rijksuniversiteit groningen / faculteit der letteren

Academic year 2025/2026

Assessment Plan

International Humanitarian Action (NOHA) 120 ECTS

ISAT 60819

1 / Vision of teaching and assessment

Aim of the programme

The aim of the degree programme is to impart an academic education to students in terms of specialized knowledge, skills and competence in the interdisciplinary field of International Humanitarian Action, such that they are able to perform successfully in specific humanitarian contexts in occupations for which specific academic knowledge and skills at Master's degree level are required or preferred.

Its purpose is to provide students with the profile of a broad formation in the area of international humanitarian action, in which both critical thinking and applied research skills are emphasised while contextualised to humanitarian action in a specific region or organisational context. The goal is to educate, in an interdisciplinary spirit, high level and highly dedicated personnel who can function with professionalism and informed by their theoretical insights and humanitarian principles, ensuring quality of services in the broad field of humanitarian relief.

Building on the Faculty of Arts' vision for education, the International Humanitarian Action Programme offers high-quality teaching that is fuelled and inspired by leading research in the field. Graduates are equipped with knowledge and skills that suit the 21st century. They are known for their language mastery, often in multiple languages, and their understanding of communication processes. Their analytical abilities and critical minds enable them to form well-founded judgements. They have the skills that match the 'digital turn' that academic research has been making in the past few years. They are able to order and analyse (large quantities of) data and information, and draw adequate conclusions for humanitarian programming and policy. In addition to these research skills, they have a strong intercultural awareness as well as the ability to work together with others in a constructive manner. The structure of the programmes prepares them for a suitable position in the non-profit sector or the business world. Academic developments, as well as a rapidly changing world, encourage us to think about how we can best equip, activate and inspire our Arts students with a view to their future role in society.

The Faculty's students and staff are characterized by an increasing heterogeneity in language, qualifications and cultural background. We want to offer all our students a safe and inclusive learning environment in which they are willing to push their boundaries, take risks and make mistakes, and in which they can be proud of their successes. A crucial factor in this is the quality of our academic and support staff. The academic expertise as well as the didactic skills of eminent researchers from the Netherlands and abroad make a significant contribution to the development of a new generation of academic professionals. They inspire their students by integrating their own research in their classes or by having students participate in their own research.

Learning pathways (LP)

To meet these objectives, The International Humanitarian Action programme is structured into four learning pathways allowing students to develop their critical and analytical skills while being exposed to the diversity of disciplinary perspectives and cultural stances on humanitarian action.

	Learning pathways	**Study load**[1]
LP1 - Foundation Period (semester 1) *Written assessments must form at least 60% of the assessment for this component. 40% may consist of other forms of examination with due evidence of process and outcome.* *Individual assessments should account for at least 30% of the assessment for this component.*		**30 ECTS**
	Intensive Programme in Humanitarian Action	5 ECTS
	World Politics and Humanitarian Action	5 ECTS
	Legal Dimensions of Humanitarian Action	5 ECTS
	Management in Humanitarian Action	5 ECTS
	Social and Medical Sciences in Humanitarian Action	10 ECTS
LP2 – Specialisation Period (semester 2) *Written assessments must form at least 60% of the assessment for this component. 40% may consist of other forms of examination with due evidence of process and outcome.* *Individual assessments should account for at least 30% of the assessment for this component*		**30 ECTS**
	Advanced Management in Humanitarian Action	5 ECTS
	Methodology and Research Methods in Humanitarian Studies	5 ECTS
	The student follows one of the following thematic specialisations: • Humanitarian Policy and Practice: From Delivering Aid to Ending Needs (Ruhr-Universität Bochum) • Protection in Humanitarian Action (Universidad de Deusto) • Societies in Transition (University College Dublin) • Humanitarian Analysis and Intervention Design (H-AID) (Rijksuniversiteit Groningen) • Forced Migration and Human Security (University of Malta) • Conflict, Peace-Building and Religion (Uppsala Universitet) • Armed Conflicts and Humanitarian Action (Uniwersytet Warszawski) • Legal and Geopolitical Approach of Humanitarian Action (Aix-Marseille Université)	20 ECTS
LP3- Contextualisation Period (semester 3)		
	The student follows one of two optional tracks:	**30 ECTS**

	Regional Training Track including Experiential Training[1] Work Placement Track including Career Development Training	
LP4 – Research Period (semester 4)		
	Master thesis Humanitarian Action	**30 ECTS**

Consistent with the vision for education promoted by the degree programme, problem and project based – taking the form of case studies, simulation exercises, or practical exercises – occupy a central role in the preferred assessment mode of the degree programme.

Dialogue

We offer our students a learning environment that stimulates them to actively work on their own learning process. A good interaction between students, academic and support staff is essential. In this, it is crucial that students and lecturers discuss the learning process together, as well as students discussing it amongst themselves, and that lecturers discuss the content of a course unit, how it will be taught and how this facilitates the student's learning process. Lecturers develop modes of instruction that stimulate interaction. They give students feedback and guide them towards achieving the intended learning outcomes. The dialogue between students and lecturers is also a way to continuously improve teaching. Digital teaching resources play an increasingly important role in this. Interaction is also the most important building block for continuously improving teaching quality outside the classroom: among colleagues and within programme teams, between the programme committee, board of examiners and degree programme board, between degree programmes, alumni and the workplace, between student representatives and the faculty board. It is exactly by shaping our teaching together that we are able to achieve a high quality.

Learning is key

Students and lecturers together form a true learning community. In each course unit, the student's learning process – both as an individual and as a group member – is key. Students of various backgrounds learn together and from each other in seminars or team assignments. They optimally prepare for a working life in which a global perspective and an open approach to other cultures are crucial. Teaching comprises recognizable learning pathways in which academic skills are integrated into course units within the entire curriculum. Lecturers choose suitable and challenging modes of instruction and assessment, provide specific feedback and stimulate students where possible to reflect on their learning process and further shape this. Assessment not only serves to assess the delivered performance, but also to provide insight into students' progress with a view to the learning outcomes. Formative evaluation (feedback) plays

[1] Written assessments must form at least 60% of the assessment for this component. 40% may consist of other forms of examination with due evidence of process and outcome. Individual assessments should account for at least 30% of the assessment for this component.[2] Summative assessment aims to assess a student's knowledge and skills. Such assessments are usually awarded a mark, accompanied by a justification of the mark (adapted from *Toetsen in het hoger onderwijs* (2017)).

a major role in this. Students, in turn, provide feedback to their lecturers via teaching evaluations, enabling them to further improve their teaching.

2 / How to follow the assessment cycle (from design to evaluation and optimization)

3 / Assessment dossier

a. The assessment dossier

The Board of Examiners has the legal duty to guarantee the quality of the educational programme. The quality check of the Board of Examiners is in the first place intended to secure the level of the exams and assignments of courses. It is not meant to assess the teacher. However, in case of serious and deliberate failure, it is the duty of the Board of Examiners to take action.

To check the quality of seminars, the Board of Examiners needs several documents. You find a descriptions of those documents here below. The Board advises all teachers to archive these documents in the Student Portal (=Brightspace) every year, even if the Board did not select the course for a quality check, it is possible that the NVAO, when evaluating the accreditation of the study, asks to get access to the documents.

- The course guide
- For exams:
    - the exam questions
    - the exam answer key(s)
    - the assessment tool (for example a rubric)
      If there was a digital exam in Brightspace/Student Portal, please refer to this preferably with the course name and code (for example: Exam French plus 1a - EXAM-LEU025P05-20230118).
- For assessments other than exams (in particular papers and presentations)
    - the assignment instructions
    - the answer key(s) if applicable
    - the assessment tool (for example a rubric)
- a complete grading list. This includes all partial marks that contributed to the final grade for the first and second chance (=resit).
  If these grades are in the Brightspace Grade Book, you can refer to this.

b. Parties involved

The following parties are involved in fulfilling duties related to the assessment dossier:

- Lecturers : prepare the assessment dossier according to the above-mentioned regulations
- Board of Examiners: oversees assessment dossiers

4 / Assessment timetable

Overview of learning outcomes of the degree programme + matrix	Appendix 1
Schematic overview of time periods intended for assessment, modes of assessment used and, if relevant, learning pathways	Appendix 2

The objectives of the degree programme, set out in the learning outcomes of the degree programme (Appendix 1), form the guiding principles. All course units together fulfil a role in working towards these learning outcomes. This is reflected in a coherent curriculum with a transparent structure. The matrix of learning outcomes (Appendix 1) defines the course units that include summative assessments and distinguishes between a) course units with assessments that *lead up to* the attainment level set out in the programme-level learning outcomes and b) course units with assessments *at this attainment level* (in the latter case the learning outcomes of the course unit are thus identical to the programme-level learning outcomes of the degree programme). This distinction is expressed as follows:

'x', i.e. underlined, is used for summative[2] assessments at the level specified in the programme-level learning outcomes
'x' for summative assessments at lower performance levels
'fx' for formative[3] evaluations at lower performance levels

In parallel with the curriculum, the assessment programme (Appendix 2) offers a balanced, well-structured overview of modes of assessment and exam periods. Course units taught within one learning pathway may be given matching visual markings in the overview.

5 / Safeguarding of assessment quality by the Board of Examiners

The Board of Examiners is responsible for safeguarding the quality of assessment at both the degree programme level and the level of individual course units.

a. Safeguarding of assessment quality at degree programme level

[2] Summative assessment aims to assess a student's knowledge and skills. Such assessments are usually awarded a mark, accompanied by a justification of the mark (adapted from *Toetsen in het hoger onderwijs* (2017)).

[3] Formative evaluation relates to the process of searching, aggregating and interpreting information, which students and lecturers can then use to determine how students are doing in their learning process, what they should work towards and how this can be most effectively done (adapted from *Toetsen in het hoger onderwijs* (2017)).

The Board of Examiners annually issues advice on each degree programme's draft assessment plan for the coming academic year.

b. Safeguarding of assessment quality at course unit level

The Board of Examiners has a procedure for the assessments of all course units in a degree programme, bearing in mind the position of the course unit in the curriculum and in a specific learning pathway. In addition, a substantiated selection of theses is also evaluated.

6 / Archiving

Assessment dossiers are stored in the course pages' respective 'Assessment Dossier' folders.

7 / List of documents relevant to assessment

Faculty vision of teaching and assessment – see https://myuniversity.rug.nl/infonet/medewerkers/let/onderwijs/vision-for-education.

NOHA Study and Examinations Regulations

Rules and Regulations – the internal regulations of the Board of Examiners.

Teaching and Examination Regulations (TER = OER; *Onderwijs- en Examenregeling*) – a legally binding document that applies to the entire cohort of students who start a degree programme in a certain academic year. The TER may also contain transitional arrangements for previous cohorts.

Matrix of learning outcomes – an appendix to the Assessment Plan that specifies the course units with *summative* assessment leading up to or at the level specified in the programme-level learning outcomes and the course units with formative assessment.

Placement manual – a manual for the placement course unit.

Syllabus – a document that sets out the details of the TER and the Assessment Plan at course unit level in accordance with the information in OCASYS.

Assessment programme – the implementation of the TER, Part A, Article 4.16.

Appendix 1. Learning outcomes of the degree programme + Matrix of learning outcomes

Appendix 1 - Overview of learning outcomes of the degree programme + matrix

Graduates of the degree programme are expected to have achieved at graduation at least the following programme learning outcomes, in conformity with the norms defined by level 7 of the Humanitarian Action Qualifications Framework (HAQF), level 7 of the European Qualifications Framework for Lifelong Learning (EQF-LLL) and the second cycle in the Framework for Qualifications of the European Higher Education Area (Dublin descriptors):

		Dublin descriptors				
EQF-LLL	**Academic research**	*Knowledge & understanding*	*Applying knowl. & Judgements*	*Making*	*Communication*	*Learning skills*
Knowledge	Has specialised knowledge and a critical methodological understanding of appropriate research methods and research design for the humanitarian field and for original research in humanitarian studies.	✓				
Skills	Has justified and applied methodology and scientific methods correctly in an original piece of humanitarian research.		✓			
Responsibility & autonomy	Has studied a research topic in depth, and conducted and completed a medium-length research project largely self-directed.					✓
	HAQF – Humanitarian commitment					
Knowledge	Has a critical understanding of the humanitarian principles and standards and the problematic nature of the dilemmas involved.	✓				
Skills	Has demonstrated the ability to formulate adequate and ethically sound recommendations for humanitarian action grounded in the humanitarian principles and values, translating these in innovative, practical terms to policies, strategies and programme management.		✓			
Responsibility & autonomy	Takes responsibility for specifying clear ethical standards informed by the humanitarian principles, values and professional codes of conduct. Applies innovatively and strategically correct the humanitarian principles and standards to dilemmas in complex and insecure contexts.			✓		
	HAQF – Context analysis & reflection					

Knowledge	Has highly specialised knowledge and a critical understanding of humanitarian concepts and theories. Has innovative expertise on a particular current theme in humanitarian action with an interdisciplinary understanding in terms of its political, legal, anthropological, public health and management aspects.	✓				
Skills	Has specialised skills to conceptualise, interpret and critically analyse complex humanitarian crises and interventions on the basis of a variety of sources, generating new interdisciplinary expertise to help solve complex humanitarian problems.		✓			
Responsibility & autonomy	Has demonstrated the ability to position one's own research findings in the broader context of humanitarian action. Has developed an open attitude towards acquiring new knowledge and understanding about professional and academic developments in humanitarian action.					✓
	HAQF – Coping & safety					
Knowledge	Has a thorough understanding of personal security risks in humanitarian fieldwork and possible techniques and strategies to reduce the impact of external stressors.	✓				
Skills	Has specialised problem-solving skills to promote the best and safest response in humanitarian emergency contexts in terms of personal and social implications and foreseeable harm by humanitarian interventions.		✓			
Responsibility & autonomy	Acts firmly and appropriately in insecure situations according to the security rules, taking into account advice from security sources and other stakeholders.			✓		
	HAQF – Leadership					
Knowledge	Has a critical understanding of opportunities and threats of current trends in the humanitarian sector.	✓				
Skills	Has demonstrated a range of coaching and management skills to carefully assess the relevant factors for decision making in terms of operative context, possible effects and risks and the best way for successful implementation of strategic decisions.			✓		
Responsibility & autonomy	Has demonstrated the ability to act on decisions made. Has adopted a reflective practice analysing personal learning goals and ways to achieve them. Stimulates the involvement and development of team members and partners to achieve a successful humanitarian project.					✓

	HAQF – Collaborative relationships					
Knowledge	Has highly specialised knowledge of the diversity of actors and stakeholders, their interaction and competition, and a thorough understanding of the importance of coordination between different levels in the humanitarian system.	✓				
Skills	Has demonstrated the ability to listen to beneficiaries and stakeholders and taking into account their considerations, to communicate humanitarian expertise and research findings in a structured, intelligible way to specialists and non-specialists in a multi-cultural humanitarian setting. Has the ability to cultivate relations of sensitive respect in terms of cultural and gender diversity and to cooperate in a quest for mutual benefit or compromise.				✓	
Responsibility & autonomy	Involves partners and team members in different levels of decision-making and acts responsible and accountable concerning own decisions. Actively contributes to team building, a balanced distribution of work, and fostering a good atmosphere and cohesion in group projects in an effort to achieve the common goal.				✓	
	HAQF – Service to crisis-affected people					
Knowledge	Has highly specialised knowledge and critical understanding of the impact of various humanitarian action interventions on the needs and rights of crisis-affected people and their interaction with interests of relevant actors in a certain professional regional context.	✓				
Skills	Specialised problem-solving skills combining interdisciplinary knowledge and understanding of the range of needs and capabilities of crisis-affected people in a certain regional context toward relevant, evidence-based solutions for effective response.		✓			
Responsibility & autonomy	Learns from past experiences, identifies opportunities to overcome humanitarian dilemmas and proposes new work methods for increased efficiency, effectiveness and stakeholder accountability in complex and unpredictable humanitarian environments.					✓

Matrix realised Programme Learning Outcomes / course units MA International Relations – *International Humanitarian Action*

The Programme Learning Outcomes are realised through the course units in the following way:

	NOHA 120 ECTS Programme Learning Outcomes	*Intensive Proarramme*	*Legal Dimensions of HA*	*World Politics and HA*	*Social and medical sciences in HA*	*Management in HA*	*Methodology and Res. Meth.*	*Advanced Manaaement in HA*	*Thematic specialisation*	Elective track 1 *Regional Training*	*Internship/ Exoerential training*	Elective track 2 *Career Development Training*	*Placement*	*Master thesis*
Academic research														-
knowledge	**Has specialised knowledge and a critical methodological understanding of appropriate research methods and research design for the humanitarian field and for original research in humanitarian studies.**			x	x	fx	x							X
skills	**Has justified and applied methodology and scientific methods correctly in an original piece of humanitarian research.**				fx		x		X	x				X
competence	**Has studied a research topic in depth, and conducted and completed a medium-length research project largely self-directed.**				x		x		X					X
Humanitarian commitment														-

knowledge	**Has a critical understanding of the humanitarian principles and standards and the problematic nature of the dilemmas involved.**	Fx	x		x				X	X			X	
skills	**Has demonstrated the ability to formulate adequate and ethically sound recommendations for humanitarian action grounded in the humanitarian principles and values, translating these in innovative, practical terms to policies, strategies and programme management.**					x		x	X	x	X	x	X	
competence	**Takes responsibility for specifying clear ethical standards informed by the humanitarian principles, values and professional codes of conduct. Applies innovatively and strategically correct the humanitarian principles and standards to dilemmas in complex and insecure contexts.**					x				x			X	x
Context analysis & reflection														-
knowledge	**Has highly specialised knowledge and a critical understanding of humanitarian concepts and theories. Has innovative expertise on a particular current theme in humanitarian action with an interdisciplinary understanding in terms of its political, legal,**		x	x	x	x			X	x				X

	anthropological, public health and management aspects.													
skills	**Has specialised skills to conceptualise, interpret and critically analyse complex humanitarian crises and interventions on the basis of a variety of sources, generating new interdisciplinary expertise to help solve complex humanitarian problems.**		x	x	x	x			X	x			x	X
competence	**Has demonstrated the ability to position one's own research findings in the broader context of humanitarian action.** **Has developed an open attitude towards acquiring new knowledge and understanding about professional and academic developments in humanitarian action.**						x		X	x	x	x	x	X
Coping & safety														-
knowledge	**Has a thorough understanding of personal security risks in humanitarian fieldwork and possible techniques and strategies to reduce the impact of external stressors.**							x			x	x		
skills	**Has specialised problem-solving skills to promote the best and safest response in humanitarian emergency**								X	x			X	

competence	**contexts in terms of personal and social implications and foreseeable harm by humanitarian interventions.**													
	Acts firmly and appropriately in insecure situations according to the security rules, taking into account advice from security sources and other stakeholders.						fx		fx	x	x	X		
Leadership														-
knowledg	**Has a critical understanding of opportunities and threats of current trends in the humanitarian sector.**						x	X						
skills	**Has demonstrated a range of coaching and management skills to carefully assess the relevant factors for decision making in terms of operative context, possible effects and risks and the best way for successful implementation of strategic decisions.**						x	X	x			X		
competence	**Has demonstrated the ability to act on decisions made. Has adopted a reflective practice analysing personal learning goals and ways to achieve them. Stimulates the involvement and development of team members and partners to achieve a successful humanitarian project.**							Fx	x		x	X		
Collaborative relationships														-

knowledge	**Has highly specialised knowledge of the diversity of actors and stakeholders, their interaction and competition, and a thorough understanding of the importance of coordination between different levels in the humanitarian system.**	fx	fx	fx	fx	x		x	x					
skills	**Has demonstrated the ability to listen to beneficiaries and stakeholders and taking into account their considerations, communicate humanitarian expertise and research findings in a structured, intelligible way to specialists and non-specialists in a multi-cultural humanitarian setting.** **Has the ability to cultivate relations of sensitive respect in terms of cultural and gender diversity and to cooperate in a quest for mutual benefit or compromise.**								X	x			X	
competence	**Involves partners and team members in different levels of decision-making and acts responsible and accountable concerning own decisions. Actively contributes to team building, a balanced distribution of work, and fostering a good atmosphere and cohesion in group projects in an effort to achieve the common goal.**				fx	x		**x**		x	x	x	X	

Service to crisis-affected people														
knowledge	**Has highly specialised knowledge and critical understanding of the impact of various humanitarian action interventions on the needs and rights of crisis-affected people and their interaction with interests of relevant actors in a certain professional regional context.**				x	x			x					
skills	**Specialised problem-solving skills combining interdisciplinary knowledge and understanding of the range of needs and capabilities of crisis-affected people in a certain regional context toward relevant, evidence-based solutions for effective response.**								X	x	x		X	x
competence	**Learns from past experiences, identifies opportunities to overcome humanitarian dilemmas and proposes new work methods for increased efficiency, effectiveness and stakeholder accountability in complex and unpredictable humanitarian environments.**								X	x	x	x	X	

Appendix 2. Schematic overview of the assessment programme

YEAR 1 Foundation LP[4]				Block 1: week 37-43 classes, week 44 exams		Block 2: week 45-2 classes, week 3 exams	
Module	**Code**	**ETCS**	**Language**	**Teaching**	**Assessment**	**Teaching**	**Assessment**
1. Intensive Programme in Humanitarian Action	LVX010M05	5	English	• Lectures • Simulation exercise	• Written individual output of 2000 words		
2. World Politics and Humanitarian Action	LVX013M05	5	English	• Lectures • Tutorials	• Oral examination • Individual written assignment • Resit: individual written assignment		
3. Legal Dimensions of Humanitarian Action	LVX014M05	5	English			• Lectures • Tutorials	• written examination • oral examination

[4] Written assessments must form at least 60% of the assessment for this component. 40% may consist of other forms of examination with due evidence of process and outcome. Individual assessments should account for at least 30% of the assessment for this component.

							• resit: written exam
4. Management in Humanitarian Action	LVX009M05	5	English			• Tutorials	• portfolio assessment (individual & group) • written forms of examinations such as written assignments, project proposal, reflection report • Oral assessment • resit: written assignment
5 Social and Medical Sciences in Humanitarian Action	LVX012M10	10	English	• Lectures • Tutorials • Individual & group assignments	• Written forms of examination such as	• Lectures • Tutorials	• Oral assessment • Written assignments

					• portfolio and written assignments • Oral examination • Resit: written and oral assignments	• Individual & group assignments	• Resit: written and oral assignments
Total number of ECTS assessed				**30**			

YEAR 1 Specialisation LP[5]				**week 6-27**	
Module	**Code**			**Teaching**	**Assessment**
7. Advanced Management in Humanitarian Action	LVX016M05	5	English	• Lectures • Tutorials	• Written forms of examination, group written assignment, individual written assignment • Oral assessments • Resit: oral examinations
8. Methodology and Research Methods in Humanitarian Studies	LVX017M05	5	English	• Lectures • Tutorials	• Individual research proposal • Group oral assessments • Resit: resubmission of a corrected research proposal, oral examination

[5] Written assessments must form at least 60% of the assessment for this component. 40% may consist of other forms of examination with due evidence of process and outcome. Individual assessments should account for at least 30% of the assessment for this component.

9. Humanitarian Analysis and Intervention Design (H-AID)	LVX015M20	20	English	• Lecture • Tutorials • Workshop • Practical exercises	• Workshop • Practical exercises, including written assignments and oral presentations • Oral presentations • Written assignments, project proposal • Resit: written and oral assignments
Total number of ECTS assessed				**30**	

YEAR 2 Contextualisation LP				**week 27-52, 1-5**	
Module	**Code**	**ETCS**	**Language**	**Teaching**	**Assessment**
10. Regional training programme at one of the third semester universities	LVX019M30 or LVX018M20 (does not exist on OCASYS)	30	English	• Teaching activities provided by third semester university. See also article 7.3. Part C (NOHA Study and Examination Regulations).	• Assessment handled by third semester university. See also article 7.3 Part C (NOHA Study and Examination Regulations). • Written forms of examinations should account for 60% of the final grade, oral forms of examinations for 40%. Individual assessments should account for

					at least 30% of the assessment for this component. • Resits are handled as per the Study and Examinations Regulations of partner universities
11. Internship / Experiential training	LVX000M10		English	• Internship • Individual supervision by the partner university	• Internship assessment and report
12. Career Development Training	LVX020M10		English	• Webinars • Tutorials • Individual supervision sessions	• Learning logs and portfolios • Individual meetings • Resit: oral examination
13. Placement	LVX000M20 or LVX000M30 (does not exist on OCASYS)		English	• Work placement • Individual supervision	• Placement assessment and report. See also article 8 Part C (NOHA Study and Examination Regulations).
Total number of ECTS assessed				**30**	

YEAR 2 semester 4 Research LP				**week 6-27**	
Module	**Code**			**Teaching**	**Assessment**

14. Master's Thesis Humanitarian Action	LVX999M 30		English	• Independent study (supervised)	• Thesis assessed by a first supervisor and a second examiner. See also article 9 Part C (NOHA Study and Examination Regulations). • Resit: revision of the thesis
Total number of ECTS assessed				**30**	

NB1: For the exact time schedule of modules and holidays, see rooster.rug.nl.

NB2: For a more detailed description of the teaching activities and assessment methods, see the course manual of the respective module.