Goal achievement, innovation, creativity of the solutions proposed*
  - *Validation of the results*
  - *Responsible interaction with society and environment, ability to take criticism and to deal with conflict*
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**Documentation**

- *Solution processes are comprehensive, convincing and logically comprehensible*
  - *Language (see Appendix 1)*
  - *Formal aspects (see Appendix 2)*
  - *Discussion of results*
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**Presentation**

- *Interim project presentation*
  - *Final presentation: content, presentation technique, stimulation, language, performance*
  - *Poster*
  - *Oral discussion*
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**Overall evaluation**

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Supervising lecturer:

Place,                      Date                                      Signature

Expert:

Place,                      Date                                      Signature

### Appendix 1: Language checklists

	Not acceptable	Acceptable	Excellent
<b>Language</b>			
Problem-solution rather than journal-type line of thought in the main text: the report focuses on the problem, results and their objective with factual derivation.			
Statements are precise, clearly and unambiguous			
Qualifying statements are proved			
Terminology: technically correct with professional terms being used. The same things are consistently named in the same manner. Technical terms and abbreviations are clearly defined.			
Notations are logical, useful, meaningful and explicit			
Meaningful titles are used in the report at all times			
Use of active form in the text rather than passive			
Spelling, punctuation and grammar are correct			
Audience-friendly, comprehensible language (refer to Adler, business English, Ft.com publication)			

## Appendix 2: Formal aspects

	Not acceptable	Acceptable	Excellent
<b>Structure of the report</b>			
Cover page with <ul style="list-style-type: none"> <li>Type of thesis</li> <li>Title of thesis (complete)</li> <li>Name of school and degree course</li> <li>Place and date</li> <li>First names, last names of authors</li> </ul>			
Title page <ul style="list-style-type: none"> <li>Type of thesis</li> <li>Title of thesis (complete)</li> <li>Name of school and degree course</li> <li>Place and date</li> <li>First names, last names, addresses, telephone number., email of the authors</li> <li>First names, last names, addresses, telephone number., email of the supervising lecturers</li> </ul>			
Signed declaration of authorship on the back page of title page			
Management summary			
(Document history)			
(Preface)			
Table of contents <ul style="list-style-type: none"> <li>Logic numbering</li> <li>Grammatically consistent</li> <li>Page number correct</li> <li>Titles that support understanding</li> </ul>			
(List of figures)			
(List of tables)			
(List of interviews)			
(List of abbreviations and acronyms)			
Main text (introduction, methodology, foundations, implementation, results)			
Discussion, final considerations and outlook			
Bibliography			
Appendix or additional materials			

<b>Citations</b>			
Originals consulted; citations checked			
Direct citations presented			
Paraphrasing correctly presented			
Own footnotes presented			
References are formally correct and consistent			

<b>Footnotes</b>			
Support the discussion rather than distractive to the reader (note use of footnotes should be limited)			
Delimited from the rest of the text			
Numbered			
All footnotes are located on the correct page			
Factual footnotes: context is given			
<b>Bibliography</b>			
Citations according to the APA standard			
Appropriate citations used			
<b>Figures, table and supporting text</b>			
Titles identical with table of contents			
Abbreviations declared and consistent			
Terminology correct			
Figures and tables are declared as citations where used			
Tables have a title that supports understanding			
Tables are numbered correctly			
Figures have a title that supports understanding			
Figures are numbered correctly			
Lines and columns are titled			
Units of the numbers are given			
Citations are given for used values			
Tables/figures are placed in the appendix or main body appropriately			
All figures are mentioned and described in the report			
<b>Design</b>			
No logos of the University of Applied Sciences Lucerne			
Size of margins are sensible and consistent			
Consistent line spacing in the text throughout			
Titles graphically differentiated			
Illustration on the cover page is target-oriented			
Bound correctly			
A4/US letter paper used (depending on the requirements of the supporting company)			