University of Applied Sciences Windesheim

Degree Programme Section of the Education and Examination Regulations 2026-2027 Global Project and Change Management

Personal learning pathway

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.



University of Applied Sciences Windesheim

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1 WELCOME

Dear student,

At Windesheim we work the Education and Examination Regulations (EER) – in Dutch, the *OER*.

The Education and Examination Regulations (EER) document sets out the rights and responsibilities of both students and the institution. Each degree programme has one set of EER, consisting of two parts:

The Institutional Section - contains the overarching regulations that apply to all students at Windesheim.

The Degree Programme Section - contains more detailed regulations derived from the institutional regulations which your degree programme has set.

Both sections are inseparably linked; however, in the event of any conflict between the two, the provisions of the Institutional Section take precedence.

Windesheim has chosen to establish the Education and Examination Regulations *(OER)* on a yearly basis. This programme section is valid from 1 September 2026 to 1 September 2027. The choice of this period was made to ensure the currency and relevance of the education. Following the approval of the participation bodies, these regulations are fixed for the duration of one academic year.

The Degree Programme Section must be approved by the relevant bodies, after which the regulations remain fixed for one academic year. The Degree Programme Section is valid from 1 September 2026 to 1 September 2027.

You are currently reading the **Degree Programme Section** of the EER for Global Project and Change Management, established with the approval of the Degree Programme Committee and the Unit Participation Council.

Global Project and Change Management is designed with a personal learning journey in mind. While the programme may offer flexibility in how you achieve the learning outcomes the learning outcomes themselves apply to the programme as a whole and may only be amended in exceptional circumstances such as for students who have already commenced their studies.

2 OBJECTIVE AND CONTEXT OF THESE EDUCATION AND EXAMINATION REGULATIONS

2.1 DURATION AND VALIDITY OF THE EDUCATION AND EXAMINATION REGULATIONS

The Education and Examination Regulations (EER) provide an overview of the rights and responsibilities of both students and the programme. Windesheim issues a new set of EER each year. This annual review ensures that the regulations remain up to date and support the personalised learning pathway. Always check that you have the version for the current academic year.

2.2 PERSONAL LEARNING PATHWAY

The **Personal Learning Pathway** represents a shift from standard, uniform learning routes to student-centred education. It recognises that every student is unique, with different ways of learning and varying preferences for what, where, when, and with whom they study. The pathway is designed to make your learning process personal, challenging, and flexible.

Following a Personal Learning Pathway allows you to take responsibility for your own learning, tailored to your individual needs. You can make choices about **what** you study (content), **how** you learn it (format), **where** and **when**, and at what **pace.**

While you determine your own route, the final qualifications remain fixed. Within this framework, you shape your own learning journey. This approach develops adaptable professionals, equipped for a rapidly changing labour market and achieve the overarching Lifelong Learning Outcome (LLO).

Your student adviser supports you through coaching and guidance, helping you develop self-regulation skills and take ownership of your learning process.

At Global Project and Change Management, Windesheim Honours College (GPCM|WHC) we call the personal learning pathway, **your individual learning journey**. Given the special characteristics of the study programme you have chosen (special feature small-scale and intensive education), this document informs you about how we at GPCM have made choices to facilitate a personal learning pathway in the context of the selective nature and honours level of your degree programme.

3 WHAT DO WE TRAIN YOU FOR?

3.1 THE DEGREE PROGRAMME CORE CONTENT

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.

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.

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 complex professional contexts. 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

[1] Windesheim Honours College also offers three university-broad Honours Programmes and an Ad (Associate degree) Talent programme.

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

GPCM is a small-scale and intensive degree programme, enhancing 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 accreditations in 2019 and 2025, the degree programme was awarded an extension of this special feature.

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. This special feature was awarded again in 2025.

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

3.2 THE DEGREE PROGRAMME LEARNING OUTCOMES

INTENDED LEARNING OUTCOMES

Intended learning outcomes (cohorts 2022-2023 and earlier)
In Appendix 4 the intended learning outcomes can be found that apply to the cohort 2022-2023 and earlier. In 2025-2026 the blue route students with a nominal study duration graduated from the programme. Therefore, the year 4 modules: Value Creators and Bachelor Internship and Capstone will be offered for the last time in 2026-2027 in the blue route.

Programme 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 co-creation 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

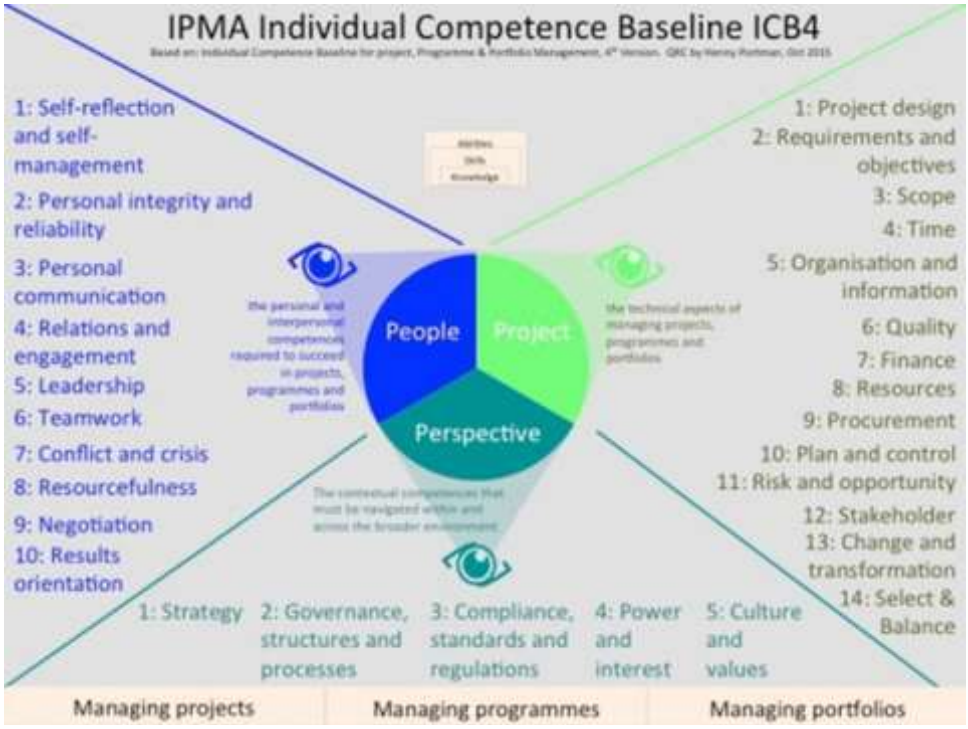
The PLOs the curriculum are linked to the International Project Management Association (IPMA) Competence Baseline (ICB4). WHC became a member of IPMA in 2010 to guarantee that our intended learning outcomes align with international standards in project management. Since 2017 we work with the latest version, 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 ORGANISATION OF THE DEGREE PROGRAMME

Programme/learning pathway switching
Windesheim enables students to transfer smoothly and efficiently to another degree programme or learning pathway. This process is referred to as **programme switching**.

During the first year, students can explore and reorient their goals and interests and choose courses and programmes in an education pathway that best aligns with their aspirations, with support from their transfer/switch coordinator or adviser.

A Windesheim-wide agreement allows first year students who meet all admission requirements to transfer/switch to another Associate degree or bachelor's programme during Term 1 of the first year. If a student discovers in Terms 2, 3, or 4 that they are in a programme that does not suit them, a customised approach will be arranged to facilitate a transfer/switch. Student's switch coordinator or switch coach from their division will supervise and support them throughout orientation and the switching process. Students are encouraged to seek guidance from their switch coordinator, switch coach, or student adviser throughout orientation and the switching process.

Degree Programme text (as supplement to the Institutional Section Windesheim Text for transferring to another programme): The detailed transfer process within the Degree Program Business Media and Law (BML) can be found here.

The GPCM degree programme consists of a propaedeutic phase representing the first 60 European Credit Transfer and Accumulation System (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 when a student wants to switch to GPCM they have to comply to the criteria and procedure set.

Approval of Transfer Programme

The starting position of students in the main phase of the bachelor's programme is determined by the Examination Board of that programme. After enrolment, students must therefore contact the Learning Pathway Adviser of that programme, who provides advice to the Examination Board.

If students wish to transfer to an Associate degree programme during a bachelor's programme, the procedure described in 4.2 'Transfer to Another Study Programme' applies. A tailored assessment will determine what the student still needs to demonstrate to achieve the final level of the chosen Associate degree programme.

Information provision

For questions about continuing to a bachelor's programme, you can contact the Learning Pathway Adviser of your own Associate degree programme. This adviser is familiar with the most common progression routes relevant to your programme and can refer you to the learning pathway advisers of the bachelor's programmes of your choice.

Learning pathway advisers within the bachelor's programmes will explain your options for progressing from your Associate degree to a bachelor's degree. They will provide information about the content of the bachelor's programme and guide you through the available routes, what you need to complete, and the steps required to complete this transition.

You can find detailed information about the different progression routes within the Business, Media, and Law programme can be found on the Transfer from Associate degree to bachelor / *Doorstromen van Associate degree naar bachelor* site (in Dutch).

More general information about progressing from an Associate degree to a bachelor's programme, including in other domains, can be found on the 'All about transfer' / *site Alles over doorstromen* site (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. 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 or 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

To gain admission into the main phase of the programme you must earn **at least 50 ECTS credits**.

You will receive a written study recommendation explaining your progress and next steps. This recommendation is to be issued in accordance with the Implementing Regulations on Study Recommendations in the Propaedeutic Phase.

Once you have met these requirements, and in accordance with Article 21 of the Institutional Section of the EER Personal Learning Pathway, you will be granted access to the main phase of the programme.

If you have not met the transition standard by the end of your first year, you will need to agree with your programme on how to complete the propaedeutic phase (the first year of the bachelor's programme). It is important to prioritise completing any outstanding assessment units. (*EvEs – Eenheden van Examinering*) from this phase so you can move forward to the main phase.

The following applies:
Full-time students will be placed into a group based on the ECTS credits you have earned in the first year and in consultation with their academic adviser:
- If you have **0–25 ECTS** after the first year, you will be placed in a first-year group again.
- If you have **30–45 ECTS** after the first year: you will have the opportunity to retake the Assessment Unit (*EvEs*) from the first year and to make use of academic support and/or remedial teaching. You may also agree with your adviser on how to use any free-choice credits.
- If special circumstances apply, tailored agreements can be made with you. These are recorded in a study route plan and reviewed every six months. They may be adjusted as needed until you meet the progression standard.
- If you do not meet the transition standard, you may, based on exceptional circumstances, submit a reasoned request to the (propaedeutic) Examination Board for permission to take assessment units (*EvEs*) from the main phase of the bachelor's programme. Your request must be supported by a recommendation from the academic advisor.

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.

Students who miss 5 - 20 ECTS at the end of their first year of enrolment are offered a third test opportunity (see 6.4 for more details). We actively encourage students to make use of the third opportunity, and the programme offers extra support and coaching in period 5.2 (see year calendar for week). 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

The professional curriculum comprises several examination units or 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 ECTS**	**Semester 2**	**30 ECTS**
Globalization	10 ECTS	Socio-Economic Systems	10 ECTS
Project Management I	5 ECTS	Project Management II and Professional Skills	10 ECTS
Research I and Academic Writing	10 ECTS	Research II	5 ECTS
Personal Growth	5 ECTS	Personal and Professional Growth	5 ECTS

YEAR 2			
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

In year 3 and 4 the examination units are 30 ECTS each:
- Managing Projects for Sustainable Development
- Electives.
- Value Creators.
- Bachelor Internship and Capstone.

4.4.2 PERSONAL LEARNING PATHWAY IN THE PROFESSIONAL CURRICULUM

The available options in the professional curriculum are listed in Article 13 Personal Learning Pathway Institutional Section of the EER and 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 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 an academic, a professional and social-entrepreneurial pathway. 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

To students:
The GPCM programme offers 50 ECTS credits for individual profiling. It consists of 6 ECTS in year 1; 8 ECTS in year 2, semester 2; and 36 ECTS in year 3 and 4. Except for the Electives semester (30 ECTS), these credits are part of learning units/units of examination offered by the degree programme.
Article 13 of the Institutional Section applies accordingly.

You can use your elective space in different ways:
- By taking additional courses: for the Personal Learning Pathway, see Article 13 of the Personal Learning Pathway in the Institutional Section of the Education and Examination Regulations).
- By having relevant experiences recognised: you can include extracurricular in a portfolio and have them validated for credit

More information about the elective space can be found here (in Dutch) or on your programme's SharePoint site.

Following a pre-master during your bachelor's programme
After completing a bachelor's degree, you can choose to continue with a master's degree. Most professional (HBO) master's programmes are open to you directly. For many university master's programmes, you will need to complete a pre-master first. At some universities, this pre-master can even take this pre-master during your bachelor's programme as an elective, called a **transfer minor**.

The Business, Media, and Law programme has partnerships with the University of Twente (UT) and Tilburg University (TiU). Together with these universities, we organise pre-master information sessions twice a year, specifically for students in Business, Media, and Law.

You can find detailed information about the offerings of both professional (HBO) and university master's programmes on the website: Continuing from bachelor's to master's/ *Doorstuderen van bachelor naar master* (in Dutch).

Preparatory Courses
- If you want to follow a pre-master programme (during or immediately after your bachelor's degree), the Business, Media and Law offer preparatory courses in English, Mathematics, and Statistics.
- These preparatory courses are designed to facilitate a smoother transition into the pre-master programme. You take these courses in the semester before the pre-master. Mathematics and Statistics are offered online in the evenings, while English is taught on campus. Briefing sessions about these preparatory courses are organised twice a year.

- If you pass the assessments for these courses, you can submit a request to the Examination Board of your programme to have the earned credits added to your transcript: English 1 ECTS, Mathematics 2 ECTS, Statistics 2 ECTS.

For more information about these preparatory courses, you can contact the Progression Coordinators of the Business, Media and Law domain via the BMR Progression mailbox: bmr-doorstuderen@windesheim.nl.

Advisory Information
If you have questions about progressing to a master's programme, you can contact the Study Route Adviser of your programme. They are familiar with the most common master's programmes relevant to your degree and can explain the formal procedures and any approvals you may need from the Examination Board.

For information about the transfer minors, pre-master information sessions, and preparatory courses, you can contact the Progression Coordinators of the Business, Media and Law programme via the BMR Progression mailbox: bmr-doorstuderen@windesheim.nl. Practical information can be found on the site: All About Progression / *Alles over doorstuderen* (in Dutch).

4.6 EXTRACURRICULAR EDUCATION

Honours Programme for bachelor's degree programmes
Windesheim offers honours programmes that you can take alongside the regular curriculum. Each programme is worth 15 ECTS credits and must be completed in full. It includes one integrated assessment such as a main project or task, which demonstrates that you have mastered all the skill and knowledge in the honours programme.

You are expected to complete honours programme within one academic year.

When you successfully complete the programme, your diploma will include an honours designation, showing that you graduated with 240 + 15 ECTS.

The eligibility requirements for joining an honours programme are described here (in Dutch).

Selection: you are selected for the honours programme based on your motivation, progress in the propaedeutic phase, and your willingness to engage with innovative learning. Together with the lecturers, students form a learning community where everyone learns from and with each other, based on equality and exchange.

Each honours programme is structured around active, real-world learning. You will work in multidisciplinary groups on assignments that have societal relevance. You also have the flexibility to focus on your own interests through an **individual learning pathway** and personal leadership projects.

Assessment:
To complete an honours programme, you must:
- successfully finish the **integrated assessment** (for example, a main task or project that shows you have mastered all the skills and knowledge in the honours programme)
- actively participate in the Windesheim honours community, as your contribution is part of the assessment; you are assessed on your project and your engagement with the group and pathway activities.

GPCM extracurricular education
The GPCM learning community is characterized by the engagement of both students and staff in relevant extracurricular activities, which is an important element of the 'small-scale and intensive education' special feature. There is a broad offer available to students ranges from guest speakers and workshops to club's 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 COACHING AND THE PERTINENT BEST-EFFORT COMMITMENT

Own responsibility
The student is personally responsible for making every reasonable effort to successfully complete the programme within the prescribed timeframe.

If, due to personal circumstances (including, for example, a disability), the student anticipates potential study delays or believes additional support or accommodations may be required, they are expected to inform their student advisor and student welfare officer in a timely manner, that is, while intervention is still possible.

The purpose of this communication is to minimise study delays resulting from these circumstances and, if deemed necessary by the student advisor and/or student welfare officer, to establish individual arrangements for guidance.

The personal circumstances are fully listed in *Artikel 2.1 Uitvoeringsbesluit WHW 2008* (in Dutch) which ensures adequate support appropriate to the circumstances reported.

If the student does not accept this support or fails to comply with the agreed arrangements, the risk of study delay remains the responsibility of the student.

Student Counselling
Student Support is provided in two main forms: **general support** and **special support**.

General Student Support provides guidance to help you progress in your studies and supports your personal and professional development. Every student has access to a student adviser (or equivalent role, such as learning team advisor, learning coach, student counsellor) throughout their programme.
You can also access support from the Student Support Centre (**SSC**) (in Dutch), which provides free and easily accessible assistance for challenges such as:
- Study planning or academic progress
- Delays in completing your programme

- Financial or personal difficulties
- Language support
- Other issues that may affect your studies

Additionally, some programmes have a **Study Route Adviser**, who can provide guidance about possible study pathways and choices within the programme. The study route adviser can support student advisors with advice tailored to your learning goals.

Special Student Support ensures that students can participate in classes or examinations in an adapted way when needed. This may include adjustments for physical or learning disabilities, personal circumstances, or participation in the Personal Learning Pathway */ Eigen Leerroute*.

Special support may involve:
- Implementation of accommodations in teaching or examinations
- Involvement of a case manager to coordinate support measures
- Additional guidance for students with special circumstances, such as running their own business or starting a company, available through relevant centres (e.g., Entrepreneurship Centre)

These measures are provided in accordance with the Institutional Section of the Education and Examination Regulations specifically Artikel 19 - for students following the Personal Learning Pathway.

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 both internal and external facilitators (including lecturers, students, alumni) 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 4.5 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

The programme evaluates its teaching each period/semester. The evaluations have two main aims:

- Firstly, the strategic aim is to optimise the quality of education, for which the **PDCA cycle** (Plan, Do, Check, Act) is applied.
- Secondly, each evaluation has an operational aim, such as identifying potential issues.

Programme evaluations primarily focus on measuring, discussing, and improving the quality of teaching.
The evaluation results are published on the programme page for students.

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

Assessment rules for your programme are based on the **Institutional Section of the Education and Examination Regulations 2026 - 2027** and the **Examination Rules 2026 – 2027**. These documents set the minimum requirements for assessments in your programme.

Students are responsible for registering for assessments and for following the deadlines and procedures. Information about registration, the registration period, and deregistration can be found on the programme website under **Assessment Information /** *Toetsinformatie*.

Some assessments may also be scheduled in the **evening**, depending on the programme variant.

6.1 ASSESSMENT PERSONAL LEARNING PATHWAY

Registering and Deregistering for Assessments
To take part in any assessment, you must register for it (see Article 27 **Institutional Section of the Education and Examination Regulations** which applies to the Personal Learning Pathway). Registration ensures that the programme can organise exams and assignments properly. Deadlines vary depending on the type of assessment and the period in which it takes place.

All relevant information about registration, deregistration, and assessment scheduling is available in the Registration Application and on the programme page under Assessment Information > Registration Procedure.

Some assessments may not be available every period. Always check the Assessment Year Schedule for the exact timing.

1. **Registration and deregistration *Deadlines**
- For scheduled assessments during **central assessment weeks: Regulations on Testing and Examination Academic Year 2026-2027.
  *The exact dates can be found in the registration application
  *See the Windesheim Jaarroostersite: jaarkalender Onderwijs en toetsing 2026-2027 (in Dutch)

2. **System Information**
- The registration system shows which assessments are available for you.
- Not every assessment is offered every period. Always confirm via the Assessment Year Schedule. In the programme section under the heading Assessment Information > registration procedure.

3. **Special Notes for Assessment Period 5.1**
- If you still have an open assessment attempt, you must register for period 5.1, even if results from period 4 are not yet published.
- If you have already passed the assessment in period 4, your registration for period 5.1 will be cancelled automatically.

5. **Special Notes for Assessment Period 5.2**
- Registration is open from Monday 28 June to Wednesday 7 July 2027, 23:59.
- If you meet the required conditions - (see Article 22 paragraph 6 Institutional Section of the Education and Examination Regulations 2026 – 2027 Personal Learning Pathway) - the learning pathway administration staff will finalise your registration by 15 July 2027, enabling your participation in period 5.2.

- Students who started their studies in February will have their third test opportunity scheduled after the end of the September semester.

6. Assessment of Groupwork
- The registration for the assessment of groupwork is individual, which implies that each student member submits the groupwork individually in Brightspace TOETSEN. Without a valid registration and submission, no assessment (grade) can be given. These rules also apply to an oral examination (group presentation).
- In the GPCM Study Guide and in the learning unit information on Brightspace you are informed of the implications of not submitting/delivering the groupwork in the same test opportunity as your fellow team members.

How to Register for Assessments
- Register via My Windesheim
- Go to My Windesheim > Register > Assessments.
- After registering, check yourself that your registration was successful.
- If you have questions about registration or any special conditions, email: bmr-studievoortgang@windesheim.nl

Not Registered for an Assessment = No Participation
- **Important:** You cannot participate in an assessment if you have not registered for it during the designated registration period.
- Check the Assessment Year Schedule (on the programme website under Registration Procedure) to see when the assessment will be offered again.

Exceptions - Who Can Register After the Deadline
You may still be allowed to register after the deadline if you belong to one of these groups:
- Students not linked to the correct study pathway.
- Switchers or interim entrants who joined the programme after the registration period.
- *Kies Op Maat* (tailored choice programme) students and exchange students.
- Students who have received special permission from the Examination Board.
- **Action:** If you meet one of these exceptions, email bmr-studievoortgang@windesheim.nl to request late registration. Include your student number, study programme, and the assessment you want to register for.

Cancelling Registration
- **Cancelling Registration for Personal Learning Pathway**
- If you decide not to take an assessment you previously registered for, you must cancel your registration in the registration application.
- The deadline for cancelling a registration is shown in the application.

Cancelling via My Windesheim
Instructions for Students:
- Log in to **My Windesheim**
- Go to the **Registration** tab.
- Cancel your registration for the relevant assessment before the assessment starts.

6.2 CURRICULUM-INDEPENDENT ASSESSMENT

Within the Personal Learning Pathway, both the standard route and curriculum-independent assessment are possible. This gives you, the student, the following options:
- You can demonstrate the learning outcome(s) using the standard assessment, without participating in the associated teaching activities.

- Alternatively, you may choose a different route and demonstrate the learning outcome(s) in a way other than the standard assessment provided.

Exceptions to Curriculum-Independent Assessment
You may be able to demonstrate learning outcomes in a way other than the standard assessment.
However, there can be exceptions. For example, certain nationally mandated assessments may require you to take the standard test. Each degree programme may also specify assessments for which learning outcomes **cannot** be demonstrated in another way.
Details and justification for any such exceptions are provided by each programme below.

At GPCM you follow in principle the standard route due to the special characteristics of the degree programme (selective and honours). You can make an appointment with the Study Route Advisor of GPCM in case you want or need to discuss an alternative study route or request exemptions for demonstrated learning outcomes.

Demonstrating Learning Outcomes via Alternative Assessment
Some units of study or units of examination may only be achieved in one specific way.

For units where alternative demonstration of learning outcomes is possible: The assessment format is a portfolio assessment. You will compile a portfolio and participate in a criterion-referenced interview based on the portfolio. The portfolio, together with the interview, is evaluated using the rubric for that unit of examination.
- Assessment is conducted by an examiner from your programme, appointed by the Examination Board. The examiner is BKE-certified (Dutch certification, Basic Teaching Qualification) and qualified as an assessor.
- For content guidance, you may consult an expert (for example, from the professional field). The expert provides advice but does not participate in assessment.
- You are fully responsible for planning and completing the entire process.

The complete process description can be found here (in Dutch).

6.3 GROUP WORK AND ASSESSMENT

The student registers individually for the test and submits the work individually, on time, and in full via the prescribed system. Without a valid registration and submission, no assessment will be awarded. The examiner assigns an individual assessment per student.

If not, all group members submit simultaneously, the group product will be assessed exclusively for the students who submitted it individually. Other students must use a subsequent test opportunity in this academic year to submit the group product. For more information, please refer to the course syllabus of the relevant EvE.

6.4 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.

6.5 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 2026-2027 available on the degree programme page on SharePoint.

Test moments and opportunities
For examination units in year 1 and 2 GPCM offers **two test moments and opportunities per study year for each assessment** (an examination unit can have up to 4 assessments). Yet in principle we expect students to make use of the first test opportunity. We encourage students to discuss their test planning with their student counsellor.

Students who in their first year of studies have obtained 40 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 and opportunities. 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.

In cases where the examination unit is offered twice a year, you have to make use of the two test opportunities offered during the semester you are enrolled in the examination unit.

6.6 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 GenAI.

Therefore, the student encloses the following **AI Transparency Statement** in their written work:
- I confirm that all AI use has been **transparent**, **documented**, and has not replaced my intellectual work.
- I have filled in the table below - **Overview of When and How I Used AI Tools in My Learning Process for this Learning Unit:** … [name of learning unit] …
- **I have maintained a separate record of AI Use.** I understand that part of responsible use of AI is keeping a simple record of the prompts and outputs I used during my learning process. I may be asked to share this record if there are questions about my assignment. This record assists my learning - and protects me - by showing how my ideas and writing developed step by step.

Overview of When and How I Used AI Tools in My Learning Process for this Learning Unit:
- For group assignments, each team member completes their own AI Use Statement, even if final submission is one product.
- If you use grammarly only, mention it once.
- Lecturers tailor the table to align with the learning process of their unit.

Stages of the Learning Process	Circle **YES** or **NO** to indicate whether you used an AI tool.	If **YES**, provide - the tool you used Typical types of prompts you used at that stage **Note:** The table is meant to give an overview of your AI use. Your lecturer may later ask for specific prompts and outputs, but here a summary is sufficient. **Example**: Developing structure / Used Chat GPT / typical prompt - How can I make this paragraph clear for my reader - comment on my structure and coherence?
Before writing searching reading	**NO YES**	
Generating ideas	**NO YES**	
Planning / Outlining:	**NO YES**	
Developing structure	**NO YES**	
Editing / Grammar / Clarity:	**NO YES**	
In-text citations / Referencing:	**NO YES**	
Other contexts?	**NO YES**	

This statement confirms how AI tools were used responsibly in completing assignments for assessment in this learning unit.

Signed (student): …… **Date**: ……

If your lecturer explicitly asks for specific examples of prompts and outputs - copy/paste below:
…… etc.

The statement(s) to be used will be available on the Brightspace learning environment of the respective learning/examination units.

7 OVERVIEW OF EXAMINATION UNITS

7.1 OVERVIEW OF EXAMINATION UNITS

The following applies to the personal learning pathway:
At the start of your studies (first semester of the first year), you will be provided with an initial learning pathway. During this semester, your courses and instruction are scheduled for you. However, you are responsible for planning your exams and registering for the tests you wish to take.

From the following semesters onward, as a student in the Personal Learning Pathway, you are fully responsible for:
- Planning which courses and learning activities (Units of Examination and educational activities) you want to follow.
- Scheduling your exams and registering for the tests you wish to take.

All course planning and exam registration can be managed in your Personal Environment.

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 I	5 ECTS	Project Management I and Professional Skills	10 ECTS
Research I and Academic Writing	10 ECTS	Research II	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 ECTS**	**Semester 2**	**30 ECTS**
Managing Projects for Sustainable Development (*) OR Electives	30 ECTS	Managing Projects for Sustainable Development (*) OR Electives	30 ECTS

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

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.

The modules Value Creators and Bachelor Internship and Capstone will be offered for the last time to students from cohort 2022-2023 and earlier (blue route). Blue route students 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 ECTS	Semester 2	30 ECTS
The (g)local project manager	10 ECTS	The international business professional	10 ECTS
The reflective business professional	6 ECTS	The impactful project manager	5 ECTS
Skills Lab I (academic and professional writing and research skills)	10 ECTS	Skills Lab II (presentation, pitching, storytelling and rhetorical skills)	6 ECTS
Personal and Professional Development 1	4 ECTS	Skills Lab III (qualitative research)	5 ECTS
		Personal and Professional Development 2	4 ECTS

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 I (5 ECTS
		Research I 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 II and Professional Skills
		Research II (5 ECTS)
Me in the Profession (5 ECTS)	ME – Personal and Professional Growth (5 ECTS	Personal and Professional Growth (5 ECTS)

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

8 ACCREDITATION

By decision of 24 September 2021, the GPCM-programme was accredited for an indefinite period by the NVAO. The submission date of the next review report is not yet known*.
*Following the site visit of 1 May 2026, the application for continuation of the current accreditation has been submitted to the NVAO.

9 CONCLUSION

9.1 OBJECTION AND APPEAL

Any decisions taken under these regulations may be appealed to the Windesheim Board of Appeal for Examinations. The relevant regulations are set out in the Institutional Section of the Student 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 cases not provided for in this *Degree Programme Section of the Education and Examination Regulations*.

Additional Programme Statement:
If, due to unforeseen circumstances, it becomes necessary to make deviations from the established education and examination regulations regarding teaching and/or assessment, this will only happen after consultation with and approval from the Degree Programme Committee (DPC) of your programme.

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 2026 until 1 September 2027. They have been published on www.windesheim.nl / www.windesheimflevoland.nl.

The Degree Programme Section of the Education and Examination Regulations for the Global Project and Change Management was adopted on 18 June 2026, by the Division Director on behalf of the Executive Board.

Approval was granted by the Degree Programme Committee and the Unit Participation Council for those parts subject to their approval, and the Degree Programme Committee was consulted on the remaining parts.

Degree Programme Committee granted approval on 3 June 2026 and the Unit Participation Council granted approval on 5 June 2026.

Mr. J.C. Gomolka
Director of the division Business, Media and Law
18 June 2026

TERMS AND DEFINITIONS

- The Windesheim definitions of terms for the bachelor's and Associate degree programmes can be found in Chapter 2, Article 1 Terms and definitions of the Institutional Section.