

Education- and examination regulations Advanced Master in International Development 2022

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Section 1 General rules

Article 1.1 Applicability of the regulations

1. These regulations apply to the one-year Master's programme Advanced Master in International Development (AMID) programme hereinafter referred to as 'the programme'. The programme is offered by Radboud Centre for Social Sciences (RadboudCSW) in close collaboration with the department of Anthropology and Development Studies (CAOS) of the Radboud University, the Netherlands, and the Institute for Development Studies of the University of Nairobi, Kenya. Additional regulations that apply specifically to the relation between AMID, student and organisation are laid down in a separate framework agreement which is signed by the three parties involved. Details on the organisation of the programme of 2022 including staffing can be found in the study guide. This study guide is updated yearly.
2. The present regulations apply to all students enrolled in the programme in 2022.

Article 1.2 Definitions

1. The terms used in these regulations which are also used in either the Structure Regulations of the Radboud University, hereinafter the 'Structure Regulations', or the Higher Education and Research Act, hereinafter 'the Act' will have the same meaning as these terms have in the Structure Regulations and the Act respectively.
2. Further to the terms mentioned under part 1, and for the purpose of these regulations:
 - Brightspace: the digital learning environment of the institution.
 - EC (European Credits): is the course load entity in accordance with the European Credit Transfer System, in which 1 EC is equivalent to 28 hours of study.
 - Fraud: any act or omission by a student that makes forming an accurate opinion on his/her knowledge understanding and skill partially or entirely impossible, as described in appendix 1.
 - Scientific integrity: the faculty adheres to the rules and regulations as defined in 'The Memorandum on Academic Integrity: Academic Research Standards and a National Academic Integrity Committee' of the Royal Academy of Arts and Science (KNAW) and in [The Netherlands Code of Conduct for Scientific Practice](#) of the Universiteiten van Nederland.
 - Work component: As part of the AMID programme the students work at an organisation for four days a week, this is referred to as the work component, and is under the responsibility of the organisation.

Article 1.3 Code of conduct

The faculty has instituted a code of conduct that both students and employees are intended to follow. This code of conduct can be found in Appendix 2 of these regulations.

Section 2 Structure and form of the programme

Article 2.1 Entry moments

1. The programme starts on 1 February 2022.
2. Students can start the work component of the programme at an earlier date if requested by the employer.

Article 2.2 Aims and final attainments of the programme

1. The aim of the programme is to enable graduates to become well-qualified professionals and change agents with the knowledge, skills and attitudes to operate successfully in the field of international development.
2. The intended learning outcomes of AMID that facilitates young professionals in their role of change agents are clustered under three headings:
 - (1) knowledge and academic reflection
 - (2) professional skills
 - (3) personal development and attitudes

'Knowledge and academic reflection' means that graduates of the AMID programme have the capacity to:

- contribute to the interaction between research and implementation of research in the field of international development;
- explain the evolvement of the goals and means of international development and describe its main actors, their changing role, and the challenges they face, relating it to the context of the SDGs;
- explain the conditions under which multistakeholder cooperation between, among others, companies, NGOs, government agencies, knowledge institutes, and end recipients can be an effective means for these organisations to realize their goals and are able to describe and explain the rationale of such cooperation and the challenges and risks associated with it;
- critically assess the appropriate use of a range of approaches in planning, monitoring and evaluation, learning and impact assessment, and understand the pros and cons from different theoretical and policy perspectives on poverty and inequality;
- describe key trends and challenges in the international development field and the strategic consequences for different stakeholders in this field in the context of change;
- describe and explain the rise and nature of new global development challenges, their consequences and the range of solutions envisaged.

'Professional skills' means that graduates of the AMID programme have the capacity to:

- communicate and present complex issues in a concise way, both orally and in writing, and in a face-to-face and online setting, and is able to formulate questions and ideas in a substantiated matter;
- communicate and collaborate effectively with other professionals from diverse disciplinary and cultural backgrounds;
- formulate policy (advice) to effectively engage stakeholders from civil society, government and the private sector, and function as a broker between ideas, people, and organisations;
- contribute to the learning and accountability (downwards and upwards) of organisations based on the specific organisational needs and capacities at hand;
- take position and engage in the public debate on international development;
- motivate and guide others in a transitional process.

'Personal development as a professional and attitudes' means that graduates of the AMID programme have the capacity:

- for professional self-reflection, including the ability to set personal learning goals, critically reflect upon work experiences, one's own functioning and identify solutions for identified constraints;

- for self-awareness regarding their own assumptions and worldviews in relation to international development issues and how these can shape their perceptions and (inter)actions, and is self-determined with a responsible approach towards the intended change;
- to be sensitive to intercultural and disciplinary differences and how these shape communications between people and to adapt communication styles according to the requirements of the cultural and disciplinary communicative context.

Article 2.3 Form of the programme

The programme has a dual nature: it has both an academic and a work component. Students work four days a week at an organisation engaged in international development, and attend lectures one day a week on average. Both working and learning is obligatory and therefore the programme is presented as full-time.

Article 2.4 Study load

The programme has a weight of 70 credits. A total of 45 EC pertains to the work component; 25 EC pertain to the academic component.

Article 2.5 Language

The language of instruction is English and examination assignments are written in English.

Article 2.6 Composition of the programme

1. The academic component of the programme consists of four compulsory modules. The ECs per module are specified in the study guide. Additionally, 45 ECs pertain to the work component of the programme. The work component of the programme comprises four working days a week during the AMID year (from 1 February 2022 - 1 February 2023). Students make a work plan for the work component, following a format that asks them to describe a.o. tasks and deliverables, competencies and learning objectives. The work plan is discussed with AMID staff and supervisor at work. In a midterm assessment interview, that takes place at the request of either AMID, the student, or organisation, the progress and development is discussed between supervisor and student, and if requested AMID staff, and is reported following the AMID format. At the end of the programme, student and supervisor assess the results in an end evaluation report. Signed copies of all three reports are submitted to AMID.
2. Detailed information on the academic programme, including (summary of) learning objectives, instructional methods, contact hours, form of examinations can be found in the study guide, which is published at the start of the AMID year.

Article 2.7 Academic programme

The academic component of the programme comprises of online and face-to-face lectures that last one workday or two full consecutive days, as published in the study guide.

Article 2.8 Attendance

1. Attendance of all lectures is compulsory.

2. Students can miss up to a maximum of five lecture days for reasons of illness, force majeure, or (permitted) work-related issues.
3. In case the student does not comply with point 2.8.2, or, alternatively, in case he/she misses (part of) a lecture day without acceptable reasons, and/or for which no permission in advance has been granted, he/she will not receive a degree, unless the Examination Board decides otherwise on the basis of special circumstances.
4. A further explanation of regulations and procedures can be found in the study guide.

Section 3 Examination assignments

Article 3.1 Examination Board

1. The Examination Board will have the duties and responsibilities laid down in appendix 3, including, among other things, safeguarding the quality of the examination assignments and laying down guidelines and directions, within the context of these regulations, with respect to the assessment of the examination assignments, and the compliance with the EER and the code of conduct as can be found in Appendix 2.
2. The Examination Board will lay down the rules with respect to the duties and responsibilities referred to in paragraph 1 and with respect to any measures that should be effected in that context.
3. The rules and guidelines of the Examination Board can be found in Appendix 3.

Article 3.2 Validity

All examination assignments are in principle valid only for the study year for which the student has been admitted to the programme. In case of force majeure, the Examination Board can decide differently.

Article 3.3 Final examination

In order to obtain the degree

1. Students must pass all four examination assignments unless indicated otherwise in the study guide;
2. Students must hand in the signed reports of the work plan, midterm evaluation and final assessment interview with their supervisors;
3. Students must adhere to the rules and regulations concerning attendance (see article 2.3 and study guide)
4. Students have to comply with the provisions as laid down in the tripartite framework agreement. In the case of a premature termination of this agreement, the student's right to an AMID degree also expires.

Article 3.4 Determining and announcing preliminary examination results

1. Examination assignments are graded from 1 to 10. The results of an interim examination cannot be set at 5.5. For arithmetical scores between 5 and 6, a score lower than 5.50 will be rounded to 5 and a score equal to or higher than 5.50 will be rounded to 6.

2. Examination assignments are graded by examiners appointed by the programme director. The Examination Board is notified on the appointment of examiners and may exercise (non-binding) advisory powers regarding the same.
3. Grades are based on assessment criteria that are made available to students in advance.
4. Assignment instructions and corresponding assessment criteria are timely submitted to the Examination Board, which may exercise (non-binding) advisory powers regarding the same.
5. The examiner is responsible for supervising and assessing the examination assignments and for the correspondence with the students regarding the assessment and supervision of the assignments.
6. Students receive their grade and assessment form by email within fifteen working days after submission of the examination assignment. A delay will be timely communicated.
7. Students have a maximum of five working days after receiving their grade to put forward any questions regarding their assessment with their examiner.
8. If a student fails an examination assignment, there is one possibility to retake the exam. Examinations for which a 'pass' is obtained, cannot be retaken.
9. Students are obliged to commit to the deadlines for (retaking) examination assignments as stated in the study guide. The Examination Board retains the right to make exceptions in individual cases of force majeure.
10. All exam results are recorded in the RU administration.
11. All examination assignments are archived for at least two years following the date the examination assignment was administered.

Article 3.5 *Form and requirements of examination assignments*

1. The examination assignments are written examinations.
2. All examination requirements shall be made known at the beginning of a module.
3. Students with disabilities are given the opportunity to write examination assignments in a manner optimally adapted to their individual disability. If necessary, the Examination Board will obtain expert advice before making a decision.

Article 3.6 *Appeals from decisions of examiners*

1. In case a student does not agree with the grade assigned and/or observations in the underlying assessment report, the trainee is obliged to first discuss the assessment with the examiner, and is required to send a request thereto to the examiner within five working days after the results are announced. Examiner and student then discuss the grade or assessment directly.
2. If the dispute between examiner and student cannot be resolved, the student should inform the programme director who can appoint a second or third examiner.
3. In unresolved cases, the student can lodge an official appeal to the assessment of his or her work with the Examination Board up until 30 working days after the announcement of the results. For the work procedures of the Examination Board, see article 6 in Appendix 3.

Article 3.7 *Degree*

1. Candidates who have met with all the conditions as noted in article 3.3 will be awarded the Advanced Master Degree in International Development or, alternatively, a 'certificate of completion' in case a student was admitted into the programme without a Master's level qualification.

2. The awarded degree will be recorded on the examination certificate.
3. In addition to the examination certification, students receive a transcript of records.
4. The Examination Board determines whether students qualify for the degree.

Article 3.8 *Judicia for academic component of the programme*

1. A distinction will be awarded only to the academic component of the programme as laid down in paragraph 2
2. With due observance of the provisions set out in this article, the Examination Board is the body responsible for the decision whether a distinction will be awarded and if so, which distinction will be awarded.
3. The distinction
 - a. 'cum laude' will be awarded if the weighted average result of the examination assignments of the components referred to in paragraph 2 equals or is higher than 8.0, or
 - b. 'summa cum laude' will be awarded if the weighted average result of the final assessment of the components referred to in paragraph 2 equals or is higher than 9.0.
4. The distinction will be calculated on the basis of all components of the examination programme for which a mark has been awarded on a scale ranging between 1 and 10, excepting extra-curricular components.
5. The distinction will not be awarded if more than one exam has been retaken, notwithstanding the authority of the Examination Board to decide otherwise, stating reasons therefor.
6. The distinction will not be awarded if fraud was established in any of the examination assignments.

Section 4 **Concluding and other regulations**

Article 4.1 *Safety net scheme and hardship clause*

1. In individual cases not covered by these regulations, or insufficiently covered by these regulations, the Examination Board will be authorized to decide.
2. In exceptional cases, the Examination Board will be entitled to make exceptions, in favour of the student, to the Education and Examination Regulations.

Article 4.2 *Promulgation*

1. The dean of the faculty is responsible for promulgating these regulations, the regulations and guidelines laid down by the Examination Board and any amendments to these documents in an appropriate manner.

Article 4.3 *Coming into effect*

These regulations will come into effect on February 1, 2022.

The education and examination regulations laid down previously will cease to apply from that date onwards.

Appendices AMID 2022

Appendix 1 Fraud and plagiarism

Paragraph 1 Introductory provisions

Article 1 *Purpose and scope of these regulations*

To prevent fraud during assignments, relating to the education and examination in the programme Advanced Master in International Development of Radboud University (hereinafter: RU) the examination board of the faculty of Social Sciences adopts the following regulations.

Article 2 *Definitions*

The terms that are used in these regulations - in so far as these terms are also used in the Higher Education and Research Act (Wet op het Hoger onderwijs en Wetenschappelijk onderzoek, hereinafter: WHW) - have the same meaning that is given to these terms in the WHW or the EER.

Paragraph 2 Definition fraud, procedure and sanctions

Article 3 *Definition of (online) fraud*

1. At RU, fraud is understood to mean any act or omission by a student which, in its nature, is intended to have as an effect that proper assessment of the knowledge, understanding and skills of that student or another student, is made fully or partially impossible.
2. Fraud is in any case understood to mean:
 - a. fraud when producing thesis and other papers, including
 - plagiarism in the sense of using or copying someone else's texts, data or ideas without complete and correct source references, plagiarism in the sense of copying the work of another student and presenting this as one's own work and other specifically academic forms of plagiarism; insofar as it leads to the description in paragraph 1.
 - fabricating (making up) and/or falsifying (distorting) research data;
 - submitting an assignment that was written by someone else.
 - b. other fraud in the context of interim examinations or examinations, including
 - taking possession of assignments, answer keys and the like, prior to the time the interim examination or examination is to take place;
 - changing answers to assignments in an interim examination or examination after it has been handed in for assessment;
 - providing incorrect information when applying for an exemption, extension of validity period, and the like, of an interim examination or an examination.
3. An attempt to commit fraud will also be seen as fraud for the purpose of these regulations.

Article 4 *Procedure for establishing fraud*

1. When fraud is suspected, the examination board or the examiner immediately informs the student of this suspicion. If the suspicion of fraud is established when the interim examination or the examination is administered, the examination board or the examiner will allow the student to complete the interim examination or the examination.

2. The examination board or the examiner may order the student to make any material related to the suspicion of fraud available to them.
3. For the purposes of the provisions in paragraphs 1 and 2 of the present article, examiner is also understood to mean the invigilator or any other RU member of staff.
4. The examination board or the examiner drafts a report of the suspicion of fraud. If the examiner drafts the report, he will send this report to the examination board without delay.
5. The examination board makes the report referred to in article 5 available to the student without delay and then starts an investigation into the matter. The examination board of provides the student with the opportunity to respond to the report in writing. The examination board of hears both the examiner and the student.
6. Within four weeks following the date the report was made available to the student, the board of examiners decides whether fraud was actually committed. The examination board informs both the student and the examiner of their decision in writing. The four-week period may be extended by two weeks.

Article 5 **Remedial action**

If the examination board has established fraud:

- a. the examination board declares the relevant interim examination or examination invalid, and
- b. the examination board includes a statement in the student's student file that it has established fraud and, if applicable, which sanctions have been imposed.

Article 6 **Sanctions**

1. If the examination board has established fraud has been committed, the board may:
 - a. determine that the student may not sit one or more interim examinations or examinations during a period to be set by the examination board, which period will be a maximum of one year;
 - b. determine that no distinction will be awarded on the degree certificate;
- If the examination board has established that serious fraud has been committed, the board may also
- c. make a recommendation to the executive board that the student's registration for a programme should be terminated with definitive effect.
2. After the examination board has established that serious fraud has been committed, the executive board - upon examination boards' recommendation - may terminate the student's registration for a programme with definitive effect.
 3. The sanctions as referred to in this article are imposed as from the day following the date the student is notified of the decision that sanctions are imposed.

Paragraph 3 **Final provisions**

Article 7 **Decisions and legal protection**

1. Decisions pursuant to these regulations may be sent to the student digitally and/or by email.

Article 8 **Adoption and amendment**

1. These regulations are adopted by examination board.
2. In so far as the content of these regulations relates to the duties and powers of the degree programme's examination board, the content must also be confirmed by that examination board.

Article 9 Effect

These regulations take effect on 1 February 2022. These regulations will then replace any previous regulations.

Article 10 Publication

1. The examination board ensures the appropriate publication and possible amendments of these regulations.
2. For the purpose of appropriate and clear provision of information to students and prospect students, the examination board include these regulations, every year, as an appendix to the Education and Examination Regulations (Onderwijs- en Examenregeling, OER) and as an appendix to the Rules and Guidelines (Regels en Richtlijnen, RR) of the programme.

Appendix 2 Rules of conduct

The Faculty of Social Sciences seeks to offer a work environment where employees and students work and study with effort, joyfully, and aimed towards results. To facilitate this, the faculty has adopted a number of rules governing conduct within the faculty, on the basis of which AMID has formulated her rules of conduct as described below. These rules of conduct are taken to form the foundation of a motivating and inspiring work environment. It is the mutual responsibility of employees and students to follow them.

The faculty seeks to provide an atmosphere characterised by:

- mutual respect and personal development;
- openness and trust;
- cooperation and responsibility.

This implies that

- no conduct of any kind of discrimination (whether based on race, gender, LGBTQ and/or, age), sexual harassment and/or transgressive behaviour, are tolerated.
- everyone should be treated with respect, without being offensive or hurtful;
- you should treat others as you wish to be treated. This goes for all forms of all contact on campus that occurs between staff and students and for all forms of communication, including verbal, written, e-mail, Brightspace, chat rooms, and course evaluations;
- everyone makes sure to familiarise themselves with and act according to the rules in the various regulations (e.g. EER, student-act, regulation on academic integrity, the terms of use for the RU-network and SURFnet) as well as the agreements made with respect to attendance, deadlines, review periods, completing assignments, among others;
- one sticks to the rules and agreements once made;
- students and examiners are jointly responsible for the successful functioning of the educational process and they can and may appeal to their responsibility;
- one assumes good intentions of each other and one does not adhere to prejudicial judgements;
- everyone makes sure to be familiar with relevant information and recent changes in the educational organisation and content;

- everyone respects each other's property and takes good care of spaces and materials used.

Basically, this all boils down to the same thing: treat each other with respect. The faculty trusts that students and employees will act accordingly.

Appendix 3 Rules and Regulations Examination Board

Article 1 Scope

The following is in regards to the regulations introduced by the Examination Board for the Advanced Master Degree to ensure a smooth procedure during all examinations and related degree components.

Article 2 Definitions

Any terms used in the present regulations that are also contained in or arise from the Structure Regulations will retain the meaning given to them in those regulations.

Article 3 Composition

1. The Examination Board consists of three members, of whom at least one must be part of the academic teaching staff in the relevant degree programme and one external member.
2. After consulting with the programme director, the education director and the dean will appoint the members and the chair of the Examination Board for a period of four years.

Article 4 Day-to-day affairs

1. The chair and the secretary are responsible for handling day-to-day affairs.
2. In absence of the chair, the secretary will replace the chair.
3. The Examination Board will appoint a secretary from among its members who is responsible for preparing meetings and implementing decisions, among other things. In absence of the secretary, the chair will replace the secretary.
4. The Examination Board authorizes the chair and the secretary to sign documents, either jointly or separately, on behalf of the Examination Board.
5. The Examination Board may decide to consult the programme director if necessary.

Article 5 Mandate

1. The Examination Board determines whether a student qualifies for the degree (see also article 3.3).
2. Complaints, requests and appeals with regard to results or procedures during an examination (see also article 3.4)

Article 6 Work procedure

1. The Examination Board convenes a general meeting at least once a year
2. Any request, complaint or appeal must be made in the form of a motivated and signed letter (attachment to an email is allowed) and be sent to the secretary of the Examination Board.
3. The Examination Board will respond to complaints and appeals within 15 working days.
4. Decisions by the Examination Board are communicated via email by the secretary to the student and the programme coordinator.