

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-master Landscape Architecture and Planning van Wageningen Universiteit

	datum	Gegevens	
	28 juni 2013	Naam instelling	: Wageningen Universiteit
	onderwerp	Naam opleiding	: wo-master
	Besluit		Landscape Architecture and Planning (120 ECTS)
accreditatie wo-master		Datum aanvraag	: 11 december 2012
Landscape Architecture and		Variant opleiding	: voltijd
Planning van		Afstudeerrichtingen	: Landscape Architecture
Wageningen Universiteit			Spatial Planning
(001183)			Socio-spatial Analysis
uw kenmerk		Locatie opleiding	: Wageningen
12/31439		Datum goedkeuren	
ons kenmerk		panel	: 1 februari 2012
NVAO/20132134/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 goed 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 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 master programme in Landscape Architecture and Planning focuses on the human activities that shape and govern landscapes on various scales and how these landscapes are experienced and used by people. It emphasises the process of intervention in landscapes to create new or revitalized places by means of planning and design, and on academic reflection on this process.

The committee believes the profile of the master programme could be described more clearly. The Domain Specific Reference Framework is considered a good starting point, but the elaboration into programme objectives could be improved. The objectives and profile of the major master specialization, landscape architecture, are well-defined. The second specialization, spatial planning, in combination with landscape architecture, has satisfactory profile and objectives. However, a better description of the differences between landscape architecture and spatial planning would be advantageous. It is not clear what the present position is of the third specialization, socio-spatial analysis, and what it is aiming at. The arrival of a new chair holder in Cultural Geography has led to reconsideration of this specialization. In fact, the programme is now discussing the introduction of five tracks to replace the three specializations. The committee is assured that although the present situation of the three specializations is not optimally balanced, the programme management is aware of the issues in their profile and is in the process of changing. The committee is confident that the issues will soon be resolved. The learning outcomes are satisfactory and all Dublin Descriptors are covered, but they are rather general. The committee is convinced that the level of the programmes is as should be expected for a master 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 programme found a good balance between academic focus and the professional field. The programme is academic and research-oriented. Students learn to deliver plans and designs that are substantiated by academic knowledge and to perform academic research that reflects on their own planning and design practices and those of 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, assuring that all students follow a qualitative and coherent programme.

Content and structure of the curriculum enable students to achieve the intended learning outcomes and all learning outcomes are dealt with in multiple courses. The curriculum is among the best in the world in terms of landscape architecture. The quality of the courses is good, as are the course descriptions in the Study Handbook as well as the course guides that are written for each course. The programme obtained a good level of multidisciplinary without lowering its quality or depth. Multidisciplinary 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. 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

Pagina 3 van 7 way to provide students with fundamental knowledge. Overall, recommendations by the previous assessment committee were taken up by the programmes. A number of the staff members involved in the programme are 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 year of the master programme has a fairly high number of contact hours, almost 50% of the total study load. Although the study load is rather high for certain courses (studios and the thesis project), the programme is feasible in two years.

Wageningen University has an international reputation, in terms of both research qualities and the number of international master students. The programme management is well aware of the imperfections of its enrolment procedures and has tightened the selection in the past few 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 programme in Landscape Architecture and Planning is on schedule to implement new initiatives. The use of course guides makes the assessment procedures very clear and transparent, and they are very useful to the students. The committee especially values the use of the rubric for the master thesis, which was adapted to include the assessment of design competences. Despite the many positive developments, the committee warns not to make the assessments too rigid at the same time. The success rates of students are at the Wageningen average. The committee overall agreed with the assessments of the master theses and it was impressed by the level of the master theses. Although differences existed between the specializations, no thesis was considered unsatisfactory; some theses were even considered to be excellent. It appears that the use of the rubric is having a positive effect on the verification of the grades.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel om het profiel van de opleiding helderder te beschrijven en om te waken voor al te rigide assessments.

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.

Op grond van het voorgaande besluit de NVAO accreditatie te verlenen aan de wo-master Landscape Architecture and Planning (120 ECTS; variant: voltijd; locatie: Wageningen) van Wageningen Universiteit te Wageningen. De opleiding kent de volgende afstudeerrichtingen: Landscape Architecture; Spatial Planning; Socio-spatial Analysis. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

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



R.P. Zevenbergen
(bestuurder)

A.H. Flierman
Voorzitter

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
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	V
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidingsspecifieke 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	G
Eindoordeel		G

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 : 6.9
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Kwalificatie docenten	90% PhD 10% wo-ma
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Studielast	42 uur per week
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Contacturen

jaar	aantal in dat jaar	% van 1680
1	708	42
2	30	2

Rendement

cohort	2003	2004	2005	2006	2007	2008	2009	2010
omvang bij start	56	47	43	41	33	36	52	61
diploma na 2 jaar (%)	48	49	56	56	48	50		
diploma na 3 jaar (%)	73	66	77	85	85			
diploma na 4 jaar (%)	80	89	88	93				
diploma na 5 jaar (%)	82	94	93					
diploma na 6 jaar (%)	82	94						
diploma na 7 jaar (%)	86							
uitval (%)	13	4	7	0	0	3	2	

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- 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).