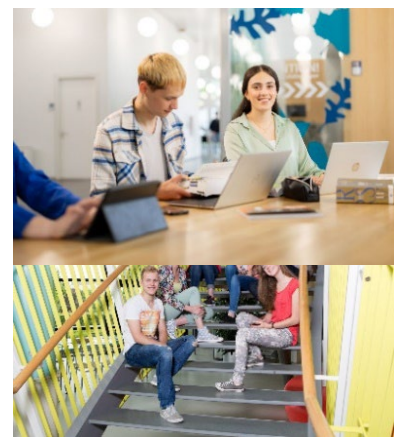


Degree Programme Section of the Education and Examination Regulations 2025-2026 Global Project and Change Management

FOR THE FULL-TIME BACHELOR'S DEGREE PROGRAMME

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 WELCOME

Dear student,

Before you lies the degree programme section of the Education and Examination Regulations of the Global Project and Change Management programme for the 2025-2026 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 more detailed regulations your degree programme has set based on the basic regulations, with approval from its Degree Programme Committee and the 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 obligations 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 that 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.

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 project managers and changemakers who think global and act local, in order to co-create innovative solutions for an inclusive and sustainable world. The broad professional profile of a project manager and change maker is not only based in the competences of the [International Project Management Association \(IPMA\)](#), but also in the UNESCO Education for Sustainable Development competences and mindsets framework, the 21st century skills and the Inner Development Goals.

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

GPCM's approach to excellence is based on the strength of a University of Applied Sciences (UAS) education: the focus on the profession, in this case an international project manager and change maker. 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 environment.

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.

3.1 THE DEGREE PROGRAMME CORE CONTENT

WHC offers a four-year fulltime honours bachelor programme leading to a Bachelor of Business Administration (BBA) degree. The programme educates students to become global project managers and change makers. 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 temporal or more structural basis, but always in relation to the external context of the organization and hence 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 and change making skills, students are trained to apply these skills in a complex professional context. Secondly, students graduate with a global perspective that comprises the ability to approach 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 practice-oriented research to contribute to the development of professional practices and theories in a specified field.

Our vision on teaching is based on a (post)constructivist pedagogy: students gain knowledge and skills and construct their vision of the professional world in interaction with the environment during their learning. This pedagogy has been put into practice via different methods of instruction, such as problem-based learning, experiential learning and internships. 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.

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 professionals. 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 (student housing in the city centre of Zwolle), 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) agenda. The SDGs are used as a framework to address societal challenges from a global, sustainable and inclusive perspective.

The educational concept is based on the eight characteristics of honours education from Windesheim (see [Appendix 1](#)) and the criteria of the distinctive feature small-scale and intensive education (see [Appendix 2](#)).

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 3](#).

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. This implies that 'The programme profiles itself on the SDGs and the associated social issues, its ambitions in this area reach across borders (*), and crucial partners recognise that the programme fulfils an exemplary role in both areas. Together with crucial partners, the training has an impact on the sustainability problems facing society.

(*) By across the border we mean within Europe and across the boundaries of educational disciplines.'

3.2 THE DEGREE PROGRAMME COMPETENCES OR LEARNING OUTCOMES

Intended learning outcomes (cohorts 2022-2023 and earlier)

In the development of the intended learning outcomes of the degree programme, GPCM has used the BBA standard (see [Appendix 4](#)). These intended learning outcomes apply to the cohort 2022-2023 and earlier.

Next to the BBA standard, a global competence and an honours competence were added to highlight the specific characteristics of the 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.

- 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.

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

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

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

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

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

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

Learning outcomes (from cohort 2023-2024)

In 2022 the programme defined new intended learning outcomes to align with the development of a learning outcome-based curriculum. The Programme Learning Outcomes were developed in close collaboration with the Advisory Board and GPCM HZ University of Applied Sciences. The Programme Learning Outcomes (PLOs) are valid for the cohorts from 2023-2024.

The Programme Learning Outcomes are linked to the following competence frameworks:

- Education for Sustainable Development UNESCO competences framework, the 21st Century Skills framework and the Inner Development capabilities framework.
- International Project Management Association Competence Baseline (see section 3.3).
- 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.

See [Appendix 5](#) for more details.

PLO 1 – Global Citizenship

I understand today's global challenges and approach them from a cross-sectoral, transdisciplinary, global and local, and inclusive perspective. I am able to translate these challenges into opportunities to respond to the needs of people, planet, prosperity, peace and partnerships. I define and take responsibility for the role I can play in my local community to empower (global) change. I have the disposition and capacity to take constructive and innovation-driven actions that further contribute to sustainable development and collective wellbeing. I do not do this alone, as I identify and mobilize relevant stakeholders and networks and facilitate processes of collaboration to create better outcomes.

PLO 2 – Systems Transformation

I understand that socio-economic and environmental (global) challenges need to be considered as complex systems and should therefore be approached holistically. I can map complex systems, analyse them with a systems approach, and together with relevant stakeholders find common ground. As a result, I can determine which are the points of leverage and where interventions are needed in the system. I am able to develop frameworks for learning and adapting over time as systems change. I know how to actively involve relevant stakeholders through a process of cocreation and I apply the value network perspective and analysis. My ability to think critically and take on a systems view, helps me to view an issue from multiple perspectives, and identify interventions in the system that could have an impact on the whole.

PLO 3 – Leadership

I take ownership and responsibility for my personal development, with respect to my values and ethics, my motivations, my mindset, and my behaviour. I seek to continuously grow in self-awareness (micro) and in awareness about the needs of others (meso) and of the world around me (macro). I am able to critically and compassionately reflect on my personal and professional behaviour, my thoughts, my intentions and my interactions with others. I embrace the strengths and weaknesses of my growing self, as I evolve from an ego-centred perspective to an eco-system perspective of interconnectedness. I can set and articulate (personal or collective) goals and pursue them with determination, also in the face of setbacks and adversity. I balance attention to processes with focus on results.

With integrity and authenticity, I inspire and nurture the development of others (individuals, teams, and network) towards the envisioned transformation. I complement my leadership with management skills: the skills to plan, prioritise, improvise, and communicate in project and change processes carried out by diverse teams in a VUCA (Volatile, Uncertain, Complex and Ambiguous) context.

PLO 4 – Research & Innovation

I can ask relevant questions to define problems and to generate future-oriented solutions. I have a critical view on research and innovation. I dare to be creative, come up with unconventional solutions and embrace failure as a possibility. I can imagine scenarios and forecast or back cast the impact of such scenarios based on evidence and assumptions that need to be tested. I have investigative skills and a broad toolkit for research and methodology, allowing me to design sustainable and innovative products, services, and processes in both the private and the public sector. I am able to do this alone, but I am also able to participate in, and/or facilitate processes of collective inquiry and innovation. I am competent in solving complicated problems, yet I also have the capacity to advise on ways to adapt and deal with 'wicked problems' with a higher level of complexity. I incorporate reflection and evidence-based practice in my daily habits and work.

I apply practice and action oriented research to design as well as to evaluate interventions. I am able to analyse data, using analytical and systemic approaches and to draw relevant conclusions that can be translated into innovative professional products. I am able to synthesize and communicate research results and conclusions effectively.

PLO 5 – Value Creation

I develop solutions aimed at value creation for organisations and for society as a whole. I understand the principles of new forms of economy as well as theories and models for change and value creation analysis and apply them in my projects. I collaborate with diverse stakeholders who may hold different values, being able to create relationships based on trust, compassion and empathy and not only transactional interests. From this perspective, I can engage in new partnerships of collaboration with fellow students and professionals from a value network perspective. This means that I am able to identify the activities that could be changed in order to have an impact on the whole system.

3.3 THE RELATION BETWEEN THE DEGREE PROGRAMME AND THE PROFESSIONAL FIELD

The learning outcomes of the curriculum are linked to the International Project Management Association (IPMA) 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.

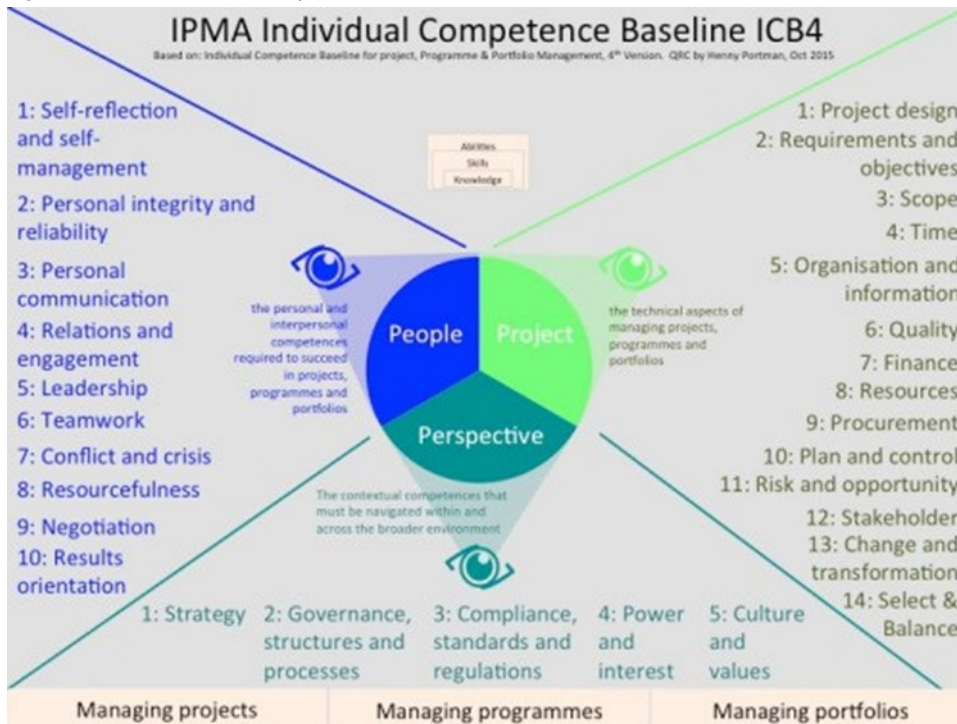
When the ICB4 was under construction, our programme was selected to give input and feedback on the ICB4. One of the competences that were not covered in ICB3 was 'Culture and Values' and hence recommended that the intercultural competences should be included in the ICB4.

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 of the GPCM programme operate in a rapidly evolving professional environment characterized by uncertainty and complexity, also referred to as a VUCA world: Volatile, Uncertain, Complex, and Ambiguous. At the same time we witness how the world has become more brittle and restless. The BANI world: Brittle, Anxious, Non-linear and Incomprehensible requires sets of competences as resilience, flexibility and adaptability, next to systemic thinking.

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. 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 VUCA/BANI working environment they will find employment, so that they can become leaders who will contribute to a more sustainable, inclusive and prosperous world.

4 STRUCTURE AND ORGANIZATION OF THE DEGREE PROGRAMME

4.1 DEGREE PROGRAMME TYPE

The [Global Project and Change Management](#) programme provides education in a full-time programme.

4.2 GENERAL STRUCTURE AND ORGANIZATION OF THE DEGREE PROGRAMME

Programme/learning pathway switching

Windesheim wants to make it possible for students to transfer quickly and smoothly to another degree programme or learning pathway. We call this switching programme or learning pathways.

We make it possible for students to easily reconsider their goals and interests during their first year of study and choose education to match.

A general Windesheim agreement is that any student who meets all admission requirements can switch to another Ad or Bachelor's programme in term 1 of the first year. If a student finds out during term 2, 3 or 4 that they are not in the right place, the programme will try to organize a customized approach to enable a switch. The switch coordinator or switch coach of the student's own division will supervise the student during orientation and switching.

Support is available for students in (re-)exploring other study programmes and deciding about a possible switch. The student counsellor may refer a student in doubt to the division's switch coordinator. The student signs up using the Student Support System (SBS). This is not something the student counsellor can do. The switch coordinator/coach consults with the student to explore and help arrange the possibilities of switching to another degree programme.

The degree programme consists of a propaedeutic phase representing the first 60 ECTS and a main phase representing 180 ECTS. The degree programme has three didactical levels:

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

In the propaedeutic phase we offer the Basic level of the programme. In the main phase we offer the Advanced and Honours Bachelor level of the programme. During the four years the level of autonomy and complexity increases. In [Appendix 6](#) you can find an overview over the three levels in terms of autonomy and complexity.

Please note that 1. Windesheim offers only two programmes fully taught in English, Global Project and Change Management, and International Business; 2. the GPCM programme is organised in semesters instead of periods; 3. the GPCM programme has specific selection criteria and an admissions procedure, which imply that a switch to GPCM is in principle not possible.

Switching programmes in the BML division

Switching in the BML division means that a BML student is considering a switch from programme A to programme B within BML. Switching to the BML division is also possible for students coming from another division. The student can receive support in (re)orienting towards a different study program and potentially making a switch.

The student counselor can refer a student who is uncertain to the switch coordinator of the domain. The student must register themselves via the Student Support System (SBS); the student counselor cannot do this on their behalf. The switch coordinator/coach will have a conversation with the student to explore and help organize the possibilities for transferring to another program. Click [here](#) for more information (in Dutch).

4.3 THE PROPAEDEUTIC PHASE OF THE BACHELOR'S DEGREE PROGRAMME

The propaedeutic phase is organised in two semesters of 30 ECTS. In year 1 we offer examination units of 5, 10 and 15 ECTS each. 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.

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 examination units of year 2 on top of year 1 (from semester 2), taking elective examination units on top of year 1 and 2 examination units or taking elective examination units in term 5 (summer). See also curriculum-independent assessment.

4.3.1 FROM THE PROPAEDEUTIC PHASE TO THE MAIN PHASE

Transition standard for full-time Bachelor's programmes

- There is a transition standard of 50 ECTS to be met for admission to the main phase of this degree programme. Every student is entitled to a reasoned study recommendation. This study recommendation is issued in accordance with the [Implementing Regulations on Study Recommendations in the Propaedeutic Phase](#).
- If the student has met the transition standard by the end of their first year of study (see Institutional Section of the EER, Article 24, paragraph 1), they are admitted to the main phase of the degree programme.
- If the student has not met the transition standard by the end of their first year of study, arrangements must be made for completion of their propaedeutic examination². The student and the degree programme will prioritize the completion of the outstanding examination units of the propaedeutic phase.
- On the basis of the ECTS obtained in the first year of study, the student is placed in one of the following two groups, after consultation with their student counsellor:
 - 0-25 ECTS after year 1: the student is placed in a first-year group again.
 - 30-45 ECTS after year 1: the student is given the opportunity to resit examination units from the first year and to make use of counselling and/or remedial classes. Moreover, in consultation with the student, arrangements can be made concerning selections for their elective curriculum.
- A student who fails to meet the transition standard first reports to the learning pathway adviser. Subsequently, based on mitigating circumstances a well-reasoned request may be submitted to their programme's (Propaedeutic-phase) Examination Board for permission to follow educational units from the Bachelor programme's main phase. The student counsellor will substantiate this request with a recommendation.
- It is possible to make customized arrangements with the student if the student's mitigating circumstances give rise thereto. The arrangements with the student are documented in the learning pathway plan and will be evaluated every six months and modified, if necessary, until the student satisfies the transition standard.

² The propaedeutic examination consists of all examination units of the propaedeutic phase and represents a total of 60 ECTS.

Transition standard at GPCM

The degree programme gives students who have between 30 and 45 ECTS at the end of the propaedeutic phase the possibility to complete these examination units 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.

Extra support and coaching is offered for examination units that are not offered in the semester. This special study route will be discussed with the student and laid down in a study agreement.

In line with what is mentioned above, students who miss 5 or 10 ECTS at the end of their first year of enrolment are offered a third opportunity. We actively encourage students to make use of the third opportunity and the programme offers extra support and coaching in week 34. This way students can transfer into year 2 without any study delay.

In addition, the study programme recommends students that have obtained very few ECTS in their first year to switch to another programme instead of repeating the first year of GPCM. GPCM is an honours bachelor's degree, which requires students to obtain their bachelor diploma within 4 to 5 years after having started the study program.

4.4 THE PROFESSIONAL CURRICULUM OF THE (BACHELOR'S) DEGREE PROGRAMME

This concerns a more detailed specification of Article 15 of the Institutional Section of the EER.

The professional curriculum comprises several examination units representing a total of 180 ECTS.

4.4.1 THE PROFESSIONAL CURRICULUM

The programme is organised in 8 semesters of 30 ECTS each.

In year 1 and 2 we offer examination units of 5, 10 and 15 ECTS.

YEAR 1			
Semester 1	30 EC	Semester 2	30 EC
Globalization	10 EC	Socio-Economic Systems	10 EC
Project Management	5 EC	Project Management and Professional Skills	10 EC
Research and Academic Writing	10 EC	Research	5 EC
Personal Growth	5 EC	Personal and Professional Growth	5 EC

YEAR 2			
Semester 1	30 EC	Semester 2	30 EC
Futures Literacy	10 EC	Theories of Change	5 EC
Change management in complex contexts and transitions I	10 EC	Change management in complex contexts and transitions II	15 EC
Personal Leadership	10 EC	Inclusive Leadership	10 EC

In year 3 and 4 the examination units are 30 ECTS each:

- Managing Projects for Sustainable Development.
- Value Creators.
- Bachelor Internship & Capstone.

4.4.2 PERSONAL LEARNING PATHWAY IN THE PROFESSIONAL CURRICULUM

GPCM offers students a total of 50 ECTS for personal and professional profiling in the 4 year curriculum. In four examination units in year 1 and 2 students can use part of the ECTS for personal and professional profiling (6 ECTS in year 1 and 8 ECTS in year 2). In Value Creators students have 6 ECTS free choice, and 30 ECTS in their Elective semester.

The options available for choosing a personal learning pathway (in part) within one's professional curriculum are outlined in Article 15 of the Institutional Section of the EER as well as in Chapter 4.5 of this document.

4.4.3 STRUCTURE AND ORGANIZATION OF THE INTERNSHIP AND/OR OTHER PRACTICAL COMPONENTS

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

In order to start with Managing Projects for Sustainable Development or Value Creators in year 3 students must have obtained 115 ECTS.

4.4.4 STRUCTURE AND ORGANIZATION OF THE FINAL-PROJECT PHASE AND SPECIALIZATIONS OF THE BACHELOR'S DEGREE PROGRAMME

The Bachelor Internship and Capstone is the final part of the programme; it takes place in the students' final semester (30 ECTS). The primary focus of this semester is to demonstrate what students have learnt at GPCM and that they 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 the academic track, the professional track and the social-entrepreneurial track. Personally, students will have to show they developed themselves into a global project manager and change maker, 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 growth products and milestones they have completed throughout their study at GPCM.

The assessment consists of 4 different components:

- the Internship Project Proposal;
- the Concise Research Report and the Oral Defence;
- the Professional Product and the Working as a Professional Project Manager (WPPM) – this last component has in principle one test opportunity;
- the Learning Journey Portfolio.

Starting dates: first day of semester 1 or 2

Entry requirement: 210 ECTS

Requirements internship organisation:

- has international character - defined as a multinational company and or internationally (in more than 2 countries) active and or working on global issues or issues that (potentially) have global impacts, connecting to the SDGs;
- is a professional organization and has the capacity to provide technical expertise and know-how to guide the student;
- size: minimal 5 people, with a clear task division;
- the internship organization should have an office (not a home office) and be able to provide a working space for the student;
- the internship organization must provide one person to be the in-company mentor of the student.

Requirements for the In-company mentor:

- has a university level education or its equivalent;
- able to provide professional and personal feedback for the internship;
- able to facilitate development of a professional network within and outside the internship organization;
- sufficiently proficient in English to engage in a professional conversation and assess professional products written in English;
- not related to the student in any way.

Supervision: after the approval of the internship workplace scan the student will be assigned an internship counsellor who will guide the student throughout the final semester

4.5 ELECTIVE CURRICULUM

Apart from their Professional Curriculum, students can choose an elective curriculum of 50 ECTS of examination units within or outside of their educational institution (see also the specification in Article 15, paragraphs 8, 9 and 12 of the Institutional Section of the EER).

Students have several options to choose from for their Personal and Professional Profiling:

- Education at accredited institutions, e.g., minors at and outside Windesheim ('Kies op Maat', study abroad), MOOCs, 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), and a pre-Master's track.
- Other activities, such as (administrative) activities for a committee, an association, entrepreneurship, volunteering, an internship, exploration of personal interests, and work experience. For these activities the student must demonstrate that the activities are at university level. A minimum of 5 ECTS (140 hours) ECTS and multiple units of 5 each, up to a maximum of 30 ECTS, is applicable to assessment of these activities.

Doing a pre-Master's during the Bachelor's programme

- Some universities offer a pre-Master's programme in a so-called transfer minor. The pre-Master can be taken during one's Bachelor's programme, often as part of the Elective Curriculum.
- More details can be found on [Kies op Maat](#) under the universities in question. Not all minors offered are suitable for the transfer to a Master's degree programme; only those explicitly designated as transfer minors are.

- The Business Media and Law division has a partnership with the University of Twente (UT) and Tilburg University (TiU). In collaboration with these two universities, the Business Media and Law division twice a year organizes specific information sessions about pre-Master's programmes matching the division's programmes.
- The pre-Master's programmes concerned can be taken as transfer minors not only in the Elective Curriculum, but also after completion of the Bachelor's degree programme.
- For more details about these information sessions students may contact the transfer coordinators of Business Media and Law, by sending an email to mailbox BMR-doorstuden: bmr-doorstuden@windesheim.nl.

Preparatory courses

- For students who want to do a pre-Master's programme (either during or after their Bachelor's programme), the Business, Media and Law division organizes preparatory courses in the subject areas of English, Mathematics and Statistics.
- These preparatory courses are taught to facilitate the transfer to the pre-Master's programme. The students follow these courses in the semester preceding their pre-Master's programme. Mathematics and Statistics are taught online and in the evening. English is taught on campus. Information sessions about these preparatory courses are hosted twice a year.
- For more details about these preparatory courses students may contact the transfer coordinators of Business Media and Law, by sending an email to mailbox BMR-doorstuden: bmr-doorstuden@windesheim.nl.
- Not until students have actually passed the tests of this course are they allowed to submit a request to the examination board of their own programme to have the marks achieved added to their grade list.

Provision of information

- For questions about transfer to a Master's programme, students may contact their programme's learning pathway adviser. This learning pathway adviser knows the most commonly chosen Master's programmes, matching the students' own programme, and informs them of the formal procedure and possibly required permission from the examination board.
- For more details about the above transfer minors, students may contact the transfer coordinators of Business Media and Law, by sending an email to mailbox BMR-doorstuden: bmr-doorstuden@windesheim.nl. Practical details can be found on the website [All about Transfer](#).

More information about the elective curriculum can be found [here](#) (in Dutch) or on the SharePoint site of the student's own programme.

4.6 EXTRACURRICULAR EDUCATION

Honours Programme for Bachelor's degree programmes

Windesheim offers a number of extracurricular honours programmes (in Dutch). Students can follow this programme only outside their regular curriculum. An honours programme represents 15 ECTS. The honours programme has one integral assessment time and must be completed in full. After completion of the programme, the student is awarded an Honours Predicate by means of a special annotation on their diploma (graduation with 240 + 15 ECTS). The admission requirements for honours programmes are specified [here](#). An honours programme must be completed within a single academic year.

GPCM extracurricular education

The GPCM learning community is characterized by the engagement of both students and lecturers in relevant extracurricular activities, which is an important element of the 'small-scale and intensive education' distinctive feature. There is a broad offer available to students ranges from guest speakers and workshops to clubs set-up by students and lecturers, such as the debate club, the book club and the running club. At the start of each study year, we organise a market to introduce (new) students and lecturers to these activities.

4.7 NATIONALLY APPLICABLE REGULATIONS

n/a.

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 for our resiliency and personal & professional growth programme in particular. Moreover, we build personal relationships with students to facilitate their personal and professional growth.

5.1 STUDENT COUNSELLING AND THE PERTINENT BEST-EFFORT COMMITMENT

Own responsibility

The student is responsible for completing the degree programme successfully within the term set and has a best-effort commitment to do so. If the student suspects that mitigating personal circumstances (including for instance a disability) may lead to study delay or a need for extra counselling or facilities, we expect the student to report this in good time, i.e. in time for intervention, to the student counsellor and the general student counsellor. This report serves to minimize the study delay caused by the circumstances and, if deemed necessary by the student counsellor and/or general student counsellor, to make individual counselling arrangements. Personal mitigating circumstances are listed in full in the [WHW Implementing Decision 2008](#). Windesheim provides adequate counselling appropriate to the mitigating personal circumstances reported. If the student does not accept this counselling or fails to stick to the agreements made, any study delay is at the student's own risk.

Student Counselling

Student counselling consists of:

- basic counselling by the student counsellor, practical training supervisors, lecturers and the Student Support Centre (SSC), and
- special counselling by case managers, switch coaches, learning pathway advisers, general student counsellors and student psychologists, including the option of referral to the [Student Pastoral Care RE:LINK](#).

An important principle in this is that student counselling is always related to the education; that's where the student is met and where there is most contact concerning the student's personal and professional development.

For the duration of their degree programme each student has a student counsellor, who provides counselling, supervision, coaching, help with questions about the content of the programme, organization (planning) of the curriculum, and who monitors the student's study progress and well-being. Moreover, the student counsellor offers support in their personal and professional development and career development.

The student counsellor gives a study recommendation by the end of the student's first academic year of registration (see Article 23 of the Institutional Section of the EER) based on various pillars (study choice and motivation, study skills, potentially relevant circumstances and study progress). A support route has been set up to arrive at a reasoned, meaningful study recommendation.

Any student can turn to the **Student Support Centre (SSC)** for free and easily accessible help. For instance, when they have doubts about study choice, in case of study delay, financial problems, for linguistic assistance or any other challenges. Click [here](#) for more information.

When there are doubts about the right study choice, students can contact their division's **switch coordinator/coach**. The switch coordinator knows all about the switching options available within Windesheim and helps students contact other degree programmes.

The **case manager** can be called in for special study counselling of the student pursuant to the Institutional Section of the EER, Article 22. The case manager provide support in dealing with questions regarding study progress, study planning, developing study skills and professional skills and the award of facilities as specified in the [Implementing Regulations on Studying with a Disability](#) (In Dutch) and the [Profile Fund Regulations for elite sportspeople](#) (In Dutch).

The student who has their own enterprise or is looking to start one can receive extra support from the [WH Centre for Entrepreneurship](#). If a student meets certain prerequisites, they can apply for support under the Top Entrepreneurs Scheme.

The **learning pathway adviser** is readily available to student counsellors within the programme and provides advice based on the student's career and learning pathway wishes. The learning pathway adviser is the expert on all possible learning pathways within the programme.

Student counselling at GPCM

Our personal and professional growth programme wants to engage the student in the lifelong process of managing progression in learning and working. We aim to create awareness of own responsibility for the learning process, providing the student with support and tools to design their own personal and professional path and stimulating self-reflection to focus on their goals and objectives during the study and for the future. For more on the vision on personal and professional growth, refer to the document 'One Journey - Personal & Professional Growth in GPCM Programme: I am because we are.' This document can be found on the degree programme page on SharePoint.

Each GPCM student is assigned a student counsellor at the start of their first semester. The student counsellor not only monitors the student's personal and professional growth but also functions as a coach to discuss choices in relation to the preparation of their future career. The student counsellor also helps students with special educational needs to find support in order to comply with the study requirements. In addition, we offer Resiliency Labs in the first two years. They are run by the lecturers, student counsellors and by students themselves and essentially offer a space for community (experiential) learning related to the arts, embodiment, culture & philosophy, and practices of resilience. They also contribute to creating a culture of mutual support amongst students.

Students who are interested in pursuing a master's degree after their GPCM 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 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 (see section 4.6 for the premaster tracks offered by Windesheim).

5.2 QUALITY AND FEASIBILITY

The 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 them maintain progress in their 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 ECTS 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.

GPCM provides students who miss more than 10 ECTS in a given academic year the possibility to complete these examination units 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 specific stud route will be discussed with the student and laid down in a study agreement.

Summer term

The degree programme uses the summer term for resits to pass certain examination units in order to make nominal study progress possible.

5.3 EVALUATION OF EDUCATION

Evaluation

Each term/semester the degree programme evaluates its education. These evaluations have two goals:

- first, their strategic goal is to optimize the quality of the education provided. This is done using the PDCA (Plan, Do, Check, Act) cycle.
- Secondly, each evaluation also has an operational goal, i.e. to detect any problems. The programme evaluations mainly concern the measurement, discussion and improvement of educational quality.

At GPCM we use (at least) the following instruments to evaluate our degree programme:

- The lecturer(s) gather TIPS and TOPs half-way the semester and discusses these with students; input can be used to make improvements half-way the semester.
- At the end of semesters 1-4 an online survey-based evaluation of all examination units is executed; evaluations are discussed in the curriculum committee and shared with the examination unit coordinators who make an improvement plan for the next study year.
- The coordinators of the Managing Projects for Sustainable Development, the Value Creators and BA Internship & Capstone semesters organise an evaluation at the end of the semester; they can choose from different formats (e.g., focus group, survey).

- The student body of the DPC regular community events for all students of the programme; the results are discussed with the degree programme manager and the outcome of that discussion is communicated to students in the (weekly) newsletter.
- The DPC organizes a yearly staff feedback session, and the outcomes are discussed with the degree programme manager.
- The students' counsellors organise exit interviews with all students who decide to leave the programme and with the graduating students during the Capstone.
- The programme participates in the National Student Survey (NSE).

6 ASSESSMENT

The Institutional Section of the EER 2025-2026 specifies the basic rules concerning testing and assessment to be applied at all times, see the degree programme site under the hyperlink Examination Board/Education and Examination Regulations > EER.

The procedure for test enrolment, the enrolment period and cancelling test enrolment is specified below. This information can also be found on the programme site under the hyperlink Test Information.

Test enrolment

- To be allowed to take part in the examination, students are required to enrol for all tests.

Test Enrolment Period in Central Test-taking Weeks

- The enrolment environment shows for which tests the student can enrol. Not every test is offered in every term. See the annual test-taking schedule, which is available on the degree programme page under the hyperlink Test Information > Enrolment Procedure.
- The enrolment periods for the central test-taking weeks in the academic year 2025-2026 are:
 - Test-taking Period 1: Monday 1 September until Sunday 28 September 2025, 11:59 p.m.
 - Test-taking Period 2: Monday 10 November until Sunday 7 December 2025, 11:59 p.m.
 - Test-taking Period 3: Monday 2 February until Sunday 8 March 2026, 11:59 p.m.
 - Test-taking Period 4: Monday 13 April until Sunday 17 May 2026, 11:59 p.m.
 - Test-taking Period 5.1: Monday 13 April until Sunday 17 May 2026, 11:59 p.m.)*
 - Test-taking Period 5.2: Monday 29 June until Wednesday 8 July 2026, 11:59 p.m.)*

****) Note concerning test-taking period 5.1***

- For test-taking period 5.1 the following applies: if the student has an unused test chance left, they must enrol for it; even if the test results of Term 4 haven't been published yet. If it turns out the student no longer needs to take part in 5.1 tests because they passed them in Term 4, their enrolment for test-taking period 5.1 will automatically be cancelled.

***** Note concerning test-taking period 5.2***

- The student can enrol for test-taking period 5.2 from Monday 29 June up to and including Wednesday 8 July 2026, 11:59 p.m.
- If the student meets these conditions, ((see also the specification in Article 26, paragraphs 6, Institutional Section of the EER) learning pathway management staff will finalize their enrolment by 17 July 2026 at the latest, so that the student can take part in test-taking period 5.2.

Test Enrolment Period during Class Weeks

- The student can enrol for tests during class weeks from 4 weeks before the test date until the deadline of 2 weeks before the test date.

Test enrolment procedure

Enrolment in Educator -> My Enrolments

- If the student has enrolled in Educator, they will always receive a confirmation email in their Windesheim email account. It is the student's own responsibility to check this.
- If the student has any questions about test enrolment and special conditions, they can email them to bmr-studievoortgang@windesheim.nl.

Not enrolled for a test

If you don't enrol for a test, you cannot take part in it. The annual test schedule (see the programme website under the hyperlink Enrolment Procedure) shows when the test will be offered again. The groups listed below are eligible for test enrolment after the deadline:

- Students who are not linked to the right educational programme.
- Students switching study programmes or starting in the course of the academic year who were admitted to the education after the enrolment period.
- Kies-op-Maat students and exchange students.
- Students who were given permission to do so by the examination board.

If one of the above exceptions applies to a student, this student should send an email to bmr-studievoortgang@windesheim.nl stating their name and student number as well as the reason why they were unable to enrol for tests.

Cancelling test enrolment

If a student decides not to sit a test after all, they must cancel their test enrolment in time. If a student fails to cancel their test enrolment in time, a No Show (NA) entry is recorded in the system.

Cancelling test enrolment in Educator

- The student can cancel their test enrolment in Educator until 11:59 p.m. on the last Sunday prior to the test-taking period.
- **During the test-taking period** test enrolment can be cancelled using [this form](#), as long as this is done prior to the start of the test, obviously.
-

6.1 GPCM ASSESSMENT

There is a strong link between our educational vision and concept, and our vision on assessment. A constructivist pedagogy asks for 'assessment for learning' rather than 'assessment of learning'. This means that formative feedback and up-front transparency on assessment criteria are crucial factors in our assessment philosophy. In addition, our constructivist approach and educational concept asks for authentic, real-life assignments, that challenge students to select, interpret and apply knowledge, develop their skills and qualities that enable them to address complex challenges. These ingredients allow for students to develop learning strategies that suit their individual profile in relation to the tasks at hand.

GPCM assessment is geared towards the development of the 'whole' student in terms of head (knowledge), hands (skills) and heart (qualities) and hence holistic. This also implies that we do not distinguish between personal and professional development; in our view they go hand in hand.

6.2 ASSESSMENT TYPES AND PROCESS

Assessment for learning – also referred to as formative assessment – means that the assignment might be submitted at various stages throughout the semester, for the purpose of giving and receiving feedback (self, peer, coach, teacher). The ongoing feedback cycle is intended to inform your learning, that is, assessment for learning.

Assessment of learning – means that the assignment must be submitted at the completion of a learning process, mostly at the end of the semester but sometimes at the completion of a particular learning cycle within the semester timeline. These assignments are graded as representing the final product of a given learning process. A grade out of 10 represents the level of attainment at the completion of a given learning process.

The particular assignments to be graded as a product of learning, receive an official grade that will form part of an overall, or holistic grade. An official grade on any given assignment does not mean you stop learning, because these grades are also formative, for learning, in the sense that you learn from the grade, and carry that feedback (from the grade) forward, and recognise ways to apply it again and again in ongoing assignments.

Holistic assessment – sometimes called integrated assessment, is an approach to assessment in which we seek to evaluate student's knowledge and understanding, skills, qualities and progress, via a diverse range of evidence in the form of learning activities and assignments that are directly aligned with the learning outcomes. The overall grade in the assessment plan of the examination unit represents a holistic approach to assessment because the grade includes a range of evidence about the students' learning and presents all of the evidence as one whole grade.

Throughout the examination unit we teach and encourage students to recognise the connectedness of content across examination units and the importance of integrating skills and content within each of the examination units. In this way we invite our students to build a gradual understanding of the holistic nature of learning and its potential for solving complex interdisciplinary problems in the real world.

For more information see [GPCM's assessment policy 2025-2026](#) available on the degree programme page on SharePoint.

Test moments and opportunities

For examination units in year 1 and 2 GPCM offers three test moments per study year so that students can spread the work load more evenly if necessary. We encourage students to discuss their test planning with their student counsellor. In principle, the student has two test opportunities per examination unit/outcome per study year.

Students who in their first year of studies have obtained 50 ECTS or more are offered a third test opportunity in the academic year of starting their studies, to enable them to pass their propaedeutic exam. This third opportunity is offered in week 34.

For examination units in year 3 and 4 there are two test moments per study year. The exceptions are:

1. Working as a Professional Project Manager (WPPM) is one of the examinations components of the bachelor level. This examination has in principle one test opportunity.
2. Due to the integrated and interrelated nature of the Value Creators semester, sub-assignments (group or individual) cannot be retaken separately in other semesters; students who do not meet the requirements of the VC portfolio in the two opportunities offered during the semester, will, in principle, need to retake the entire semester to obtain the 30 ECTS.

6.3 DISCLOSURE OF USE OF GENAI – MANDATORY STATEMENT IN STUDENT WORK

ChatGPT (GenAI) is not a reliable source and can only serve as a tool to support one's own writing and thinking process. The whole idea behind citation/APA is that texts are published and retrievable, which is never the case with texts generated by ChatGPT (and other GenAI). This makes an APA reference meaningless and therefore the student has to disclose the use of AI for your portfolio assignments.

The student must do this as follows:

- In case you **did not** make use of GenAI, you state: While preparing this work, I did not use GenAI tools.
- In case you did make use of GenAI, you state: While preparing this work, I used [name tool + version number if applicable] with the purpose of..... [rephrasing my own sentences/paragraphs/summarising my own paragraphs/structuring my own paragraphs/being able to start writing/coming up with ideas/....] After using this tool, I thoroughly checked its outcomes and ensured that my work reflects my own competences and learning outcomes. I bear full responsibility for the content of this work.

7 OVERVIEW OF EXAMINATION UNITS

7.1 OVERVIEW OF EXAMINATION UNITS

The overview of examination units

YEAR 1 (propaedeutic)			
Semester 1	30 ECTS	Semester 2	30 ECTS
Globalization	10 ECTS	Socio-economic Systems	10 ECTS
Project Management	5 ECTS	Project Management and Professional Skills	10 ECTS
Research and Academic Writing	10 ECTS	Research	5 ECTS
Personal Growth	5 ECTS	Personal and Professional Growth	5 ECTS

YEAR 2 (advanced)			
Semester 1	30 ECTS	Semester 2	30 ECTS
Futures Literacy	10 ECTS	Theories of Change	5 ECTS
Change management in complex contexts and transitions I	10 ECTS	Change management in complex contexts and transitions II	15 ECTS
Personal Leadership	10 ECTS	Inclusive Leadership	10 ECTS

YEAR 3 (advanced) (*)			
Semester 1	30 ECs	Semester 2	30 ECs
Managing Projects for Sustainable Development OR Value Creators	30 ECs	Managing Projects for Sustainable Development OR Electives	30 ECs

YEAR 4			
Semester 1 (advanced)	30 ECs	Semester 2 (honours bachelor **)	30 ECs
Value Creators OR Electives	30 ECs	Bachelor Internship and Capstone	30 ECs

Entry requirements:

(*) Successful completion of the first year (propaedeutic = 60 ECTS) and at least 55 ECTS of year 2

(**) 210 ECTS completed, including the successful completion of Managing Projects for Sustainable Development and the Value Creators.

Availability of information about examination units

1. A comprehensive description of the examination units is available digitally and can be found [here](#).
2. Each examination unit will disclose the following information:
 - a. the learning outcome of the examination unit, and the content of the examination 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 plan, which contains accurate information about the examinations.

The full information is made available on Brightspace to the students one week before the start of the semester.

The language of instruction is English.

7.2 TRANSITIONAL REGULATION

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

Students from cohort 2022-2023 and earlier, and who experience study delay, have to make an appointment with Natalie van Ommen in which the missing ECTS are identified. In consultation with the degree programme manager, the student will receive a study agreement, which will allow the student to finalise the study successfully.

From September 2024 the study programme does not offer the examination units in table 1 anymore. In case the student did not yet meet the requirements of any of these examination units, the student will have an appointment with the student counsellor to determine a new study route and prepare a proposal. The proposal will be sent to the degree programme

director for approval.

Table 1

YEAR 1 2022-2023			
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

In Table 2 the name changes of the first year examination units are included:

Table 2

Year 1		
Semester 1 2023-2024	Semester 1 2024-2025	Semester 1 2025-2026
Global Challenges – understanding the world and the human condition (10 ECTS)	World – Globalisation (10 ECTS)	Globalisation (10 ECTS)
Glocal Project Manager (15 ECTS)	Professional – Project Management & Research I (15 ECTS)	Project Management (5 ECTS) Research and Academic Writing (10 ECTS)
Me in the world (5 ECTS)	Me – Personal Growth (5 ECTS)	Personal Growth (5 ECTS)
Semester 2 2023-2024	Semester 2 2024-2025	Semester 2 2025-2026
Global Challenges – understanding societies and organisations (10 ECTS)	World – Socio-Economic Systems	Socio-Economic Systems (10 ECTS)
Project Manager for Impact (15 ECTS)	Professional – Project Management & Research II (15 ECTS)	Project Management and Professional Skills Research (5 ECTS)
Me in the Profession (5 ECTS)	ME – Personal and Professional Growth (5 ECTS)	Personal and Professional Growth (5 ECTS)

The second year examination units are offered in 2025-2026 without the labels: World, Professional and ME.

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 in appendices 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*.

Should circumstances make it necessary to deviate from the adopted EER with regard to education and/or examination, this will be done after consultation and with the approval of the Degree Programme Committee of the programme in question.

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 2025 until 1 September 2026. They have been published on www.windesheim.nl / www.windesheimflevoland.nl.

On 20 June 2025 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 of this *Degree Programme Section of the Education and Examination Regulations* not subject to their approval. Approval was granted by the Degree Programme Committee on 15 May 2025, while the Unit Participation Council gave its approval on 19 June 2025.

Mr. J.C. Gomolka
Director of the division Business, Media and Law
20 June 2025

TERMS AND DEFINITIONS

- For the personal learning pathway, the definitions of Windesheim terms for the bachelor's and associate degree programmes can be found in [Chapter 2, Article 1 Terms and definitions](#), of the Institutional Section of the Education and Examination Regulations 2025–2026 personal learning pathway