

**DEGREE PROGRAMME SECTION
EDUCATION AND EXAMINATION
REGULATIONS
2018-2019**

Global Project and Change Management
(30017)
Bachelor of Business Administration
At Windesheim University of Applied Sciences

Full time

Date of last (initial) accreditation: 27 June 2014

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In the event of discrepancies or ambiguity between the original Dutch version of this document and the English translation presented here, the Dutch text shall prevail.

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1 OBJECTIVE AND CONTEXT OF THESE EDUCATION AND EXAMINATION REGULATIONS

The Education and Examination Regulations consist of an institutional section and a degree programme section. The institutional section contains the basic regulations, while this degree programme section provides more specific regulations for this degree programme. Any exceptions to the basic regulations can also be found in this degree programme section.

The degree programme has a single set of Education and Examination Regulations. These regulations are structured in such a way as to allow each target group and each student within the degree programme to use the part that is relevant to his, her or their purposes.

The Education and Examination Regulations consist of an institutional section and a degree programme section and may be regarded as a contract between the degree programme and the student, setting out either party's rights and duties. Windesheim opts for one-year validity of its Education and Examination Regulations, so that they are revised and adopted again each year when necessary. This procedure has been adopted to ensure that the curriculum remains up to date.

2 WHC'S EDUCATIONAL MISSION AND VISION

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.

Windesheim Honours College (WHC) offers a four year fully English taught honours BBA in Global Project and Change Management. At WHC students 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.

WHC'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 WHC 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.

WHC's 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.¹ At WHC 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 WHC 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 what Sternberg (2005) calls 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.²

The next quote summarizes the overall pedagogy of WHC:

"(...) a pedagogy of building learning spaces that foster a shared learning experience by culturally and internationally diverse groups of learners in the course of an interdisciplinary educational process that seeks to cultivate social solidarity, critical consciousness, sense of agency and participation towards engaged local and global citizenship." (Cervinkova, 2011, page 183)³

Educational concept

WHC's educational concept is strongly related to its mission and educational vision. The educational concept consists of three components:

1. *The talented and motivated student*

Our education focuses on talented and motivated students; on students who show an above-average ability, creativity and task commitment (Renzulli, 2005).⁴ We think it is crucial that our students are challenged to develop personal leadership through individual profiling in order to become independent career navigators.

2. *The 'College concept': a small-scale and intensive educational setting with an international learning community*

Colleges are still a rare phenomenon in the Dutch context. Although the number of University Colleges is gradually growing, WHC is still the only small-scale and intensive College in a University of Applied Sciences in the Netherlands. WHC is a residential College. This enhances the close involvement between students and therefore the formation of a learning community. The international learning community is furthermore characterized by

¹ Broun, S.W. & F.B. King (2000). Constructivist pedagogy and how we learn: educational psychology meets international studies. *International Studies Perspectives*, 1, 245-254. Kolb, D. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall. Kolb A.Y. & D. Kolb (2005). Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education. *Learning & Education*, 4(2), 193-212.

² Sternberg, R.J. & J.E. Davidson (Eds.) (2005). *Conceptions of giftedness* (2nd edition). Cambridge etc.: Cambridge University Press.

³ Cervinkova, H. (2011). International Learning Communities for Local and Global Citizenship. *European Journal for Research on the Education and Learning of Adults*, 2 (2), 181-192.

⁴ Renzulli, J. S. (2005). The three-ring conception of giftedness: A developmental model for promoting creative productivity. In R. J. Sternberg & J. E. Davidson (Eds.), *Conceptions of Giftedness* (pp. 246-279). New York: Cambridge UP.

close involvement between lecturers and students and the engagement of both students and lecturers in socially relevant extra-curricular activities.

3. *The teaching strategies*

Our teaching strategies follow from the three pillars of honours education and related teaching strategies as defined by Wolfensberger (2012)⁵. These pillars are community, academic skills and bounded freedom. The teaching strategies related to each pillar are:

- teaching strategies that create rapport and connectedness between lecturers and students and among students; and create a learning community;
- teaching strategies that enhance the depth and scope of students' academic knowledge, understanding and skills;
- teaching strategies that give students space for experimentation, risk taking, personal initiatives and pursuit of their interests.

These teaching strategies are translated into different learning activities, which are used in the courses and projects, as well as into extra-curricular activities and coaching of students. The activities and coaching are characterized by a high level of interaction between lecturers and students and among students (e.g. in-class assignments, discussion, presentations, group assignments), by a high level of professionalism (e.g. simulations, real-life clients, community service, visiting conferences), by a high level of encouragement and self-regulation (challenging assignments, formative feedback from lecturers, peers and professionals, choices of specialization, electives, internships), and by a high level of analytical and connective thinking (e.g. teaching different perspectives, working in interdisciplinary teams, doing research).

Distinctive feature Small-Scale and Intensive Education

With the accreditation in 2014, the degree programme obtained the distinctive feature Small-scale and Intensive Education. This implies that we have 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.

3 WHAT DO WE EDUCATE OUR STUDENTS FOR?

3.1 INTRODUCTION

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 WHC 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 in project and change

⁵ Wolfensberger, M.V.C. (2012). *Teaching for excellence: honors pedagogies revealed*. Münster, Germany [etc.]: Waxmann Verlag GmbH.

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

WHC 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, WHC 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 elements⁶. 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;
- Marketing;
- Organizational behaviour;
- Quantitative techniques;
- Strategic management; and
- Operations management.

⁶ Based on the translation of the December 2012 Guideline for a national degree programme profile in the economics sector.

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, two global competences and an honours competence were added to highlight the specific characteristics of the WHC degree programme.

- ✓ Global competence 1: 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
- ✓ Global competence 2: apply a global professional perspective in a specific professional context

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 WHC 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 honours BBA degree programme in Global Change and Project Management aims to deliver socially skilled and reflexive professionals who can work in intercultural and multidisciplinary contexts and display a wide interest in global developments and issues.

Different studies confirm the need for a generic type of professional in the business domain. The Developing the Global Leader of Tomorrow Report (2009)⁷ defines the knowledge and skills for senior leaders in organizations as follows:

1. understanding and being able to respond to changes in the external environment;
2. having the skills to survive and thrive in situations of low certainty and low agreement;
3. the ability to understand actors in the wider political landscape and to build effective relationships with new kinds of external partners.

The report reveals a strong demand for more and better executive education around sustainable development. In 2011, the Future (IFTF) and the University of Phoenix Research Institute (UPRI) jointly identified ten skills that they considered to be vital for the workforce in the coming years.⁸ These skills are leadership; collaboration; adaptability; innovation; global citizenship; critical thinking; communication; productivity and accountability; accessing, analysing and synthesizing information and entrepreneurialism. These skills are often referred to as 21st century skills. Our programme ensures the development of these skills throughout the four years.

To guarantee international standards in project management competences, WHC became an active member of the International Project Management Association (IPMA) in 2010. The IPMA Competence Baseline (ICB) is based upon project management theory combined with the practices and demands from its member associations. IPMA has member associations in over 50 nations all over the world. The ICB ensures that consistent and harmonized standards are applied internationally. The ICB covers 46 competences divided into three main areas: technical (20), behavioural (15) and contextual (11).

In principle, we train students to be able to the IPMA-D exam in year 3⁹. IPMA Level D means that they will be able to apply project management knowledge when participating in a project in any capacity. They will reach the medium level regarding knowledge characteristics and a low

⁷ Gitsham, M. (2009). *Developing the Global Leader of Tomorrow*, Ashridge and EABIS.

⁸ Institute for the Future. (2011). *Future Work Skills 2020*. Phoenix, AR: University of Phoenix Research Institute.

⁹ WHC does organise the IPMA-D exam, but it is not mandatory to take the exam and the students who take the exam have to pay the exam fees themselves.

level regarding experience characteristics as defined by IPMA. See Table 1 below for a description of these levels.

Table 1: Experience characteristics IPMA-D exam

Knowledge characteristics	Experience characteristics
<p>The candidate has a solid level of knowledge and is able to recognize and to apply the relevant criteria as well as check the results Verbs: Apply, use, implement, calculate, verify, interpret, differentiate, solve. Nouns: Situations, applications, principles, criteria, rules, methods, conclusions.</p>	<p>The candidate has some experience which he has obtained from a project management role in a few projects in one sector of the economy or unit of an organization during one or several phases of these projects. Description: Some experience, from being involved as an assistant, in some phases, of a few projects, with a good awareness of project management.</p>

4 WHAT IS THE STRUCTURE OF THE EDUCATION?

4.1 STRUCTURE AND ORGANIZATION OF THE DEGREE PROGRAMME

The setup of the degree programme includes the propaedeutic phase of 60 credits and a main phase of 180 credits.

In the academic year 2014-2015, the content of the WHC programme has changed. For **Cohorts 2009-2013** - see Appendix 1

Cohorts from 2014

Table 2 contains an overview of the degree programme for students from cohort 2014. The degree programme consists of 6 components:

1. Project Management Learning Line: 54 credits
2. Research Learning Line: 48 credits
3. Global Challenges Learning Line: 48 credits
4. Business Skills Learning Line: 48 credits
5. Professional and Personal Development Learning Line: 42 credits
6. Career Counselling: 0 credits

Table 2: 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	54
Research Learning Line	This learning line prepares students to be able to substantiate plans and	Basic, Advanced, Bachelor	48

	decisions with relevant data, either by using relevant existing sources, or by gathering information themselves.		
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	48
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	48
Professional and Personal Development	Individual profiling	Basic, Advanced	42
Career development	Guidance		0
Total			240

Starting from cohort 2014, the degree programme has three didactical levels:

- i. Basic (B);
- ii. Advanced (A);
- iii. Bachelor (BA).

Professional and personal development

The programme includes 42 credits for individual profiling: 12 in year 1 and 2 and 30 in year 3 or 4. Students can choose to broaden and/or deepen their professional profile through at another university, MOOCs, field trips etc. Electives at other universities should take place at accredited universities. In addition, students can make use of the partnership agreement with Up With people (see Appendix 2).

4.2 DEGREE PROGRAMME TYPES

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.

4.4 THE POST-PROPAEDEUTIC OR MAIN PHASE OF THE BACHELOR'S DEGREE PROGRAMME

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 career counsellor guides the student with the development of his individual career portfolio.

5 THE STUDENT AND THE EDUCATION

WHC 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

Our career 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 WHC student is assigned a career counsellor at the start of his first semester. The career 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.

In contrast to most other degree programmes and as an example of the intensity of the WHC degree programme there are no credits allocated to career development. The activities that are part of career development and the individual meetings with the career counsellors support students in their academic and professional development.

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 spending time (and money) on premaster tracks in between the bachelor and master.

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 (one subject per day either in the morning or afternoon);
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 course. The student will always have just one subject per day;
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 has always to be approved by the Examination Board.

The quality of the degree programme is constantly monitored. Half way through the semester long courses each lecturer gathers tips and tops for their course. At the end of each course students are asked to fill in an on-line course evaluation. The evaluations are discussed in the curriculum committee, the degree programme committee and with all lecturers. At the end of each semester a panel meeting takes place by the degree programme committee. The panel meeting report is discussed and acted upon in the same bodies. In addition, exit interviews are being when a student or graduate leaves the programme. These interviews are being held by the career counsellors.

Lastly – all courses and assessments are subject to peer feedback, safeguarding content and didactical quality and ensuring a smooth organization.

5.3 TESTING

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, WHC 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.

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.

The specific information for each study unit is disclosed in the Examination and Assessment Plan, which is included in the course manual.

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 for grading. See table 3 for the system of equivalence.

Table 3: 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

Quality Requirements

Next to the quantitative BSA norm of 54 credits, the programme uses a qualitative BSA (Binding Study Advice) norm. During the first year of enrolment the credits of the following courses have to be obtained: Introduction to Project Management (5 credits) and Project Management for Success (5 credits). These courses form the core of the professional profile.

Results of tests

The examiner determines and publishes the results of tests within 5 working days of the test being taken.

6 STUDY UNIT OVERVIEW

Curriculum 2018-2019

Autumn		Spring				
1	Introduction to Project Management 5 credits	PPD 1 3 credits (*)	Project Management for Success 5 credits	PPD 2 3 credits		
	Introduction to Research 5 credits		Qualitative Research 5 credits			
	Professional Writing 3 credits		Academic Writing 3 credits		Rhetoric for Persuasive Communication 3 credits	Professional Presentation & Pitching 3 credits
	Organisational Behaviour 5 credits		International Business 5 credit			
	History of Globalisation 3 credits		Critical and Creative Thinking 3 credits		Managerial Accounting 3 credits	Financial Analysis 3 credits
2	Project Management for Change 5 credits	PPD 3 3 credits	Leadership & Change 5 credits	PPD 4 3 credits		
	Quantitative Research 5 credits		Trends and Scenario Analysis 5 credits			
	Good Governance 3 credits		Global Challenges 3 credits		Marketing 3 credits	Social Marketing 3 credits
	Sustainable Business 5 credits		Managing Diversity 5 credits			
	Economics 3 credits		Environmental Economics 3 credits		Visual Problem Appraisal 3 credits	Non-Profit Management 3 credits

3	Managing Projects in a Globalized World OR Value Creator 30 credits	Managing Projects in a Globalized World OR Value Creator OR Electives 30 credits
4	Value Creator OR Electives 30 credits	Bachelor level Internship and Capstone 30 credits

(*) The courses have the following names: Professional and Personal Development (PPD)1 = 7 Habits for Highly Effective College Students; PPD 2 = Exploring your interests; PPD 3 = Professional exploration and skills development; PPD 4 = Internship and beyond

In the following tables a more detailed overview of the WHC curriculum 2016-2017 is provided. Table 4 provides an overview of year 1, table 5 provides an overview of year 2, and table 6 provides an overview of year 3 and 4.

Table 4: Year 1 – Propaedeutic (cohort 2018-2019)

Study unit	Credits	Level	Learning Line (*)
Introduction to Project Management	5	B	PM
Project Management for Success	5	B	PM
Introduction to Research	5	B	R
Qualitative Research	5	B	R
History of Globalization	3	B	GC
Critical and Creative Thinking	3	B	GC
Academic Writing	3	B	BS
Professional Presentation and Pitching	3	B	BS
International Business	5	B	BS
Organizational Behaviour	5	B	BS
Professional Writing	3	B	BS
Rhetoric for Persuasive Communication	3	B	BS
Managerial Accounting	3	B	BS
Financial Analysis	3	B	BS
7 Habits for Highly Effective College Students	3	B	PPD
Exploring your interests	3	B	PPD

(*) PM = Project Management; R = Applied Research; BS = Business; GC = Global Challenges; PPD = Professional and Personal Development

Table 5: Year 2 – Main phase (cohort 2017-2018)

Study unit	Credits	Level	Curriculum Component
Project Management for Change	5	A	PM
Project Teams & Leadership	5	A	PM
Quantitative Research	5	A	R
Trend & Scenario Analysis	5	A	R
Good Governance	3	A	GC
Environmental Economics	3	A	GC
Global Challenges	3	A	GC
Social Marketing	3	A	GC
Visual Problem Appraisal	3	A	GC
Sustainable Business	5	A	GC
Managing Diversity	5	A	BS
Economics	3	A	BS
Marketing	3	A	BS
Non-profit Management	3	A	BS
Professional exploration and skills development	3	A	PPD
Internship and beyond	3	A	PPD

Table 6: Year 3 and 4 – Main phase (cohorts 2016-2017, 2015-2016 and 2014-2015)

Study unit	Credits	Level	Entry requirements (*)
Managing Projects in a Globalized World	30	A	(1)
Value Creator (**)	30	A	(1)
Electives	30	A	
Internship & Capstone	30	B	(2)

(*) 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 both as a hard copy and on the ELO.

7 ACCREDITATION

Date of (initial) accreditation: 27 June 2014

Expiry date of accreditation: 1 November 2020

8 CONCLUSION

8.1 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 Students' Charter.

8.2 APPENDICES TO EDUCATION AND EXAMINATION REGULATIONS

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

8.3 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.

From 2017-2018 the names of the following courses have been changed:

Study unit name	New study unit name
Applied Research 1	Introduction to Research
Applied Research 2 – year 1	Qualitative Research
Applied Research 2 – year 2	Quantitative Research
Project Management 1	Introduction to Project Management
Project Management 2 – year 1	Project Management for Success
Project Management 2 – year 2	Project Management for Change
Global Business Strategy	Sustainable Business

In addition,

two other curriculum changes have been made.

From 2017-2018 the course Managerial Accounting and Financial Analysis (6 credits) has become two courses Managerial Accounting (3 credits) and Financial Analysis (3 credits). From 2017-2018 the course Grant Writing has become an elective; the replacement course is Visual Problem Appraisal.

From 2018-2019, the following curriculum changes apply:

- The course Business Ethics is replaced by Academic Writing
- The name of the course Project Teams and Leadership is changed into Leadership & Change

For the cohorts 2009-2013, the courses Internship 1, Internship 2 and Capstone will not be offered anymore from September 2018:

- Internship 1 (30 credits) is replaced by the course Managing Projects in a Globalized World (30 credits)
- Internship 2 (25 credits) and Capstone (5 credits) are replaced by the course Bachelor Internship and Capstone (30 credits)

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.

8.4 CONTINGENCIES

The division director is authorized to decide on any case not provided for in these education and examination regulations.

8.5 EFFECTIVE DATE, PUBLICATION, VALIDITY AND ADOPTION

These regulations are effective from 1 September 2018 until 1 September 2019.

This *Degree Programme Section of the Education and Examination Regulations* forms part of the *Degree Programme Section of the Students' Charter* and can be found on the study department pages on Sharenet. Moreover, the Regulations have been published on www.windesheim.nl.

The Degree Programme Section of the Education and Examination Regulations for the Global Project and Change Management programme was adopted by the Division Director on behalf of the Executive Board on 13 July 2018, with approval from and –in the event the Degree Programme Committee lacks the right to be consulted for approval– the recommendation of

the Degree Programme Committee obtained on 9 May 2018 and with approval from the Unit Participation Council obtained on 11 July 2018.

J.C. Gomolka LL.M

Division Director Business, Media and Law

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 <i>(at least 6.5 in writing and reading)</i>	TOEFL – 79–93 Sub-scores: <ul style="list-style-type: none">• Reading:<ul style="list-style-type: none">○ 19–23• Writing:<ul style="list-style-type: none">○ 24–26 Internet based test- 87-109	Cambridge <ul style="list-style-type: none">• Proficiency:<ul style="list-style-type: none">○ B2• Advanced certificate:<ul style="list-style-type: none">○ C• First certificate:<ul style="list-style-type: none">○ A
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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 Colloquium 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 – AGREEMENT OF PARTNERSHIP WITH UP WITH PEOPLE

The purpose of this partnership is to promote and facilitate student participation in the programmes of Up with People and Windesheim Honours College.

- Students who have participated in the Up with People programme can include the programme as his/her 30 ECTS election option. This implies that the total number of ECTS he/she still needs to obtain in order to complete the bachelor degree programme Global Project and Change Management is 210 instead of 240 ECTS.
- Students who are already studying at Windesheim Honours College can participate in the Up with People programme as their 30 ECTS electives option.

Since both programmes have an admissions policy and application procedure, you can only make use of this arrangement if you meet the admissions criteria, and successfully complete the application process. In addition, you will have to write a reflection report in which you reflect on your Up with People learning experiences linking them to the learning objectives of the bachelor degree programme Global Project and Change Management.