



### Conclusion

Based on the results it can be concluded that the teachers understand the model but in some cases they indicate that the phases in the model differ too little to see the exact differences. Furthermore, in most cases a discussion was needed to realise consensus and most of the time these discussions were about how to interpret the model. The discussion finally ended up in consensus, but the model is not interpreted in the same way by all teachers. In fact items in the model are being re-interpreted from the perspective of the discussion to enable consensus. Besides, not all teachers did join the discussion to the same extent. Some teachers listened and added hardly anything to the discussion. The second objective was to actually measure the utility of the model in practice. From the results can be concluded that the model can be used (or: is useful) to have an unambiguous discussion about CBL. The teams saw especially added value for determining priorities for future programme development.

### References

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### Entrepreneurship@Wageningen: the WAEGHALS/Daredevil initiative

*Hans Dons and Wim Hulsink*

Wageningen University and Research Centre (Wageningen UR) feels very strongly about encouraging entrepreneurship in the agro-food and life sciences; this also applies to Food Valley, the business community of food companies in the Netherlands, at the heart of which lies Wageningen UR. In Wageningen there is a strong need to encourage entrepreneurship in a broad sense; this has to do with:

- developing a culture within the university and research centres that is rooted in initiatives and the exploration, application and exploitation of knowledge and competencies, driven by proactive and innovation-oriented students and researchers;
- creation of new business by new firms that start from within the Wageningen Business Generator and/or the incubator Biopartner Center Wageningen or dynamic firms that collaborate closely with Wageningen UR.

Initiated by, among others, the two entrepreneurship professors, a synergy has emerged since 2006 that involves all teachers, researchers, entrepreneurs, students and incubation managers within Wageningen UR, who are actively involved in promoting, encouraging and organising innovation, knowledge

transfer and entrepreneurship. It is a network of about twenty people, informally called 'Entrepreneurship@Wageningen', in which the main groups in the areas of orientation, education, research and new entrepreneurship are represented, including Wageningen Business School, Wageningen Business Generator, Management Studies Group, ECS, Students Entrepreneurship Centre (STOC), Agricultural Economic Research Institute (LEI), the Royal Netherlands Society for Agricultural Sciences (KLV), Van Hall Larenstein and BioPartner Centre Wageningen. Marcel Schuttelaar, the founder/director of Schuttelaar & Partners and ambassador of Wageningen UR, has offered to act as chairman of 'Entrepreneurship@Wageningen'. He has chaired the five meetings in which the coordination, communication and cooperation within the network was given shape with enthusiasm and style.

Eventually, this resulted in the foundation of WAEGHALS, on November 16, 2006. This acronym (which in Dutch means 'daredevil') is short for WAgeningen Entrepreneurial Group on Health, Agri-food & Life Sciences). WAEGHALS encourages entrepreneurship and knowledge commercialisation within Wageningen UR in four areas (Education, Research, Experience and Business Creation) and it is aimed at students, staff and external parties. Its goals are to become the centre *par excellence* in the field of Entrepreneurship in the (Dutch) Agro-food sector (see [www.waeghals.wur.nl](http://www.waeghals.wur.nl)). ◀

### Assessment op de universiteit

*Judith Gulikers*

Wageningen Universiteit doet het in de peilingen goed op het gebied van beroepsvoorbereiding. Voor de derde keer op rij staat Wageningen nummer 1. Toch heeft Wageningen sterk de ambitie om het competentiegericht onderwijs (CGO) verder te ontwikkelen en te verbeteren. Een belangrijke rol bij beroepsvoorbereiding en verandering van het onderwijs naar CGO ligt bij de toetsing, oftewel assessment: Hoe worden competenties beoordeeld? Wanneer worden ze beoordeeld? Met welk doel? Hoe wordt er voor gezorgd dat het onderwijs en de assessments goed op elkaar aansluiten? En wat betekent dit voor het kennisgerichte onderwijs dat voornamelijk centraal staat binnen de universiteit? Welke rol krijgen studenten in de assessments van hun eigen competenties en welke veranderingen brengt dit mee voor de rollen van docenten en studieadviseurs of begeleiders?

Om deze vragen universiteitsbreed aan de orde te stellen en een gezamenlijk gedragen plan te ontwikkelen, is in het voorjaar van 2007 een stuurgroep 'voorbereiding arbeidsmarkt' opgericht, op initiatief van de voorzitter van de Raad van Bestuur en voorgezeten door de Rector Magnificus. De stuurgroep houdt zich op dit moment met name bezig met de vraag hoe assessments kunnen bijdragen aan de beroepsvoorbereiding van studenten. De stuurgroep stelt zich als doel om te komen tot een plan voor beroepsvoorbereidende assessments binnen *alle* opleidingen op Wageningen Universiteit. De insteek is dat zoveel mogelijk partijen betrokken worden. Dat wil zeggen: vertegenwoordigers van zoveel mogelijk opleidingen, studenten, studieverenigingen,