LAR-80436/39

Master's Thesis In Landscape Architecture

2021- 2022

Coordinator:
Dr. Ir. Agnès Patuano
agnes.patuano@wur.nl

Contact person:
Monique Jansen
monique.jansen2@wur.nl

(Version: January 2021)

WAGENINGEN UNIVERSITY
WAGENINGEN UR

Contents

1 INTRODUCTION

A thesis in Landscape Architecture of 36-39[1] ECTS (LAR 80436/39 in the University's Study Handbook) is compulsory for master's students who follow the master's programme Landscape Architecture and Planning (MLP), specialization Landscape Architecture.

Students have a choice between doing a design-oriented or a research-oriented thesis. However, in order to qualify for the Dutch protected title of 'Landscape Architect'[2], a design-oriented thesis has to be completed successfully. In some cases a minor thesis of 24 ECTS can be done but this is not common (see sub-section 1.2.2). This document therefore mainly deals with the large design-oriented thesis as this is the most common type that MLP students do. The typical characteristic of a design thesis is that it combines design and research.

This guide explains the logistics of the master's thesis, but it also contains useful information for those who wish to include a second thesis in their master's programme. A master's thesis project must be undertaken individually, though co-operation with another student is possible under special conditions (see sub-section 1.2.1).

In order to streamline the thesis process as much as possible, there is a specific procedure that you should follow. This procedure runs from preparing an initial preproposal up to your final thesis examination. It is to your own benefit to adhere as much as possible to this procedure. This study guide will take you through the procedure step by step.

1.1 Assumed knowledge and pre-qualification

The specific prerequisites for a master's thesis are completion of these courses:

- LAR-38806 'Master's Studio Regional Landscape Architecture: a Systems Approach'
- GEO-37806 'Research Methodology For Planning And Design'

In the second course you practiced writing research proposals. Before you write your first version of your thesis proposal, please reiterate the contents of this course. Some key materials have been uploaded to the LAR MSc thesis Brightspace page (in the section Thesis guidelines and instructions | Methodology).

- The completion of the 'Internship Landscape Architecture' (LAR-70424 up to LAR-70439) is advisable.

All prequalification requirements have to be met BEFORE starting your thesis project, i.e., before your 'kick-off' meeting with your supervisor.

1.2 Theses of other formats

In case you want to include one of these two special thesis types please discuss this with your study advisor.

1.2.1 Collaboration with another student

A master's thesis project must be undertaken individually, though co-operation with another student is possible under special conditions. In the foreword of your thesis (and before that in

[1] The extra 3 ECTS are only awarded in exceptional cases, usually for an international thesis taking place between several countries.

[2] More about the title of Landscape Architect in the Netherlands: https://www.architectenregister.nl/en/

your thesis proposal and contract), you need to motivate why you undertake your master's thesis in cooperation with another student. However, every student needs to hand in an individual thesis with a specific part of research and design in which the cooperative part has to be documented in a clearly identified section of the report, so that the individual capacity of each student can be assessed.

1.2.2 Minor thesis

In general, a minor design-oriented thesis (24 ECTS) is possible but it does not lead to eligibility for the professional title of 'Landscape Architect' in the Netherlands. In rare cases students conduct a minor thesis project as a replacement of an internship, or with a different chair group. The central theme for the small and large thesis can belong to the same topic, but then the minor thesis has to be an independent piece of work. The ECTS points achieved for the minor thesis cannot be used as part of the major thesis. In principle the Green Light step of the procedure is not required for a small thesis. Please be aware that a minor thesis within a different MSc programme does not suffice to qualify for the Dutch protected title of 'Landscape Architect'. For students wishing to work as Landscape Architect in other countries, it is your responsability to find out the requirements of the protected title.

1.2.3 Research-oriented thesis

Students can also choose a purely research-oriented thesis topic for a 36-39 ECTS thesis but it does not suffice to qualify for the Dutch protected title of 'Landscape Architect'. This might be for students interested in pursuing a PhD program after their graduation. For students wishing to work as Landscape Architect in other countries, it is your responsability to find out the requirements of the protected title.

2 THESIS PROCEDURE

2.1 Choose a suitable topic

During the course GEO-37806 'Research Methodology For Planning And Design' you should have already started working on an initial thesis proposal. It is recommended to revisit the contents of this course while you are defining a suitable topic for the MSc thesis.

Students should aim to choose a topic that matches with the Landscape Architecture chair group's research activity, based on the various research programmes and related PhD research projects currently being run, to ensure that the group can provide optimal guidance for their supervision. You can find a summary of the chair group research interests and the associated staff here, and on the Brightspace page, alongside a document to help you choose a suitable topic.

Remember it is essential that your topic:

- Includes both research and design.
- Can be tackled within the 6 months of the thesis.

2.2 Write a pre-proposal for your thesis

Write a pre-proposal in the intake form, including research question(s), preliminary methodology, schedule and preferred supervisor(s) and send it to Monique Jansen.

All incoming thesis pre-proposals are collected and presented to the Landscape Architecture chair group's staff once a month. The LAR staff then assign each thesis' pre-proposal to a suitable supervisor, based on the thesis topic and availability of supervisors. Therefore, within

five weeks of submitting your pre-proposal, you should be notified about the supervisor(s) assigned to you (see section 5.1 about supervisors).

2.3 Attend other MSc thesis colloquia

As a preparation to your thesis work, you are required to attend at least three MSc thesis Final Colloquia to get insight on the level of a MSc Landscape Architecture thesis and presentations. You have to acquire a form to document attendance from here and have it signed by the supervisors of the respective MSc thesis students presenting. Fulfilment will be assessed when you submit the thesis contract (see section 2.5).

2.4 Draft a proposal and present it for approval

Under the guidance of your supervisor, you must prepare a full thesis proposal of a maximum of 2 500 words, and an associated oral presentation (of maximum 10 minutes). Some guidance, including an outline for the proposal document is provided in Appendix 1.

The proposal presentation has a go/no go character (see Figure 1: Flowchart of thesis process, p. 8). In addition to your supervisor, another reviewer has to be present. You can discuss and determine the most appropriate reviewer for your topic with your supervisor. You are responsible for arranging a date and room which will accommodate your 10-minute presentation and the ensuing 30-minute discussion. For this, please advise your supervisor(s), reviewer and Audrey Raijmann-Schut (secretary for the Chair Group Landscape Architecture) of the arrangements. Please submit a draft of your proposal one week before your planned presentation to both your supervisor and second reviewer.

After your presentation and the discussion, your supervisor(s) and the reviewer will convene to let you know whether you are allowed to move forward with your thesis. If you are allowed to continue, you will be asked to prepare one A4 sheet with the most important comments and an indication of how you will address them in your final proposal. The finalized proposal becomes formal after you have received the approval from both your supervisor and the second reviewer.

If you are not allowed to continue, you will need to revise your proposal thoroughly and present it again. In exceptional cases, you may need to start over with a new topic.

2.5 Thesis contract

Once your proposal has been approved and formalised, you will fill out the thesis contract form with your supervisor(s). You can find the thesis contract template here or in Appendix 5 of this document.

The thesis contract states the duties and rights of student and supervisor(s) as well as special arrangements (if necessary). The contract also establishes the weight of your thesis (in ECTS) and the total contact hours between the student and supervisor(s) in the form of a preliminary schedule. Section 4 of this study guide gives some idea of the support you can expect for the completion of your thesis.

Usually, for a design-oriented thesis, the percentages for contribution to the final grade should be: 30% design; 30% thesis; 30% research and 5% examination and 5% colloquium (see the thesis assessment forms in Appendix 2). Diverging percentages (within a margin of 10% between the component research and design) must be discussed with your supervisor(s). The weighting of these components is also where the design-oriented thesis differs from a research-oriented thesis.

This contract needs to be signed by the supervisor(s) and requires a confirmation of the study adviser in relation to the pre-requirements (see Introduction section 1.1). Take the signed original copy of the thesis contract alongside your final proposal and bring or send them to the LAR secretary Audrey Raijmann-Schut (audrey.raijmann-schut@wur.nl),who will take care that the contract is properly completed and registered.

2.6 Research and design start according to contract

Once the thesis contract is finalised and signed, you start with your research and design activities under the guidance of your supervisor(s) and according to your planning as agreed upon in your proposal and thesis contract. Any deviations from the planning must be communicated and discussed with your supervisor(s). It is recommended that you start writing your thesis report as you go along so as not to waste any time.

Section 4 of this document covers the facilities, material and support you can benefit from when conducting your research and design work.

2.7 The 'Green Light' Presentation

A 'Green Light' presentation will be held when your supervisor believes you are ready for the successful completion of your thesis. This is basically a test-run of the final presentation, meaning that it has to be as complete as a final presentation. At that point in time, your thesis report should be well-advanced, but you are not obliged to deliver a full draft yet. You present your work to your supervisor(s) and the reviewer (as stated in the thesis contract). You are responsible for the invitations of supervisor(s) and second reviewer and for arranging a room reservation with Audrey Raijmann-Schut.

Your presentation should last max. 20 minutes, after which your supervisor(s) and the invited 'Green Light' reviewer will consult on the quality of your work. The outcome will be expressed as follows:

- *Green Light:* the staff is satisfied with your progress and expects you to finalise your work in a satisfactory way within a time period of about 6 weeks. Green Light is not a guarantee for a pass of the final thesis.
- *Orange Light:* the staff is positive about your progress, but also sees serious shortcomings. Sometimes this requires a new presentation. You will then be asked to prepare a new presentation that addresses the shortcomings, scheduled 4 weeks away from the initial green light date. You have to adapt your thesis contract in discussion with your supervisors.
- *Red Light*: the staff is not satisfied with your work. There are major flaws and a substantial revision is required. Only after these revisions have been addressed you can request your supervisor's permission to organize a new Green Light presentation. A new Green Light date should be set at least 8 weeks away from the previous date. If you fail twice, the next step is that you will have to apply for Final Colloquium 8 weeks later. If you fail that Colloquium, you need to discuss a follow-up procedure with the reviewer; possible solutions are: you are paired with a new supervisor, or you start afresh with a new thesis topic.

2.8 Final Colloquium and Examination

After your work is assessed with the 'Green Light', you can prepare your final submission. This includes finalising the thesis report, refining and completing designs, preparing a presentation (Powerpoint or PDF) and three posters. More details can be found in Section 3 (What to hand in).

It is your responsibility to organise the final colloquium, to invite the reviewer and potential other reviewer(s) and to organise room booking with Audrey Raijmann-Schut. You also must write an invitation to your colloquium which should include a short text (200 words) about the content of your thesis as well as information about the room and date/time, etc. You can send this to Audrey who will then disseminate it to your fellow MLP students, so they can attend your colloquium, learn from your work and collect their signatures as part of their own thesis requirements.

You first present your thesis in English in maximum 20 minutes in a public colloquium, followed by informative questions and a brief discussion with the audience. Subsequently, a closed oral examination takes place. After this the supervisor(s), reviewer(s), and examiner discuss and determine your final grade. The total assessment covers your final presentation, your thesis report and the posters. This assessment is done by your supervisor(s) and the second reviewer on the basis of the attached rubric (Appendix 3). Please study this so you know the requirements.

After the presentation you receive immediate feedback on the level of pass and fail. The precise final grade takes into account your performance at the colloquium and examination, and will be passed on later, usually within 2-3 working days (10 days at the latest). The marking follows the assessment form (Appendix 2) according to the underlying rubric (Appendix 3) and including the weightings agreed on in your thesis contract.

Table 1: Key Steps, actions, actors and deliverables

Key Steps	**Who's involved**	**Deliverable**
Find a topic	Monique Jansen, MSc coordinator	Pre-proposal/intake form
Proposal	Supervisor(s)	Proposal draft
	Supervisor(s), Reviewer	Proposal presentation + Proposal draft
	Supervisor(s), Reviewer	Final proposal
Thesis Contract	Supervisor(s), Study adviser, Reviewer, Secretary	Signed contract + Final proposal
Thesis Research	Supervisor(s)	Report draft
Green Light presentation	Supervisor(s), Reviewer	Green Light Presentation
Final Colloquium	Supervisor(s), Reviewer	Final Presentation + Final Draft

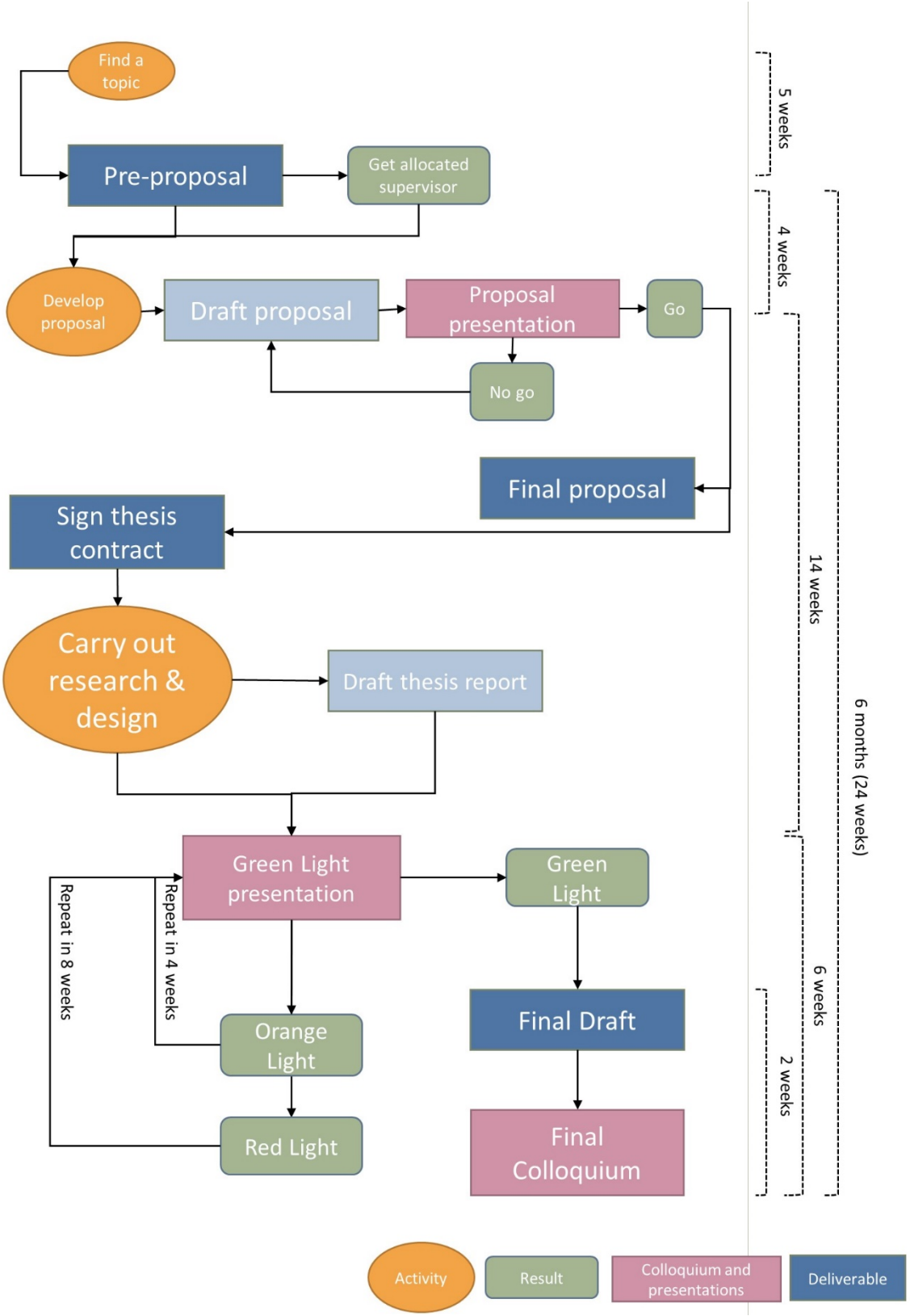

Figure 1: Flowchart of thesis process

3 WHAT TO HAND IN

Your final deliverables include your thesis report, the slides you presented at your Final Colloquium, and posters. The MSc thesis project is carried out in the English language including your thesis report and required presentations. Keep in mind that you might have different objectives and intended audiences for each medium and therefore need to adapt how you communicate your work.

3.1 The thesis

The design thesis report should not exceed 80 pages A4 or 45 pages A3, including images, maps, reference list and appendices. Text is single spaced Times New Roman 12-point or comparable format.

You have to provide two hard copies of the thesis report for your supervisor(s) and reviewer(s) two weeks before the Final Colloquium, together with a digital version (screen quality 72 dpi) that you send both to the supervisor(s) and other reviewer(s). To allow sufficient preparation time for your supervisor(s) and reviewer(s), the final thesis report needs to be handed in in printed form at least two weeks before your Final Colloquium date.

The report can be a plain, ring-bound print. You are free to choose a different binding and paper type, but this is not required by the University.

3.2 Poster prints

You need to hand in three posters, printed at A0, A1 or a size required for a competition entry. The posters need to be handed in to your supervisor alongside your final submission.

3.3 Digital deliverables

After the examination, you send the pdf version of the thesis report for the library to Audrey Raijmann-Schut (audrey.raijmann-schut@wur.nl), and the digital materials to Monique Jansen (Gaia B.205; monique.jansen2@wur.nl). All digital materials need to be handed in on your examination day. Failing to do so may delay the processing of your examination results.

These are the final digital products you should send to Monique Jansen:

- Your thesis contract
- Your attendance list to prior colloquia
- Your thesis report in pdf format (print quality 300 dpi and screen quality 72 dpi) (not as spread).
- A separate folder with min. 10 crucial/relevant illustrations (300 dpi).
- Your Final Colloquium slides presentation (PowerPoint or pdf).
- The 3 posters (print quality of 300 dpi and screen quality 75 dpi) (not as spread).
- 2 A3 posters with abstract and images of your thesis (https://www.wur.nl/en/show/LAR-MSc-A3-template.htm) for the Theses Yearbook
- Your contact details: address, private e-mail and mobile phone number.
- Your pre-proposal (handed in at the start, and maybe updated in between)(https://www.wur.nl/en/show/LAR-Intake-Form-MSc-Thesis.htm)
- An abstract in English and an abstract in Dutch, maximum of 300 words
- Your assessment form signed by your supervisor and second reviewer (if you do not have this, please ask your supervisor to send it him/herself)

After your examination, your mark is forwarded to Audrey Raijmann-Schut, who enters it into the Central Student Administration (CSA). She also arranges for the signatures of your examination committee. The chair professor keeps track of thesis work indirectly and signs the final assessment forms. A copy of these signatures should be sent to you.

4 FACILITIES, MATERIAL & SUPPORT

4.1 MSc thesis supervision

You will be allocated at least one supervisor from the Landscape Architecture group. Depending on your topic, a second supervisor from another WUR group may be involved in consultation with your main supervisor. In very special cases, an additional supervisor can be involved from another organisation. However, the first supervisor is always a staff member of the Landscape Architecture group of WUR and has the main responsibility. The addition of another supervisor has to be discussed with your main LAR supervisor. With your supervisor(s), you also select a second reviewer who is present during the Proposal presentation, Green Light and Final Colloquium. Ideally, the same reviewer should attend the different presentations throughout the thesis but this is not always possible. You can find a summary of the chair group research interests and the associated staff here, and on the Brightspace page.

For a regular 36 ECTS thesis, you can benefit from about 35 hours of contact time with your supervisor(s), starting from your first meeting with them during the draft proposal phase. As a consequence, your face-to-face supervision time is limited, and you are expected to work independently and proactively most of the time. If you need to extend beyond thes allotted 6 months, then you should also be aware you might not be able to receive any supervision after these 35 hours have been used.

It is your responsibility to keep in touch with your supervisor(s) and keep them updated of your progress. Please remember that staff members have many other responsibilities and might not be available on short notice. As an example, having a supervision meeting be delayed for a week more than 3 times can push your schedule back an entire month! For this reason, a supervision schedule should be included in your thesis agreement. It can also be a good idea to decide on your next supervision meeting at the end of the last one in order to always know when the next contact time is.

4.2 Study space and computer software

There is 'flexworking' space with appropriate computer software in several rooms in the Gaia building. For questions about the software, you need to contact Monique Jansen (Gaia B.205).

4.3 Financial compensation

A financial compensation for thesis printing costs is available for MLP-LAR students. This is currently a maximum amount of €150. This only covers printing cost for final deliverables. A form is available in Appendix 5 and on Brightspace to request reimbursement. You have to provide the receipts of printing costs that are confirmed with a signature from your thesis

supervisor(s). Please send everything to the LAR finance controller Annelies Bruinsma: annelies.bruinsma@wur.nl for approval.

Other sources of funding might be available. Please discuss this with your supervisor or consult the Student Charter.

4.4 What if there are problems?

What if you experience problems during your final thesis studies process? You might have difficulties with your health, supervision, or finances.

Issues related to supervision can be in the first instance discussed with your supervisor(s), then with the Landscape Architecture thesis coordinator (Agnès Patuano).

In case of study delay, contact your study adviser (Maaike Prangsma) as soon as possible.

In the case of financial, health or psychological problems, please contact your study adviser first. Wageningen University has a professional Student Counselling Service comprised of student deans, student psychologists, and student physicians. You can find more information here or contact them directly at Studentpsychologists@wur.nl.

5 APPENDICES

Appendix 1: Thesis proposal guidelines

Appendix 2: Thesis assessment form

Appendix 3: Thesis assessment rubric

Appendix 4: Thesis contract form

Appendix 5: Printing fees compensation forms (English and Dutch)

Appendix 1: Thesis proposal guidelines

Outline MSc thesis proposal

Landscape Architecture, WUR

You have registered in the Landscape Architecture MSc thesis course. Now comes the thesis, but where do you start? An important first step is to write a thesis proposal. The proposal sets the stage for your thesis project and should help you to focus your project and finish it in a timely fashion. The objective of this document is to provide you with basic understanding of the key components that must be included in this proposal. You won't be required to have everything planned out exactly, as your topic may change slightly in the course of your project, but clearly outlining these components in the proposal is essential for identifying the direction of your project. What a successful thesis proposal demonstrates is that, regardless of the eventual idea you pursue, you know the steps involved in turning it into a thesis.

I. General Introduction

A thesis proposal is a document in which you present your idea about the topic of your thesis and the action you propose with respect to it. Its purpose is to explain and justify what you plan to do in order to get approval. By writing your thesis proposal you demonstrate that:

- The thesis topic addresses a *significant environmental problem* that can be solved by *landscape design*;
- An *organized plan* is in place for *collecting or generating* and *analysing* data to help to produce a design to solve the problem;
- An approach is identified for *making use* of these data to *support* your *design solution* of the problem.

The reason to write a thesis proposal is because it forces you to think through the whole project from beginning to end. It will enable you to anticipate problems that may occur during the course of your thesis project and to be prepared for them. If you have an idea where you're going it's easier to get there.

It is important to realize that the thesis is a *design thesis*. This means that you, as a *first* step, need to re-formulate the problem that you have identified in terms of a design assignment or design question. This *design question* is leading throughout your thesis and determines what the *outcome* of your thesis will be. Typically the design question starts with "How could ...." or "In which way ....."

As a *second* step you explain which data you need to answer the design question and how you plan to collect or obtain them. In other words: These data represent the knowledge you need for solving the design problem. This will typically result in one main *research questions* and two or three sub research questions. It is important to be *clear and precise*, and to *restrict* yourself to a limited number of questions that matter. Typically the research questions are "what, where, when and why" questions.

When formulating your research questions you need to consider the *methods* that you are going to apply to answer these questions. If you have a question that can only be answered by doing intensive field research or holding a survey among inhabitants of your study area, consider the time available to do such kind of research. It is important to clearly describe how you will apply these methods, such as used keywords in your literature study, conceptual framework for field observations, criteria for choosing reference projects and selecting topics for comparison and/or drawing inspiration.

The data you obtain and analyse as an answer to your research question(s) will help you to answer your design question. In other words, doing research is not the primary goal of your project but is *critical to support you in realizing the intended outcome* of your thesis as laid down in the design question.

As a *third* step you must consider the way you will use the obtained and analysed data to *inform* your designs on different scale levels (and, if applicable, your design alternatives). This is *one of the most crucial steps* of your thesis project. Usually this step results in *design guidelines*. These guidelines act as an intermediate step between the mass of research evidence and its application in a complex (design) situation. They are 'enzymes' or 'germ-cells' that help you to catalyse your design actions and give them specific direction. In other words: by creating and applying design guidelines (or principles) you are able to transfer the knowledge you have obtained in a transparent way into your designs.

The *fourth* and *fifth* steps refer to essential parts of your final thesis: designing and presenting and discussing your conclusions. Of course, in your proposal it will not be possible nor desirable to go into details on these components. However, what you need to do is to persuade the reader that you have a handle on how to reach the intended outcomes as laid down in the design question and which aspects you will probably need to address in the discussion of your conclusions. The following text therefore mainly hints to the content of your final thesis.

The fourth step is creating and elaborating your designs. However design as an activity should already be done parallel along doing the research. The design guidelines will help you to find and keep hold of an appropriate course of action, but competences such as *imagination*, *intuition* and *creativity* are, of course, also highly important to achieve *an appealing response* to your design question. You will need to use (and evaluate) design models to explore alternative solutions to academically support your designs.

Finally, in the fifth step you present and discuss your overall *conclusions* and *reflect* upon your lessons learned in relation to your personal learning objectives and your expectations for this course. Your *discussion* section must be more than just a list of topics. You need to *thoroughly discuss* the methods you have used, the data you have generated, the design guidelines you have developed, etc. It is about *choices* you have made during the project and their (possible) effect on the outcome, about your *contribution* to the existing landscape architecture (design) knowledge and the landscape architecture discipline in general, and about the *societal relevance* of your work. It is recommended to keep a *logbook*, in which you record thoughts and events.

II. Structure of the Thesis Proposal (max. 2.500 words)

Title page

- Contains a short, descriptive title of the proposed thesis project (should be fairly self-explanatory and include the name of the actual site)
- Your name and registration number, name of the course, names of tutor(s), course coordinator and reviewer, and date of delivery

Table of contents

- List all headings and subheadings with page numbers
- Indent subheadings, if applicable

1. Introduction

- This section sets the context for your proposed project and must capture the reader's interest
- Create a 'hook', that is a compelling opening statement that engages the reader with your project
- Explain the background of your topic (the 'significant environmental problem') starting from a broad picture and narrowing down
- Summarize what is known about your topic as far as it is relevant to your thesis
- Location: Specify the site of your project within the larger study area. If further analysis is needed pinpoint possible sites that you will analyse
- Situation: Briefly explain what is, or seems to be, happening with regard to the proposed focus of your study or proposed site/area
- Motive: Explain what is, or seems to be the problem or missed opportunity, and why your expertise as landscape architect is needed

2. Thesis statement

- The thesis statement should capture the essence of your intended project and also help to put boundaries around it
- Formulate your objective: List one or two specific and achievable objectives that are measurable or can be evaluated otherwise. What do you want to reach with your project?
- Formulate your design question: State precisely what you aim to find out by studying your specific site/area, what your design outcomes will be and how these outcomes will contribute to solving the significant environmental problem that you have identified. Note that design questions must be answerable by means of designing while the final design provides the answer
- Formulate your research questions: State precisely what you aim to find out by studying available knowledge in order to inform the design product and/or provide evidence for making choices while designing
- Clearly explain how you intend to use the knowledge you have obtained to inform your designing

3. Key concepts, methods and materials

- Key concepts: Introduce relevant theoretical concepts or perspectives that will frame your work - perhaps summarized as a 'big idea' upon which it is focused. Explain how these concepts relate to each other (e.g. create a diagram to illustrate the conceptual framework) and operationalize them so that they can be measured and studied

- Methods: Outline the basic structure of how data and other evidence will be collected/generated and analysed in order to inform the design process (flowchart of steps and methods). Describe each method briefly and include reference to literature (don't invent your own methods)
- Materials: Name and briefly describe materials and data that you will need to work on your project (if applicable mention scales)
- Briefly discuss the validity and reliability of the obtained knowledge in relation to your design and research questions.

4. Design guidelines and design proposal(s)

- Indicate how you aim to take the step from research evidence to design by formulating design guidelines (or principles)
- Give insight into how you aim to develop your design proposal(s)
- Anticipate the Discussion and Reflection sections of your final thesis by discussing the possible significance of your outcomes in terms of answer to your design question, in terms of societal relevance and in terms of contribution to the discipline of landscape architecture.

5. Work plan including time table

- Create a time table with weekly key activities, methods, expected output, deadlines and presentations
- Mark the number of days you have available for each step. Allocate initially not more than 80 % of the available time, because you might need to return to certain steps when you insights deepen during the process.
- List the stages of your project and indicate deadlines you have set for completing each stage
- Discuss any particular challenges that need to be overcome

6. List of references

- Cite all ideas, concepts, text, data that are not your own
- Be accurate in your citations and never use a citation of an article or book you have not read yourself
- If you make a statement, back it up with your own data or a reference
- All references cited in the text must be listed. Use Harvard Referencing Style for both proposal and final report. See examples below and CiteItRight.pdf provided by your tutor(s).

7. Personal learning objectives

- State what skills and competencies you want to learn while working on your MSc thesis and how you aim to achieve this

III. General Tips and Info

Using figures

- "Pictures say more than a thousand words!" Figures serve to illustrate important aspects of the background material, data and analysis techniques
- A well-chosen and well-labelled figure can reduce text length, and improve proposal clarity. Figures from articles may be appropriate, but you should consider modifying them if the modifications will improve your point

Language / grammar / spelling

- The thesis proposal should be written in clear, academic language. The word count is a maximum of 2500 words, references, figures and tables not included. Do not use footnotes
- Poor grammar and spelling distract from the content of the proposal. The reader focuses on the grammar and spelling problems and misses keys points made in the text. Use grammar and spell check on your computer
- Read your proposal aloud - then have a friend read it aloud. If your sentences seem too long, make two or three sentences instead of one
- Try to write the same way that you speak when you are explaining a concept, as most people speak more clearly than they write
- Be careful with using specific (technical) terms. Never use a complex word if a simpler word will do. Simple wording is generally better. If you use complex terms make explicit in which sense you use them.

Examples of referencing

Note: When referencing the author's name(s) are mentioned, and also the date of the publication and the page number(s) of the quotation, if applicable. If you do not quote but generally refer to a publication you leave page numbers out.

Journal articles:

Lenzholzer, S., Brown, R.D. (2016) 'Post-positivist microclimatic urban design research: A review', *Landscape and Urban Planning*, 153, 111-121.

In the text you refer to: (Lenzholzer and Brown, 2016, page number)

Voskamp, I.M., Stremke, S., Spiller, M., Perrotti, D., van der Hoek, J.P., Rijnaarts, H.H.M. (2017) 'Enhanced performance of the Eurostat method for comprehensive assessment of urban metabolism: A material flow analysis of Amsterdam', *Journal of Industrial Ecology*, 21(4), 887-902.

In the text you refer to: (Voskamp et al., 2017, page number)

Book:

McHarg, I. (1969) *Design with Nature*, New York: John Wiley.

In the text you refer to: (McHarg, 1969, page number)

Edited book:

Van den Brink, A., Bruns, D., Tobi, H., Bell, S. (2017) *Research in Landscape Architecture: Methods and Methodology*, Abingdon: Routledge.

In the text you refer to: (van den Brink et al., 2017)

Chapter in an edited book:

Herrington, S. (2013) ‘An ontology of landscape design’, in Howard, P., Thompson, I. and Waterton, E., eds. *The Routledge Companion to Landscape Studies*, Abingdon: Routledge, 355– 365.

In the text you refer to: (Herrington, 2013, page number)

When referring to a source that is available on internet, mention the name of the site (https://...) and the date you have accessed the site and retrieved information from it.

Appendix 2a: Thesis evaluation form 24-36 ECTS <u>design</u> thesis

Thesis evaluation Wageningen University LAR Design Thesis

Fill out the single lined fields. Use a comma or a point as decimal sign, depending on the language chosen.

Name chair group	Landscape Architecture	
Name student		
Registration number		
Study programme	Msc Landscape Architecture and Planning	
Specialisation	Landscape Architecture	
Code thesis	LAR 804""	
Short title thesis		
Date examination		**Signature**
Supervisor chair group		
Supervisor outside chair group (if so)		
Examiner		

	grading mark 1-10	relative weight *
Research competence (20-50%) *		30%
1 Commitment and perseverance		
2 Initiative and creativity		
3 Independence		0.0
4 Efficiency in working with data		
5 Handling supervisor's comments and development of research skills		
6 Keeping to the time schedule		
Thesis report (20-50%) *		30%
1 Relevance research, clearness goals, delineation research		
2 Theoretical underpinning, use of literature		
3 Use of methods and data		0.0
4 Critical reflection on the research performed (discussion)		
5 Clarity of conclusions and recommendations		
6 Writing skills		
7 Graphical Skills		
Design competences (20-50%) *		30%
1 Architectural Composition		
2. Creative thinking landscape architectonic design and aesthetical enhancement		0.0
3. Conceptual strength that expresses, leads, or predicates the design		
Colloquium (5-10%) *		5%
1 Graphical presentation		
2 Verbal presentation and defence		0.0
Examination (5%) *		5%
1 Defence of the thesis		
2 Knowledge of study domain		0.0

* please choose weights such that there sum is 100.

TOTAL	0.00
FINAL GRADE	

Comment by supervisor

Comment by 2nd reviewer/examiner

Appendix 2b: Thesis evaluation form 24-36 ECTS research thesis

Thesis evaluation Wageningen University

Fill out the single lined fields. Use a comma or a point as decimal sign, depending on the language chosen.

Name chair group		
Name student		
Registration number		
Study programme		
Specialisation		
Code thesis		
Short title thesis		
Date examination		**Signature**
Supervisor chair group		
Supervisor outside chair group (if so)		
Second reviewer/examiner		

	grading mark 1-10	relative weight *
Research competence (30-60%) *		
1 Commitment and perseverance		
2 Initiative and creativity		
3 Independence		0.0
4 Efficiency in working with data		
5 Handling supervisor's comments and development of research skills		
6 Keeping to the time schedule		
Thesis report (30-60%) *		
1 Relevance research, clearness goals, delineation research		
2 Theoretical underpinning, use of literature		
3 Use of methods and data		0.0
4 Critical reflection on the research performed (discussion)		
5 Clarity of conclusions and recommendations		
6 Writing skills		
Colloquium (5%) *		
1 Graphical presentation		
2 Verbal presentation and defence		0.0
Examination (5%) *		
1 Defence of the thesis		
2 Knowledge of study domain		0.0

* please choose weights such that there sum is 100.

TOTAL	0.0
FINAL GRADE	0

Comment by supervisor

Comment by 2nd reviewer/examiner

Appendix 3: Rubric for assessment of MSc-design thesis Chair Group Landscape Architecture

Author: Compilation of Arnold F. Moene, Meteorology and Air Quality Group, Wageningen University (WUR wide criteria)
Design Competences Ingrid Duchhart Landscape ArchitectureChairgroup
Ratified by the Examination Committee Environment and Landscape November 15th, 2011

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
Research competence (20-50%) *						
1. Commitment and perseverance	Student is not motivated. Student escapes work and gives up regularly	Student has little motivation. Tends to be distracted easily. Has given up once or twice	Student is motivated at times, but often, sees the work as a compulsory task. Is distracted from thesis work now and then.	The student is motivated. Overcomes an occasional setback with help of the supervisor.	The student is motivated and/or overcomes an occasional setback on his own and considers the work as his "own" project.	The student is very motivated, goes at length to get the most out of the project. Takes complete control of his own project. Considers setbacks as an extra motivation.
2. Initiative and creativity	Student shows no initiative or new ideas at all.	Student picks up some (but not all) initiatives and/or new ideas suggested by the supervisor	Student picks up all initiatives and new ideas suggested by the supervisor.	Student shows some initiative and/or comes up with one or two own ideas	Student has his own creative ideas on hypothesis formulation, design or data processing.	Innovative research methods and/or data-analysis methods developed. Possibly the scientific problem has been formulated by the student.
3. Independence	The student can only perform the project properly after repeated detailed instructions. The student is not able to apply basic required knowledge.	The student needs frequent instructions and well-defined tasks from the supervisor and the supervisor needs careful checks to see if all tasks have been performed.	The supervisor is the main responsible for setting out the tasks, but the student is able to perform them mostly independently	Student selects and plans the tasks together with the supervisor and performs these tasks on his own	Student plans and performs tasks mostly independently, asks for help from the supervisor when needed. The student occasionally shows critical self-reflection.	Student plans and performs tasks independently and organizes his sources of help independently. Student is able to critically reflect on his own functioning and performance.
4. Efficiency in working with data Note: depending on the characteristics of the thesis work (experimental, data analysis (also model data) or model development), not all aspects may be relevant and some may be omitted	**Experimental work** Student is not able to setup and/or execute an experiment.	Student is able to execute detailed instructions to some extent, but errors are made often, invalidating (part of) the experiment.	Student is able to execute an experiment that has been designed by someone else (without critical assessment of sources of error and uncertainty).	Student is able to select an appropriate experimental setup from literature and execute this. Takes sources of error and uncertainty into account in a qualitative sense.	Student is able to modify existing experimental setup (from supervisor or literature). Takes into account sources of error and uncertainty quantitatively.	Student is able to setup an experiment exactly tailored to answering the research questions. Quantitative consideration of sources of error and uncertainty. Execution of the experiment is flawless.
	Data analysis Student is lost when using data. Is not able to use a spreadsheet program or any other appropriate data-processing program.	Student is able to organize the data, but is not able to perform checks and/or simple analyses	Student is able to organize data and perform some simple checks; but the way the data are used does not clearly contribute to answering of the research questions and/or he is unable to analyse the data independently.	Student is able to organize the data, perform some basic checks and perform basic analyses that contribute to the research question	Student is able to to organize the data, perform commonly used checks and perform some advanced analyses on the data	Student is able to organize the data, perform thorough checks and perform advanced and original analyses on the data.
	Model development Student is not able to make any modification/addition to an existing model.	Student modifies an existing model, but errors occur and persist. No validation.	Student is able to make minor modifications (say a single formula) to an existing model. Superficial validation or no validation at all.	Student is able to make major modifications to an existing model, based on literature. Validation using some basic measures of quality.	Student is able to make major modifications to an existing model, based on literature or own analyses. Validation using appropriate statistical measures.	Student is able to develop a model from scratch, or add an important new part to an existing model. Excellent theoretical basis for modelling as well as use of advanced validation methods.
5. Handling supervisor's comments and development of research skills	Student does not pick up suggestions and ideas of the supervisor	The supervisor needs to act as an instructor and/or supervisor needs to suggest solutions for problems	Student incorporates some of the comments of the supervisor, but ignores others without arguments	Student incorporates most or all of the supervisor's comments	Supervisor's comments are weighed by the student and asked for when needed.	Supervisor's comments are critically weighed by the student and asked for when needed, also from other staff members or students.
	Knowledge and insight of the student (in relation to the prerequisites) is insufficient and the student is not able to take appropriate action to remedy this	There is some progress in the research skills of the student, but suggestions of the supervisor are also ignored occasionally.	The student is able to adopt some skills as they are presented during supervision	The student is able to adopt skills as they are presented during supervision and develops some skills independently as well	The student is able to adopt new skills mostly independently, and asks for assistance from the supervisor if needed.	The student has knowledge and insight on a scientific level, i.e. he finds solutions on his own, increases knowledge where necessary and actively explores new knowledge
6. Keeping to the time schedule	Final version of thesis or colloquium more than 50% of the nominal period overdue without a valid reason (force majeure)	Final version of thesis or colloquium at most 50% of the nominal period overdue without a valid reason.	Final version of thesis or colloquium at most 25% of nominal period overdue (without valid reason)	Final version of thesis or colloquium at most 10% of nominal period overdue (without valid reasons)	Final version of thesis or colloquium at most 5% of nominal period overdue (without good reasons)	Final version of thesis and colloquium finished within planned period (or overdue but with good reason).
	No time schedule made.	No realistic time schedule.	Mostly realistic time schedule, but no timely adjustment of time schedule.	Realistic time schedule, with some adjustments. in times only.	Realistic time schedule, with timely adjustments. of times.	Realistic time schedule, with timely adjustments of both time and tasks.
Thesis report (20-50%) *						
1. Relevance research, clearness goals, delineation research	No link is made to existing research on the topic.	The context of the topic at hand is described in broad terms but no link between what is known and what will be researched.	The link between the thesis research and existing research does not go beyond the information provided by the supervisor.	Context of the research is defined well, with input from the student. There is a link between the context and research questions.	Context of the research is defined sharply and to-the-point. Research questions emerge directly from the described context.	Thesis research is positioned sharply in the relevant scientific field. Student is able to indicate the novelty and innovation of the research.
	There is no researchable research question and the delineation of the research is absent	Most research questions are unclear, or not researchable and the delineation of the research is weak	At least either the research questions or the delineation of the research are clear	The research questions and the delineation are mostly clear but could have been defined sharper at some points	The research questions are clear and researchable and the demarcation is clear.	The research questions are clear and to-the-point and limits of the research are well-defined.
2. Theoretical underpinning, use of literature	No treatment of underlying theory.	There is some treatment of underlying theory, but the description shows serious errors.	Student has found the relevant theory, but the description has not been tailored to the research at hand or shows occasional errors.	Student has found the relevant theory, and has been partially successful in tailoring the description to the research at hand. Few errors occur.	Student has found the relevant theory, and has been successful in tailoring the description to the research at hand.	Clear and complete overview of relevant theory, on the level of a up-to-date review paper.. Exactly tailored to the research at hand.
	No peer-reviewed/primary scientific papers in reference	Only a couple of peer-reviewed papers in reference	Some peer-reviewed papers in reference list but also a	Relevant peer-reviewed papers in reference list but also some	Mostly (<75%) peer-reviewed papers in reference list or	Almost exclusively peer-reviewed papers in reference

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
	list except for those already suggested by the supervisor	list.	significant body of gray literature.	gray literature or text books.	specialized monographs.	list or specialized monographs (not text books). All papers included are relevant.
3. Use of methods and data	No description of methods and/or data.	Research is not reproducible due to insufficient information on data (collection and/or treatment) and analysis methods	Description of the data (collection, treatment) or models as well as the analysis methods used is lacking in a number of places so that at most a more or less similar research could be performed.	Description of the data (collection, treatment) or models as well as the analysis methods used is mostly complete, but exact reproduction of the research is not possible due to lack of some details.	Description of the data (collection, treatment) or models as well as the analysis methods used is complete and clear so that exact reproduction of the research is possible.	Description of the data (collection, treatment) or models as well as the analysis methods is complete and clear so that exact reproduction of the research is possible.
4. Critical reflection on the research performed (discussion)	No discussion and/or reflection on the research. Discussion only touches trivial or very general points of criticism.	Student identifies only some possible weaknesses and/or points at weaknesses which are in reality irrelevant or non-existent.	Student indicates most weaknesses in the research, but does not weigh them relative to each other.	Student indicates most weaknesses in the research and is able to weigh them relative to each other.	Student indicates all weaknesses in the research and weighs them relative to each other. Furthermore, (better) alternatives for the methods used are indicated.	Student is not only able to identify all possible weaknesses in the research, but is also able to indicate which weaknesses affect the conclusions most.
	No confrontation with existing literature.	Confrontation with irrelevant existing literature.	Only trivial reflection vis-a-vis existing literature.	Student identifies only most obvious conflicts and correspondences with existing literature.	Student shows minor and major conflicts and correspondences with literature and can identify the added value of his research relative to existing literature.	Student critically confronts results to existing literature and in case of conflicts is able to weigh own results relative to existing literature. Student is able to identify the contribution of his work to the development of scientific concepts
5. Clarity of conclusions and recommendations	No link between research questions and conclusions.	Conclusions are drawn, but in many cases these are only partial answers to the research question.	Conclusions are linked to the research questions, but not all questions are addressed.	Most conclusions well-linked to research questions and formulated clearly. Possibly some vagueness in wording.	Clear link between research questions and conclusions. Conclusions are formulated exact.	Clear link between research questions and conclusions. Conclusions are formulated exact. Conclusions are grouped/ordered in a logical way.
	No recommendations given.	Recommendations are absent or trivial.	Some recommendations are given, but the link of those to the conclusions is not always clear.	Recommendations are well-linked to the conclusions.	Recommendations are to-the-point, well-linked to the conclusions and original.	Recommendations are to-the-point, well-linked to the conclusions, original and are extensive enough to serve as project description for a new thesis project.
6. Writing skills	Thesis is badly structured.	Structure of the thesis has not been applied consistently (some parts occur at strange places).	Thesis has a logical structure with a few exceptions.	Structure of the thesis is clear and has been applied consistently with only few exceptions.	Structure of the thesis is clear and has been applied consistently.	Well-structured. Text is formulated clearly and exactly throughout.

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
	Formulations in the text are often incorrect/inexact.	Vagueness and/or inexactness in wording occurs regularly and it affects the interpretation of the text.	The text is ambiguous in some places but this does not always inhibit a correct interpretation of the text.	Formulations in text are predominantly clear and exact. Thesis could have been written more concisely.	Formulations in text are clear and exact.	*Textual* quality of thesis (or manuscript in the form of a journal paper) is such that it could be acceptable for a peer-reviewed journal.
Design Competences (20-50%) – Artistic Skills						
1. Architectural composition of the spatial organization and intentional shaping of parts into a specific relationship	Less than a routine design, unrelated to prototypes, badly executed in details and materials. Unaware of prototypes, at random spatial organization and unintentionally shaped.	A routine design within range of existing variables, unintentionally shaped but with certain spatial organization, predominantly weak in details and materials.	Routine design that can be directly related to existing design prototypes - sufficiently shaped architectonic composition but in some parts weak in material and details.	Routine design that can be related to existing design prototypes - well shaped architectonic composition with sufficient attention to materials and details.	Innovative design, non-routine design manipulating the existing range of variables but with new appearance. Excellently shaped architectural composition, with attention to materials and detail. Qualified as an entry for a design competition.	Creative design using new variables and beyond the existing range of prototypes and established 'state of the art'. Capacity to shift paradigms or to develop new prototypes. Excellently shaped architectural composition, with attention to materials and detail. Qualified as an entry for a design competition.
2. Creative thinking regarding landscape architectonic design and aesthetical enhancement	Creative thinking is absent, cannot identify the landscape architectonic problems and cannot generate possible spatial solutions. Has no understanding of the possibilities of adding extra aesthetic qualities.	Has difficulties in identifying and applying methods. Is not aware what the orthodox methods entail, has difficulties in solving landscape (architectonic) problems and is unaware of how to add extra quality.	Applies customary methods and focusses on standards, understands what the orthodox method entails, but is not yet able to apply this knowledge. Solves some of the problems and has some understanding of potentially enhancing the aesthetic quality of the place.	Considers different approaches and shows interest in alternatives. Attemps to find links to related aspects. Realizes that the problem might be solved in a generic way and that there may be alternatives, but does not provide additional aesthetic quality.	Lateral attitude tried different approaches and searched for alternatives, easily associates and sees links between related aspects. Seeks a generic approach, considers to abandon the orthodox method and cresting a better one. Solves problems and makes good efforts to provide additional aesthetic quality to the landscape.	Lateral attitude tried different approaches and actively tried out alternatives, applied associative thinking and makes use of links between related aspects, boldness abandoned generic approaches and orthodox methods and crested a better one. Explicitly goes beyond problem solving and adds new aesthetic qualities to the landscape.
3. Conceptual strength that expresses, leads, or predicates the design	Conceptual idea(s) are absent. Poor understanding of the existence and use of conceptual ideas. Design therefore lacks internal and external coherence and does not respond to contextual factors neither in time, space nor scale.	Conceptual idea(s) are minimally identified. Some understanding of the use of conceptual ideas and how to derive at conceptual ideas. Design lacks coherence in major parts and inadequately responds to contextual factors in time, space and scale.	Conceptual idea(s) are sound but not always clearly translated into design principles. Design shows a basis for internal and external coherence, with flaws in some major parts. Spatial context is present, at least two levels scale are elaborated, but shows omissions. Time aspect is	Conceptual idea(s) are sound and clearly stated, the ideas are rich and at large expressed in design principles. The concept is well explained, the design shows internal and external coherence in most parts. Spatial context is addressed and at least three levels of scale, and some issues of	The conceptual ideas respond well to site and contextual factors, and are clearly expressed in design principles. They are well reflected in the design, as a result the design shows internal and external coherence through relevant levels of scale, frames of time, and spatial context.	The conceptual idea(s) respond well to site and contextual factors, and are clearly expressed in design principles. The design principles are excellently translated in the design, showing great internal and external coherence through relevant levels of scale, different frames of time and

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
			absent.	change over time.		spatial context.
Colloquium (5-10%)						
1. Graphical presentation	Presentation has no structure. Unclear lay-out.	Presentation has unclear structure.	Presentation is structured, though the audience gets lost in some places.	Presentation has a clear structure with only few exceptions.	Presentation has a clear structure.	Presentation clearly structured, concise and to-the-point.
	Too much text, and no graphs, tables or graphics throughout. Too small font size, too many slides.	Lay-out in many places insufficient: too much text and too few graphics or vice versa.	Quality of the layout of the slides is mixed.	Lay-out is mostly clear, with too much text, or some lacking graphs in few places only.	Lay-out is clear.	Lay-out is functional and clear. Clever use of graphs and graphics. Clear take-home message.
2. Verbal presentation and defense	Spoken in such a way that majority of audience could not follow the presentation.	Presentation is uninspired and/or monotonous and/or student reads from slides.	Quality of presentation is mixed: sometimes clear, sometimes hard to follow.	Mostly clearly spoken. Perhaps monotonous in some places.	Clearly spoken. Good separation between the main message and side-steps.	Relaxed and lively though concentrated presentation. Clearly spoken.
	Bad timing (way too short or too long).	Timing not well kept (at most 30% deviation from planned time).	Timing not well kept (at most 20% deviation from planned time).	Timing is OK (at most 10% deviation from planned time).	Timing is OK.	Presentation finished well in time.
	Student is not able to answer questions.	Student is able to answer only the simplest questions	Student answers at least half of the questions appropriately.	Student is able to answer nearly all questions in an appropriate way.	Student is able to answer all questions in an appropriate way, although not to-the-point is some cases.	Student is able to give clear and to-the-point answers to all questions.
Examination (5%)						
1. Defense of the thesis	Student is not able to defend/discuss his thesis. He does not master the contents	The student has difficulty to explain the subject matter of the thesis.	Student is able to defend his thesis. He mostly masters the contents of what he wrote, but for a limited number of items he is not able to explain what he did, or why.	Student is able to defend his thesis. He masters the contents of what he wrote, but not beyond that.	Student is able to defend his thesis, including indications where the work could have been done better.	Student is able to freely discuss the contents of the thesis and to place the thesis in the context of current scientific literature.
2. Knowledge of study domain	Student does not master the most basic knowledge (even below the starting level for the thesis).	The student does not understand all of the subject matter discussed in the thesis.	The student understands the subject matter of the thesis on a textbook level.	The student understands the subject matter of the thesis including the literature used in the thesis.	Student is well on top of subjects discussed in thesis: not only does he understand but he is also aware of current discussions in the literature related to the thesis topic..	Student is well on top of subjects discussed in thesis: not only does he understand but he is also aware of discussions in the literature beyond the topic (but related to) of the thesis.

Appendix 4: Example of a Thesis Contract

Wageningen University Master LAR Design Thesis Agreement

This Wageningen University (WU) master thesis agreement serves to lay down agreements between a master student and a chair group. The agreement registers rights and duties of both parties and is a further supplementation and elaboration of the Higher Education and Research Act (WHW), Education and Examining Regulations and the Student Charter.

The form has to be completed for each master thesis by the student and a representative of the chair group before the start of the study activities.

Student and representative sign three copies of the form. Both receive a copy. A third one is send to a representative of the programme: the study advisor mentioned below.

When the agreement is modified the student will receive a copy of the adjusted form.

For complaints on the supervision or assessment the student can appeal to:
- The study advisor for advice and support
- The Examining Board for advice on procedures or an official complaint.
- The Examination Appeals Board.
- A dean or a Confidential advisor for students

For additional information see the explanation on page 4.

1. Information on student and chair group

Student:	
Study programme:	MLP
Registration number:	
Study advisor:	Dr. Maaike Prangsma
Chair group:	Landscape Architecture
Supervisor(s):	
Reviewer[3]:	
Course code:	LAR 80436/39
Examiner:	Sanda Lenzholzer as LAR chair holder

The student is informed about the (written) guidelines and rules of the chair group for thesis students: yes/no

2. Prerequisite course(s)

Course code:	Master Studio Regional (LAR-38806)	Passed:	yes/no
Course code:	Research Methodology (GEO-37806)	Passed:	yes/no

3. Admission to the thesis

[3] This name can be entered later.

Study advisor _____ (signature) has stated that the student is qualified[4] for a master thesis and that the thesis is compulsory for the programme of the student.

4. Title and planning

Title of the thesis project: _____

_____

Date of start: _____

Date of finish: _____

Special arrangements for planning: _____

5. Arrangements on supervision

(Arrangements on the type and intensity of meetings of student and supervisor on role and responsibilities when more supervisors or more chair groups are involved)

6. Arrangements on facilities

(Work place (office/lab), access to buildings and locations. Availability and use of equipment, materials and facilities)

7. Arrangements on report

(Language and lay out, time and format of transfer of results and data, agreements on secrecy of results and publicity of the thesis report)

8. Arrangements for individual situations.

(Circumstances beyond one's control, disability, absence for special reasons)

[4] This means that the student has completed all required courses for starting with this master thesis.

9. Assessment

The assessment form for theses of WU has to be used.

The percentages in the assessment form that will be used are:

Learning outcomes (assessment criteria)	percentage
A. Research competence	30
B. Thesis report	30
C. Design Competences	30
D. Colloquium	5
E. Examination	5

The assessment will be done in week (on) .....

10. Signature

The student agrees to report any relevant change in circumstances which may affect the results of the project to the supervisor.

The student declares to be acquainted with rules and procedures of the chair group and with the assessment form. The chair group declares to have provided the student with all relevant information (including rules, regulations, safety issues).

Wageningen,

	Name	Date	Signature
Student:	.....	.....	.....
Supervisor(s):	.....	.....	.....
	.....	.....	.....
Examiner a:	Sanda Lenzholzer	.....	.....
	.....	.....	.....

Explanation[5]

1. Information student and chair group

The study advisor has to be asked for advice on the progress of the student and qualification for a master thesis. The study programme (study advisor) has to be informed about the arrangements students want to make for thesis projects in order to establish whether the programme allows the student to take this thesis and to keep record of the student's progress.

The reviewer will be the chair holder being responsible for the thesis. The supervisor takes care of daily supervision. A supervisor from an external organization can not have a formal role, and can not be involved in the marking because he is not a qualified lecturer. If more supervisors and chair groups are involved each role should be explained under item 5. WUR employees outside the university section (e.g. researchers) can be regarded as supervisor like a WU lecturer.

2. Prerequisites

Chairs can require a maximum of two prerequisite courses (in total 12 credits) for starting a thesis. These prerequisites have to be published in the study handbook. The student has to pass the exam(s) to gain access to the thesis.

3. Admission to the thesis

The chair group (supervisor, coordinator education) should contact the study advisor personally to be informed about the student being qualified for starting with the master thesis.

4. Description and planning

In general reference can be made to a previously described project proposal of the chair group with subject and type of activities. It is considered very important that the student writes a detailed project description and is aware of all consequences with respect to type of activities, intensity and planning of work. If the student intends to interrupt the project for exams or leave the supervisor should agree in advance.

5. Arrangements on supervision

A supervisor will have his own rules for planning meetings with students, for involvement of co-workers. Especially when more supervisors and chair groups are involved it should be avoided that the student is confronted with conflicting rules and opinions. Only one supervisor should be the focal point for the student.

6. Arrangements on facilities

The chair group takes care of the facilities the student needs. In general it should be assumed that the student is not familiar with the policy concerning priorities for use of equipment and facilities, and is not aware who is in charge of them. It should be explained to the student that arrangements can never be a guarantee for availability and that because of unpredictable circumstances the thesis project may have to be adapted with respect to time planning and/or content. Chair group and student have to find solutions together.

[5] This Master Thesis Agreement form is established by the Board of the Education Institute in September 2009: it is a revision of the Thesis Contract used at WU since January 1996.

7. Arrangements on report

Specific rules on the lay-out of a report, the transfer of data sets and processed results have to be agreed.

The thesis project can be part of a larger project in which external partners are involved, or in which results may be generated that require confidentially. The university has rules on protection and embargo of scientific results. Thesis reports can be registered with a restriction on disclosure of contents. The reviewers and supervisor(s), however, always need a full copy to assess the student.

From October 2009 all master theses have to be uploaded to the Wageningen UR Digital Library through the AIR (Administration Enrolment data and Results). It is up to the involved chair group and student to decide whether the thesis will be made public or not in the Digital Library.

8. Arrangement for individual situations

Students can ask for specific facilities e.g. to work with a disability. Student and chair group can ask study advisor or dean for students for advice.

9. Assessment procedure

Examining Boards and Board of the Education Institute have decided[6] in 2006 that all chair groups of WU have to use the standard assessment form for theses and two reviewers. The chair group can adjust the weight (percentages) of the assessment criteria on the excel-form. The student should be informed on this (item 9 of this agreement).

The completed assessment form for the thesis has to be uploaded to the AIR.

[6] https://portal.wur.nl/sites/owi/kwaliteitszorg/Policy%20Documents%20and%20Forms/thesis-letter-061102.pdf

Appendix 4: Printing fees compensation forms

Reimbursement copy costs Msc-Thesis

Reimbursement maximum € 150,00 (3 copies)

☐ **Chair group Landscape Architecture (LAR)**

Date	
Name	
Address	
Zip code and place	
Registration number	
BSN number	
Thesis/course code	☐ LAR …….
Total amount	€
Signature student	
Bank account number (IBAN):	
BIC-code bank	
name bank:	
name account holder:	
Name supervisor	
Signature supervisor	

Please attach original receipts.

Please leave this form at the administrator Annelies Bruinsma, Gaia-building, 2nd floor, room A.221

Vergoeding kopieerkosten afstudeerscriptie (Msc)

Vergoeding maximum € 150,00 (3 exemplaren)

☐ **Leerstoelgroep Landschapsarchitectuur (LAR)**

Datum	
Naam	
Adres	
Postcode en woonplaats	
Registratienummer	
BSN	
Vakcode	☐ LAR …….
Totaalbedrag te vergoeden	€
Handtekening student	
Overmaken op bankrekening (IBAN):	
naam bank:	
BIC-code bank	
ten name van:	
Naam begeleider	
Handtekening begeleider	

Bonnen van gemaakte kosten bijvoegen.

Inleveren bij administrateur Annelies Bruinsma, Gaia, 2e etage, kamernr. A.221