

**DEGREE PROGRAMME SECTION
EDUCATION AND EXAMINATION
REGULATIONS**

2020-2021

Global Project and Change Management

**FOR THE FULL-TIME VARIANT OF THE
BACHELOR'S DEGREE PROGRAMME AT
WINDESHEIM UNIVERSITY OF APPLIED SCIENCES**

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 degree programme for the 2020-2021 academic year.

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

2 OBJECTIVE AND CONTEXT OF THESE EDUCATION AND EXAMINATION REGULATIONS

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

3 WHAT DO WE TRAIN YOU FOR?

Mission

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

Vision

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

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. 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 'the process of creative productivity' through which the generation of ideas, analysis of usefulness and effectiveness, and implementation will result in more inclusive and sustainable solutions for our common future.

Educational concept

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

1. Talented and motivated students on an individual learning journey

We think it is crucial that our students are challenged to develop personal leadership through individual profiling in order to become independent career navigators. We give students space for experimentation, risk taking, personal initiatives and pursuit of their talents and interests.

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

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

3. Real-life complex societal issues

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

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.

3.1 THE DEGREE PROGRAMME CORE CONTENT

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

The 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 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 LEARNING OUTCOMES (DPC APPROVAL)

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 elements¹. 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.

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.

¹ Based on the translation of the December 2012 Guideline for a national degree programme profile in the economics sector.

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)² 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.

² Gitsham, M. (2009). *Developing the Global Leader of Tomorrow*, Ashridge and EABIS.

The report reveals a strong demand for more and better executive education around sustainable development. In 2011, the Future (ITTF) 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.³ 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 3⁴. 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 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>

³ Institute for the Future. (2011). *Future Work Skills 2020*. Phoenix, AR: University of Phoenix Research Institute.

⁴ 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.

4 STRUCTURE AND ORGANIZATION OF THE DEGREE PROGRAMME

4.1 GENERAL 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.

The degree programme consists of 6 components:

1. Project Management Learning Line: 55 credits
2. Research Learning Line: 45 credits
3. Global Challenges Learning Line: 47 credits
4. Business Skills Learning Line: 48 credits
5. Personal and Professional Development Learning Line: 45 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	55
Research Learning Line	This learning line prepares students to be able to substantiate plans and decisions with relevant data, either by using relevant existing sources, or by gathering information themselves.	Basic, Advanced, Bachelor	45
Global Challenges Learning Line	This learning line focusses on the macro environment of projects: what are the big (global) trends that influence organizations and society on the long run?	Basic, Advanced, Bachelor	47
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	Basic, Advanced, Bachelor	48

	direction?		
Personal and Professional Development	Individual profiling	Basic, Advanced	45
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).

Personal and professional profiling

The programme includes 45 credits for individual profiling: 15 in year 1 and 2 and 30 in year 3 or 4. Students can choose to broaden and/or deepen their personal and professional profile through at another university, MOOCs, field trips etc. Electives at other universities should take place at accredited universities. In addition, students can make use of the partnership agreement with Up With people (see Appendix 2).

Fast track

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

4.2 DEGREE PROGRAMME TYPES (UPC APPROVAL)

The degree programme is offered on a full-time basis.

4.3 THE PROPAEDEUTIC AND THE MAIN 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.

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.

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

The major comprises several study units or modules representing a total of 198 credits.

Proposed major programme

The major programme consists of all study units mentioned in the study unit overview in Chapter 7.1, except for PPD 1-4 in year 1 and 2 (12 credits) and 18 credits in year 3 or 4 during the electives semester.

4.4.1 Professional profile

As a student, you may use 12 credits of your major freely to personalize your professional profile by taking study units or modules that fall within the profile range of your degree programme and profession. As this is part of the major, you need prior approval from your examination board.

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

Students work on projects from real-life clients from day one. In year 3 students do a group internship during the Managing Projects in a Globalized World and in year 4 students do a Value Creator semester. In year 4 students do an individual internship, see 4.4.3.

4.4.3 Structure and organization of the final project phase and specializations (DPC approval)

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

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

Apart from your major, as a student you can use 30 credits freely to build your personal profile by taking study units or modules within or outside of your own educational institute. However, it is not allowed for study units or modules to cause any overlap in your curriculum, which must be at least of higher professional education ('hbo') level.

4.5.1 Switch and Orientation Programme 'What's YOUR Talent?'

The Switch and Orientation Programme 'What's YOUR talent?', or SWOP for short, is an educational programme that is part of Windesheim's Switch Programme (see section 5.1).

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The programme is intended for students who have doubts about their programme, but do not yet have a (clear) idea which other programme they would like to do instead.

Windesheim offers this group of potential dropouts the opportunity to reconsider their study programme options, so they can switch to a programme that is a better match for them in their first year of study.

SWOP focuses specifically on the group of students who need intensive help in the selection process and would like to continue studying at Windesheim. In this programme students can earn credits, which they can subsequently use in their personal profile for their new study programme. This way, they can continue their studies at our university without (substantial) delay. The curriculum comes under the responsibility of the degree programme of Global Project and Change Management.

SWOP consists of a 5 ECTS study unit. The study unit is based on two basic elements:

1) Who am I, what qualities do I possess, what is close to me, what is easy for me, in which areas would I like to grow, what gives me joy and happiness.

2) What programmes are there at Windesheim, what is the general atmosphere, which competences are important there and which professions do they prepare you for. Students can also do work placements at Zwolle organizations in collaboration with Impacter.

The students complete the programme in four weeks. The programme is offered at least in study periods 1 and 2 so as to enable students to start the programme of their choice in either study period 2 or 3.

4.6 EXTRACURRICULAR EDUCATION

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

Students can do a one-year extracurricular **Honours Programme** of 16 credits on top of their regular study programme. This programme takes one year. The Honours Programme has one integral assessment moment and must be completed in full. The Honours predicate is awarded to students who have completed the programme in addition to their regular curriculum and received a pass for the integral assessment.

Each Honours Programme is designed on the basis of the combined 8 characteristics of the Honours learning environment. You work in a multidisciplinary group of students on authentic assignments focused on social impact. The freedom can be found in the individual learning journey and in personal leadership. Students are selected based on their motivation, passing the propaedeutic year and their interest in working with innovative teaching/learning methods (concept of giftedness and creative productivity). Together with the lecturers, the group constitutes a learning community focused on equality, exchange and learning from and with each other.

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 (UPC APPROVAL)

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.

Counselling by the Switch Coordinator

Students who 1) want to switch to another study programme or 2) who have doubts about their choice of programme are referred by their student counsellor to the switch coordinator. If it is clear what the student wants, the switch coordinator contacts the programme coordinator (or delegate) of the student's new study programme and, together with him/her, the student and the examination board, arranges the switch to the new study programme. If students are in doubt about their choice of study programme, the switch coordinator offers them support in their reorientation. The switch coordinator

invites the student for an interview to establish what the student's needs are. If this interview already leads to a clear choice, the switch will be further supervised. If this is not yet the case, the student will be supported in clarifying his/her choice by, for example, letting him/her attend classes in another programme, referral to the Study Success Centre or participation in SWOP.

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 will be discussed with the student and laid down in a study contract.

5.3 EVALUATION OF THE EDUCATION (DPC APPROVAL)

The quality of the degree programme is constantly monitored. At the end of the term long courses and half way through the semester for semester long courses each lecturer gathers tips and tops for their course. At the end of each semester students are asked to fill in an on-line semester course evaluation. The evaluations are discussed in the curriculum committee, the degree programme committee and with all lecturers. The degree programme committee organizes two panel per study year based on the outcomes of a survey. The panel meeting surveys and reports are discussed and acted upon in the same bodies. In addition, an exit survey and interview are being held when a student or graduate leaves the programme. The interviews are being held by the career counsellors. Lastly – all courses and assessments are subject to peer feedback, safeguarding content and didactical quality and ensuring a smooth organization.

6 TESTING

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

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

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- 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.

In year 1 and 2 the final grade for each study unit should be at least 5.5, for different assessment formats, e.g. a written exam and a group assignment, a minimum of a 5.0 needs to be obtained. In case, a student obtains the minimum of 5.0 for each partial assessment, but does not fulfil the 5.5 criterion, the following rule applies: the student can only fulfil the 5.5 requirement by re-sitting the individual assessment part(s) of the study unit. In year 3 and 4 the final grade for each study unit should be at least 6.0, and for different assessment formats a minimum of a 5.5 needs to be obtained. The same rule applies when a student does not fulfil the 6.0 criterion.

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

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

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

We use a 1.0 to 10.0 scale 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

In principle, the examiner determines and publishes the results of tests within 5 working days of the test being taken. See for further information the Assessment Policy of the degree programme.

7 STUDY UNIT OVERVIEW

7.1 STUDY UNIT OVERVIEW

Curriculum 2020-2021

Autumn			Spring			
1	Project	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		
	Think! 1 credit	Writing Lab 5 credits		Rhetoric for Persuasive Communication 3 credits		Professional Presentation & Pitching 3 credits
		Organisational Behaviour 5 credits		International Business 5 credit		
	Global Challenges 3 credits	7 Habits of Highly Effective College Students 3 credits	Managerial Accounting 3 credits	Financial Analysis 3 credits		
Autumn			Spring			
2	Project Management for Change 5 credits		PPD 3 3 credits	Leadership and Change 5 credits		PPD 4 3 credits
	Quantitative Research 5 credits			Trends and Scenario Analysis 5 credits		
	Governance and Sustainable Development 3 credits	Globalization and Geopolitics 3 credits		Current Trends 3 credits	Social Marketing 3 credits	
	Sustainable Business 5 credits			Diversity, Social Justice and Inclusion 5 credits		
	Marketing 3 credits	Economics 3 credits		Non-Profit Management 3 credits	Environmental Economics 3 credits	
Autumn			Spring			
3	Value Creator (**) 30 credits		Managing Projects in a Globalized World OR Electives 30 credits			

4	Managing Projects in a Globalized World OR Value Creator OR Electives 30 credits	Bachelor level Internship and Capstone 30 credits
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(*) The courses have the following names: Professional and Personal Development (PPD) 1 = Exploring your interests 1; PPD 2 = Exploring your interests 2; PPD 3 = Professional exploration and skills development; PPD 4 = Internship and beyond

(**) Due to the Covid-19 travel restrictions, we have made a change in the order/moment students can take the Value Creators, Managing Projects in a Globalized World and their Electives.

In the following tables a more detailed overview of the WHC curriculum 2020-2021 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 2020-2021)

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
Global Challenges	3	B	GC
Think!	1	B	GC
Rhetoric for Persuasive Communication	3	B	BS
Writing Lab	5	B	BS
International Business	5	B	BS
Organizational Behaviour	5	B	BS
Professional Presentation and Pitching	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 1	3	B	PPD
Exploring your interests 2	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 2019-2020)

Study unit	Credits	Level	Curriculum Component
Project Management for Change	5	A	PM
Leadership & Change	5	A	PM
Quantitative Research	5	A	R
Trend & Scenario Analysis	5	A	R
Governance and Sustainable Development	3	A	GC
Environmental Economics	3	A	GC
Globalization and Geopolitics	3	A	GC
Social Marketing	3	A	GC
Current Trends	3	A	GC
Sustainable Business	5	A	BS
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 2018-2019, 2017-2018, 2017-2016, 2016-2017 and 2015-2014)

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). [Click here.](#)
2. Each study unit will disclose the following information in the semester course manual:
 - a. the aims of the study unit, and the content of the study unit;
 - b. prior knowledge, entry requirements and order of enrolment, including a justification of the content and the quantitative thresholds;
 - c. the literature to be studied (readers, internship manuals etc.);
 - d. learning activities;
 - e. the Assessment & Examination Plan, which contains accurate information about the examinations.

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

The language of instruction is English.

Developments relating to the Corona virus situation and its potential impact on education and testing may cause the degree programme to deviate from the educational content and test type(s) specified in the EER (Educator: the Study Units/OEs). This applies to both semesters 1 and 2 of the 2020-2021 academic year.

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

7.2 TRANSITIONAL PROVISIONS

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

Curriculum change from 2014-2015: the transition period for cohorts 2009-2013 has ended.

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

From **2019-2020**, the following curriculum changes apply:

- The courses in the Personal and Professional Development learning line consist of five courses: 7 Habits for Highly Effective College Students, PPD 1 (Exploring your interests 1), PPD 2 (Exploring your interests 2), PPD 3 (Professional exploration and skills development), and PPD 4 (Internship and beyond)
- Professional Writing and Academic Writing are replaced by Writing Lab
- The course Critical and Creative Thinking is replaced by Think!
- The course History of Globalisation is replaced by Global Challenges
- The course Visual Problem Appraisal is replaced by Current Trends
- The names of the following courses changed:
 - Good Governance – Governance and Sustainable Development
 - Managing Diversity – Diversity, Social Justice and Inclusion

From **2020-2021**, the following curriculum changes apply:

- The course Global Challenges in year 2 is replaced by Globalization and Geopolitics.

Additional measures for exceptional cases

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

Learning Objectives are leading before credits: in order to be able to issue a diploma, the Examination Board will have to certify that all learning objectives have been covered in the curriculum, and that sufficient credits have been attained. A replacement course will be selected from the new study units, that matches all the intended learning outcomes of the missing course from the current 1st and 2nd year. This might mean that a student has to attain more credits than the number of credits in the original study unit. Students have been given sufficient opportunity to pass the original study units, so the risk of having to attain more than 60 credits (propaedeutic) or 240 credits (BBA), lies with the student.

8 ACCREDITATION

Date of (initial) accreditation: 27 June 2014

Expiry date of accreditation: 1 January 2021

GPCM is awaiting the conclusion of the accrediting body.

9 CONCLUSION

9.1 OBJECTION AND APPEAL

Any decisions taken pursuant to these regulations are subject to appeal with the Windesheim Board of Appeal for Examinations. The *Regulations on the Windesheim Board of Appeal for Examinations* are incorporated in the *Institutional Section of the Students' Charter*.

9.2 APPENDICES TO EDUCATION AND EXAMINATION REGULATIONS

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

9.3 CONTINGENCIES

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

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 2020 until 1 September 2021.

They have been published on www.windesheim.nl.

On 9 July 2020 the *Degree Programme Section of the Education and Examination Regulations* of Global Project and Change Management was adopted by the division director on behalf of the Executive Board, with approval from the degree programme committee and the unit participation council of the parts of this *Degree Programme Section of the Education and Examination Regulations* subject to their approval, and after consultation of the degree programme committee on the parts not subject to their approval. Approval was granted by the degree programme committee on 2 July 2020, while the unit participation council gave its approval on 8 July 2020.

J.C. Gomolka LLM
Division Director Business, Media and Law
Date: 9 July 2020

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: ○ 19–23 • Writing: ○ 24–26 Internet based test- 87-109	Cambridge <ul style="list-style-type: none"> • Proficiency: ○ B2 • Advanced certificate: ○ C • First certificate: ○ 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.