

**Assessment form Master's thesis Leiden University – Faculty of Humanities  
MA African Studies**

<b>Programme</b>		<b>Specialisation</b>	
<b>Date</b>		<b>EC</b>	
<b>Name student</b>		<b>Student number</b>	
<b>Title thesis</b>		<b>Second evaluator</b>	
<b>First evaluator</b>		<b>Third evaluator</b>	

**1. Has the thesis been checked for plagiarism?**  
 Yes (in what way, and what are your findings?)                       No

**2. The standard procedure is that Master's theses in the repository are public, unless the student or lecturer has good reasons to keep the thesis confidential, or temporarily confidential. Please indicate this below.**  
 This thesis may not be made public through the repository.  
 This thesis can be made public through the repository no earlier than \_\_-\_\_-20\_\_.

<b>Criteria (see the back of this form for the subcriteria)</b>	<b>Assessment</b>
<b>Knowledge and insight (contents, relation to the field)</b> Comments:	<b>Optional: weighting: ... %</b> <input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> acceptable <input type="radio"/> insufficient
<b>Application knowledge and insight (methodology)</b> Comments:	<b>Optional: weighting: ... %</b> <input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> acceptable <input type="radio"/> insufficient
<b>Reaching conclusions (interpretation, argumentation, conclusion)</b> Comments:	<b>Optional: weighting: ... %</b> <input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> acceptable <input type="radio"/> insufficient
<b>Communication (writing skills, structure)</b> Comments:	<b>Optional: weighting: ... %</b> <input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> acceptable <input type="radio"/> insufficient
<b>Learning skills (process)</b> Comments:	<b>Optional: weighting: ... %</b> <input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> acceptable <input type="radio"/> insufficient
<b>Formal requirements</b> Comments:	

<b>Summary assessment/ comments</b>

<b>Signature first evaluator</b>	<b>Signature second evaluator</b>	<b>Final assessment<sup>1</sup></b>

<sup>1</sup> (scale of 1 to 10, not necessarily the average of the sub-assessments above)

Subcriteria assessment **Master's thesis** (to be supplemented with programme-specific requirements related to programme-specific objectives)

<p><b>Knowledge and insight (contents, relation to the field)</b>          Dublin descriptor: Has demonstrable knowledge and insight, based on the knowledge and insight at the Bachelor level and surpassing and/or expanding this, as well as offering a basis or an opportunity to make an original contribution to the development and/ or application of ideas, often in the context of research.</p>
<p><i>E.g.</i></p> <ul style="list-style-type: none"> <li>• <i>the research question is based on an interdisciplinary problem that reflects insight into the key discussions and methods of the field;</i></li> <li>• <i>clarity, relevance, and definition of the problem;</i></li> <li>• <i>insight into the interaction between multiple disciplines relevant to the field of African Studies (e.g. sociolinguistics, cultural and literary studies, history and social sciences).</i></li> <li>• <i>embedding in the existing literature;</i></li> <li>• <i>originality.</i></li> </ul>
<p><b>Application of knowledge and insight (methodology)</b>          Dublin descriptor: Is capable of applying knowledge and insight and problem-solving abilities in new or unfamiliar circumstances within a broader and multidisciplinary context which is related to the specialisation; is capable of integrating knowledge and to handle complex matters.</p>
<p><i>E.g.</i></p> <ul style="list-style-type: none"> <li>• <i>critical analysis of primary material/ primary sources (quality of the analysis);</i></li> <li>• <i>putting into practice and usage of complex concepts;</i></li> <li>• <i>usage complex and effective research methods;</i></li> <li>• <i>usage secondary sources which are meant for an advanced academic audience;</i></li> <li>• <i>description and justification of the adopted method;</i></li> <li>• <i>integration of knowledge and insights from multiple disciplines relevant to the field of African Studies to handle or solve research questions</i></li> <li>• <i>application of knowledge and interdisciplinary insight into (unfamiliar) circumstances</i></li> </ul>
<p><b>Reaching conclusions (interpretation, argumentation, conclusion)</b>          Dublin descriptor: Is capable of reaching conclusions based on incomplete or limited data and with that taking into consideration social and ethical responsibilities which are connected to the application of the own knowledge and opinions.</p>
<p><i>E.g.</i></p> <ul style="list-style-type: none"> <li>• <i>logical and consistent reasoning; conclusions are well-founded and follow logically from the presented material;</i></li> <li>• <i>degree to which the thesis question is actually answered;</i></li> <li>• <i>degree to which results are connected to other and future research;</i></li> <li>• <i>social and ethical aspects taken into consideration in reaching a conclusion;</i></li> <li>• <i>critical reflection on own role as researcher (social and ethical responsibilities).</i></li> </ul>
<p><b>Communication (writing skills, structure)</b>          Dublin descriptor: Is capable of clearly and unambiguously conveying conclusions, as well as the knowledge, grounds and considerations that form the basis of these conclusions, to an audience consisting of specialists or non-specialists.</p>
<p><i>E.g.</i></p> <ul style="list-style-type: none"> <li>• <i>language use (language of instruction and/ or target language of the programme: degree of linguistic competence, readability, style, spelling, grammar, use and explanation correct terminology);</i></li> <li>• <i>structure and layout of the thesis (division into chapters and sections, table of contents, used illustrations);</i></li> <li>• <i>apparatus including annotations (correct use of reference guidelines, completeness of references, bibliography, etc.).</i></li> </ul>
<p><b>Learning skills (process)</b>          Dublin descriptor: Possesses the learning skills necessary to proceed in studies which require a high degree of autonomy or self-regulation.</p>
<p><i>E.g.</i></p> <ul style="list-style-type: none"> <li>• <i>degree of independence;</i></li> <li>• <i>planning and time management;</i></li> <li>• <i>handling feedback supervisors;</i></li> <li>• <i>If applicable: participation in thesis group.</i></li> </ul>
<p><b>Formal requirements</b></p>
<p><i>E.g. Number of words</i></p>