Degree Programme Section of the Education and Examination Regulations 2022-2023

Global Project and Change Management

FULL-TIME BACHELOR´S DEGREE PROGRAMME

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1 WELCOME

Dear student,

Before you lies the degree programme section of the Education and Examination Regulations of the BBA Global project and Change Management offered by the Windesheim Honours College for the 2022-2023 academic year.

The Education and Examination Regulations are revised and adopted again each year. Each degree programme has a single set of *Education and Examination Regulations, consisting of an institutional section and a degree programme section, the latter adopted by each degree programme separately*. The institutional section contains the basic regulations and is adopted to cover Windesheim as a whole. This degree programme section contains the more detailed regulations derived from these basic regulations which your degree programme has set, with approval from its Degree Programme Committee and Unit Participation Council.

2 OBJECTIVE AND CONTEXT OF THESE EDUCATION AND EXAMINATION REGULATIONS

The Education and Examination Regulations may be regarded as an overview of the rights and duties for you as a student as well as for your degree programme. Windesheim opts for one-year validity of its Education and Examination Regulations. This means these Regulations are revised and adopted again each year. This procedure has been adopted to ensure that the curriculum remains up to date. So it's important to make sure you have the right version for the current academic year.

3 WHAT DO WE TRAIN YOU FOR?

Mission
Windesheim Honours College educates students to become highly qualified professionals, who are active across public and private domains, with a critical and reflective attitude, and a global perspective with a strong focus on intercultural diversity and sustainability.

Vision
Provide a challenging educational environment with personal development opportunities to assure that students meet their full potential as global citizens.

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Windesheim Honours College (WHC) offers a four year fully English taught honours BBA in Global Project and Change Management (GPCM)[1]. The GPCM programme educates students to become *waarde(n)volle* project and change managers who think global and act local, in order to co-create innovative solutions for a more inclusive and sustainable world. The broad professional profile of a project and change manager is not only based in the competences of the International Project Management Association (IPMA), but also strongly linked to the 21st century skills.

GPCM's approach to excellence is based on the strength of an HBO education: the focus on the profession, in this case an international project and change manager. The degree programme combines a strong focus on the development of practical and professional skills with the ability to apply these skills in a changing, complex and global professional reality. College graduates are trained to use and apply knowledge based on applied research in the development and design of professional products and services and hence to contribute to the improvement of these professional practices, methods and theories. This way they become do-ers who think critically about what they do and why, and hence professionals with discernible added value on the (international) labour market.

Our vision on teaching is based on a constructivist pedagogy: the student gains knowledge and skills and constructs his vision of the professional world in interaction with the environment during his learning. This pedagogy has been put into practice via different methods of instruction, such as problem-based learning, experiential learning and apprenticeships. At GPCM experiential learning forms the backbone of the degree programme. Experiential learning fosters critical thinking and creates motivated and independent learners. The goal is to reach the highest order of learning: heuristic problem solving, metacognitive skills, creativity, and originality.

At GPCM we take experiential learning one step further. Students become part of an international and intercultural community of learners; a community which includes students, lecturers and practitioners from the work field. Together they engage in 'the process of creative productivity' through which the generation of ideas, analysis of usefulness and effectiveness, and implementation will result in more inclusive and sustainable solutions for our common future.

Educational concept
Our educational concept is strongly related to our mission and educational vision. The educational concept consists of three components:
1. Talented and motivated students on an individual learning journey
We think it is crucial that our students are challenged to develop personal leadership through individual profiling in order to become independent career

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[1] Windesheim Honours College also offers four university-broad Honours Programmes and an AD (Associate Degree) Talent programme.

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navigators. We give students space for experimentation, risk taking, personal initiatives and pursuit of their talents and interests.

2. A small-scale, intensive and international learning community

WHC is a residential College; in the first year students live together at Talentenplein, which enhances the close involvement between students and therefore the formation of a strong learning community. The international learning community is furthermore characterized by close involvement between lecturers and students and the engagement of both students and lecturers in relevant extra-curricular activities.

3. Real-life complex societal issues

Students work on projects for real-life clients from day 1 and the projects and assignments increase in complexity (and independence) throughout the 4 years. Projects and assignments are always linked to the Sustainable Development Goals (SDGs). The SDGs are used as a framework to address societal challenges from a global, sustainable and inclusive perspective.

Special feature Small-Scale and Intensive Education

With the accreditation in 2014, the degree programme obtained the special feature Small-scale and Intensive Education. This implies that we obtained ministerial permission to install specific selection criteria as meant in Article 6.7 of the WHW. The selection criteria can be found in Appendix 1.

With the accreditation in 2019, the degree programme was awarded an extension following from a successful practice-based assessment.

Special feature Sustainable Higher Education

With the accreditation in 2019, the degree programme obtained the special feature Sustainable Higher Education.

3.1   THE DEGREE PROGRAMME CORE CONTENT

Windesheim Honours College offers a four-year fulltime honours bachelor programme leading to a Bachelor of Business Administration degree. The programme educates students to become global project and change managers. They learn how to develop, lead, implement and evaluate projects, with a complex and multidisciplinary nature. Moreover, they are trained to work with individuals and groups in various organizational settings (structures and cultures), either on a temporarily or more structural basis, but always in relation to the external context of the organization taking into account social, political, economic, environmental and legal aspects.

The degree programme is innovative in three ways. Firstly, in addition to a profound basis in general project management skills, students are trained to apply these skills in a complex professional context. In addition, the programme is the only BBA

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in project and change management in the Netherlands. Secondly, students graduate with a global perspective that comprises the ability to approach professional organizational issues and dilemmas in terms of demands from people, planet and prosperity and consider the consequences for the future. Thirdly, the programme focuses on developing a reflective and critical attitude that enables the student to use knowledge and skills founded in applied research to contribute to the development of professional practices and theories in a specified field.

3.2 THE DEGREE PROGRAMME COMPETENCES OR LEARNING OUTCOMES (DPC APPROVAL)

GPCM educates students to become globally competent project managers, that are equipped to operate in different fields of expertise. This professional profile – project management with a strong emphasis on contextual factors (both inside and outside organisations) is a unique approach in Dutch universities of Applied Sciences. In the development of the intended learning outcomes of the degree programme, GPCM has used the BBA standard.

1.   The BBA standard, global and honours competences

On the 15th of June 2012, the Netherlands Association of Universities of Applied Sciences approved the Recommendations Standard of Business Administration. The agreed BBA Standard is the culmination of the standard formulated by the universities of applied sciences for all of their Bachelor programmes. The HBO standard implies that as seen from a national and an international perspective, a study programme is to ensure that students:

1.   Obtain a solid theoretical basis;
2.   Acquire research skills that will enable them to contribute to the development of the profession;
3.   Are sufficiently professionally skilled; and
4.   Develop professional ethics and a social orientation that befits a responsible professional.

In this section the BBA standard will be described according to these four elements. Thereafter the global and honours competences will be presented.

Ad 1.   Solid theoretical basis

The newly graduated BBA student has a theoretical body of basic knowledge in a number of core disciplines that are of importance to (international) business management, as well as to the design and innovation of processes both in the private and the public sector. The level at which a specific BBA study programme provides a core discipline depends on the weight given to this discipline within the study programme. The core disciplines are:

•   Accounting;
•   Business law and Ethics;
•   Economics;
•   Finance;
•   Management information systems;

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- Marketing;
- Organizational behaviour;
- Quantitative techniques;
- Strategic management; and
- Operations management.

Ad 2.   Research skills

A newly graduated BBA student has investigative skills allowing him/her to arrive at (commercially feasible) innovation of products, services and processes in both the private and the public sector, by means of reflection and evidence-based practice. To this effect the BBA graduate has obtained knowledge and experience in the study programme regarding the methodology of (practice-oriented) research. The BBA graduate is also able to reflect on this research. In the graduation stage of the study programme he has shown his ability to apply these research skills in an actual professional/practical situation.

Ad 3.   Professional skills

A newly graduated BBA student has developed into a professional. The graduate:
- Is innovating and enterprising;
- Has good consulting skills;
- Has good oral and written communication skills;
- Recognizes (international) cultural differences;
- Is focussed on (multi-disciplinary) co-operation;
- Acts as a sparring partner both within and outside his own professional organization; is constantly growing professionally (personal leadership) and contributes to the growth of his/her profession.

Ad 4.   Responsible professional

A newly graduated BBA student is aware of the social context of the knowledge and skills obtained during the study. He knows that ethics are and must be part of professional craftsmanship. Corporate social responsibility, business ethics and sustainability are topics of discussion in the study programme.

Global and honours competences
Next to the BBA standard, a global competence and an honours competence were added to highlight the specific characteristics of the WHC degree programme.

Global competence : apply the professional competencies with a global perspective through a focus on:
- social and global engagement
- sustainability
- diversity and change
- awareness that choices affect the future

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Honours competence: power to act in a professional context of ambiguity and complexity with a critical and reflective attitude based on state of the art knowledge and applied and evidence-based research.

Below the GPCM learning outcomes are described and linked to the BBA standard.

Learning outcome 1 – Know-how
The graduate understands, analyses and handles societal issues and problems in their context in order to work in and advice on multi-disciplinary projects
Keywords: Explore, Analyse, Advise, Entrepreneurial

Core disciplines: Accounting, Business law and ethics, Economics, Finance, Management Information Systems, Marketing, Organisational Behaviour, Strategic Management, Operations Management, Quantitative techniques
Professional skills
Research skills

Learning outcome 2 – Power to act
The graduate has the knowledge and skills to improvise, communicate, plan and prioritise in order to function and act decisive in ambiguous and cross cultural project environments
Keywords: Improvise, Create, Out-of-the-box, Decisive

Core disciplines: Economics, Finance, Management Information Systems, Marketing, Organisational Behaviour, Strategic Management, Quantitative Techniques, Operations Management
Professional skills

Learning outcome 3 - Connector
The graduate connects perspectives and actors, and communicates between perspectives and actors, in order to manage and lead projects carried out by diverse and multi-disciplinary teams
Key words: Communicate, Cooperate, Manage, Leadership

Core disciplines: Business Law and Ethics, Organisational Behaviour, Strategic Management, Operations Management
Professional skills
Responsible professional

Learning outcome 4 - Conscientious

The graduate approaches professional and ethical issues and dilemmas from a global and inclusive perspective in order to translate these issues in terms of demands from people, planet and prosperity

Keywords: Sustainability, Diversity, Value sensitivity

Core disciplines: Business law and ethics, Organisational Behaviour, Strategic Management, Operations Management

Responsible professional

Learning outcome 5 – Innovator

The graduate applies knowledge and skills founded in applied research in (re) development and (re) design of professional services and products in order to improve processes and products and contribute to professional project and change practices and theories

Keywords: Improvement, Transfer, Evidence-based

Core disciplines: (Quantitative) techniques, Strategic Management, Operations Management

Research skills

Professional skills

Learning outcome 6 – Personal leadership

The graduate has developed a personal and professional identity in order to be an independent career navigator

Keywords: Self directing, Self-development, Reflectivity

Core disciplines: Business Law and ethics

Professional skills

Responsible professional

3.3 THE RELATION BETWEEN THE DEGREE PROGRAMME AND THE PROFESSIONAL FIELD

The learning outcomes of the curriculum are linked to the IPMA (International Project Management Association) Competence Baseline (ICB4). WHC became a member of IPMA in 2010 to guarantee that our learning outcomes align with international standards in project management. Since 2017 we work with the latest version, which is ICB4. The ICB4 is a global standard that defines the competences required to work in the fields of project-, programme-, or portfolio management. We work with the ICB4 for project management only, because our programme prepares students to operate as junior project managers in a field of their choice.

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When the ICB4 was under construction, our programme was selected to give input and feedback on the ICB4. One of the competences that were not covered in ICB3 was 'Culture and Values' and hence recommended that the intercultural competences should be included in the ICB4.

The ICB4 distinguishes 29 Competence Elements (CE) divided in three competence areas:

1. Practice CEs: define the technical aspects of managing projects, programmes and portfolios.
2. People CEs: define the personal and interpersonal competences required to succeed in projects, programmes and portfolios.
3. Perspective CEs: define the contextual competences that must be navigated within and across the broader environment.

Figure 1 shows the competence elements per area.

Figure 1   IPMA Individual Competence Baseline ICB4
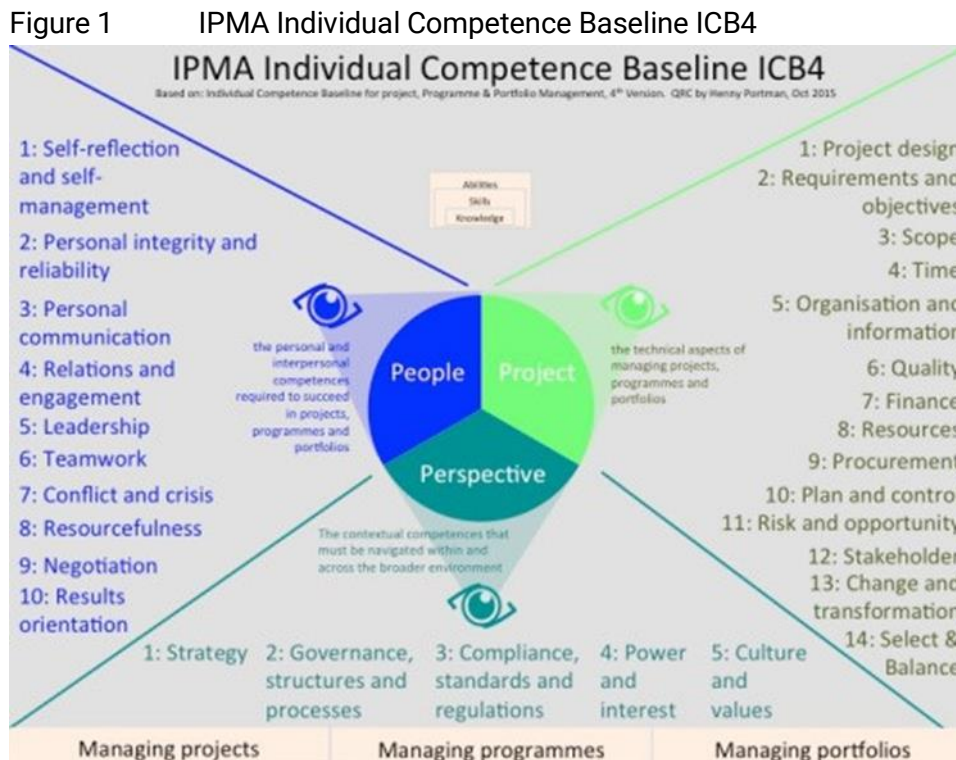
Graduates from the programme GPCM will operate in increasingly volatile, uncertain, complex and ambiguous environments, and their work areas will be subjected to fundamental changes and challenges. Technological developments, global challenges like growing cities, climate change, ageing population and the widening gap between the haves and the have-nots, will have a profound influence on the way we will organize our societies in the next decades.

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We think that future global project managers and change makers will have to become what we call ambidextrous professionals. On the one hand, they need to have the ability to reduce complexity, by sizing down questions into manageable bits, analyse these, and develop, implement and evaluate effective solutions. On the other hand, they need to have the ability to deal with complex questions systemically and holistically and create value by identifying and producing solutions that emerge from a learning network.

The professional profile we educate our students for is much more a 'role' than a 'profession', in the sense that they are not educated for a specific professional field. In the course of the four years students choose their own individual profiling and hence choose a professional field in which they would like to become a project manager and change maker. In addition, the majority of our graduates continue with a master programme at some point in time after completing their studies at WHC. This implies that our alumni operate in a broad variety of contexts, ranging from policy advice at the European Committee, consultancy on energy transition to founder of a social enterprise.

We see it as our role to make sure that we prepare students to be successful professionals in whatever volatile, uncertain, complex and ambiguous (VUCA) working environment they will find employment, so that the can become leaders who will contribute to create a more sustainable, inclusive and prosperous world.

4 STRUCTURE AND ORGANIZATION OF THE DEGREE PROGRAMME

4.1 GENERAL STRUCTURE AND ORGANIZATION OF THE DEGREE PROGRAMME

The degree programme consists of a propaedeutic phase representing the first 60 credits and a main phase representing 180 credits.

The degree programme consists of 6 components:
1. Project Management Learning Line: 50 credits
2. Research Learning Line: 45 credits
3. Global Challenges Learning Line: 50 credits
4. Business Skills Learning Line: 45 credits
5. Personal and Professional Development Learning Line: 55 credits
6. Student Counselling: 0 credits

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Table 1   Structure of the degree programme

Curriculum component	Focus	Levels	Total credits
Project Management Learning Line	This learning line is primarily focussed on the technical and behavioural aspects of project management: e.g. budgeting and planning, documentation, stakeholder management and working in a team.	Basic, Advanced, Bachelor	50
Research Learning Line	This learning line prepares students to be able to substantiate plans and decisions with relevant data, either by using relevant existing sources, or by gathering information themselves.	Basic, Advanced, Bachelor	45
Global Challenges Learning Line	This learning line focusses on the macro environment of projects: what are the big (global) trends that influence organizations and society on the long run?	Basic, Advanced, Bachelor	50
Business Skills Learning Line	This learning line focusses on the micro environment of projects: the organizations in which these projects take place. What is the relationship between a project and the standing organization(s) around it? On what basis do internal stakeholders decide? What forces drive an organizations direction?	Basic, Advanced, Bachelor	45
Personal and Professional Development	Individual profiling	Basic, Advanced	55
Career development	Guidance		0
Total			240

The degree programme has three didactical levels:
    i.   Basic (B);

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ii.   Advanced (A);
iii.   Bachelor (BA).

Personal and professional profiling
The programme includes 55 credits for individual profiling: 16 in year 1 and 2 and 39 in year 3 or 4. Students can choose to broaden and/or deepen their personal and professional profile through at another university, MOOCs, field trips etc. Electives at other universities should take place at accredited universities.

Fast track
Students who want to finish the programme in 3,5 years can opt for a fast track. The fast track can be done in different ways, e.g. doing courses of year 2 on top of year 1 (from term 2), taking elective courses on top of year 1 and 2 courses or taking elective courses in term 5 (summer).

Repair
The College gives students who miss more than 10 credits in a given academic year the possibility to complete these courses in one semester. Goal of this semester is to catch up and be on track at the end of that semester ensuring that a study delay will never be more than one semester. This special study route will be discussed with the student and laid down in a study contract.

4.2   DEGREE PROGRAMME TYPES (UPC APPROVAL)
The degree programme is offered on a full-time basis.

4.3   THE PROPAEDEUTIC PHASE OF THE BACHELOR'S DEGREE PROGRAMME
The propaedeutic examination includes the study units of the first two semesters. The propaedeutic phase has been set up in such a way that the student gains insight into the degree programme (orientation) and that it allows for selection and referral. After the propaedeutic phase the basic level has been reached.

4.3.1   From the propaedeutic phase to the main phase
The degree programme has a BSA (binding dismissal, see 4.3.2. and Article 25 of the Institutional Section of the EER); the norm is 50 ECTS.

4.3.2   Binding Dismissal
All students are entitled to a meaningful study recommendation at the end of their first year of registration. This is elaborated in Article 23 of the *Institutional Section of the EER*.

The degree programme has decided to continue with the binding recommendation involving dismissal because this is in line with its special feature 'small-scale and intensive education'.

4.4 THE MAJOR OF THE BACHELOR'S DEGREE PROGRAMME (MORE DETAILED SPECIFICATION OF ARTICLE 15 OF THE INSTITUTIONAL SECTION)

The main study phase distinguishes two didactical levels: advanced and bachelor. Throughout the entire degree programme the student receives feedback regarding the progress of his competence development and collects this in an individual career portfolio. The student counsellor guides the student with the development of his individual career portfolio.

The major comprises several study units or modules representing a total of 185 credits. The major consists of all curriculum components, except for the Personal and Professional Development (see Table 1).

4.4.1 Proposed major programme

The major programme consists of all study units mentioned in the study unit overview in Chapter 7.1, except for PPD 1-4 in year 1 and 2 (16 credits) and 39 credits in year 3 or 4, including the 30 credit electives semester.

4.4.2 Professional profile options

As a student, you have diverse options to personalize your professional profile in your major, ranging from choosing your own topic and/or medium for an assignment to choosing a MOOC or a course in your Value Creator semester. Optional study components are part of the personal and professional development learning line. For instance, university electives ('HKMs'), minors, individual study units or modules.

4.4.3 Structure and organization of the internship and/or other practical components (DPC approval)

Students work on projects from real-life clients from day one. In year 3 students do a group internship during the Managing Projects in a Globalized World and in year 3 or 4 students do a Value Creator semester. In year 4 students do an individual internship, see 4.4.4.

4.4.4 Structure and organization of the final programme phase and tracks (DPC approval)

The Bachelor Internship and Capstone is the final part of the programme; it takes place in the final semester (30 credits). The primary focus of this semester is to demonstrate what the student has learnt at WHC and that he/she have achieved all learning outcomes of the degree programme. Professionally, students are asked to develop a research-based professional product, in order to make a research-based contribution to the work field or specific technical area. Students can choose between an academic track, a professional track or the social-entrepreneurial track. Personally, students will have to show they developed themselves into an international project and change manager, by working independently within a team structure in a project context. During the last three weeks of the semester, the capstone, students compile a reflection report in which they review the entirety of personal and professional development products and milestones they have

completed throughout their study at WHC. This will include a focus on professional identity and global and honours competences developed.

4.5 PERSONAL PROFILE (MORE DETAILED SPECIFICATION OF ARTICLE 15 OF THE INSTITUTIONAL SECTION)

Apart from your major, as a student you can use 55 credits freely to build your personal profile by taking study units or undertake activities within or outside of your own educational institute. However, it is not allowed for study units or modules to cause any overlap in your curriculum, which must be at least of higher professional education ('hbo') level. The degree programme has established for the following study units or modules that they do not cause any overlap with the proposed major programme.

The student has several options to choose from for his Personal Profile (PPR):
- <u>Education at accredited institutions</u>, e.g. minors at and outside Windesheim, university electives, education (projects, subjects and training modules) from other degree programmes, as well as the transfer modules a student can use for matching purposes (e.g. when considering a switch), pre-master's track (see Appendix 2 for the pre-master options facilitated by Windesheim).
- <u>Extracurricular activities</u>, such as (administrative) activities for a board or committee, an association, entrepreneurship, volunteering and work experience. The student must demonstrate that his extracurricular activities are at the higher professional education ('hbo') level. A minimum lower threshold of 5 ECTS credits and multiple units of 5 each is applicable to assessment of the extracurricular activities.

4.6 EXTRACURRICULAR EDUCATION

Besides your major and personal profile, you can also take part in additional education. This is called extracurricular education.

Students can do a one-year extracurricular **Honours Programme** of 16 credits on top of their regular study programme. This programme takes one year and is offered by the Windesheim honours College. An Honours Programme has one integral assessment moment and must be completed in full. The Honours predicate is awarded to students who have completed the programme in addition to their regular curriculum and received a pass for the integral assessment. Each Honours Programme is designed on the basis of the combined 8 characteristics of the Honours learning environment. You work in a multidisciplinary group of students on authentic assignments focused on social impact. The freedom can be found in the individual learning journey and in personal leadership. Students are selected based on their motivation, passing the propaedeutic year and their interest in working with innovative teaching/learning methods (concept of giftedness and creative productivity). Together with the

lecturers, the group constitutes a learning community focused on equality, exchange and learning from and with each other.

As part of our special feature, our programme offers a lot of extra-curricular activities. You will be introduced to the different activities in the first semester of your studies.

5   THE STUDENT AND THE EDUCATION

GPCM aims at delivering highly qualified professionals and therefore we consider independence, self-directedness and a reflective attitude as key in our vision on coaching in general and in our career development programme in particular. Moreover, we build personal relationships with students to facilitate their personal and professional development.

5.1   STUDENT COUNSELLING (UPC APPROVAL)

Our personal and professional development programme wants to engage the student in the lifelong process of managing progression in learning and working. We aim to create awareness of their own responsibility for their learning process, providing the student with support and tools to design their own professional path and stimulating self-reflection to focus in their goals and objectives during the study and for the future.

The programme is largely based on the three key career competences of Michael Arthur: knowing why (professional identity), knowing how (development of transferable skills), and knowing whom (building a network and reputation). The program consists of five phases and is set up in such a way that the different phases are linked to the different years. In the first two years the focus is on personal development, whereas in years 3 and 4 the focus is on professional development.

Each GPCM student is assigned a student counsellor at the start of his first semester. The student counsellor not only monitors the student's academic and professional development but also functions as a role model and coach to discuss academic choices in relation to the preparation of his future career. The student counsellor also helps students with special educational needs to find support in order to comply with the study requirements.

Students who are interested in pursuing a master's degree after their WHC bachelor programme are guided in several ways. The setup of the electives and especially the role and function of the electives enable students to complete a premaster track or other research university level course work as part of their WHC degree programme. This helps students in two ways: achieving a realistic idea of the level and content of master programmes at research universities and it prevents

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spending time (and money) on premaster tracks in between the bachelor and master (see Appendix 2 for the premaster tracks offered by Windesheim).

Counselling by the Switch Coordinator

Students who 1) want to switch to another study programme or 2) who have doubts about their choice of programme are referred by their student counsellor to the switch coordinator. If it is clear what the student wants, the switch coordinator contacts the programme coordinator (or delegate) of the student's new study programme and, together with him/her, the student and the examination board, arranges the switch to the new study programme. If students are in doubt about their choice of study programme, the switch coordinator offers them support in their reorientation. The switch coordinator invites the student for an interview to establish what the student's needs are. If this interview already leads to a clear choice, the switch will be further supervised. If this is not yet the case, the student will be supported in clarifying his/her choice by, for example, letting him/her attend classes in another programme or referral to the Study Success Centre.

5.2   QUALITY AND FEASIBILITY

The WHC degree programme is intensive, challenging and demanding. The curriculum structure, learning environment and assessment are designed to engage the students in the programme and motivate him maintain progress in his academic development. To ensure the feasibility of the degree programme the College offers:

1.   A clear and simple semester structure and timetable;
2.   A feasible and equal distribution of credits and thus workload throughout the semester;
3.   A timetable that allows students and lecturers to concentrate on each unit of examination;
4.   A steady number of contact hours of around 20 hours per week;
5.   A fair and engaging assessment method.

The College gives students who miss more than 10 credits in a given academic year the possibility to complete these courses in one semester. Goal of this semester is to catch up and be on track at the end of that semester ensuring that a study delay will never be more than one semester. This special study route will be discussed with the student and laid down in a study contract.

Summer term

The degree programmes may use the summer term for extra resits to pass certain study units.

5.3   EVALUATION OF THE EDUCATION (DPC APPROVAL)

The quality of the degree programme is constantly monitored. At the end of the term long courses and half way through the semester for semester long courses each lecturer gathers tips and tops for their course. At the end of each semester

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students are asked to fill in an on-line semester course evaluation. The evaluations are discussed in the curriculum committee, the degree programme committee and with all lecturers. The degree programme committee organizes monthly 'community event' in which feedback on all aspects of the programme is gathered. All this is discussed and acted upon in the same bodies. In addition, an exit survey and interview are being held when a student or graduate leaves the programme. The interviews are being held by the student counsellors. The programme also participates in the National Student Survey (NSE). Lastly – all courses and assessments are subject to peer feedback, safeguarding content and didactical quality and ensuring a smooth organization.

In line with the BMR division evaluation policy an annual evaluation plan has been defined. You can find this plan in Appendix 3.

6 ASSESSMENT

Chapter 7 of the Institutional Section of the Education and Examination Regulations contains the basic regulations concerning testing that are to be applied at all times. These regulations provide the framework within which the degree programme may make specific choices regarding testing methods.

The principles of competence-based learning require the assessment of students to focus on:

- the ability to make competent use of knowledge in the performance of realistic tasks derived from professional practice;
- demonstration of an appropriate command of the skills required for successful performance of such tasks;
- demonstration of an appropriate professional attitude.

Therefore, GPCM uses different types of assessment in each study unit. Each study unit is assessed by at least one and maximum three different types of assessment formats. The four types of assessment formats are:

1. Written exam;
2. Oral exam (incl. a presentation);
3. Individual assignment;
4. Group assignment;

In addition, each type of assessment format can include more than one test, i.e. a mid-term exam and a final exam, or a research plan and a research report, and different sub-weights can be attached to each test.

In year 1 and 2 the final grade for each study unit should be at least 5.5, for different assessment formats, e.g. a written exam and a group assignment, a minimum of a 5.0 needs to be obtained. In case, a student obtains the minimum of 5.0 for each partial assessment, but does not fulfil the 5.5 criterion, the following rule applies: the student can only fulfil the 5.5 requirement by re-sitting the individual assessment part(s) of the study unit. In year 3 and 4 the final grade for each study

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unit should be at least 6.0, and for different assessment formats a minimum of a 5.5 needs to be obtained. The same rule applies when a student does not fulfil the 6.0 criterion.

The specific assessment information for each study unit is disclosed in the Examination and Assessment Plan, which is included in the course manual. For the study units in the PPD learning line (see Chapter 7) special regulations may apply in relation to the 2nd opportunity.

The formative and summative assessment takes place at different moments during the study unit to stimulate the continuous studying and to meet different learning needs. This approach to assessment is also known as continuous assessment and is strongly linked to honours character of the programme. Moreover, using different types of assessment in to assess student's performance in a study unit takes into account individual and intercultural differences in learning styles.

Oral exams – including presentations – can be either be individual or group based; this implies that more than one person will be tested at the same time.

We use a 1.0 to 10.0 scale or the word equivalent for grading. See Table 2 for the system of equivalence.

Table 2 System of equivalence

A+	4	9.5-10.0	10 = excellent
A	4	9.0-9.4	9 = very good
A-	3.7	8.5-8.9	9 = very good
B+	3.3	8.0-8.4	8 = good
B	3	7.5-7.9	8 = good
B-	2.7	7.0-7.4	7 = satisfactory
C+	2.3	6.5-6.9	7 = satisfactory
C	2	6.0-6.4	6 = sufficient
C-	1.7	5.5-5.9	6 = sufficient
D+	1.3	5.0-5.4	5 = almost sufficient
E or UN or I	1	0-4.9 (temporary) Fail	4 = insufficient 3 = very insufficient 2 = poor 1 = very poor
F	0.7	0-4.9 (permanent) Fail	4 = insufficient 3 = very insufficient 2 = poor 1 = very poor

Results of tests

In principle, the examiner determines and publishes the results of tests within 10 working days of the test being taken. See for further information the Assessment Policy of the degree programme.

7   STUDY UNIT OVERVIEW

7.1   STUDY UNIT OVERVIEW

YEAR 1 (propaedeutic)			
Semester 1	**30 ECs**	**Semester 2**	**30 ECs**
The (g)local project manager	10 ECs	The international business professional	10 ECs
The reflective business professional	6 ECs	The impactful project manager	5 ECs
Skills Lab I (academic and professional writing and research skills)	10 ECs	Skills Lab II (presentation, pitching, storytelling and rhetorical skills)	6 ECs
Personal and Professional Development 1	4 ECs	Skills Lab III (qualitative research)	5 ECs
		Personal and Professional Development 2	4 ECs

YEAR 2 (advanced)			
Semester 1	**30 ECs**	**Semester 2**	**30 ECs**
The business professional for a sustainable world	8 ECs	The purpose-driven change agent	5 ECs
The global-conscious project manager	8 ECs	The future-oriented change agent	10 ECs
The project manager for change	5 ECs	The environmental-aware economist	3 ECs
Skills Lab IV (quantitative research)	5 ECs	The inclusive and self-reflective leader	8 ECs
Personal and Professional Development 3	4 ECs	Personal and Professional Development 4	4 ECs

YEAR 3 (advanced) (*)			
Semester 1	**30 ECs**	**Semester 2**	**30 ECs**
Managing Project in a Globalised World OR Value Creator (**)	30 ECs	Managing Project in a Globalised World OR Value Creator (**) OR Electives	30 ECs

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YEAR 3 (*)			
Semester 1 (advanced)	30 ECs	Semester 2 (bachelor)	30 ECs
Value Creator (**) OR Electives	30 ECs	Bachelor Level Internship and Capstone	30 ECs

(*) Entry requirements:
1. Successful completion of the first year (propaedeutic = 60 credits) and at least 50 credits of year 2
2. 210 credits completed, including the successful completion of Managing Projects in a Globalized World and the Value Creator
(**) The Value Creator provides students with the opportunity to work on global challenges in their fields of interest.

Availability of information about study units
1. A comprehensive description of the study units is available digitally (Educator).
2. Each study unit will disclose the following information in the semester course manual:
   a. the aims of the study unit, and the content of the study unit;
   b. prior knowledge, entry requirements and order of enrolment, including a justification of the content and the quantitative thresholds;
   c. the literature to be studied (readers, internship manuals etc.);
   d. learning activities;
   e. the Assessment & Examination Plan, which contains accurate information about the examinations.

The semester course manual is made available to the students one week before the start of the semester.

The language of instruction is English.

7.2 TRANSITIONAL PROVISIONS
In general, the following provision applies, examinations of study units that are no longer included in the degree programme will be offered twice in the following study year.

Additional measures for exceptional cases
In the exceptional case in which student has not passed all courses from the first and the second year at the end of their second year, and they do not receive a BSA, the Examination Board will indicate replacement study units. In doing so, the Examination Board will use the following framework:

Learning Objectives are leading before credits: in order to be able to issue a diploma, the Examination Board will have to certify that all learning objectives have been covered in the curriculum, and that sufficient credits have been attained. A

replacement course will be selected from the new study units, that matches all the intended learning outcomes of the missing course from the current 1st and 2nd year. This might mean that a student has to attain more credits than the number of credits in the original study unit. Students have been given sufficient opportunity to pass the original study units, so the risk of having to attain more than 60 credits (propaedeutic) or 240 credits (BBA), lies with the student.

8 ACCREDITATION

Date of (initial) accreditation: 24 September 2021
Expiry date of accreditation: 1 May 2026
Expiry date special feature Sustainable Higher Education: 23 September 2026

9 CONCLUSION

9.1 OBJECTION AND APPEAL

Any decisions taken pursuant to these regulations are subject to appeal with the Windesheim Board of Appeal for Examinations.

The Regulations on the Windesheim Board of Appeal for Examinations are incorporated in the Institutional Section of the Students' Charter.

9.2 APPENDICES TO EDUCATION AND EXAMINATION REGULATIONS

These regulations together with the specifications included constitute the Education and Examination Regulations of the degree programme.

9.3 CONTINGENCIES

The division director is authorized to decide on any case not provided for in this Degree Programme Section of the Education and Examination Regulations.

Developments relating to the Corona virus situation and its potential impact on education and testing may cause the degree programme to deviate from the educational content and test type(s) specified in the EER (Educator: the Study Units/OEs). This applies to both semesters 1 and 2 of the 2022-2023 academic year.

In case it is needed to deviate from the educational content and/or test type(s) specified in the EER, the DPC will have to be consulted and needs to approve the proposed changes.

9.4   EFFECTIVE DATE, PUBLICATION, VALIDITY AND ADOPTION

This *Degree Programme Section of the Education and Examination Regulations* forms part of the *Degree Programme Section of the Students' Charter.* These regulations are effective from 1 September 2022 until 1 September 2023. They have been published on www.windesheim.nl/ www.windesheimflevoland.nl.

On 12 July 2022 the *Degree Programme Section of the Education and Examination Regulations* of Global project and Change Management was adopted by the division director on behalf of the Executive Board, with approval from the degree programme committee and the unit participation council of the parts of this *Degree Programme Section of the Education and Examination Regulations* subject to their approval, and after consultation of the degree programme committee on the parts not subject to their approval. Approval was granted by the degree programme committee on 3 June 2022, while the unit participation council gave its approval on 11 July 2022.

Jolanda Gomolka
Division director
12 July 2022

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Appendix 1 – Specific Entry Requirement and Admissions

Article 1 – Specific selection criteria
The degree programme Global Project and Change Management from the Windesheim Honours College has obtained ministerial permission to install specific selection criteria as meant in Article 6.7 of the WHW.

Article 2 - Board of Admissions
The Dean of the Windesheim Honours College appoints a Board of Admissions who is responsible for the selective admissions procedure and the admissions decisions.

Article 3 - Eligibility
In order to be eligible a prospective student needs to have:
1. A VWO or HAVO diploma or an equivalent thereof.
2. An MBO 4 diploma with an average GPA of 7.5 or an equivalent thereof. In case the average GPA cannot be calculated, the prospective student needs to give proof of above average performance, e.g. a letter of recommendation from the respective MBO.

Article 4 - Language proficiency (specific selection criterion)
1. Non-native speakers of English are required to demonstrate proof of proficiency at B2 level according to the Common European Framework of Reference.
2. All prospective students must present one of the following:

IELTS – 6.5 total	TOEFL – 79–93	Cambridge

(at least 6.5 in writing and reading)	Sub-scores:
	• Reading:
	  ○ 19–23
	• Writing:
	  ○ 24–26
	Internet based test- 87-109
		• Proficiency:
		  ○ B2
		• Advanced certificate:
		  ○ C
		• First certificate:
		  ○ A

3. Prospective students with an International Baccalaureate (IB) or European Baccalaureate (EB) diploma are exempted.
4. Dutch students with a Havo or VWO diploma as well as German students with a Abitur and Fachhochschulreife diploma are exempted if they have a pass for English.

Article 5 – Mathematics (specific selection criterion)
1. Prospective students with Havo or VWO diploma or an equivalent thereof need to have a pass for Mathematics.

2. All other prospective students must present proof of an equivalent level of mathematics as meant in sub 1.
3. Windesheim Honours College offers a refresher course mathematic in the Summer holiday. Participation in the course can be made conditional to acceptance to the degree programme.

Article 6 – Admissions procedure

1. In accordance with the admissions procedures students who wish to enrol, have to:
   a. Register in Studielink
   b. Complete the Study Choice test which includes a short motivation description of why the prospective student wishes to follow the degree programme Global Project and Change Management in a residential College setting.
   c. Submit the following documents:
      i. Copies of transcripts and diplomas of previous education. If diploma not completed in English, then an official translation of the documents needs to be provided. Dutch and German diplomas are exempted.
      ii. Proof of proficiency in mathematics and English if applicable.
      iii. Two letters of recommendation, one of which should be an academic recommendation, the other a professional recommendation, both have to be verifiable.
      iv. An admissions essay which will be used to assess a prospective student's level of English and her/his ability to build up and argument.
      v. Copies of relevant passports and visas.
2. When the prospective student fulfils the specific entry requirements and has submitted the documents as referred to in sub 1 on time, he will receive an invitation to attend an interview selection day from the Board of Admissions.
3. The interview selection day consists of two parts:
   a. **A group activity** that will allow the prospective student to work on an assignment with fellow applicants to observe the collaboration in a group setting. This interaction will be observed by students and a lecturer/admissions staff member.
   b. **An individual interview** where the Admission Board will ask about the subjects mentioned below:
      i. **awareness WHC's way of learning** – study behaviour and attitude, personal situation, expectations of the way of learning;
      ii. **preparedness for WHC's way of learning** – study behaviour and attitude, personal situation, expectations of the way of learning;
      iii. **motivation for the programme** – perception of the programme, expectations of the programme, understanding of the profession;

iv. **awareness of the intensity of the programme** – awareness of intensive nature of the programme and have the intrinsic motivation to take it on.

4. Based on the group work observation and interview and the complete admissions file, the Board of Admission will decide whether the prospective student will be accepted, conditionally accepted or not accepted to the degree programme Global Project and Change Management of the Windesheim Honours College.

5. The prospective student will receive the letter of acceptance, conditional acceptance or denial to the programme via email within three weeks after the interview.

Article 7 - Colloquium Doctum

1. In case a prospective student is older than 21 years of age on the date of registration and fails to meet the entry requirement and/or the specific entry requirement, he will be exempted after having passed a colloquium doctum.

2. In case a prospective student has followed his previous education entirely or partially in a country other than the Netherlands and does not have a certificate of competence to enter a Dutch University of Applied Sciences as meant in Article 7.24 of the WHW, he might be eligible for a colloquium doctum.

3. The Colloqium Doctum test is comprised of the following:
    a. English proficiency test. This test has to be taken independently (IELTS, TOEFL or Cambridge), see Article 4.2.
    b. Mathematics test. This test will be administered by Study Success Centre Windesheim.
    c. Capacity test – Raven test. This test will be administered by Study Success Centre Windesheim.

Article 8 - Right of objection

A prospective student may formulate an objection to the decision of the Board of Admissions within six weeks of its publication. You must address your objection in writing to the Advisory Committee on Disputes (geschillenadviescommissie@windesheim.nl), whose secretariat is located at the offices of Support Services, Room F-130, PO Box 10090, 8000 GB Zwolle. The notice of objection shall be signed and shall state at least the name and address of the objector, the date and the reasons for the objection. Moreover, it is requested that a copy be enclosed of the decision objected to. When formulating an objection, you are advised to contact your study programme's General Student Counsellor as well. For more information on how to formulate an objection, please consult: https://infosite.windesheim.nl/Pages/Geschillenadviescommissie.aspx.

Appendix 2   Pre-Master's programmes offer by Windesheim

Transfer to a university: go for a Master's degree after your higher professional education (HBO) programme.

After completing your higher professional education (HBO) programme with a Bachelor's degree, it's possible to continue your studies at a university to go for a Master's degree. You will then be doing a Master's programme in a specific field of study or on a specific subject. However, HBO graduates cannot always start a Master's programme immediately after graduation. Some universities require you to follow a pre-Master's programme and obtain a certificate of successful completion. Pre-Master's programmes cover a single semester of studies (30 ECTS credits), or in some cases 2 semesters (60 credits). The pre-Master's programmes have a strong focus on research, both the more theoretical aspects and the competence of conducting research and reporting the results (research skills). In addition, the pre-Master's programmes focus on more content-specific subjects, which constitute important basic knowledge for the content of the Master's programme. Universities manage their own information provision and publicity about the pre-Master's programmes they offer. Consult their websites to find out more. The structure and organization of a pre-Master's track is the responsibility of the university in question. This also goes for the content of pre-Master's programmes. So you will see that there are differences between universities.

If you have any questions about your options to transfer to a university, get in touch with your own programme's study adviser/student counsellor.

Preparatory courses

Twice a year the Business, Media and Law division organizes preparatory courses in the subject areas of Mathematics and Statistics. These more quantitative fields of study are often included in a pre-Master's programme. The courses are taught to help you brush up on these subjects so that the transition to the pre-Master's programme will be easier. The courses are scheduled in the evening. More information about these courses is given at the information sessions, which are held twice a year. You will be invited via Sharenet.

The following only applies to the programmes of Accountancy (AC), Business Administration (BDK), Marketing Management (CE), Finance & Control (F&C), Finance, Tax & Advice (FTA), Human Resource Management (HRM), Logistics Management (LM), Entrepreneurship & Retail Management (ORM)] and Global Project and Change Management (GPCM, WHC).

Collaboration with the University of Twente (UT):

We have a collaboration agreement with the University of Twente, which enables you to do the pre-Master's programme of Business Administration as a minor during your higher professional education programme. This is called an 'embedded' pre-Master. This pre-Master is offered through the 'Kies-op-Maat' programme. After completion of this 'embedded' pre-Master, you can start your Master's programme immediately after your higher professional education. You can then be admitted directly to the Master of Business Administration MSc (but only at the UT). And then you can get your Master of Business Administration MSc in one year at the UT. This Master's programme at the UT offers various specializations (finance, marketing, innovation, digital business, etc). You can be admitted to this 'embedded' pre-Master if you have obtained at least 150 ECTS credits of your major programme and completed three preparatory courses (for English, Mathematics and Statistics). The UT website provides descriptions of all specializations.

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Name of pre-Master's and Master's programme	AC	BDK	CE	F&C	FTA	IB	LM	ORM	GPCM (WHC)
Accountancy	AC			F&C		IB			
Finance	AC			F&C		IB			
Fiscal Economics					FTA				
International Business Taxation	AC			F&C	FTA	IB			
Information Management *)	AC	BDK	CE	F&C	FTA	IB			GPCM
International Management	AC	BDK	CE	F&C	FTA	IB	LM	ORM	GPCM
Marketing Management	AC	BDK	CE	F&C	FTA	IB		ORM	GPCM
Marketing Analytics	AC	BDK	CE	F&C	FTA	IB			GPCM
Strategic Marketing	AC	BDK	CE	F&C	FTA	IB		ORM	GPCM
Supply Chain Management	AC	BDK	CE	F&C	FTA	IB	LM	ORM	GPCM

More information about this transfer track is given at the information sessions with the UT, which are held twice a year. You will be invited via Sharenet.

The following only applies to the programmes of Accountancy (AC), Business Administration (BDK), Marketing Management (CE), Finance & Control (F&C), Finance, Tax & Advice (FTA), International Business (IB), Logistics Management (LM), Entrepreneurship & Retail Management (ORM)] and Global Project and Change Management (GPCM, WHC).

Collaboration with Tilburg University (TiU):

We also have a collaboration agreement with Tilburg University, which enables you choose a minor from several pre-Master's programmes, which you can do during your higher professional education programme. This is called an 'embedded' pre-Master. After completion of this 'embedded' pre-Master, you can start your Master's programme at TiU immediately after your higher professional education. The overview below shows from which degree programmes students can do a pre-master (and subsequently a Master's programme).

You can be admitted to this 'embedded' pre-master if you have obtained all 240 ECTS credits of the two academic years preceding the semester of taking the pre-master. Pre-masters at the TiU are only offered in the first semester of an academic year. More information about this transfer track is given at the information sessions with the TiU, which are held once a year. You will be invited via Sharenet. (*: Information management has a different admission requirement, which will be explained during the information session).

Appendix 3 – Annual Evaluation Plan GPCM

Parties involved:	The degree programme manager, the degree programme committee and the lecturers' team.
Why:	To determine what information is required, which evaluation tool is used for which purpose, and how frequently.
	To provide the organization with an overview of evaluations used, which serves as input for planning.
Where:	The annual evaluation plan is published on the quality website and the degree programme website for the students.
When:	Before the start of the academic year.
What:	<u>Student evaluation</u>: all programme components should be evaluated at least once every three years. New programme components are evaluated immediately in the year when they are first offered. A programme component can be a major and/or a minor as a whole, or a specific separate module.
	<u>Peer evaluation</u>: For privacy reasons, this type of evaluation not included in the annual evaluation plan.
	<u>Alumni / external stakeholders evaluation</u>: alumni and external stakeholders are surveyed annually.

How to complete the annual evaluation plan:
- Specify clearly what is being evaluated, which evaluation tool has been selected and, if applicable, what type/method of evaluation will be used.
- The annual evaluation plan applies to all available programme variants, including the degree programme that will be phased out by 31 August 2023 (as part of the restructuring).

During the evaluation year:
- The lecturers' team reports on progress made to the programme manager at the end of each semester.
- The implementation of the annual evaluation plan is monitored by the programme manager and randomly by the quality assurance adviser.

After the evaluation year:
- The Degree Programme Committee reports to the programme manager by means of an annual report. It will be published on the quality website.

Selection menu

	Evaluation tool	Type/method
1	Standardized digital evaluation	Standard questionnaire distributed centrally by means of Qualtrics in consultation with the planner.
2	Interactive digital evaluation	During the lecture, the lecturer submits the questions he has formulated to the students by means of an online tool considered suitable by Windesheim, such as Mentimeter, Peergrade or Microsoft Forms, which are offered via the Sharepoint Apps. The teacher can discuss this with the students.
3	Post-it method	Students answer two questions on post-its: What should stay the same? And what could be improved?
4	Hack Your Class	By invitation, two 'hackers' break in once during a regular class. For information and reservations, please contact Vincent Radewalt (jv.radewalt@windesheim.nl).
5	Walk-in panel discussion	All students from all years of study within the degree programme can register for an appointed time to provide constructive criticism/feedback to the programme.
6	Mixed panel discussion	Various stakeholders (students, lecturers, external parties) in the educational process reflect together on objectives and vision, lines, gaps and coherence in the degree programme.
7	Alumni evaluation	Evaluation conducted once a year by the study programme or combined in an alumni evaluation for the entire division.
8	Professional field evaluation	Dialogue with the professional field.

Degree programme:	GPCM	Academic year:	2021-2022	Date:	June 2021

Full time	x	Semester 1			Semester 2		
Part time							
Work/ Study		Major / Minor / Module	Evaluation tool	Type/method(*)	Major / Minor / Module	Evaluation tool	Type/method(*)
Year 1		The (g)local project managers	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Client survey	The international business professional	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)

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			Focus group with students and lecturers (semester)			
	The reflective business professional	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)	The impactful project manager	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)
	Skills Lab I (academic and professional writing and research skills)	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)	Skills Lab II (presentation, pitching, storytelling and rhetorical skills)	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)
	Personal and Professional Development 1	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)	Skills Lab III (qualitative research)	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Client survey Focus group with students and lecturers (semester)
				Personal and Professional Development 2	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)
	General	5	Monthly consultation hour with degree	General	5	Monthly consultation hour with degree

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			programme manager (Lineke)			programme manager (Lineke)
Year 2	The business professional for a sustainable world	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)	The purpose-driven change agent	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)
	The global-conscious project manager	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)	The future-oriented change agent	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)
	The project manager for change	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Client survey Focus group with students and lecturers (semester)	The environmental-aware economist	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Client survey Focus group with students and lecturers (semester)
	Skills Lab IV (quantitative research)	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)	The inclusive and self-reflective leader	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)

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	Personal and Professional Development 3	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)	Personal and Professional Development 4	3 and 1 and 6	TIPs and TOPs halfway Semester course evaluation Focus group with students and lecturers (semester)
	General	5 and 8	Monthly consultation hour with degree programme manager (Lineke) Client survey	General	5 and 8	Monthly consultation hour with degree programme manager (Lineke) Client survey
Year 3	Managing Projects in a Globalized World (MPGW)	1, 5 and 8	MPGW semester evaluation Focus group (selected group of students and coordinator) Client survey	Managing Projects in a Globalized World (MPGW)	1, 5 and 8	MPGW semester evaluation Focus group (selected group of students and coordinator) Client survey
	Value Creators (VC)	1 and 5	VC semester evaluation Panel meeting with mentimeter	Value Creators (VC)	1 and 5	VC semester evaluation Panel meeting with mentimeter
	General	5	Monthly consultation hour with degree programme manager (Lineke)	General	5	Monthly consultation hour with degree programme manager (Lineke)
Year 4	Value Creators (VC)	1 and 5	VC semester evaluation Panel meeting with mentimeter	Bachelor Internship	1 and 5 and 8	Exit survey FGD with the student counsellors (all students)

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						In-company mentor survey
	General	5	Monthly consultation hour with degree programme manager (Lineke)	General	5	Monthly consultation hour with degree programme manager (Lineke)
Alumni	Every 3 years					

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