Assessment plan for the curriculum of the Master's degree programme in Ecology and Evolution, 2026-2027

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1. Vision on assessment

1. Assessment guides and evaluates student learning in a multidisciplinary context to investigate structures, functions and changes in conservation ecology and evolutionary biology from several perspectives.
2. Assessment stimulates the integration of knowledge and skills in a research-based educational context, including the development of (academic) communication skills, collaboration in projects, creative and analytical thinking, and the acquisition of field-specific methodological expertise.
3. Assessment stimulates the student's ability to perform scientific research in an independent manner: including designing experiments and data collection; critically analyze and interpret results; and effectively communicate the conclusions to an interdisciplinary audience.

2. Assessment guidelines

Please explain the general assessment procedures that are used in the programmes. For example, 4-eyes principle in test design, standardised grading forms, rubrics.

1. Assessment strategies incorporate a mix of formative and summative assessment activities.
2. Formative assessment can be organized online and onsite, all summative assessment is organized onsite.
3. Resits follow the original assessment strategy, unless this is not feasible. In any event, the result of a resit must be a valid and reliable assessment of the student's mastery of the intended learning outcomes.
4. Unless explicitly prohibited in the description of the relevant course unit on Ocasys, students may use AI tools in assignments in which they have to create written products. In assignments in which students have to create written products, how AI tools can be used needs to be defined for all stages of the writing process. When writing assignments make use of AI tools, the assignment must include elements in which the student explains the way the tool is used.
5. Oral exams need to be supervised by at least two examiners, where one person leads the discussion/asks the questions, and the other takes notes or in some other way records the process.
6. In an MSc research project, colloquium, or other learning activity where a student is supervised individually, the student is expected to deliver a final product of sufficient quality after two rounds of feedback (one in an early stage, focusing on design and global structure, the other with detailed comments when a first complete draft is available). If a third round of feedback is needed to achieve a product of sufficient quality, supervisors will take this into account in the determination of the final grade, along with other relevant information.

3. Learning outcomes of the degree programme

Learning outcomes for the degree programme, further specified learning outcomes (where relevant) and/or specified for tracks within the degree programme. Please add extra rows if necessary.

	Learning Outcome *At the end of the programme, the graduate*
1	a) has acquired in depth knowledge on one or more scientific disciplines within the field of Ecology and Evolution, and can use this knowledge to explain in detail the relevant concepts, using the appropriate terminology; b) has acquired cross disciplinary knowledge of issues across scientific disciplines within the field of Ecology and Evolution and can use this knowledge to explain current societal and scientific challenges;
2	can design, and conduct scientific research, and systematically organize his/her work in scientific research;
3	can independently investigate, and critically evaluate scientific literature;
4	can identify new developments in the related disciplines, and can become familiar with these developments;
5	can formulate realistic, and original solutions to complex problems;
6	can participate in, and contribute to a multidisciplinary team;
7	can effectively communicate acquired knowledge, insights and skills to others, both in writing, and in oral presentation;
8	can identify societal and ethical implications of scientific research, and is able to critically reflect on his/her actions in this context;
9	can independently acquire new knowledge, and skills that are relevant for his/her professional career, in science, in policy & management or society.

	Track-specific Learning Outcome *After completion of the track Ecology and Conservation, the graduate*
T1	can contribute to the development of new knowledge and to solving current ecological problems and future challenges;
T2	can apply relevant eco-evolutionary theories and methods to current pertinent issues in nature conservation;
T3	can analyse the functioning and stability of natural communities in the wild by integrating theory and ecological research;
T4	can communicate research and philosophies of ecology and conservation at a professional level to a scientific audience.

	Track-specific Learning Outcome *After completion of the track Evolutionary Biology, the graduate*
T1	can contribute to the development of new knowledge and to elucidating evolutionary processes;
T2	can apply central concepts of evolutionary theory in various research contexts, including empirical research and theoretical modelling;
T3	can analyse population or individual-based genetic and genomic data to address research questions in conservation genetics, evolutionary ecology, development and behaviour;
T4	can communicate eco-evolutionary principles, theory and research at a professional level to a scientific audience.

	Additional Learning Outcome of the MEME programme *After completion of the Double Degree Mobility European Master Programme in Evolutionary Biology (MEME), the graduate*
T1	has a sound knowledge of the theory of evolution and is familiar with "evolutionary thinking" in biology and other disciplines;
T2	is familiar with the state-of-the-art concerning knowledge, skills and scientific approaches in at least one specific field of expertise in evolutionary biology;
T3	is capable of following a postgraduate training in evolutionary biology, performing a PhD project and training him/herself continuously.

4. Overview of assessment methods, test moments for course units, and examiners

This table shows all the course units for each year of the programme and assessment methods. Please add extra rows if necessary.

Track Ecology and Conservation:

Year	**Period**	**Course**	**EC**	**Assessment methods** *Multiple answers may apply*	**Does (part of the) assessment have a formative function?**	**Test moment(s)** *Multiple answers may apply* (e.g. mid-term, continuous assessment, exam week, etc)	**First examiner**	**Second examiner**
1	1A1-2	Ecological Research Skills	10	R/P	No	End	Prof. Dr. H. Olff	Dr. T.K. Lameris
1	1A3	Flyway ecology	5	P	Yes	End, Halfway	Dr. Ir. T.K. Lameris	Prof. Dr. ir. C. Both
1	1B1	Conservation Ecology Practices	5	R/P/AST	No	End, Halfway	Prof. Dr. Ir. C. Smit	Prof. Dr. T. van der Heide
1	1B2	Advanced Population and Community Ecology	5	AST, P, R	No	End, Halfway	Prof. Dr. ir. C. Both	Prof. Dr. H. Olff
2	1B2	Ecology of sustainable farming (biennial)	5	R/P/AST	No	End	Prof. Dr. P.A. Tittonell	Prof. Dr. H. Olff
2	1B2	Agroecology for Sustainable Landscapes (biennial field course)	5	AST, OR, P, R	Yes	End, Halfway	Prof. Dr. P.A. Tittonell	Prof. Dr. Ir. C. Smit
1/2	1B3	Research proposal Ecology and Evolution	5	P, R	No	End	Prof. Dr. B.I. Tieleman	Dr. M. Nicolaus
1/2	1B3	Molecular Methods in Ecology and Evolution	5	P, R	No	End, Halfway	Dr. E. Geuverink	Prof. Dr. J. Falcão Salles
1/2	2A1	Island Biology	5	AST, P	Yes	End, Halfway	Dr. L.M. Lima Valente	Prof. dr. R. Etienne

Track Evolutionary Biology:

Year	Period	Course	EC	Assessment methods	Does (part of the) assessment have a formative function?	Test moment(s) (e.g. mid-term, continuous assessment, exam week, etc)	First examiner	Second examiner
1	1A1-2	Behaviour, Ecology and Evolution	10	AST, RV, P, R	Yes	End	M. Nicolaus, PhD	M. Egas, Prof.
1	1A3	Evolutionary Theory	5	AST	Yes	End	Prof. Dr. I.R. Pen	prof. dr. C.J.M. Egas
1	1B1	Principles of Population Genetics in Natural Populations	5	MC, OR, P	Yes	End, Halfway, Start	Dr. T. Oosting	Dr. S.E.T. van der Meij
1	1B2	Genomics in Ecology and Evolution	5	AST, P, R	Yes	End, Halfway	Prof. F.C. Jones	Prof. Dr. J. Falcão Salles
1/2	1B3	Research proposal Ecology and Evolution	5	P, R	No	End	Prof. Dr. B.I. Tieleman	Dr. M. Nicolaus
1/2	1B3	Molecular Methods in Ecology and Evolution	5	P, R	No	End, Halfway	Dr. E. Geuverink	Prof. Dr. J. Falcão Salles
1/2	2A1	Island Biology	5	AST, P	Yes	End, Halfway	Dr. L.M. Lima Valente	Prof. dr. R. Etienne

The abbreviations for the relevant teaching methods are explained in the legend of the table.
Examples of assessment methods include:

- *Written Exam (WE)*
- *Multiple Choice (MC)*
- *Oral Exam (OR)*
- *Report (R)*
- *Presentation (P)*
- *Assignment (AST)*

5. Relationship between course units and details of the learning outcomes

Please note in the table below the course units per block in the programme. Indicate which learning outcomes are assessed in which courses by adding an X in the relevant cell. Please add extra rows if necessary.
An X means that the learning outcome is explicitly assessed (not merely addressed) in the course.

		Learning outcomes of the degree programme Ecology and Conservation																		
		1	2	3	4	5	6	7	8	9										
Period	**Course**	**Year 1 –compulsory courses**																		
1A1-2	Ecological Research Skills	X	X	X	X	X	X	X		X										
1A3	Flyway ecology	X	X	X	X		X	X	X	X										
1B1	Conservation Ecology Practices	X	X	X	X	X	X	X	X	X										
1B2	Advanced Population and Community Ecology	X	X	X	X	X		X		X										
	Research Project 1	X	X	X	X	X	X	X	X	X										
Period	**Course**	**Year 1 Electives (if applicable)**																		
1B2	Ecology of sustainable farming (biennial)	X	X	X	X	X		X	X	X										
1B2	Agroecology for Sustainable Landscapes (biennial)	X	X	X	X	X		X	X	X										
1B3	Research proposal Ecology and Evolution	X	X	X	X	X		X	X	X										

		Learning outcomes of the degree programme Ecology and Conservation																		
1B3	Molecular Methods in Ecology and Evolution	X	X	X	X	X	X	X		X										
2A1	Island Biology	X	X	X	X	X		X	X	X										
Period	**Course**	**Year 2 compulsory courses**																		
	Research Project 2	X	X	X	X	X	X	X	X	X										
	Colloquium	X		X	X	X		X	X	X										
Period	**Course**	**Year 2 Electives (if applicable)**																		

		Learning outcomes of the degree programme Evolutionary Biology																		
		1	2	3	4	5	6	7	8	9										
Period	**Course**	**Year 1 –compulsory courses**																		
1A1-2	Behaviour, Ecology and Evolution	X	X	X	X	X	X	X		X										
1A3	Evolutionary Theory	X	X	X	X	X	X	X		X										
1B1	Principles of Population Genetics in Natural Populations	X	X	X	X	X	X	X	X	X										
1B2	Genomics in Ecology and Evolution	X	X	X	X		X	X	X	X										

		Learning outcomes of the degree programme Evolutionary Biology																		
	Research Project 1	X	X	X	X	X	X	X	X	X										
Period	**Course**	**Year 1 Electives (if applicable)**																		
1B3	Research proposal Ecology and Evolution	X	X	X	X	X		X	X	X										
1B3	Molecular Methods in Ecology and Evolution	X	X	X	X	X	X	X		X										
2a1	Island Biology	X	X	X	X	X		X	X	X										
Period	**Course**	**Year 2 compulsory courses**																		
	Research Project 2	X	X	X	X	X	X	X	X	x										
	Colloquium	X		X	X	X		X	X	X										
Period	**Course**	**Year 2 Electives (if applicable)**																		