Writing a Thesis at Haaga-Helia

Thesis coordinators

Haaga-Helia University of Applied Sciences
Bachelor's Thesis
2021
Thesis guidelines

Abstract

Author(s) Indicate the author(s) here, first name before surname, alphabetized according to surname.
Degree E.g. Bachelor of Business Administration, Bachelor of Hospitality Management Bachelor of Sports Studies, Bachelor of Journalism and Media (remove unnecessary ones)
Report/thesis title Write the main title of your report/thesis here**.**
Number of pages and appendix pages 20 + 31
The abstract presents the key issues of a thesis in such a way that the reader gets a good understanding of the main points that the report covers. The abstract presents the background of the thesis, the goals, scope, implementation, methods, timing, as well as results and conclusions of the study. The abstract follows the same order as the report. The abstract must not be longer than one page. The language should be matter-of-fact, succinct, to the point and grammatically correct. Use complete clauses and sentences. Divide your text into paragraphs of a few sentences and separate the paragraphs with an extra line break. Start a new paragraph for each new topic. The abstract must not contain references to outside sources. Never use subjective 1st person pronoun as “I” or “we” or adress a reader as “you” in an abstract, but address yourself as 3rd person “the author, the researcher, he, she” etc. or use passive voice. In brief, the abstract is a nutshell overview of the entire thesis. The abstract must form an independent whole that can be understood without reading the actual thesis report.
Keywords The abstract ends with a list of keywords, 3–6 words that best describe the contents of your thesis. Place the words in order of importance.

Table of contents

1 Writing reports at Haaga-Helia

At Haaga-Helia, theses are produced as part of both Bachelor's and Master's level studies. These guidelines relate to Bachelor's level theses. The objectives, content, and scope of Master's level theses differ from those of Bachelor's theses, but the report format is alike. There are, thus, separate instructions for Master's theses on MyNet's Master studies' site.

At Haaga-Helia, a Bachelor's thesis covers 15 credits, or roughly 400 hours of work. The process includes independent work, thesis advising, possible methodological studies, thesis seminars or workshops, the presentation of your thesis, as well as its publication and the maturity test. The thesis is a mandatory part of a degree at a university of applied sciences, required by legislation (Valtioneuvoston asetus ammattikorkeakouluista 1129/2014, § 2). Thesis evaluation criteria and detailed instructions relating to the thesis process and the maturity test can be found on MyNet (Studies → Thesis, Bachelor Programmes). The instructions may differ somewhat between degree programmes. Therefore, make sure to familiarise yourself with the instructions of your own degree programme.

Theses completed at universities of applied sciences nearly always involve applied research or other developmental work for the benefit of a commissioning party (a company or an organisation of another kind). An agreement covering thesis objectives, advising, responsibilities and rights is signed with the commissioning party in three copies. The form is available on MyNet (Studies > Thesis, Bachelor Programmes > Commissioning Agreement). The student fills in the thesis commissioning agreements and collects the necessary signatures. The form must not be attached the report (see appendix 3 about data protection). Note: **Haaga-Helia's thesis advisors are not allowed to sign any other agreement than Haaga-Helia's own**.

1.1 Thesis objectives and publication

Thesis work familiarises the student with applied working-life oriented information acquisition, critical information assessment and creative problem solving. According to Decree 1129/2014, a finalised Bachelor's thesis and its assessment are public documents. Material including possible confidential corporate or trade information will be made available to the thesis advisor and those assessing the thesis (note appendix 3 about data protection). The thesis version that includes confidential material has to be saved in Konto with a special title page and file name. All public versions of theses are published either in Haaga-Helia's internal database (HHthesis) or in the national open

repository called Theseus. Further instructions can be found on MyNet (Studies > Thesis, Bachelor Programmes > Publication).

1.2 Thesis topic and scope

Bachelor's theses can in most cases be classified as research-oriented theses, product-oriented (=practice-based) theses, portfolio theses or diary theses. In a research-oriented thesis, the student completes a quantitative or qualitative research-based study and writes a report on the findings. In a product-oriented thesis, the student creates a product, for instance an event, an operation or a concrete product, and writes a report describing the product and the process of its creation. In a portfolio thesis, the work extends over a longer period of time and material produced earlier during courses, at work or during a work placement can often be utilized. In a portfolio thesis, components that have been produced earlier are refined. A diary thesis is formulated into a thesis report one week at a time over a 12-week period alongside the student's professional tasks. Each of the four thesis types has its own assessment criteria.

A good thesis has a topic that

- is beneficial to working life
- develops the student's professional competencies
- is of current interest and introduces something new to the possible commissioning party
- is well delimited
- is interesting to the student.

A succesful thesis report typically includes 40–60 pages without appendices. In a pair thesis, a wider scope is expected. If a product is appended separately to the report and if it is sufficiently extensive, the minimum length of the actual report is 20 pages. Products created as part of the thesis process are attached to the report when technically possible. If the product is a book, a binder, a portfolio or a text in some other form, the layout can follow the commissioning party's guidelines.

In Finnish programmes, the thesis is written in Finnish. In English programmes, the language of the thesis is English. On the basis of a particular reason, the thesis coordinator may grant permission to write the thesis in another language.

1.3 Product-oriented thesis

A product-oriented (=practice-based) can, for example, take the form of a development or planning project, the development of a product or service, organising an event, producing a publication, or creating a multimedia product. A product-oriented thesis consists of two parts that complement each other: the thesis report and the product itself. The thesis

report includes a theoretical part that links the product with relevant background theory and knowledge. The thesis report presents the objectives of the practical part, justifies the need and applicability of the product and defines the target group of the product. Plans for testing and evaluating the product should be made during the thesis process. Thesis assessment covers both the product and the report.

If you are considering writing a product-oriented thesis, consider the following:

- Is there a need for the product?
- In what form should the product be produced?
- Do you have sufficient technical skills to create the product?
- What kind of support can you get from the commissioning party?
- Is the commissioning party willing to compensate the expenses incurred in the process of generating the product?
- How should copyrights and the possible updating of the product be taken into account?

1.4 Research-oriented thesis

Research-oriented theses can be divided into quantitative and qualitative ones, depending on the kind of data used. Both approaches can be used in the same research. In that case, the research can be referred to as being a multimethod thesis or a thesis with method triangulation. It is always important to justify the choice of methods and to make use of suitable methodological literature. Do not mix the text from the literature references with text focusing on your own research arrangements. In practise, the easy way to avoid confusion is to start the paragraph referring to literature, and close the reference area by brackets including the marking of source(s). Then you can add your own decisions and tell how you have followed the suggestions presented in literature.

1.5 Research-oriented thesis with quantitative methods

The quantitative approach is best suited to situations where information is sought from large populations in a cost-efficient manner in such a way that the results can be put into numbers. Surveys, longitudinal studies, sampling and census (complete enumeration) studies are examples of quantitative research approaches.

In a survey, information on the study population is collected through a random or non-random sample. For example, every tenth person listed in a customer register may be sent a questionnaire (random sampling), shopping centre customers may be interviewed on a voluntary basis (non-random sampling) or data may be collected through a link on corporate web or Facebook pages (non-random sampling). The results are descriptive and can be used to interpret the views of the whole population. In a census (complete enumeration), the whole population is studied: a questionnaire, for instance, may be sent to all staff members of a company to study job satisfaction.

In a longitudinal study, the same target group is measured at certain intervals. For example, if a company carries out an annual job satisfaction study or if athletes' performance is measured regularly during the training period, the research is longitudinal. Repeating the measurements makes it possible to form time series and the data thus shows the development over time.

Quantitative studies often make use of the browser-based Webropol tool. Haaga-Helia students can get access to Webropol. Further information is available on MyNet and from thesis advisors. The data may form a personal register, see appendix 3 for proper data protection.

1.6 Research-oriented thesis with qualitative methods

Qualitative research is a collective term for several kinds of research methods and approaches. **Qualitative research** aims to describe, understand and interpret phenomena and to answer questions such as what, why and how.

In a **case study**, the focus is on investigating a specific case or people in a given environment by means of different methods and data. The case studied may be an individual, a company or an organisation of another kind, an ethnic or social group, an event or a geographically limited area. This kind or research is often carried out by comparing cases if there is more than one.

Constructive research aims at solving a real-life problem by producing a functional solution, that is, a construction, which should also be implemented in order to test its applicability. In a Bachelor's thesis, the implementation can also be replaced by for instance interviewing experts who can evaluate the functionality of the solution. In addition to solving a concrete problem, the aim is also to obtain new knowledge relating to the field in question.

In **action research**, the aim is to develop the operations of a workplace or some other community together with the community. Developmental workplace research is one branch of action research.

Ethnography is a descriptive research approach, the aim of which is to understand and describe a community or a group of people under investigation. **Phenomenography**, on the other hand, focuses on specific phenomena as experienced and described by people. Data is usually collected by means of participatory observation or interviews. The

researcher attempts to position himself or herself as a member of the community. The term netnography can also be used when studying network environments.

Narrative research makes use of narratives or stories. The concepts of narrative and story can refer both to how the data are analysed and the nature of the data. Narrative data can be collected by means of interviews or freely written accounts. Data can also be collected through interviews or free writing. Material such as blogs, tweets, diaries, memoirs or media sources can be used.

Content analysis refers to, for instance, the classification, organisation and analysis of interview transcriptions or some other precollected document material. (For proper data handling, see appendix 3 about the data protection.) The goal may, for example, be to describe the development or status of a given phenomenon or the ways in which our perceptions are influenced. The document data may include any written material: books, articles, reports, news items, blogs, tweets, announcements, advertisements and so on.

1.7 Data collection methods

Students normally collect the data for quantitative and qualitative research themselves. However, precollected material can be used, as well. Data is collected by means of, for instance, questionnaires, observation or interviews. In the report, the student explains how the data collection was planned, carried out and, if necessary, pretested. The description should be concrete and detailed enough for someone else to repeat the same procedure if necessary. It is also important to make use of methodological literature.

A **questionnaire** may be either a paper or Internet version. In the latter case, a link to the questionnaire can, for example, be sent to the informants by e-mail. At Haaga-Helia, the Webropol tool can be used to carry out electronic surveys. Haaga-Helia also gives support to Webropol users. If other applications (SurveyMonkey, Digium/Questback, Zeffi) are used, Haaga-Helia does not offer support and the student should ensure that support is available elsewhere.

Observation means that the student observes or measures the target and notes down, draws, photographs or videotapes the observations. If the student takes part in the activity of the target of observation, the term participant observation is used. Observations may be not only visual but also based on other senses (smell, taste, hearing, touch).

Research interviews can be divided into, for instance, structured and unstructured interviews, thematic interviews, open interviews and in-depth interviews. All interviewees (respondents, informants) answer the same questions. Usually, interviews are conducted

one interviewee at a time, but pair and group or focus interviews are also possible. In a group interview, the aim is a free discussion, possibly supported by a script as in a thematic interview. One example of the technique is a **focus group** arrangement and another is a **workshop.** Typically, the number of interviewees in a thesis research project varies between 6–12, and all interviewees remain anonymous in the reporting. Therefore, the researcher should use direct quotations advisedly not to reveal the identity of an interviewee. The criterion for adequate number of informants is saturation: the higher the level of saturation is, the more reliable the results are. Read more about the topic in methods literature.

Expert interviews can be compared with the literature sources. Content analysis is not needed, but informants are referred to in the same manner as when using literature. Experts are identified by using their real name (by permission) or alias name, as Expert A. In a research, the number of experts can vary from one to as many as needed. The saturation criterion is not applied here because all the informants may have different questions in the interview. The findings from expert interviews can be used in any chapter of the report, whereas research interview results appear only in empirical part of the report.

1.8 Portfolio and diary thesis

The portfolio consists of research-oriented or product-oriented parts, or is a combination of the two. The structure of the report depends on the type of contents it has. The Introduction describes the idea and components of the portfolio. The Discussion summarizes the components and the major achievements. The examples can be found from Haaga-Helia thesis from the sales specialisation programme.

A diary thesis is well suited to students working in tasks related to their studies, given that it is possible for them to link the thesis to their work tasks. At Haaga-Helia, especially ICT students' have written diary type of theses. They consist of weekly components, whose analyses the thesis advisor checks. In principle, the weekly components remain as they are after they have been completed. The report is built up week by week, combining the framework and practical work in line with the zipper thesis structure. It is important to understand that a diary thesis is not just a diary that narrates what has been planned and happened during the working day, but the notes are the data for the analyses, and the analyses are the main content of the diary type of thesis.

1.9 Thesis structure

The thesis report typically consists of an introduction, theoretical part, empirical part and a discussion (appendix 1). In a research-oriented thesis, the empirical part presents the empirical approach and results, whereas in a product-oriented thesis it presents the planning and implementation of the product. The theoretical part is best written before the empirical part but the theoretical part may need to be refined when working on the empirical part. The so-called zipper model (appendix 2) may also be used. In addition to the introduction and theoretical part, the report also includes a description and discussion of the development process involved. The main title of the thesis report should be descriptive, clear and interesting. The work ‘case’ should not be included in the thesis title. Product-oriented theses include the product in addition to the thesis report.

A one-page abstract should be placed immediately after the cover page. The abstract should cover the essential content of the thesis: background, objective and delimitation, theoretical background, empirical implementation and timespan, the methods employed, and results and their implications. Do not use in-text references in the abstract. Write in a matter-of-fact style, using full sentences. Divide the abstract into paragraphs, separated by an empty line. Use impersonal language.

At the end of the abstract, give 3–6 keywords in the order of importance to describe the topic and content of your thesis.

The abstract is written in the same language as the thesis report.

The abstract is followed by the table of contents. It gives the reader a quick overview of the structure of the thesis and of the relationships between the different parts. Divide your work into wholes of suitable sizes: the number of main chapters is 4–7. Main chapters should begin from a new page. Each section (subchapter) should be at least half a page in length. When dividing chapters to sections, remember that there must always be at least two sections: if there is section 2.1, then there must also be at least section 2.2. Use descriptive headings and follow similar heading style throughout. The next heading in the table of contents after the numbered chapters and section is References (without numbering). After this, the table of contents lists the appendices (if any). Give each appendix a number and a heading.

Start the report by an introduction. Its aim is to stimulate interest in the reader and to give initial information about the topic in hand. The length of a good introduction is 2–4 pages. The introduction is successful when it shows the reader the aim and delimitation of the study. The introduction may also present the possible commissioning party. Remember to

define the concepts that are central to the objectives or readability of the report. Write the final version of the introduction as one of the last things of the writing process.

The theoretical part normally includes one or two main chapters. There must be a clear link between the theoretical part and the empirical research or product-oriented part of the report. In addition to theoretical material, make use of experiential and practical information from your field. It is important to distinguish between, for example, experiential or interview data included in the theoretical part and the actual empirical data. Write the theoretical part before implementing the empirical part. However, you may need to refine the theoretical part when working on the empirical part.

The empirical part presents

- the target organisation of the research-oriented or product-oriented thesis
- the objectives, problems and development goals
- methodological choices or a project plan, each with the underlying rationale explained
- an implementation plan
- the data and analysis methods used
- the results or product.

The traditional thesis model is the most typical one in theses: after the theoretical part, the empirical part is covered in one or two main chapters. You can also use the so-called zipper model, in which the theoretical part is not a separate report component. In the zipper model, theory proceeds hand in hand with the empirical part: the presentation of one theoretical component is followed by an explanation of how it was put into practice. This is followed by an explanation of the choices made or the results obtained. When using the zipper model, there should be 2–4 main chapters, each covering a theoretical component and its application. (See appendices 1 and 2.)

The last part of the report is the discussion. First evaluate the main results and assess them against the theoretical part and previous studies. For example, explain if a certain result is a lot or very little, discuss whether a result is surprising and why (not), or deliberate over the significance of a result. Following this, present the conclusions, recommendations deriving from the study and development suggestions. To support the discussion, you can also refer to outside sources. Make a distinction between assumptions, facts and results.

All theses should address the trustworthiness of the research or the applicability of the product. Consider your choices relating to the planning, implementation, analysis and applicability of your thesis work. In research-oriented work, credibility is typically discussed with reference to concepts such as reliability and validity, credibility,

repeatability and generalisability. In product-oriented theses, for example, the relevance and necessity of the product should be assessed.

Finally, reflect on your own learning and professional development during the thesis process. Critical and analytic thinking is a sign of development toward expertise. Thus, do not hesitate to also reflect on possible unsuccessful choices.

The list of references is an alphabetically ordered collection of all sources used. Adhere to the instructions given in chapter 3 above. At the end of the report, you can include appendices, which should have a number and a heading. Appendices can include such material referred to in the report that do not have to be presented within the text proper, such as a questionnaire and its cover letter, a contract, a finalized product or its intermediate versions, portfolio components, a large table or figure, and so on. List all appendices at the end of the table of contents under an unnumbered heading Appendices. Data protection applies also to appendices (see appendix 3).

2 Reporting instructions

In a thesis report, use the thesis template is available on MyNet (Studies > Thesis, Bachelor Programmes > Common instructions). Copy the template and save it as a normal docx-file. If you will have confidential information in your thesis, note also Appendix 6 for special instructions. If you choose a diary-type of thesis, use a template designed for that purpose.

When you turn in your report versions to your thesis advisor in Konto, name the files and use file formats as

- work version (Word): Surname_Firstname_thesis_v1.docx; …_v2.docx etc.
- presentation version (Word): Surname_Firstname_thesis _presentation.docx
- Urkund-version (PDF/A): Surname_Firstname_thesis.pdf
- assessment version (PDF/A): Surname_Firstname_thesis_assessment.pdf (in most cases same as Urkund-version, therefore only the file name changes).

If you produce two versions (public and confidential), the name for the confidential version is Surname_Firstname_thesis_assessment_confidential.pdf (see Appendix 6).
Do not send this version to the Urkund check. The thesis advisor sends this version from Konto to be saved in Haaga-Helia's official Therefore archive. The folder for confidential theses is accessible only to a limited number of authorised Haaga-Helia staff, in addition to the thesis advisor and the 2nd assessor, who also have access to the report.

The public version of the thesis report should be accessible. In practise, this means that the layout and special features are accessible also for people who have restrictions that prevent them from using the report in normal manner. The accessibility principle is based on UN's Convention on the Rights of Persons with Disabilities (CRPD), EU directive 2016/2102 on the accessibility of the websites and mobile applications of public sector bodies (so called accessibility directive), and Finnish Law 306/2019 Act on the Provision of Digital Services. The guidelines to accessible reports are in Appendix 3.

2.1 Report layout

The more detailed instructions for layout and accessibility are in Appendix 3. At the end of the appendix, you will find a checklist to help you review your report. In the following, you will find the most common settings and instructions for use of the Haaga-Helia thesis template. The structure of the report is explained in Chapter 1 and Appendix 1.

Start your text from the left margin. Always use hyphenation. Text justification should be used on the left only. Use typographical effects (italics, bold and the like) sparsely so that they retain their effect. Do not use underlining. Place the page number on the top right corner of the page. The page numbering begins from the first page of the introduction and

continues until the end of the report. The cover page, abstract, table of contents and appendices are not included in the total number of pages. The number of pages to be indicated in the abstract is, thus, the same as the page number on the last page of the list of references.

Margins, line spacing, font types and font sizes are as follows:

- Top and bottom margins are 1 cm, header and footer distance from the top and bottom of the page is 1 cm.
- The left margin is 4 cm, and the right margin is 1.5 cm.
- Line spacing is 1.5.
- For tables, lists and indented quotations, line spacing is 1.
- Add an extra line break between paragraphs and before lists.
- The text font is Arial: main chapter headings 13 pt bold, headings of subchapters 11 pt bold, normal text 11 pt.
- Long direct quotations are indented (one tab) and the font size is 10 pt.

2.2 Using the template

When starting to use the template:

- Save the template file in your own computer as a normal Word-file.
- next, you can start typing your thesis if you have Word application installed. Do not use the template file in the On-Line version of Word.

In the template, the following settings are applied: the body text font is Arial, size 11, and line spacing 1.5. The left marginal is 4 cm, the right marginal 1.5 cm. Top and bottom marginal are both 1. When you use the pre-set styles and formatting, the layout appears automatically correct. Check the settings for automatic hyphenation, the proofing language, and the spelling and grammar settings.

In the template, you have the title page, the abstract, the automatic table of contents and the table of references. Remember to update them. In body text pages, change the names of the headings and add the text. Page numbering begins from the first page of Introduction chapter and continues to the last page of the report including appendices, unless they have their own page numbering or cannot have page numbers for technical or layout reasons. The page numbers appear at the top right corner of each page.

The template functions best if the text is typed directly to the template. However, it is also possible to copy text from the other documents. If you do so, pay attention to the following issues.

If you have used styles in the original document (the source document), it is safer to remove the style settings before copying. Select the area you want to copy.
Choose from Home menu's Font group: Clear All Formatting (the button with A and a picture of an eraser). After this, you can paste the text to the template safely.

If you try to copy the whole document (Ctrl + A) at once, also the settings are copied. This overrides the settings in the template. So, try to copy only the text, and the tables and figures separately to keep the integrity of the settings.

2.2.1 Title page

The first page of the report is the title (cover) page. Replace the example title with your own report title. You may also use a subtitle, if needed. Add your name (Firstname Surname), update the year and add the name of the degree. If there is more than one author, the names are listed in ascending alphabetic order by surname. Note that Konto never reads the name of the report from your report's title page! Therefore, check that you have updated the final title of the report also to Konto's starting page (Project plan and schedule section) where you have given the preliminary name for the thesis. If you miss this check, your graduation diploma will have an incorrect thesis title.

2.2.2 Abstract

Fill the required basic information. The number of pages does not include the title page, abstract and the table of contents, nor the appendices (whether they have page numbers or not). Therefore, the number of pages equals to the page number of the last page of the list of sources. The number of appendix pages have to be calculated separately.

Start typing the abstract text to the reserved frame. Never type the abstract in the first person (I or we). Do not use references in abstract. Remember to add the keywords in the last frame of the form. You should have 3–5 key words separated by a comma. Use e.g. the Finto service: https://finto.fi/en/.

2.2.3 Table of contents

The heading for the table of contents is Contents. Use the automatic update feature, and check that the last indexed chapter is Discussion: the list of sources does not have an index. In a report of normal length, the number of chapters is four (see appendix 1), but especially the frame of reference may contain two or even three chapters.

Check that you have at least two indexed subheadings in a chapter, so-called orphan subheadings should not exist. Use correct terms: several sentences form a paragraph, two or more paragraphs form a subchapter, and two or more form a chapter. E.g. these lines form a paragraph.

2.2.4 Chapters

The chapters and their contents are presented in chapter 4 and appendices 1 and 2. Haaga-Helia's guideline does not follow the IMRD-model (Introduction, Methods, Results, Discussion) but rather "IFED" model (Introduction, Frame of reference, Empirical part, Discussion) – this acronym is not in wider use, but an ad hoc addition here to indicate the difference. The Introduction is a short chapter giving the purpose of the thesis and the research questions or the aim of the work. Also the most essential concepts should be defined to help a reader to understand the title and the aim of the report. The Discussion ends the report. It is typically longer that the introduction chapter, but not as long as the other chapters of the report. The frame of reference chapter (aka theory chapter) and the empirical chapter are often the same length, but this is not a rule.

2.2.5 List of sources

The title for the list of sources is Sources (without an index number). In the sources, a simplified form of the Harvard model is used, that is, all special formatting of fonts has been removed. Additionally, the separator for different parts of the source entry/the reference is a period. Remove the automatic underlining from web addresses (you can leave the blue font colour). If you use RefWorks, Mendeley or another similar application for automatic referencing, mention it in the introduction chapter of your report. When using referencing applications, minor deviations from the instructions are accepted. Be prepared to correct some markings manually, however, to ensure deviations remain minor. Finally, check that all the references in your list are in ascending alphabetic order.

3 General writing instructions

Use a matter-of-fact style. Structure your report logically and adhere to the instructions provided during the course in question.

3.1 Referring to the author and using tenses

The passive voice or other impersonal structures may be used when reporting work by the student, for example, ”The interviewees were asked to….”, but the first person can also be used when it seems natural. The reader must always be able to see whether you are reporting your own opinions or information derived from other sources.

Be consistent in the choice of tenses. The present tense is commonly used in describing the framework because it includes general principles. The past tense is natural in the empirical part when reporting steps taken prior to the actual reporting (for example, ”The questionnaire was sent to…”). The past tense is also common when describing results obtained through data collection. When you present the results for wider application, the present tense can be used.

3.2 Illustrations

You can illustrate your text by using tables or figures, which should have a heading and be numbered as separate series (it is possible to create such headings in Word by using the caption function). Consider the use of illustrations carefully so that they are relevant in view of the written text. A table is an illustration based on columns and rows. Figures can include illustrations such as statistical graphs, charts of different kinds, maps and formulas. Photos, drawings, screenshots and the like are also examples of figures. Illustration headings should start from the left margin and be placed on the same page as the relevant illustration. The number and heading of a table should be above the table, whereas the number and heading of a figure should be below the figure.

Figure 1. A completed Bachelor’s thesis (Haaga-Helia 2017)

There is no end punctuation at the end of the heading or after a text reference following the heading. In the report text, refer to tables and figures by, for instance, saying that "…as figure 1 shows, thesis writers are not always able to use the relevant cover page format" or "thesis writers are not always able to use the relevant cover page format (figure 1)." Tables and figures are common nouns. Therefore, they are not written with a capital first letter in running text.

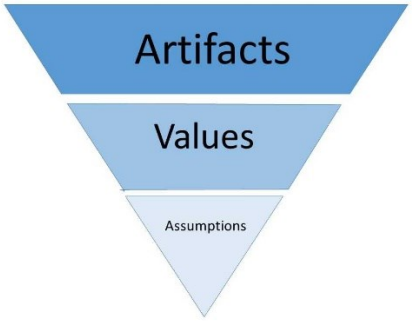


Figure 2. Schein's Organizational Behavior Model (adapted from Net2Change s.a.)

Due to copyright issues linked to illustrations, it may be best to provide one's own adapted versions of them in a format that is not identical with the original. The text reference should indicate that the illustration is an adapted version of the original (see figure 2 above). If you have the copyright owner's permission to reproduce an illustration or you know that the illustration is copyright-free, you can use a copied illustration. In figure 2, the text reference is to Net2Change s.a., which is a secondary source that provides a Danish translation of Schein's model. In the text reference, s.a. stands for 'sine anno', "without a year". The same notation technique also applies to tables.

If the tables or figures are very large, or if there are many of them, they can be appended to the report. Use the same font as in the text proper. Avoid three-dimensional figures because they easily distort the information provided. Refer to all tables and figures in your report text in such a manner that the reader captures their essential content. Ensure that the reader can understand the text without consulting the tables and figures, and, similarly, that the reader can understand the tables and figures without consulting the text. For example: In 2015, the overall assessment of courses averaged 4.01 (table 1).

Table 1. Haaga-Helia level course feedback results, autumn 2015 (Hoikkala 2015)

Autumn 2015	Student's own performance	Teachers'/counselors' performance	Learning material	Overall assessment
Mean	3.95	4.12	3.90	4.01
N	13 992	13 987	13 957	13 963
Std deviation	0.78	0.93	0.92	0.89

Material from other sources can be borrowed in one's own work according to good academic practice to the required extent. This also applies to digital material. If the information presented in tables or figures is not from your own material, add an in-text reference without end punctuation after the heading. The original figure or table may often be adapted for the report, which should be indicated in connection with the in-text reference.

Lists are also a means to communicate information visually, which is often done by listing words, phrases, concepts and the like one below the other. Lists should be used sparingly. Before a list, write at least a short paragraph introducing the list to the reader. If your list is based on a source, indicate the source in the sentence preceding the list. The two examples below illustrate differences in the use of the colon and end punctuation. In the first case, the list is made up of independent sentences. The latter case illustrates a list where the introductory clause forms a sentence when combined with each of the list components.

Example 1

Burns & Bush (2010, 312) describe the properties of the Likert scale as follows:

- The Likert scale is used to measure intensity of agreement or disagreement.
- The Likert scale is a symmetric agree–disagree scale for each statement.
- One end of the scale indicates "strongly disagree", and the other end "strongly agree".

Example 2

When preparing lists, remember to

- write an introductory paragraph and clause before the list
- cite the source in the introductory clause (when relevant)
- match all items on the list with your introductory clause
- write all items in the same style, that is, either in words, clauses, sentences or paragraphs.

4 Using sources and safeguarding good scientific practice

The sources used in reports and theses must always be indicated concisely and clearly by using in-text references and listing all sources on the list of references at the end of the report. In-text references show where information derives from texts or views of sources other than the report author. In-text references also function as search words so that the reader can find the publishing information of the original sources on the list of references. This allows the reader to evaluate the quality and reliability of the source and to check that the source has been used in the sense originally intended. For detailed instructions, see Appendix 4 and Haaga-Helia library's LibGuides site (https://libguides.haaga-helia.fi/lahdeviittaamisen-tueksi). Take advantage of the library's offering of general services and individual guidance for using the databases and finding relevant sources.

Presenting text or views from outside sources without indicating the source constitutes plagiarism, which is a form of scientific fraud (Haaga-Helia 2020, 27 §). The different forms of fraud are fabrication, misrepresentation, plagiarism and misappropriation, as defined in the guidelines of the Finnish Advisory Board on Research Integrity (2013). Haaga-Helia uses the Urkund system to prevent plagiarism. Haaga-Helia's guidelines on procedures linked to misconduct and fraud in student work are available on MyNet (Studies > Thesis, Bachelor programmes > Ethical principles).

Sources most typically used in student work include books, articles, research reports, Internet pages, seminar lectures by specialists, interviews, as well as reports and other documents produced by companies, public sector bodies and other organisations. The number and diversity of electronic sources has been increased rapidly. If you do not find matching example from Appendix 4 or LibGuides, follow the subsequent rule: choose the key word from the source the author (a person or a publisher) has not been mentioned, choose a key word of your own choice. Use the same key word to start the reference in the list of references and add the remaining required information, which help a reader to locate the source. The components of the reference in the list of references are: the key word, the year or if unknown use marking s.a. (sine anno), more precise location (page, index of the chapter or section, minute digits, or any other definition that helps to locate the referred area. When following this rule your notation is always correct – you do not need an exact example of every possible variation.

All sources should be used critically. Due consideration must be given to the publisher, the goal of the publication, the expertise and reputation of the author, as well as the up-to-dateness, credibility and objectivity of the content. The relevance of your sources should also be evaluated against the goals and delimitation of your text.

In-text references and entries on the list of references should be marked at the same time as you refer to a source. Placing in-text references into the text later is difficult and causes additional work. Instead of using the Haaga-Helia template, you can also compile the list of references by using RefWorks, which follows the Harvard guidelines. If you use RefWorks or similar application, please mention it in the introduction of the report.

In-text references as part of report text

The form of an in-text reference depends on various factors: the number of authors behind the source, the number of sentences used, the length of the source text used, and on whether you quote directly or paraphrase the source in your own words. Particular attention must be given to the use of end punctuation, parentheses and quotation marks. In these guidelines, all examples that follow are indented for the sake of clarity. When writing reports, however, indentation should only be used in connection with long direct quotations.

Referring to one sentence: The in-text reference is part of the sentence in which you paraphrase the information from a source in your own words.

> Validity refers to the extent to which the research covers the measures it claims to measure (Ghauri & Grønhaug 2010, 78).

or

> Ghauri and Grønhaug (2010, 78) define validity as the extent to which the research covers the measures it claims to measure.

Referring to more than one sentence: The in-text reference is marked separately at the end of the borrowed information.

> Consumer behaviour can be modelled from a number of perspectives. One point of view is that consumer purchases are influenced by cultural, social, individual and psychological forces. (Kotler & Armstrong 2011, 161.)

Direct quotations should be used sparingly. They must not be removed from their context. A direct quotation must always be in the same exact form as it was in the original source. Direct quotations are useful when the formulation borrowed is particularly functional or unique.

A short direct quotation does not exceed three lines. It is written as part of the body text and placed in quotation marks.

> “The Likert scale format measures intensity of agreement or disagreement” (Burns & Bush 2010, 312).

or

> As stated by Burns and Bush (2010, 312), “The Likert scale format measures intensity of agreement or disagreement”.

Long direct quotations are written as separate paragraphs and indented (one tab). The font size is reduced to 10 pt.

> Research misconduct is further divided into the following four subcategories:
> - Fabrication refers to reporting invented observations to the research community. In other words, the fabricated observations have not been made by using the methods as claimed in the research report. Fabrication also means presenting invented results in a research report.
> - Falsification (misrepresentation) refers to modifying and presenting original observations deliberately so that the results based on those observations are distorted. The falsification of results refers to the unfounded modification or selection of research results. Falsification also refers to the omission of results or information that is essential for the conclusions.
> - Plagiarism, or unacknowledged borrowing, refers to representing another person's material as one's own without appropriate references. This includes research plans, manuscripts, articles, other texts or parts of them, visual materials, or translations. Plagiarism includes direct copying as well as adapted copying.
> - Misappropriation refers to the unlawful presentation of another person's result, idea, plan, observation or data as one's own research.
>
> (Finnish Advisory Board on Research Integrity 2013, 32–33.)

More information is provided in Appendix 4 and Library's LibGuides pages.

References

Finnish Advisory Board on Research Integrity 2013. Responsible conduct of research and procedures for handling allegations of misconduct in Finland. Guidelines of the Finnish Advisory Board on Research Integrity 2012. Finnish Advisory Board on Research Integrity. Helsinki. URL: http://www.tenk.fi/sites/tenk.fi/files/HTK_ohje_2012.pdf. Accessed: 7 May 2018.

Haaga-Helia 2017. MyNet illustration image on Haaga-Helia MyNet. URL: https://mynet.haaga-helia.fi/english/studies/thesis-bachelor/Pages/default.aspx. Accessed: 7 May 2018.

Haaga-Helia 2020. Degree regulations. URL: http://www.haaga-helia.fi/en/students-guide/welcome-haaga-helia/degree-regulations?userLang=en. Accessed: 22 March 2021.

Hoikkala, T. 2015. Haaga-Helia's course feedback summary autumn 2015. URL: http://www.haaga-helia.fi/sites/default/files/Kuvat-ja-liitteet/HAAGA-HELIAsta/Laatu/2015_syksy_ojp_yhteenveto_eng.pdf?userLang=en. Accessed: 10 June 2016.

Net2Change s.a. Scheins komplekse organisationsmodel. URL: https://net2change.dk/scheins-komplekse-organisationsmodel/#.WucJt8mpU2x. Accessed 7 May 2018.

Valtioneuvoston asetus ammattikorkeakouluista 1129/2014. (Decree on Universities of Applied Sciences).

Appendices

Appendix 1. Traditional report structure

Cover page, abstract, table of contents
Introduction – general introduction – objectives, research problem or thesis objective setting, delimitation (also called demarcation) – key concepts – If the structure is the standard "IFED" model (Introduction, Frame of reference, Empirical part, Discussion) (see chapter 2.2.4), there is no need to present the report structure)
Theoretical framework (Knowledge base) – theoretical and previous practice-oriented and experiential knowledge – establishing the thesis project its place among earlier studies, theories and models, with reference to professional literature and other relevant sources.
Empirical part – target of study – objectives, problems and development task – choice of methods[1] or project plan description[2] with justifications – description of implementation – data and analysis methods used[1] – research results[1] or product and product description, if the product is in an appendix[2] – summary (not always required, see discussion, conclusions)
Discussion – consideration of results – trustworthiness of the research[1] – ethical viewpoints – conclusions and suggestions for further research[1] or further development or work[2] – an evaluation of the thesis process and one's own learning.
References
Appendices – questionnaire/interview forms and analysis results[1] – the product (if possible to include in the report)[2]

[1]A research-oriented thesis, including quantitative or qualitative research.
[2] A product-oriented, practice-based thesis, involving a product development or planning task, event, publication, multimedia product or the like.

Appendix 2. Zipper thesis structure

Cover page, abstract, table of contents
Introduction – objectives – delimitation (demarcation) – presentation of commissioning company – process description.
Topic A to be studied and developed – previous research or experiential information (theoretical part) – a description of the phenomenon as part of the target studied – results/product and suggestions for development.
Topic B to be studied and developed – previous research or experiential information (theoretical part) – a description of the phenomenon as part of the target studied – results/product and suggestions for development.
Discussion – trustworthiness/usability – summary and conclusions – an evaluation of one's own learning
References
Appendices

Appendix 3. Guidance on report formatting and accessibility

Styles

A style defines the properties of the paragraph, which include, for example, font, font size, language, indents, and alignments. The Haaga-Helia thesis template has predefined styles for different heading levels and normal body text. The style is applied as soon as text is typed. You can also change the style afterwards by selecting the style while the cursor is on the desired line. Take advantage of pre-defined styles in design, because the automatic table of contents (Contents) requires the use of heading styles.

It is never a good idea to change the page with multiple **Enter** key strokes as this makes it harder to format the text later. Use a page break instead. Input a page break by: **Add** (Page) > **Page break** (Page break) or directly with the keyboard shortcut **Ctrl + Enter**.

Show/Hide all button in the **Paragraph** group on the **Home** ribbon displays nonprinting characters that affect formatting, such as, spaces, paragraph breaks, page breaks, and section breaks.

Titles

If you divide a chapter into subchapters (sections), there must always be at least two subchapters per heading level. Use Heading 1 for main/first level headings. Use Heading 2 for second level headings (X.X), and Heading 3 is used for third level headings (X.X.X). The font for the first heading level (Heading 1) is Arial size 13 pts. The font size for the other heading levels is 11. Heading styles are automatically bolded and spaced. The line spacing is 1.5.

Normal body text

Use Normal style for the body text. The font is Arial 11 pts. The line spacing is 1.5. The spaces between paragraphs appear automatically when you press Enter.

References and Appendices

In the headings of References and Appendices, use the Heading 1 style without chapter numbering. The font is Arial bold 13 pts. In each appendix, the font size of the title is 11 pts. In the template, the heading numbering has already been removed. If you have accidentally turned the numbering back on, turn it off by placing your mouse on the row of the heading and pressing the Numbering button in the Home tab in the Paragraph group.

Figures and tables

All tables and figures are numbered and named sequentially as their own series. The numbering appears automatically. The word figure is used for both images and figures and all other objects that are not tables. Note that the titles of tables or figures do not end in a period. If there is a source reference at the end, this also does not end in a period. See Chapter 3 in this guide.

Table 1. Table name style. The name appears **above** the table.

Figure 1. Caption style. The name appears **below** the image.

Always leave an empty row above and below the figures and tables. Tables and figures should be indented at the same level as the basic body text without indentation. This means that the left edge of the table or figures is placed in line with the left edge of the text paragraph. Figures and tables should not exceed the left and right margin. However, if they are so large that, when indented, the part is outside the page, they have to be positioned manually or centred within the margins.

In an accessible document, the information in the figures is given in text, caption, or alternate text (alt text). Most importantly, a reader who does not see the image must receive essentially the same information as a reader who sees the image. When writing alternative text, think about what information one will not receive if one does not see the figure or table. Focus on the essential points in the alternative text. Do not prepare an unnecessarily long explanation. The alternate text must match the rest of the text in the document. Do not use foreign words or terms.

You can add alternative text to the image by clicking the second mouse button on the figure or table and selecting **Edit Alt Text**, in which case you can briefly enter the relevant content of the figure or table in the window that opens. A caption is also added to the image, so think about how the caption and alternate text work together and what kind of perception they form together. Sometimes a simple title is enough and no alternative text is needed. To add a figure to a pattern, right-click on the figure and select Insert Caption from the menu.

By default, Word suggests for a figure or image the term Figure as the title tag. Add the figure title by leaving the tag (Figure X) as suggested by Word. Add a period and a space after the tag before the title. The title is always placed below the figure.

Tables

All tables are titled. The numbering comes from the style automatically. Tables should be indented at the same level as the basic body text, that is, the left edge of the table is in line with the left edge of the body text paragraph. They should not exceed the margin. However, if they are so large that, when indented, the part is outside the page, they must be positioned manually or centred to fit between the margins.

To create tables with the Word tool, on the **Insert** tab, in the Tables group, click **Add a Table**.

Do not use an image or a screenshot of a table, as it cannot be interpreted by reading aids. Click the table to add a header row to the table, and then display the table tools in the Word selection bar. From the **Table Tools**, select Layout, and then click **Repeat Header Rows**. This will repeat the title bar of the table, even if the table is divided into several pages.

Check that the cells in the table are readable in a reasonable order, even for those who read the table using a screen reader. This is especially important if the cells are connected to each other in the table. If possible, do not use merged cells in tables. Screen readers read cell contents from left to right and from top to bottom. Place the cursor in the first cell of the table and use the Tab key to move from cell to cell.

Add the table tag to the table. First, activate the entire table by clicking on the small arrow icon on the upper left corner of the table. Second, right-click on the table and select **Insert Caption**.

Select Table as the label, and then add the table title by leaving the tag (Table X) at the beginning. Add a period and a space after the tag before the title. The title is always placed above the table.

Contents

The table of contents (titled Contents) is pre-defined in the template. When you use styles correctly, the program makes a table of contents based on the headings in the report. Be sure to update the table of contents. Right-click on the table of contents and select **Update field**. In the window that will open, click **Update entire table**.

If you find incorrect text in the table of contents, hold down the **Ctrl** key and click the line where the problem occurs. The cursor automatically moves to that point in the document.

Check which style is in use and change it if necessary. You can change the style while the cursor is on the desired line, and click the correct style from the style selection box. If headings are missing from the table of contents, check the style of the missing heading and change it as explained above. Repeat the table of contents update.

References

The list of sources (titled References) starts on a new page. A reference list page is in the template. Use Heading 1 style without numbering in the title of the reference list. The reference list is not a content title, so it is not indexed (numbered). If numbering is on (in any heading that is not intended to be unnumbered), you can turn it off by pressing the Numbering button on that heading, which can be found in the **Paragraph group** on the **Home tab**.

List the references in an alphabetic order using the **Normal style**. One empty row is inserted between references. The line spacing appears automatically when you press **Enter** to make a line break.

Appendices

Appendices come after the References list. Check that each appendix is numbered sequentially and that a new appendix always starts on a new page. The template already has appendix pages. Change the name of appendix and add an attachment to the page. Use the **Pages-Page break** function on the **Insert** tab to **Insert a page** and add a new appendix. Use the Heading 2 style without numbering for appendix titles.

Final check for the thesis report

- Check Spelling (Review > ABC Spelling & Grammar)
- Check that the table of contents shows all the chapter titles. Update the table of contents.
- Update the number of pages and appendices cell in the Abstract page.
- Check that the chapter heading and the subsequent paragraph are on the same page. If necessary, you can make a manual/hard page break (Ctrl + Enter) to ensure that the chapter heading and the first paragraph are on the same page. To display line breaks and manual page breaks, click the **Show / Hide ¶** icon in the Paragraph group on the Home tab. You can hide the characters with the same button. Line breaks appear as ¶. Delete the extra line breaks.
- Make sure all sources are in the References list.
- Check that there is a space between the references.
- Delete extra template pages and lists.
- Lastly, check the accessibility of your thesis from the information in the document.

  - Create an accessible pdf file (PDF / A).
  - Check that you have saved the title of the thesis in the Konto in the same way as in the completed thesis (Theseus or HHthesis).

- The subsequent guidelines are also available on Theseus website: https://submissions.theseus.fi/en/accessibility-guidelines.htm

Thesis accessibility guideline

Contents:

- What is accessibility?
- Accessibility checklist
- Thesis accessibility guidelines
- Accessibility evaluation
- Converting your thesis into a PDF/A file
- Accessibility evaluation tools to check your PDF file

What is accessibility?

Accessibility means the consideration of human diversity in digital services. To guarantee the accessibility of webservices, the EU has enacted an Accessibility Directive. In Finland, accessibility is required also by the Act on the Provision of Digital Services, which applies to the online content and services produces by universities and other authorities. The law applies to certain public digital documents produced by students, particularly bachelor's and master’s theses.

Accessible thesis is created in such a way that people of disabilities can use it with assistive technology, for example, computer screen readers.

Accessibility checklist

In the accessibility check list you will find the main points on how to do an accessible thesis. To make a PDF document accessible, you must first **make the original Word document accessible** and then **convert it into PDF format using the appropriate procedure**. More detailed instructions on how to do the accessible thesis can be found in the file Accessible Word and PDF file.

1. Plan a clear structure for your document. If your UAS has a thesis template, use it.
2. Use built-in Word styles to mark structures (headings, paragraphs, lists) and create formatting.
3. Provide an alternative text to images. This does not mean caption text.
4. Use tables to present information. Create tables using the Insert Table command in Word.

5. Check, that the document language is set in document settings.Provide a title for the document in the file properties.
6. Provide a descriptive name for the file.
7. Use the MS Word's Check Accessibility function to inspect the accessibility of your document.
8. Convert the Word file into PDF/A file.

Thesis accessibility guidelines

How to make an accessible PDF file with MS Word? You can create an accessible PDF file with MS Word. To make a PDF document accessible, you must first **make the original Word document accessible** and then **convert it into PDF format using the appropriate procedure**.

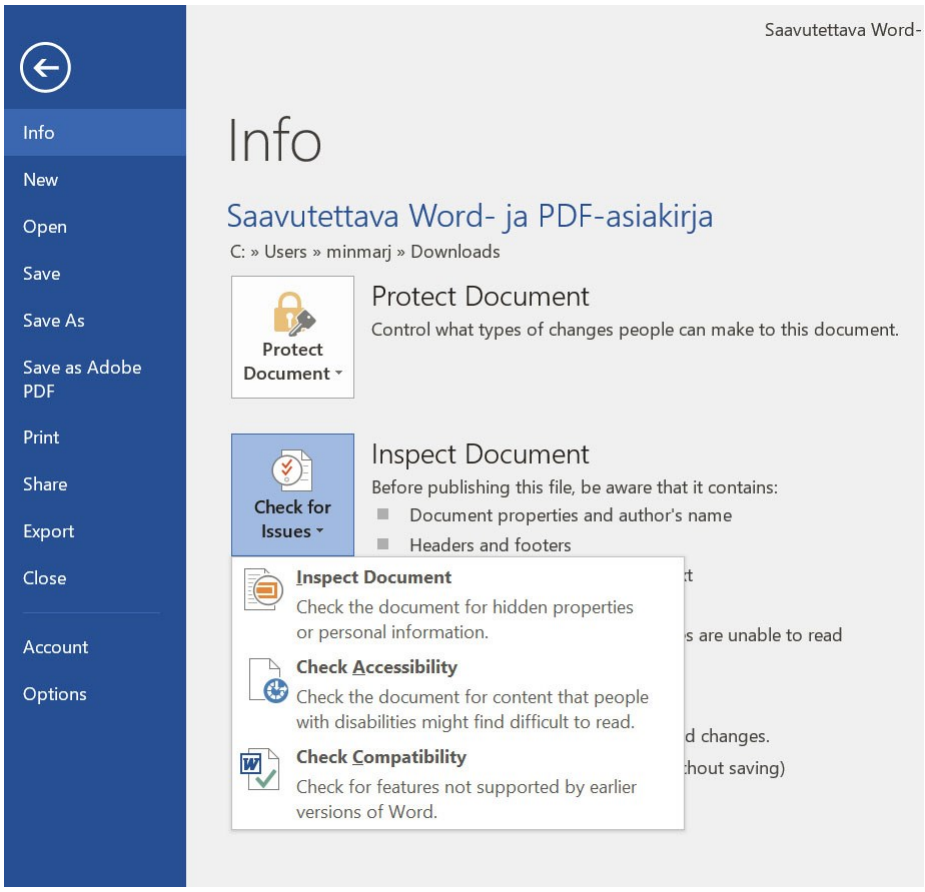
To make accessible thesis use the following instructions: Accessible Word and PDF file.

Accessibility evaluation

When you have finished working on your Word document, you must check its accessibility. Use the built-in automatic checking function in Word and check certain things yourself. Please note that you can only inspect documents saved in the docx format. If your document is in an older doc format, convert the document into a docx file.

Word software provides a function that allows you to check the accessibility of your document. This function is called **Check Accessibility** and it can discover many accessibility errors and problems, however, not all of them. The function is found on the File tab, or in the latest Word versions, on the Review tab.

1. Open the File/Review tab.
2. Open the Check for issues menu.
3. Select Check Accessibility.
4. This opens the Accessibility window on the right side of the Word document. The inspection results show possible errors and warnings.
5. Go through all errors and correct them. Please note that Word also provides additional information about the errors and instructions on how to fix them.



Converting your thesis to a PDF/A file

Once you have produced a Word document in accordance with the accessibility instructions above and checked its accessibility, you can convert your document into an accessible PDF file.

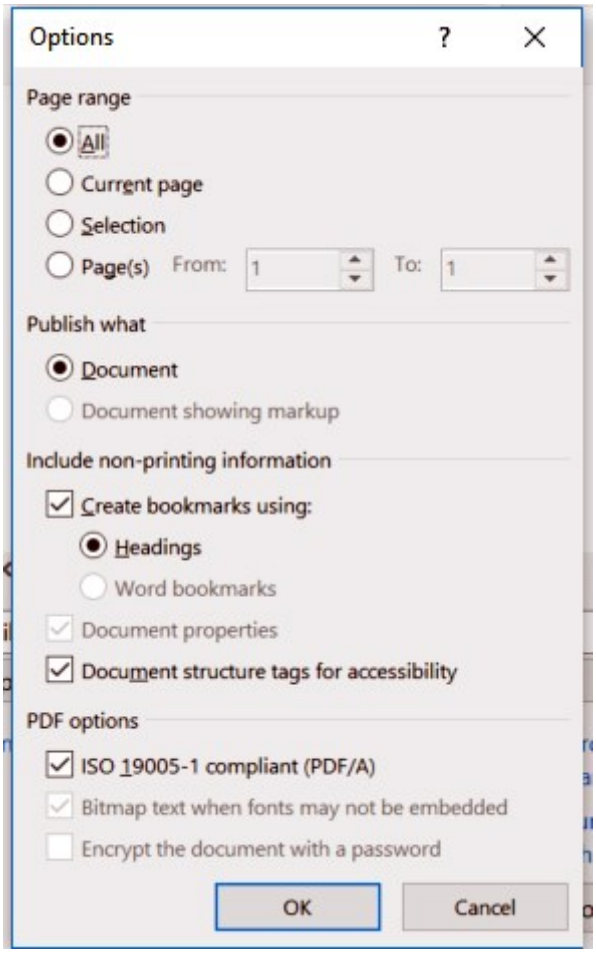
Convert a Word document into PDF/A as follows:

- Select the File tab.
- Select Export.
- Then select Create PDF or XPS Document.
- Click on Create PDF/XPS.
- In the window that opens, determine the folder in which the file is saved. Give a file name that describes the content of the document.
- Before clicking Publish, open Options.
- Select both Document structure tags for accessibility and Document properties. By selecting these boxes, the heading identifiers (i.e. tags) and the title given to the file are transferred to the PDF file.
- You should also select Create bookmarks using Headings. This facilitates moving within the PDF file.
- Select PDF/A compliant (ISO 19005-1 compliant PDF/A).

In older versions of Word you can create a PDF file with the Save as function. Make sure that you have selected both Document structure tags for accessibility and Document properties. **Do not use the Print to PDF function!**

NB! Do not use the ‘Print to PDF’ function to create PDF files. If you do so, the document will have no structure. Instead, it will resemble a scanned image.

Please note: If you are using Adobe Acrobat Pro and your Word version contains the Acrobat PDFMaker function, make sure that you have selected the Convert document information and Enable Accessibility and Reflow with tagged Adobe PDF boxes in the Acrobat tab Preferences.



Accessibility evaluation tools to check your PDF file

The accessibility of the finished PDF file can be checked with various tools.

- Using Acrobat Pro to verify your PDF accessibility.
- Free downloadable PDF Accessibility checker (PAC 3)
- PDF Accessibility Validation Engine PAVE

Appendix 4. Using sources and safeguarding good scientific practice

In-text references and entries on the list of references

An in-text reference should indicate the author, year of publication and the page(s) referred to. This part of the instructions provides examples of in-text references and respective entries on the list of references for different types of sources. If the year of publication or page numbers are not available, they are omitted. All examples in this part are in the format to be used when referring to more than one sentence. The same procedure is also used when referring to an illustration.

The list of references is alphabetized according to the author's last name, or a comparable piece of information. If there is no clear author available, the entry starts with the first non-numerical piece of information available (e.g. the name of the publication). English articles (a/n, the) do not affect the alphabetization of the entries. The list of references is placed between the report text and the appendices. When referring to books and reports, the author(s), publication year, name of the publication, publisher and publisher's domicile (a city/town) are provided. If the source is freely available on the Internet, the web address and date of access are also provided.

One author

In-text reference	(Boselie 2010, 65.)
List of references	Boselie, P. 2010. Strategic human resource management. A balanced approach. McGraw-Hill. London.

Two authors

In-text reference	(Kotler & Armstrong 2010, 314.)
List of references	Kotler, P. & Armstrong, G. 2010. Principles of marketing. 13th ed. Pearson Education. Upper Saddle River.

Three or more authors. If there are 3–5 authors, all of them are listed when the source is mentioned for the first time in an in-text reference. The last two surnames inside the parentheses are linked by an ampersand (&) and the other names are separated by commas. After the first time, the source is referred to by giving the surname of the first author, followed by an ampersand and the abbreviation al. (→ & al.). If there are six or more authors, the abbreviated form is used in all in-text references. The list of references always includes the names of all authors.

A chapter or an article in an edited compilation made up of texts by a number of authors: the name(s) of the author(s) in the order given in the publication, publication year, followed by the name of the chapter or article. After the word 'in', the name(s) of the

editor(s), the name of the compilation, page numbers of the chapter or article, publisher and the publisher's domicile (a town/city) are given. If the source is available on the Internet, the web address and date of access are also provided.

In-text reference	(Baldauf 2010, 28.)
List of references	Baldauf, S. 2010. Vitality as a requirement for renewal. In Nurmio, A. & Turkki, T. Vibrant Finland, pp. 23–30. Sitra, the Finnish Innovation Fund. Helsinki. URL: http://www.sitra.fi/julkaisut/muut/Vibrant%20Finland.pdf. Accessed: 19 August 2014.

Reference to more than one source in the same sentence or paragraph: the in-text reference indicates the sources in alphabetical order according to the authors' surnames. The sources are separated by a semicolon.

In-text reference	(Armstrong 2006, 19; Brennan, Baines & Garneau 2008, 28.)
List of references	Armstrong, M. 2006. A handbook of human resource management practice. 10th ed. Kogan Page. London.
	Brennan, R., Baines, P. & Garneau, P. 2008. Contemporary strategic management. 2nd ed. Palgrave Macmillan Ltd. New York.

The author is unknown. In such cases, the name of the publishing organisation (a company, association, publication or the like) replaces the name of the author.

In-text reference	(Ministry of Education and Culture 2013, 19.)
List of references	Ministry of Education and Culture 2013. Finnish education in a nutshell. Helsinki. http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2013/liitteet/Finnish_education_in_a_nuttshell.pdf?lang=en. Accessed: 19 August 2014.
In-text reference	(Finnish Tourist Board 2009, 116.)
List of references	Finnish Tourist Board 2009. Foreign visitors in Finland in 2010. Border interview survey. MEK Publications. MEK A:171. Finnish Tourist Board. Helsinki. URL: http://www.mek.fi/W5/meken/index.nsf/6dbe7db571ccef1cc225678b004e73ed/5401f3506af29c49c22571fc0046a50c/$FILE/A171%20Rajahaastattelututkimus%202010.pdf. Accessed: 3 October 2011.

Articles in newspapers, magazines and journals or in database publications: if published as volumes and issues/numbers, the different volumes/issues/numbers of the same publication are mentioned in this order so that the volume and issue/number come after the name of the publication, separated by commas, and are followed by the page number(s). In the example, the volume is 16, the number is 2 and the page numbers of the article in the journal are 181–195.

In-text reference	(Markovic, Raspor & Šegaric 2010, 187.)

List of references	Markovic, S., Raspor, S. & Šegaric, K. 2010. Does restaurant performance meet customers' expectations? An assessment of restaurant service quality using a modified dineserv approach. Tourism and Hospitality Management, 16, 2, pp. 181–195.

Two or more sources by the same author(s): if there is more than one source by the same author from the same year, the sources are distinguished from one another by adding a lower-case letter after the publication year (a for the first one, b for the second one, and so on), following the order in which the sources appear in your text.

In-text reference	(Huczynski & Buchanan 2004a, 320; Huczynski & Buchanan 2004b, 720.)
List of references	Huczynski, A. & Buchanan, D. 2004a. Images of influence: twelve angry men and thirteen days. Journal of Management Inquiry, 13, 4, pp. 312–323. Huczynski, A. & Buchanan, D. 2004b. Theory from fiction: a narrative process perspective on the pedagogical use of feature film. Journal of Management Education, 28, 6, pp. 707–726.

Using a source to refer to another source is not recommended. In rare cases, if, for instance, it is impossible to access the original source, a second-hand source referring to the original information may have to be used. In such a case, reference is made to the second-hand source used and only that source is mentioned on the list of references. In the examples, Gregor is the first-hand source that could not be accessed and Varmanen is the second-hand source for obtaining information originally by Gregor.

In-text reference	Gregor points out that…. (Varmanen 2011, 41.) or Gregor (2010, in Varmanen 2011, 41) points out that….
List of references	Varmanen, J. 2011. Individual player developmental model in ice-hockey. Bachelor's thesis. Haaga-Helia University of Applied Sciences. Vierumäki. URL: http://urn.fi/URN:NBN:fi:amk-2011060310843. Accessed: 3 October 2011.

If you use a source not written in Latin or Scandinavian letters, transliterate the author's name and use the source in a normal manner. For instance, if the original is Арсеньева 2010 and the borrowed material from page 15, the transliteration of the in-text reference is (Arseneva 2010, 15.) For the list of references, also transliterate the publisher's name and translate the name of the source and the place of publication into the language of your report.

Documents published on the Internet as pdf files or in other formats that follow the layout of a book or report should be referred to in the same way as books or reports.

In-text reference	(Finnish Tourist Board 2009, 116.)

List of references	Finnish Tourist Board 2009. Foreign visitors in Finland in 2010. Border interview survey. MEK Publications. MEK A:171. Finnish Tourist Board. Helsinki. URL: http://www.mek.fi/W5/meken/index.nsf/6dbe7db571ccef1cc225678b004e73ed/5401f3506af29c49c22571fc0046a50c/$FILE/A171%20Rajahaastattelututkimus%202010.pdf. Accessed: 3 October 2011.

Public Internet pages: The author and year are given in the in-text reference. Page numbers are not available. On the list of references, indicate the author, year of publication, page heading, web address and date of access.

In-text reference	(Statistics Finland 2013.)
List of references	Statistics Finland 2013. Micro data. URL: http://www.stat.fi/tup/mikroaineistot/index_en.html. Accessed: 20 August 2014.

Internal web pages (intranet)

In-text reference	(Haaga-Helia 2014.)
List of references	Haaga-Helia University of Applied Sciences 2014. Business programmes. Intranet. Working life connections and projects. Accessed: 20 August 2014.

Email: the in-text reference gives the sender's surname and the date of the e-mail. The list of references indicates the sender's name, the date of the e-mail, the sender's organisational position, the name of the organisation and the format of the material, that is, e-mail.

In-text reference	(Kokko 15 February 2021.)
List of references	Kokko, T. 15 February 2021. President. Haaga-Helia University of Applied Sciences. E-mail.

Examples of references to information obtained from social media are given below for blogs, Facebook and Twitter.

Blogs

In-text reference	(Holst 16 August 2014.)
List of references	Holst, L. 16 August 2014. Weekly Address: Everyone Should Be Able to Afford Higher Education. The White House Blog. URL: http://www.whitehouse.gov/blog/2014/08/16/weekly-address-everyone-should-be-able-afford-higher-education. Accessed: 20 August 2014.

Public Facebook post

In-text reference	(The White House 15 August 2014.)
List of references	The White House 15 August 2014. President Obama set a goal to create jobs and grow our economy by drawing 100 million international visitors by 2021 - -.Facebook post. URL: https://www.facebook.com/WhiteHouse?hc_location=timeline. Accessed: 20 August 2014.

Tweets

In-text reference	(Tuomi 18 March 2014.)
List of references	Tuomi, L. 18.3.2014. #HAAGAHELIArd RDI training prog for staff of UASes starts.Ministry of Educ funds,all Finnish UASes participate!User-driven approach strong. Tweet @TuomiLauri. URL: https://twitter.com/TuomiLauri/status/445842446988365824. Accessed: 12 May 2014.

Video or podcast

In-text reference	(Seuri 14 August 2019, 25–35 min.)
List of references	Seuri, O. 14.8.2019. Open question. How a good interview feels like, Reetta Räty? Podcast. https://areena.yle.fi/1-50248691. Accessed: 25 November 2019.

Seminar or conference presentations: The in-text reference indicates the presenter's surname and the date of the presentation. The list of references indicates the presenter's name, the date of the presentation, the presenter's organisational position, the title of the presentation, the name of the organization, the nature of the presentation, that is, a seminar or conference presentation, and the town/city where the presentation was given.

In-text reference	(Lindstedt 3 November 2009.)
List of references	Lindstedt, J. 3 November 2009. Quality Manager. Haaga-Helia's thesis process as an audit target. Haaga-Helia University of Applied Sciences. Seminar presentation. Helsinki.

An interview or personal communication: For interviews and other information obtained directly from persons, the in-text reference includes the surname of the informant and the date on which the information was obtained. The list of references indicates the name of the informant, the date, the informant's position in the organisation, the name of the organisation and how the information was received (for interviews also the municipality/location where the interview took place). Specialist interviews used as secondary sources are placed on the list of references, whereas interviews used to obtain primary data for empirical purposes are described in an otherwise suitable manner.

In-text reference	(Kokko 15 April 2020.)
List of references	Kokko, T. 15 April 2020. President. Haaga-Helia University of Applied Sciences. Interview. Helsinki.

Finnish legislation: When you refer to an act or decree for the first time, give the entire name as well as the reference number. The reference number is presented in the form number/year. An example of an in-text reference when a law is mentioned for the first time:

Act on Mediation in Labour Disputes 420/1962

After the first in-text reference, the name of the law is repeated without the reference number or the standard abbreviation of the law is used. The abbreviations can be found in basic legal textbooks. If you decide to use abbreviations, explain them on a list of abbreviations in the following format:

OikTL Contracts Act (228/1929)

The full name of an act or a decree is given when mentioned for the first time. The full names are also used on the list of references.

Referring to act and decree chapters, sections and subsections: When referring to a specific provision, the chapter of the act or decree is mentioned if the act or decree is divided into chapters and section numbering starts from section 1 in each chapter. In the case of section numbering that runs throughout the law, there is no need to refer to the chapter. The following piece of information is the section (§). When referring to an act or decree without a chapter number, the section (§) should always be indicated. At times, it may also be necessary to specify the subsection in question. Examples of in-text references to acts and decrees:

> Chapter 2, Section 4 of the Code of Real Estate (540/1995) provides the relevant provisions on real estate transactions by companies.
>
> Section 4 of the Marriage Act (234/1929) generally prohibits marriage by minors.
>
> Chapter 2, Section 1, Paragraph 1 of the Code of Real Estate (540/1995) states that a real estate purchase must be made in writing.

In the first example, the section numbering of the Code of Real Estate begins from section 1 in each chapter and the chapter number must therefore be indicated. In the Marriage Act, on the other hand, there is running section numbering throughout the law and thus chapter numbers can be left out. In the last example, section numbering is again chapter-specific and a paragraph is also mentioned to guide the reader to the information presented in that specific paragraph**.**

Acts and Decrees should be marked on the list of references in the following format:

Code of Real Estate 540/1995.

References to EU acts and directives should at least indicate the organ that issued the act or directive, the name of the act or the directive and the reference number. If possible, also indicate the number and series of the Official Journal of the European Union in which the act or directive was published.

In-text reference	(Regulation on the Hygiene of Foodstuffs 852/2004/EC.)
List of references	Regulation on the Hygiene of Foodstuffs 852/2004/EC. Regulation 852/2004/EC of the European Parliament and of the Council on the Hygiene of Foodstuffs. Official Journal of the European Union, L226/3, 25 June 2004, pp. 3–21.

Committee reports and memoranda

In-text reference	(The University of North Carolina Administrative Council memorandum 1991: 299.)
List of references	The University of North Carolina Administrative Council memorandum 1991: 299.

Standards

In-text reference	(International Accounting Standard 18 paragraph 14.)
List of references	International Accounting Standard 18. Revenue. International Accounting Standards Board.

Appendix 5. Data Protection in Thesis

Haaga-Helia University of Applied Sciences, Teija Aarnio 2019

DATA PROTECTION IN THESIS – STUDENT'S GUIDE

When a thesis deals with personal data that must be processed in accordance with the requirements of the EU Data Protection Regulation (GDPR).

What is personal data?

Data protection concerns personal data and their processing. Personal data is all information related to an identified or identifiable natural person. On the basis of personal data, a person can be identified directly or indirectly, for example, by combining a single piece of information with another data that enables identification. Examples include personal name, home address, e-mail address, phone number, ID card number, car registration number, location information, IP address, and patient information.

Processing of personal data

The processing of personal data must always be based on the processing principle of the EU General Data Protection Regulation (GDPR) and only the information necessary for the purpose of the processing may be processed. Read more at https://tietosuoja.fi/en/home.

A commissioned thesis

- Discuss privacy issues with the sponsor regarding the processing of personal data.
    - The sponsor is the company or other organization with whom the thesis is being done.
- Ensure that the sponsor has a Privacy Policy that covers the processing of personal data required by the order.
    - The responsibility for data protection lies with the sponsor.
    - The Privacy Policy is a document that defines, among other things, on which legal grounds personal data are collected.
- Before starting the thesis, agree on the implementation of data protection for the job and make sure that data protection is recorded in the assignment agreement.
- When the collection and processing of personal data takes place for the purpose specified by the sponsor, the sponsor is responsible for the existence of the processing criterion and for giving instructions for processing.
    - Haaga-Helia (student with thesis and tutor) is responsible for ensuring that the processing instructions are followed or that personal data are otherwise

adequately protected against the circumstances at the time the data is in their possession.

- Record in the thesis the creation of a personal register resulting from the processing of personal data and its transfer to the sponsor upon completion of the assignment or, alternatively, the destruction of the register, as agreed with the sponsor.
- Remember that the personal record must be kept at the time of the evaluation of the thesis so that the evaluators can ascertain the accuracy of the information, such as interviewing the right people.
- Further information
  - Haaga-Helia Data Protection in study works Student's guide
  - Haaga-Helia Data protection in collecting contacts

Non-commissioned thesis

- The student is responsible for the personal data he or she is processing when there is no assignment for the thesis.
- It is not advisable to create a personal record of personal data processing for non-commissioned theses. Where it is necessary to establish a personal register, it must be short-term and clearly reasoned and limited. In this case, a report on the destruction of the register must be included as part of the thesis.
- Remember that the personal record must be kept at the time of the evaluation of the thesis so that the evaluators can ascertain the accuracy of the information, such as interviewing the right people.
- Further information
  - Haaga-Helia Data Protection in study works Student's guide
  - Haaga-Helia Data protection in collecting contacts

Appendix 6. Handling business and trade secrets in theses

Handling business and trade secrets

Contents

Theses prepared by students in Finnish universities and universities of applied sciences are public documents on grounds of the relevant legislation. In addition, instructions provided by the Ministry of Education on 28 January 2004 (appendix 1) and by the Data Protection Ombudsman (Tietosuoja 2010) stipulate that theses cannot be declared confidential. This policy is in line with the Open Access Project's recommendation on the public availability of theses (appendix 2).

Thesis assessments, whether in numerical or verbal format, are also public documents because they do not involve an assessment of the author's personal characteristics. (The Constitution of Finland, Section 12(2); and The Act on the Openness of Government Activities, Sections 1, 24(1) and 30). Thesis assessments are not appended to the theses published in the Theseus database, however. This is in accordance with the stand taken by the Data Protection Ombudsman on the matter. (Tietosuoja 2010.)

In practice, this means that all theses become publicly available once they are approved. It should be noted, however, that in cases where a student's thesis has been commissioned and contains business or trade secrets, the student prepares a full version of the thesis, that is, a so-called company version, for the commissioning party, and a public version for seminar presentations, assessment purposes and the library.

Thesis advisors have the right to see the confidential parts of a thesis as part of the thesis process.

Table of contents

1 The public availability of theses

The fact that theses are publicly available means that anyone has the right to access them. In accordance with the relevant legislation and the principle of open access to research results, educational institutes are obligated to provide all interested parties with access to theses and their assessments. In addition, to enhance the impact and the transparency of our operations, we also have an obligation to actively communicate about theses completed at Haaga-Helia.

A Ministry of Education letter on the public availability of theses, dated 28 January 2004, states the following: “The Ministry of Education urges universities and universities of applied sciences to ensure that theses will not contain confidential material in the future and that theses will be made public immediately upon approval.” (Ministry of Education letter, appendix 1.)

At Haaga-Helia, thesis reports are published in either the HHthesis database or the Theseus online library. The student is responsible for ensuring that the public version (HHthesis or Theseus) does not contain confidential information. The thesis advisor, in turn, checks that an approved thesis has been published so that the grade can be entered into the study register.

The main outcome of a thesis must be presented in such a format in the published thesis version that it constitutes a clear whole and is understandable even if the background material may be in the form of appendices. If this is not possible, one should not produce a thesis on the topic. A published thesis report always includes a cover page, an abstract, a framework, an empirical/product part, a discussion, a list of references, and public appendices. Techniques to secure confidentiality can be used in these parts in the way described in chapter 3 below. The public thesis report should include at least 80 percent of the number of pages included in the version submitted for assessment. Appendices are not included in the number of pages. Thus, if an assessment version includes 40 pages and 10 pages of appendices, the published version should include at least 32 pages and 0–10 pages of appendices.

Thesis presentations are public events at Haaga-Helia, and therefore confidential information is not presented during them.

2 Publication and storing

Publishing thesis reports on the Internet requires permission from the student and the possible commissioning party. The commissioning party's permission is requested in the commissioning agreement. If a thesis cannot be stored in Theseus, it is published in the HHthesis database. Reports stored in the HHthesis database can only be seen and browsed by using a Haaga-Helia user name and password. The grade awarded for a thesis is not included in the information stored in Theseus or HHthesis. The openness of the grading information is nonetheless as required because information on the grade of a thesis can be obtained from the library or the student affairs office.

If a thesis includes information on company secrets, or a person's health or crimes, confidential information is either edited into a format that prevents identification or placed in a separate appendix. Otherwise, reporting follows Haaga-Helia guidelines. Confidential background material is not published, but a confidential assessment version including appendices is separately stored in Therefore, Haaga-Helia's electronic archiving system. The thesis advisor sends this version to the unit's management assistant with a specific confidentiality marking (separate cover template on MyNet).

After receiving an assessment of his/her thesis, the student is responsible for submitting a copy of the public thesis version in Theseus or HHthesis. The student, together with the commissioning party, should see to it that the public version does not contain any confidential information, or anything that would enable tracing or locating such information (e.g. ip addresses). Furthermore, any letters or questionnaires appended to the public version must be edited in such a way that confidential information cannot be identified, including removal of the commissioning party's contact information and logos (see chapter 3 for closer instructions).

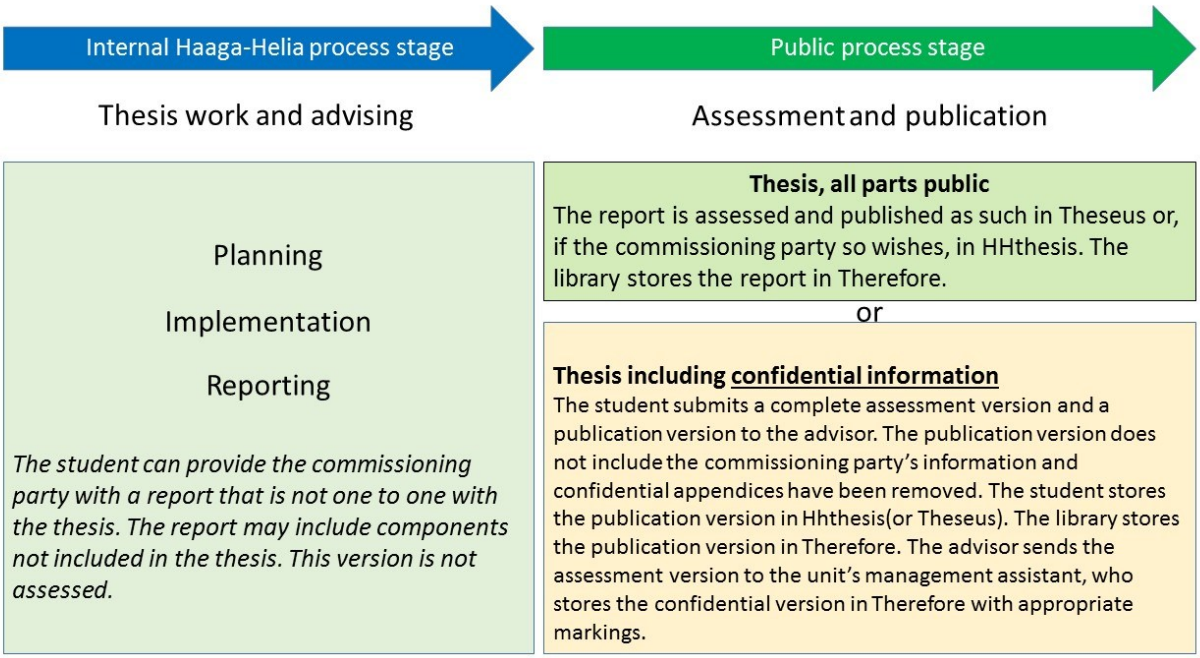


Figure 1. Thesis reporting and archiving

The company version possibly created for the commissioning party may contain business and trade secrets. Instructions as to the form and content are supplied by the commissioning party. Thesis advisors have the right to see the confidential parts during the thesis process. A confidentiality obligation also binds the advisors.

Thesis reports published before the autumn of 2014 may also be available as paper copies. Paper copies are stored in Haaga-Helia campus libraries, where they can be accessed by students and other interested parties. The paper copies also include a copy of the thesis assessment.

3 Things to bear in mind about the public thesis version

This chapter provides examples of how the report guidelines can be applied in theses containing business and trade secrets.

3.1 Number of pages in the public version

Information on the required scope of a thesis is provided in Haaga-Helia's thesis guidelines. The length of the public version without the confidential parts should be at least 80 percent of the assessment version. The abstract indicates the number of pages in the assessment version.

3.2 Thesis title on the cover page

The name of the company is removed from the title by replacing it with an invented name, e.g. Company Y. It must be verified, however, that the invented name is not the name of an existing company (cf. YTJ Business Information System).

3.3 Description of process and results in the abstract

The research process, results and outcomes are presented in the scope and format agreed upon with the commissioning party. The abstract must always indicate the objective, method and results.

3.4 Table of contents

The company name is deleted from chapter and appendix names, for example, "3.5 Presentation of company X."

3.5 Adapting the introduction for the public version

The introduction presents the topic in a more limited way, but the objectives are described so that they correspond to the public results or outcomes. For example, the public version might exclude objectives that are stated in the assessment version. The commissioning party and even the field discussed can be rendered unidentifiable.

3.6 The theoretical framework, i.e. theoretical part

This part should be written so that it does not contain business or trade secrets and can therefore be completed in accordance with Haaga-Helia guidelines.

3.7 Adapting the empirical part of a research-based thesis

The empirical part can be adapted in different ways:

- In graphs, the y-axis is named but the scale can be left unmentioned.
- Numerical values can be multiplied or divided by a constant, which will keep trends intact and therefore enable comparison. The text should mention that values have been adapted.
- The research planning and implementation phases, as well as analytical methods, are usually not confidential
- If certain research results are not disclosed, then the analysis methods should be described in more detail
- Reliability and validity analyses are included in the report as such.

3.8 Project- or product-based thesis

Editing can be done in several ways, depending on the topic area:

A) Websites, multimedia presentations, user guides and the like.

These are usually public. However, the structure can be separated from the content (e.g. web page structure and content), one being public and the other at least partially public.

B) Computer software, applications (e.g. e-commerce) and databases

If the commissioning party has a good reason to classify a code as confidential (which is often the case), then it must be deleted from the report. Parts of the code must be presented as examples demonstrating that the code is in line with good syntactic, semantic and stylistic practices. Architectural solutions linked to the code must be presented. In database solutions, structure and content are clearly two different themes. Confidentiality is almost always linked to content. In database testing, production data can be replaced by test data.

On part of more comprehensive applications, the structure and implementation method can be separated, as well as the contents that are visible to the outside. Especially in projects or products involving e-commerce, the structure of the product might include matters that are confidential. They must be left out of the report.

C) Operations development

Examples of this area include improving company efficiency, changing and developing company procedures, and updating operating systems. In such cases, the project description is emphasized and, as a general work description, it is not confidential.

Accordingly, the report focuses on the development process itself, as well as on source-based discussions of operations development on a more general level.

D) Financial administration

The business and trade secrets contained in these projects are of such a varied nature that it is impossible to set clear guidelines. Confidentiality issues should be discussed with the thesis advisor.

3.9 Discussion

The Discussion must match the reporting of the results and outcomes. Development ideas and recommendations are given on a general level so as not to reveal the commissioning company.

3.10 References

All sources referred to in the text should be included in the list of references. In the public version, elements that might reveal trade secrets are removed from the list of references. For internet sources, parts of the URL can be replaced by Xs.

3.11 Appendices to include at least content descriptions

Appendices must be named and numbered in the public version as well. The content of an appendix can be removed, but the original content must be replaced by a description of the original content of the appendix. The original number of appended pages is retained.

If confidential information has been edited into a format preventing its recognition, it must also be ensured that appendices do not allow this information to be traced. For example, any letters or questionnaires included in the appendices of a research-based thesis must be edited to ensure that confidential information cannot be identified or traced. Similarly, the products of product-based theses must be adapted so that they cannot lead back to confidential information. Logos and other visual clues should be removed or covered.

References

Act on the Openness of Government Activities 621/1999.

The Constitution of Finland 731/1999.

Copyright Act 404/1961.

Ministry of Education letter. 28 January 2004. Diary no. 3/500/2004. Letter.

Personal Data Act 523/1999.

Tietosuoja 2010. Opinnäytetyöt ja tietosuoja. Tietosuojavaltuutetun toimisto. URL: http://www.tietosuoja.fi/fi/index/materiaalia/oppaat.html. Accessed: 2 October 2017.

YTJ Finnish Business Information System. Information service. URL: http://www.ytj.fi/english/. Accessed: 21 March 2021.

Appendices

Appendix 1. Ministry of Education letter to universities and universities of applied sciences, 28 January 2004.

Pvm
28.1.2004

Dnro
3/500/2004

Yliopistot
Ammattikorkeakoulut

OPETUSMINISTERIÖ
MERITULLINKATU 10, HELSINKI
PL 29
00023 VALTIONEUVOSTO
PUH. (09) 160 04
FAX (09) 135 9335
etu.sukunimi@minedu.fi
Undervisningsministeriet
Sjötullsgatan 10, Helsingfors
PB 29
00023 Statsrådet
Tel. (09) 160 04
Fax (09) 135 9335
MINISTRY OF EDUCATION
MERITULLINKATU 10, HELSINKI
P.O. BOX 29
FIN-00023 GOVERNMENT
FINLAND
TEL. +358 9 160 04
FAX +358 9 135 9335
Ministère de l'Education
Meritullinkatu 10, Helsinki
B.P. 29
FIN-00023 Gouvernement
Finlande
Tél. +358 9 160 04
Fax +358 9 135 9335
pré.nom@minedu.fi
www.minedu.fi

Asia: Opinnäytetöiden julkisuus

Tutkintoihin sisältyvät opinnäytetyöt tehdään varsin usein yksityisen yrityksen antamasta aiheesta ja rahoituksella. Opinnäytettä valmistellessaan opiskelija saattaa joutua käsittelemään asioita, joita on pidettävä liike- tai ammattisalaisuuksina. Suhtautuminen tällaisen aineiston sisällyttämiseen opinnäytetyöhön vaihtelee yliopistoittain ja ammattikorkeakouluittain.

Perustuslain 12 §:n 2 momentin mukaan viranomaisen hallussa olevat asiakirjat ja muut tallenteet ovat julkisia, jollei niiden julkisuutta ole välttämättömien syiden vuoksi lailla erikseen rajoitettu. Jokaisella on oikeus saada tieto julkisesta asiakirjasta ja tallenteesta.

Viranomaisten toiminnan julkisuudesta annetun lain (621/ 1999) 24 §:n 20) kohdan mukaan salassa pidettäviä viranomaisten asiakirjoja ovat asiakirjat, jotka sisältävät tietoja yksityisestä liike- tai ammattisalaisuudesta, samoin kuin sellaiset asiakirjat, jotka sisältävät tietoja muusta vastaavasta yksityisen elinkeinotoimintaa koskevasta seikasta, jos tiedon antaminen niistä aiheuttaisi elinkeinonharjoittajalle taloudellista vahinkoa sekä 21) kohdan mukaan asiakirjat, jotka koskevat opinnäytetyön tai tieteellisen tutkimuksen suunnitelmaa tai perusaineistoa taikka teknologista tai muuta kehittämistyötä tai niiden arviointia, jollei ole ilmeistä, että tiedon antaminen niistä ei aiheuta opinnäytetyön, tutkimuksen tai kehittämistyön suorittamiselle taikka niiden hyödyntämiselle tai sen asianmukaiselle arvioinnille tai tutkijalle taikka tutkimuksen tai kehittämistyön toimeksiantajalle haittaa.

Opiskelijoiden oikeusturvan kannalta on ensiarvoisen tärkeää, että opinnäytteiden arvostelussa noudatetaan yhtenäisiä periaatteita. Opinnäytteet ovat tutkintojen osia, joiden tulee olla avoimesti arvioitavissa. Julkisuudella taataan opinnäytteiden objektiivinen ja tasapuolinen arvostelu. Jos opinnäytteen tekijä saa rahoitusta yliopiston tai ammattikorkeakoulun ulkopuoliselta taholta, esimerkiksi yksityiseltä yritykseltä, varsinaiseen arvosteltavaan työhön ei saa sisällyttää liike- tai ammattisalaisuuksia, vaan ne on jätettävä työn tausta-aineistoon.

Eduskunnan apulaisoikeusasiamies on ottanut kantaa asiaan ratkaistessaan erään Teknillisen korkeakoulun toimintaa koskevan kantelun (12.11.2002/Dnro

2244/4/00). Päätöksessä todetaan mm. seuraavaa: "TKK ei ole mielestäni menetellyt lain vastaisesti tai ylittänyt korkeakoululle kuuluvaa harkintavaltaa vaatiessaan liikesalaisuuksina pidettävien tietojen siirtämistä opinnäytetyön tausta-aineistoon siten, että itse työ on kokonaisuudessaan julkinen. Pidän TKK:n omaksumaa käytäntöä opinnäytetöiden julkisuudesta myös perustuslain 12 §:n sisältämän julkisuusperiaatteen näkökulmasta perusteltuna. Julkisuus edistää opinnäytetöiden ja siten myös opetuksen saattamista riittävän laajan tieteellisen ja muun arvioinnin kohteeksi."

Edellä olevaan viitaten opetusministeriö kehottaa yliopistoja ja ammattikorkeakouluja vastaisuudessa huolehtimaan siitä, ettei opinnäytetöihin sisällytetä salassa pidettävää aineistoa ja että opinnäytteet ovat julkisia heti, kun ne on hyväksytty.

Ylijohtaja Arvo Jäppinen

Hallitusneuvos Juhani Saarivuo

Appendix 2. Open Access Project's recommendation on the public availability of theses

Finnish universities of applied sciences' Open Access Project recommendation on the public availability of theses

1) Theses are principally public documents (Act on the Openness of Government Activities, 621/1999). The Rectors' Conference of Finnish Universities of Applied Sciences (Arene ry) has unanimously decided that theses will be published in accordance with the principle of open access in the Theseus online library.

2) In special cases, **parts** of a thesis can be declared confidential.

   - Any confidential parts should principally be of a nature defined in Section 24 of the Act on the Openness of Government Activities (621/99).

   - Any parts/content declared confidential are to be recorded in the thesis commissioning agreement (Ministry of Education letter, 28 January 2004, Diary no. 3/500/2004).

   - Business secrets:
     - do not necessarily fulfil the confidentiality criteria as set in the legislation
     - material presented in the public version of the thesis is selected

   - Inventions, new equipment, methods or improvements that potentially have commercial significance:
     - the parties agree on the matter and initiate protection (e.g. patent) actions before thesis publication
     - Finnish patent legislation applies to the patent process and transfer of rights, and copyright legislation applies to copyrights, unless otherwise agreed by the parties
     - in case an invention is created in connection with the thesis process while in an employment relationship, the Act on the Right in Employee Inventions (656/1967) shall apply in case an invention is created while in an employment relationship with a university of applied sciences, the Act on the Right in Employee Inventions in Universities of Applied Sciences (369/2006) shall apply.

3) The theses of universities of applied sciences will be stored in the Theseus online library. Confidential parts of a thesis will be stored in accordance with the relevant university of applied sciences decision.