

Besluit Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-bachelor Landschapsarchitectuur en ruimtelijke planning van Wageningen Universiteit

| | datum | Gegevens | |
|--|--------------------|---------------------------------|--|
| | 28 juni 2013 | Naam instelling | : Wageningen Universiteit |
| | onderwerp | Naam opleiding | : wo-bachelor Landschapsarchitectuur en ruimtelijke planning (180 ECTS) |
| Besluit accreditatie wo-bachelor Landschapsarchitectuur en ruimtelijke planning van Wageningen Universiteit (001166) | | Datum aanvraag | : 11 december 2012 |
| | | Variant opleiding | : voltijd |
| | | Afstudeerrichtingen | : Landscape Architecture Spatial Planning |
| | uw kenmerk | Locatie opleiding | : Wageningen |
| | 12/31439 | Datum goedkeuren | |
| | ons kenmerk | panel | : 1 februari 2012 |
| NVAO/ 22132134/SL | | Datum locatiebezoeken | : 22 en 23 maart 2012 |
| | bijlagen | Datum visitatierapport | : 26 oktober 2012 |
| | 3 | Instellingstoets kwaliteitszorg | : positief besluit 2 juli 2012 |

Aanvullende informatie

De NVAO heeft bij brief van 6 maart 2013 de instelling een nieuwe samenvatting van het visitatierapport gevraagd. Bij brief van 1 mei 2013 heeft de NVAO deze ontvangen.

Beoordelingskader

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523).

Bevindingen

De NVAO stelt vast dat in het visitatierapport en de nieuwe samenvatting deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden. Het visitatierapport geeft de bevindingen en overwegingen weer van het panel over de opleidingen bachelor Landschapsarchitectuur en ruimtelijke planning en master Landscape, Architecture and Planning van de Wageningen Universiteit. Het panel heeft beide opleidingen gezamenlijk beoordeeld.

Samenvatting bevindingen en overwegingen van het panel (hierna ook: the committee).

Standard 1: Intended Learning Outcomes

The bachelor programme is concerned with the activities of shaping and governing landscapes on various scales. It focuses on the process of intervention in landscapes to create new or revitalized places by means of planning and design and with sound academic reflections on this process. Its aims are to create, enhance, maintain, and protect places so they can be functional, aesthetically pleasing, meaningful, sustainable, and appropriate to diverse human needs and goals. The programme focuses primarily on metropolitan landscapes in a dynamic global context of cultural, ecological, technological, economic and political transformations. The committee concluded the programme has an impressive and well-thought out profile. There are two majors with sufficient common ground as well as separated features, resulting in a balanced profile of the programme.

The learning outcomes are satisfactory and all Dublin Descriptors are covered, but they are rather general. A logical difference between the two majors is described in the critical reflection but this is not reflected in the intended learning outcomes. In addition to the general intended learning outcomes for the programme, very good to excellent learning outcomes are described for each course. They provide students with an accurate insight in what they can expect from a course and what is expected from them. The committee is convinced that the level of the programme is as should be expected for a bachelor programme. The programme is well aware of the requirements of the professional field, which is regularly consulted on their opinion of the programme's intended learning outcomes. The orientation of the programmes is clearly academic but it has found a good balance between academic focus and the professional field. Although the discipline originates from a professional setting, Wageningen University was and still is clearly at the forefront of academising the discipline.

Standard 2: Teaching-Learning Environment

All Wageningen programmes provide a lot of freedom to the individual student, while at the same time chair groups and their research strongly influence the courses offered. The study advisor has a crucial role in supporting students in their elective choices and works in the situation of the Landscape Architecture and Planning programmes, assuring that all students follow a qualitative and coherent programme. The relation between intended learning outcomes and the components of the curriculum is clear, although some components – like ethics and philosophy – are only implicitly present. Still, the curriculum is considered to be among the best in the world in terms of landscape architecture. The Spatial Planning specialization is satisfactory and comparable with other Dutch Spatial Planning programmes. The adding of design components to spatial planning is a unique Wageningen feature of the spatial planning specialization/major, distinguishing it from other programmes. The quality of the courses is good, as are the course guides and course descriptions in the Study Handbook. A variety of didactic and learning methods are offered, to prepare graduates to work in multidisciplinary teams as well as individually, and often in a global context. Multidisciplinarity is primarily reflected as integration within the broad field of Landscape Architecture and Planning, as students learn to communicate and work with colleagues from the other specializations. Depth and breadth are in balance. The programme is based on two learning principles, reflective and experiential learning. The studios are very useful teaching forms for integrating various subjects and incorporating the learning principles. The concept of adding supportive courses to the studios is considered a good way to provide students with fundamental

Pagina 3 van 7 knowledge. Overall, recommendations by the previous assessment committee were taken up by the programme. The only recommendation repeated by the present committee is that the bachelor programme should look into the possibilities of an internship. A number of the staff members involved in the programme is very well known internationally for their research. Wageningen University focuses on the educational quality of its lecturers. The small size of the university and the programmes in combination with the favourable student-staff ratio lead to easy accessibility of the staff members. Students appreciate and value the contacts with lecturers and are very satisfied with their educational qualities. Programme specific services seem to be more than adequate. The first and second year have a fairly high number of contact hours. The perceived study load is mostly adequate for the supportive courses, but is extremely high for the studios. Although the study load is rather high for certain courses (studios), the programme is feasible in three years.

Standard 3: Assessment and achieved learning outcomes

The Examining Boards are in the process of strengthening their role in ensuring the quality of assessment and seem committed to formalizing the assessment system. Having only four Examining Boards is stimulating the consistency and equality of the procedures, at the same time these four Examining Boards are responsible for a total of 49 programmes. This might lead to a certain distance from the programmes, making it difficult for the Examining Boards to really be in control at the programme level.

The programmes in Landscape Architecture and Planning are on schedule to implement the new initiatives. The course coordinator arranges the alignment of learning outcomes, educational activities and assessments. For each assessment a rubric is provided to ensure the reliability of the assessment. The course guide includes the assessment strategy and rubrics at the start of the course. This makes the assessment procedures very clear and transparent, and useful to the students.

Dropout rates for the bachelor programme are relatively low, but the study delay is high in comparison with other Dutch bachelor programmes. Almost all graduates continued their educational career by joining a master programme, 83% with the master in Landscape Architecture and Planning. Since the bachelor thesis is relatively new, the committee assumes that the programme has not yet clearly determined its objective and position in the curriculum. The committee advises rethinking the role, function and position of the bachelor thesis and making clear to the students what is expected of them. The overall grading of bachelor theses was considered rather optimistic, especially for the older theses. The first thesis products after introduction in 2007- 2008 led to changes in the curriculum. In the present curriculum the combination of products fulfil the requirements that can be expected from bachelor graduates in Landscape Architecture and Planning.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel om de mogelijkheden van een stage te verkennen en om de rol, functie en positie van de bachelorthesis opnieuw te overdenken.

Pagina 4 van 7 **Besluit**

Ingevolge het bepaalde in artikel 5a.10, tweede lid, van de WHW heeft de NVAO het college van bestuur van de Wageningen Universiteit te Wageningen in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 27 mei 2013 naar voren te brengen. Bij e-mail van 12 juni 2013 heeft de instelling gereageerd op het voornemen tot besluit. Dit heeft geleid tot aanvulling van bijlage 2 in het definitieve besluit.

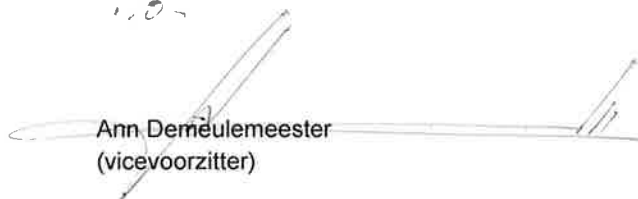
De NVAO besluit accreditatie te verlenen aan de wo-bachelor Landschapsarchitectuur en ruimtelijke planning (180 ECTS; variant: voltijd; locatie: Wageningen) van Wageningen Universiteit te Wageningen. De opleiding kent de volgende afstudeerrichtingen: Landscape Architecture; Spatial Planning. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 1 januari 2014 en is van kracht tot en met 31 december 2019.

Den Haag, 28 juni 2013

Nederlands-Vlaamse Accreditatieorganisatie

i.o.



Ann Demeulemeester
(vicevoorzitter)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

| Onderwerp | Standaard | Beoordeling door het panel <i>voltijd</i> |
|---|--|--|
| 1. Beoogde eindkwalificaties | De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen | G |
| 2. Onderwijsleeromgeving | Het programma, het personeel en de opleidings specifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren | G |
| 3. Toetsing en gerealiseerde eindkwalificaties | De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd | V |
| Eindoordeel | | V |

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E). Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

| | |
|-----------------------------|----------|
| Docent-student ratio | 1 : 6.73 |
|-----------------------------|----------|

| | |
|------------------------------|----------------------|
| Kwalificatie docenten | 85% PhD 15% wo-ma |
|------------------------------|----------------------|

| | |
|-------------------|-----------------|
| Studielast | 42 uur per week |
|-------------------|-----------------|

Contacturen

| jaar | aantal in dat jaar | % van 1680 |
|------|--------------------|------------|
| 1 | 820 | 49 |
| 2 | 709 | 42 |
| 3 | 606 | 36 |

Rendement

| cohort | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|-----------------------------|------|------|------|------|------|------|------|------|
| omvang bij start | 29 | 27 | 42 | 40 | 51 | 46 | 50 | 58 |
| herinschrijvingen na 1 jaar | 23 | 23 | 30 | 35 | 47 | 37 | 44 | |
| diploma na 3 jaar (%) | 22 | 0 | 3 | 9 | 15 | | | |
| diploma na 4 jaar (%) | 35 | 26 | 33 | 31 | | | | |
| diploma na 5 jaar (%) | 52 | 48 | 50 | | | | | |
| diploma na 6 jaar (%) | 78 | 78 | | | | | | |
| diploma na 7 jaar (%) | 83 | | | | | | | |
| uitval 1 oktober 2010 (%) | 9 | 13 | 17 | 20 | 6 | 8 | | |

- Prof. F. Zwarts (chair), professor at University of Groningen and professor and manager at University Campus Fryslân;
- R.L. Prenen, MSc, independent educational adviser;
- Prof. D. Bruns, professor for Landscape Planning at the School of Architecture, Urban and Landscape Planning, Kassel University, Germany;
- D. Jansen, BSc (student member), master student in Planning at Utrecht University;
- Prof. G. de Roo, professor in Planning at the Faculty of Spatial Sciences, University of Groningen.

Het panel werd ondersteund door Dr. M.J.V. Van Bogaert, secretaris (gecertificeerd).