

Student Name	Title Thesis		
Student ID#	Type of thesis	Transfer Project	
Assessor Name	Final Grade Awarded		Final Grade Calculated 0,00
Overall Comment			

FILL IN ONLY THE GREY CELLS

Learning Goals Thesis	Weighting LG	Learning Objectives	Weighting LO	Objectives	Very poor = 5	Poor = 3,6 - 4,0	Satisfactory = 2,6 - 3,5	Good = 1,6 - 2,5	Excellent = 1 -1,5	Rating	Comment	
Learning Goal 1: Our graduates demonstrate a sound knowledge and analytical skills, with deep knowledge in their specialization.	27,0%	Objective 1.1	7,0%	Students have a sound knowledge of models, concepts, methodologies, norms and applications, with a deep knowledge in their specialization.	Demonstrates little or no understanding of key models, concepts, and methodologies. Shows minimal or no ability to apply disciplinary knowledge within the chosen specialization.	Demonstrates a very basic understanding of relevant models, concepts, methodologies, norms, and applications, with limited knowledge in their specialization.	Demonstrates an adequate understanding of relevant models, concepts, methodologies, norms, and applications, showing a developing knowledge within their specialization.	Demonstrates a strong understanding of relevant models, concepts, methodologies, norms, and applications, with solid knowledge and insight in their specialization.	Demonstrates an excellent and comprehensive understanding of relevant models, concepts, methodologies, norms, and applications, with deep and integrated knowledge in their specialization.			
		Objective 1.2	10,0%	Students are able to undertake fundamental quantitative or qualitative analysis and assess critically the underlying data/evidence	Fails to demonstrate the ability to conduct fundamental quantitative or qualitative analysis or to critically assess underlying data or evidence. Shows little or no understanding of analytical methods or data interpretation.	Demonstrates limited ability to conduct quantitative or qualitative analysis and to critically assess underlying data or evidence. Analysis and conclusions are weak, poorly justified, or only partially relevant to the issue.	Demonstrates a basic ability to perform quantitative or qualitative analysis and to assess underlying data or evidence. Findings are somewhat relevant but lack depth, critical insight, or sufficient justification.	Applies quantitative or qualitative analysis effectively and critically evaluates underlying data or evidence. Conclusions and recommendations are well-founded, relevant, and logically structured.	Demonstrates excellent ability to conduct quantitative or qualitative analysis and to critically assess data or evidence. Conclusions and recommendations are insightful, innovative, and well justified, showing strong real-world relevance and analytical depth.			
		Objective 1.3	10,0%	Students can develop and assess appropriate conclusions, implications and consequences within given settings.	Fails to develop or assess conclusions, implications, and consequences within the given setting.	Demonstrates limited ability to develop and assess conclusions. Implications and consequences are weak, poorly justified, or unconnected to the given setting.	Demonstrates a basic ability to develop and assess conclusions. Some implications and consequences are addressed but lack depth and justification.	Effectively develops and assesses conclusions. Implications and consequences are well-founded, relevant, and logically structured.	Excellent in the development and evaluation of conclusions. Implications and consequences are insightful, well-reasoned, and strongly justified within the given setting.			
Learning Goal 2: Our graduates are able to transfer theoretical knowledge to real-life business applications.	27,0%	Objective 2.1	12,0%	Students can identify practical challenges in business situations and analyze them using appropriate scientific methods.	Fails to identify or analyze practical challenges in business situations. Shows no meaningful use of scientific methods.	Limited identification and classification of challenges. Analysis is superficial, and the application of scientific methods is weak or poorly justified.	Identifies and classifies challenges at a basic level. Analysis shows limited depth, critical evaluation, and justification, with only partial use of appropriate scientific methods.	Effectively identifies and classifies challenges. Applies appropriate scientific methods with well-reasoned analysis, clear logic, and coherent justification.	Demonstrates a deep understanding of challenges, classifies them precisely, and analyzes them with originality, critical thinking, and strong theoretical and methodological justification.			
		Objective 2.2	15,0%	Students demonstrate critical and creative thinking by developing sound recommendations for practical challenges.	Fails to demonstrate critical or creative thinking. Recommendations for practical challenges are missing, poorly reasoned, or irrelevant. Shows no evidence of analytical depth.	Demonstrates limited critical or creative thinking. Recommendations for practical challenges are simplistic, weakly supported, or only partially relevant. Shows minimal analysis.	Demonstrates basic critical and creative thinking. Recommendations for practical challenges are generally relevant and reasonable.	Demonstrates clear critical and creative thinking. Develops well-reasoned and relevant recommendations for practical challenges.	Demonstrates outstanding critical and creative thinking. Develops insightful, innovative, and well-justified recommendations for practical challenges.			
Learning Goal 3: Our graduates can communicate business related concepts effectively- both in German and English.	26,0%	Objective 3.1	6,0%	Students communicate solutions and recommendations to third parties in a professional manner.	Fails to communicate solutions clearly or professionally. Information is unclear, disorganized, or inappropriate for the audience.	Communicates solutions with limited clarity or professionalism. Message lacks structure and is only partly appropriate for the audience.	Communicates solutions and recommendations clearly but with minor issues in structure, tone, or audience adaptation.	Communicates solutions and recommendations clearly, logically, and appropriately for the audience, showing a professional tone and structure.	Communicates solutions and recommendations with exceptional clarity, coherence, and professionalism, fully tailored to the audience and context.			
		Objective 3.2	10,0%	Students' arguments are comprehensive, clearly structured and properly substantiated.	Arguments are unclear, poorly structured, and lack evidence or logical support.	Arguments show limited clarity and structure, with weak or inconsistent justification.	Provides basic arguments that are generally clear and supported by some evidence. Reasoning is understandable but lacks depth, structure, or strong justification.	Arguments are clear, well-structured, and supported by relevant evidence. Solutions and recommendations are logical, well-justified, and effectively communicated.	Presents comprehensive and persuasive arguments supported by strong evidence. Solutions and recommendations are exceptionally clear, deeply reasoned, and appropriate for the context.			
		Objective 3.3	10,0%	Students are able to deal with typical business situations in English.	Fails to communicate effectively in typical business situations. English Language use is inaccurate and unclear, hindering understanding.	Can handle simple business situations with limited effectiveness. Frequent English language errors and restricted vocabulary reduce clarity.	Communicates understandably in common business situations. Occasional English language errors or limited vocabulary affect fluency and precision.	Communicates effectively and appropriately in typical business contexts. English language is mostly accurate, fluent, and well adapted to the situation.	Communicates confidently and professionally in a wide range of business situations. English language use is accurate, fluent, and stylistically appropriate for the context.			
Learning Goal 4: Our graduates are aware of the ethical and sustainable aspects in a business context.	10%	Objective 4.1	3,3%	Students are aware of the differing facets of ethical, economic, environmental and social issues in a business context. Awareness is minimal or missing.	Fails to recognize or discuss the differing facets of ethical, economic, environmental, and social issues in a business context. Awareness is minimal or missing.	Shows limited awareness of ethical, economic, environmental, and social issues. Discussion is superficial and lacks understanding of interconnections.	Demonstrates basic awareness of ethical, economic, environmental, and social issues, with some recognition of their relevance but limited depth or integration.	Demonstrates clear understanding of ethical, economic, environmental, and social issues, recognizing their interrelations and relevance to business practice.	Demonstrates comprehensive and critical understanding of ethical, economic, environmental, and social issues, integrating them thoughtfully into business analysis and decision-making.			
		Objective 4.2	3,3%	Students recognize the differing interests and viewpoints of stakeholders.	Fails to recognize or address stakeholder interests and viewpoints.	Shows limited awareness of stakeholder interests and key viewpoints are missing or misrepresented.	Recognizes key stakeholder interests and viewpoints, though analysis is partial, lacks depth, or overlooks important perspectives.	Clearly identifies and explains differing stakeholder interests and viewpoints, showing understanding of their relevance and potential conflicts.	Demonstrates thorough understanding of diverse stakeholder interests and viewpoints, analyzing their interrelations critically and integrating them effectively into decision-making.			
		Objective 4.3	3,3%	Students include ethical, economic, environmental and social considerations in their recommendations or decision-making processes.	Fails to recognize or incorporate ethical, economic, environmental, or social considerations in recommendations or decision-making processes.	Shows limited awareness of ethical, economic, environmental, and social factors. Considerations are mentioned superficially or inconsistently applied.	Includes some ethical, economic, environmental, and social considerations in recommendations, though analysis lacks depth or clear integration.	Clearly integrates ethical, economic, environmental, and social considerations into recommendations and decisions, supported by logical reasoning.	Demonstrates comprehensive and well-balanced integration of ethical, economic, environmental, and social aspects in recommendations and decision-making, showing critical reflection and strong justification.			
Learning Goal 5: Self managed / Self directed work and benefit for company (transfer project)	5%	Objective 5.2 Transfer Project		Self managed / Self directed work	very poor	poor	satisfactory	good	excellent			
		Objective 5.3 Transfer Project		company feedback	very poor	poor	satisfactory	good	excellent			
Learning Goal 6: Application of Academic Standards	degradation	Supervisors are entitled to downgrade the final grade for not meeting acceptable academic (writing) standards at the supervisors discretion. Please note plagiarism or improper use of AI will lead to failure.										
										Final Grade calculated	0,00	

Sum weighting Transfer Project	100%
Sum weighting Research/ Entrepreneurship Project	100%