

Assessment plan for the curriculum of the Master's degree programme in Marine Biology, 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 marine ecology and evolution from several perspectives.
2. Assessment focus on team work as a mean to reach a common goal, actively stimulating collaboration in projects that combine specific knowledge and skills in the field of marine biology.
3. Assessment stimulates the student's independent ability to perform scientific research: including designing experiments and data collection; 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. Best practice assessment strategies combine both formative and summative assessment activities.
2. Best practice assessment strategies comprise two or more distinct activities.
3. Formative assessment can be organized online and onsite, all summative assessment is organized onsite.
4. Resits may differ from the original assessment strategy as long as the result of the resit still valid and reliable assesses student mastery of the learning outcomes.
5. Individual grades from group assignments are determined using peer assessment methods or by inclusion of the assessment of practical work.
6. 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.
7. 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.

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 <i>At the end of the programme, the graduate</i>
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1	a) has acquired in depth knowledge on one or more scientific disciplines within the field of Marine Biology and can use this knowledge to explain in detail the relevant concepts, using the appropriate terminology b) has acquired a cross disciplinary knowledge of issues across scientific disciplines within the field of Marine Biology and can use this knowledge to explain current societal and scientific challenges for marine ecosystems, from the shore to the deep sea;
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 relevant 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.

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.

Year	Period	Course	EC	Assessment methods <i>Multiple answers may apply</i>	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	Principles of Biological Oceanography	5	WE	No	End	Dr. W.H.van de Poll	Dr. M.K. de Boer
1	1A2	Principles of Marine Biology	5	AST, OR, P	Yes	End, Halfway	Prof. Dr. B.D.H.K. Eriksson	Prof. Dr. D. W. Thieltges
1	1A3	Marine Conservation	5	AST, P	Yes	Halfway	Prof. Dr. L. L. Govers	S.E.T. van der Meij, PhD
1	1B1	Principles of Population Genetics in Natural Populations	5	MC, OR, P	Yes	End, Halfway, Start	Dr. T. Oosting	S.E.T. van der Meij, PhD
1	1B2	Academic Skills in Marine Biology	5	P, R	Yes	End, Halfway	E.M.J. Laetz PhD	Dr. W.H.van de Poll
1	1B3	Practical Computing in Biology	5	AST, P	Yes	End, Halfway, Start	T. Hackl, PhD	Dr. S.J.J. Lequime
1	1B3	Practical Modelling in Biology	5	AST, P	No	End, Halfway	Prof. dr. J. van de Koppel	Dr. G.S. van Doorn Coordinator: D. Varadharajan, NIOZ
2	2A2	Polar Ecosystems	5	WE, P	Yes	End	Dr. W.H.van de Poll	Prof. Dr. R. Bintanja

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 Research track																	
		1	2	3	4	5	6	7	8	9									
Period	Course	Year 1 –compulsory courses																	
1A1	Principles of Biological Oceanography	X			X				X	X									
1A2	Principles of Marine Biology	X	X			X	X	X		X									
1A3	Marine Conservation	X		X	X		X	X	X	X									
1B1	Principles of Population Genetics in Natural Populations	X	X	X	X	X	X	X	X	X									
2	Research Project 1	X	X	X	X	X	X	X											
Period	Course	Year 1 Electives (if applicable)																	
1B2	Academic Skills in Marine Biology	X	X	X	X	X		X	X	X									
1B3	Practical Computing in Biology	X	X	X	X	X	X	X		X									
1B3	Practical Modelling in 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											

		Learning outcomes of the degree programme Research track																		
	Colloquium	X		X	X	X		X		X										
Period	Course	Year 2 Electives (if applicable)																		
2A2	Polar Ecosystems	X		X	X	X		X												

			Learning outcomes of the degree programme SBP track																	
			1	2	3	4	5	6	7	8	9									
Period	Course	Year 2 –compulsory courses																		
	2A	Introduction Science and Business	X			X	X	X		X	X									
	2A	Introduction Science and Policy	X			X	X	X		X	X									
	2B	Work Placement		X	X	X	X	X	X	X	X									
		Colloquium	X		X	X	X		X	X	X									