

Course Manual

VALUE

CREATORS



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VALUE CREATORS

This manual contains important information about Value Creators concept and also detailed information regarding assignment description and planning. Please read the manual carefully. For further questions use the plenary sessions or send an email to the coordinator.

GENERAL INFORMATION

Course name	Value Creators
Course code	WH.VC 2022 AUT / WH.VC 2023 SPRING
Level	Bachelor
Study year	3-4
Course credit	30 ECs
Entry requirements	Obtainment of 110 ECs or its equivalent

CONTACT DETAILS

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VALUE CREATORS IN THE WHC CURRICULUM

Windesheim Honours College (WHC) prepares students for an international career as a project and change manager for a sustainable world. The first two years of the WHC curriculum provides students with the skills and tools necessary to become a competent project managers. During this time, students also study topics that highlight change management as a tool to create a more sustainable and fairer world.

In the final two years of WHC, Value Creators is one of the key learning experiences to prepare students for an international career. Value Creators is a 30 ECs course and implemented for 17-18 weeks during the Autumn and the Spring semesters.

In Value Creators students gain practical experience in creating value and initiating change. Students engage with professional networks to gain knowledge and information in order to contribute to innovative solutions targeting the complex issues affecting our societies. At heart, Value Creators is about our responsibility to give back to the community and engage with the external world.



CONCEPTUAL FOUNDATIONS OF THE VALUE CREATORS

The Value Creators concept is based on different theories and practices that help you understand the complexity of today's world and experience processes of change. These are: Theory U, Five Minds for the Future, network and complexity mapping and tactics for dealing with complexity and uncertainty. We also use Challenge Based Learning to take you through the process of creating social value.

In Value Creators, knowledge is a tool, not a goal. Thus, we have created an educational environment to help you further develop the skills and capacities to connect data and information; and disseminate it within networks. Since knowledge is a tool, it is more important for you to know how, where, and when to find it, as it evolves; rather than acquiring specific information, that is only useful for a certain moment.

We expect you to develop the capacity to seek established networks and make new connections between organizations and ideas to start new processes of co-creation. Visualization is an important tool and you will learn how to map networks, interactions, and topics of inquiry. Visualizing the complexity of networks, interactions, and topics of interest provides a road map, enabling you to make your way in any given situation.

Moreover, in Value Creators, you connect with professional networks and confirm your ideas with them. For example, does your idea address an existing need? Is the topic you want to work on a relevant for society? Over the semester, these connections offer you channels to share, learn, and co-create value on the issues you care about.

SYSTEMS AND COMPLEXITY THEORY

During Value Creators you learn to identify, understand, and evaluate structures, relationships and interdependences between different elements; whether these elements are issues, networks or organisations. This defines your capacity for systemic thinking.

By understanding these systems, you can explore the heterogeneity in the various subsystems of organisations and how those complex systems and interactions affect the behaviour and outcomes of the system itself. During Value Creators, we invite you to dance with the system(s). As Roberto Poli¹ (2013) states: "decision-makers commonly mistake complex systems for simply complicated ones and look for solutions without realizing that 'learning to dance' with a complex system is definitely different from 'solving' the problems arising from it".

¹ Poli, R. (2013). A note on the difference between complicated and complex social systems. *Cadmus*.



Incorporating systems thinking and complexity theory, helps you to take leadership and identify manageable actions within complex problems, finding the best place “to dance” with the system.

THEORY U

Theory U is not only a theory, but a phenomenon in education and management, developed by Otto Scharmer².

Theory U claims we are entering an era where something new is about to emerge from the rubble. This belief is the foundation of Theory U practice, which includes applying mindfulness beyond the individual to the collective. Theory U asserts that entering into a new process is only possible by letting go of old visions and values. It is about giving birth: realizing new ideas through deep dialogue with ourselves and then with others; by sharing our deep experiences.

Theory U provides a shared process to be more effective when considering new ideas or future scenarios. It acknowledges change happens at several levels, from the individual to the collective and that change is disruptive. It also strives to connect the disconnected.

As complexity cannot be addressed alone; during Value Creators, you connect with fellow students. Moving from “letting go” of your own vision and values to “letting come” a higher future self, which merges with others “deep knowing”. This frees you to collaborate with others on new ideas and scenarios.

Ultimately, Value Creators is about moving from the individual to the collective. It is about your transcendence from project manager into social change agent!

FIVE MINDS FOR THE FUTURE

In 2009, Howard Gardner published the concept of Five Minds for the Future. In it, he contends that in order to thrive in today's complex societies and uncertain future, we must cultivate five different minds: the disciplinary (*the capacity to know and gain expertise in certain areas*), the synthesizing (*the capacity to size down complexity*), the creating (*divergent thinking*), the respectful (*understand and engage with others*), and the ethical (*understand ourselves and our values in relation to the world*).

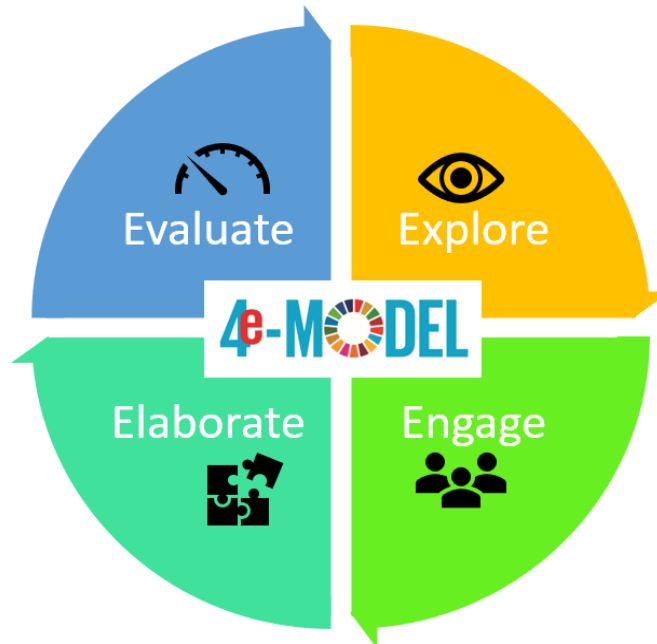
In Value Creators, you explore who you are as a change agent through this framework, including which minds you need to develop further. Over the semester, you carry out explorations related to the Five Minds and deliver a reflection on your activities in your final Professional and Profiling Portfolio.

² Scharmer, C. O. (2009). Theory U: Learning from the future as it emerges. Berrett-Koehler Publishers



4E-MODEL

Based on elements from Design Thinking and Challenge Based Learning, we created a method to guide your value creation process. Our 4E-model consists of four phases: Explore, Engage, Elaborate and Evaluate.



We understand value as contributing to society by addressing complex issues linked to the Sustainable Development Goals and in dialogue with professional networks

The 4E-Model also gives structure to the Value Creator semester, including in planning. For example, after the each phase (which lasts a few weeks) your team delivers a short report, detailing your process during the phase.

Although there are intersections and overlaps between the phases, your key activities during each phase are:

Explore: You explore the system in order to understand its complexity and see the interactions and relationships between actors, actants, causes, and consequences of the issue you are exploring. Once you can see and sense the system(s), you decide where you will dance with the system.



Engage: You determine who to involve in order to create value in the specific area you have chosen to work on and pinpoint who to invite to dance with you in order to create new dynamics, new movements that lead to change inside of the system?

Elaborate: What do you need to do? With whom? What is the action plan? Here you co-create the choreography for change with your networks.

Evaluate: What are the impacts of your actions? How do you know? What are your specific indicators of change?

CONCEPTUAL FOUNDATIONS: CONCLUSIONS

For us, value creation is more than a buzzword. It is a spark to ignite your contribution to societal change. Moreover, we believe that sharing, connecting, and initiating your learning processes are key elements in value creation.

The Value Creators foundational ideas and practices offer you a “mentoring environment for managing complexity, the cultivation of both individual and collective creativity, and the practice of moral courage” (Daloz Parks, 2017)p.19.³ It also provides the possibility to explore your individual interests and discover which of your talents and abilities you want to “let go” of and which you want to “let come”.

In this mentoring environment

- Divergent thinking is welcome! All possible approaches and ideas towards a solution to the issue of interest should be explored and discussed, with chosen approaches collectively honed.
- Leaving campus and the classroom is embraced! This is a terrific opportunity to connect with professional networks. There are worlds beyond campus, go out and connect with people who have knowledge you need.
- Imagining the future is championed! Use this (literal & figurative)space to imagine future scenarios with different stakeholders; co-create new possibilities; prototype the society of the future.
- Stepping out of your comfort zone is applauded! Practice leading, following, teaching, listening, building a business, motivating others with your words. Or take on multiple roles and do all while connecting with your inner self.

³ Eaton, M., Hughes, H. J., & MacGregor, J. (Ed.) (2017). *Contemplative approaches to sustainability in higher education: Theory and practice*. Routledge.



- Involving a multitude of disciplines is endorsed! Enrich your projects by working with professionals from multiple disciplines. Look for new tools or knowledge that you need from a variety of actors, stakeholders, players. Reach out beyond the usual suspects.
- Focusing is favored! The Value Creator environment gives you time to dream, yet also a chance bring ideas and dreams into reality.
- Owning and controlling your learning journey is saluted! In the Value Creator environment, you lead your learning process and assessment. Your coach guides but you make it happen!

THE CONTEXT OF VALUE CREATORS: GLOBAL CHALLENGES AND THE AGENDA 2030

Our world faces many challenges: from global warming, wars, political uncertainty to a widening gap between the haves and have-nots. The world is also rapidly changing in terms of technology, social movements, approaches to community, and new economic models.

Even at local levels, our societies are becoming more complex, with growing cities, aging populations, fluctuating employment, escalating health care costs and increasing environmental instability, affecting local agriculture and food production.

We believe that positive change is possible: from individuals to communities to economies to societies. We also believe that young people, YOU, can lead the changes needed to create a more just world; one that also provides for future generations.

The primary focus of the Value Creators is to **create societal value** and **address complex issues**. You address complexity and seek solutions and novel approaches that contribute to the Sustainable Development Goals.

*The **Sustainable Development Goals** (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.*

These 17 Goals build on the earlier [Millennium Development Goals](#), while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities.

The goals are interconnected – often the key to success on one will involve tackling issues more commonly associated with another. The SDGs work in the spirit of partnership and pragmatism to make the right choices now to improve life, in a sustainable way, for future generations. They provide guidelines and targets for all countries to adapt, in accordance with their own priorities and the environmental challenges of the world at large.



The SDGs are an inclusive agenda. They tackle the root causes of poverty and unite us together to make a positive change for both people and planet. "Poverty eradication is at the heart of the 2030 Agenda, and so is the commitment to leave no-one behind," UNDP Administrator Achim Steiner said. "The Agenda offers a unique opportunity to put the whole world on a more prosperous and sustainable development path. In many ways, it reflects what UNDP was created for." (Source: UNDP website).

For more information about the Sustainable Development Goals please visit <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

WORKING AS A CHANGE AGENT

Value Creators provides an environment for you to develop as a change agent. During this semester, you no longer work on a project linked to one client or one organisation, as you did in Year 1 and 2.

You also work more transdisciplinary, addressing issues which affect not only one organisation, but different networks comprised of different organisations and different disciplines. For example, if you care about the issue of sustainable mobility in a city, you may engage with policy makers, urban developers, local businesses, transportation and infrastructure agencies and companies, and citizens. Your work goes beyond the interest of one stakeholder; rather you act as an independent change agent consultant, integrating the needs and expectations of multiple actors, actants, and networks. This is the only way to create societal value while addressing complex issues.

You also use the Value Creator semester to explore topics that interest you and then engage with new networks. You must target issues that address a real problem for different networks, not only what you consider to be a problem. Thus your networks must "validate the topic". You include this validation in your assignments, as part of the assessment criteria and description.

Complexity cannot be addressed alone. Therefore you team up with others in groups of 2, 3 or 4 people (maximum). Inside of the group, you may address the same topic from different perspectives and use their individual professional interests to contribute to the team. For example, if the issue is sustainable mobility, one team member may look into public transportation, another citizens perspectives, a third, built environment, and a fourth from a disability perspective.

Again, each team focuses on a complex issue or topic related to the SDG(s) and that is validated by professional networks.



WORKING WITH YOUR VC COACH

Value Creators' coaches have different expertise and interests in terms of the Sustainable Development Goals. Moreover, they go beyond coaching, acting as facilitators or guides. Although you and your team are in control, your coach helps steer you through the process. To do this, they meet regularly with you. Coaches also advise on how to connect with relevant networks. In addition, they provide formative feedback to help you fulfill the requirements of the VC assignments. They also assess your deliverables.

In the Value Creator semester, the coach is not a lecturer. They do not tell you what to do, as this is your own responsibility. As your assessor, they point out if the quality of your deliverables meet the standards of GPCM and if not, what you need to improve.

Again, as coaches, they facilitate the VC process, but do not lecture nor serve in a "knowledge transfer" role. In fact, in Value Creators you do not have regular lessons. That said, there are a few mandatory workshops which are described later in this manual.

YOUR RESPONSIBILITIES DURING THE VALUE CREATORS SEMESTER

GAINING KNOWLEDGE

In Value Creators, you select much of the knowledge needed to address your issue. You use knowledge as a tool and seek information in a variety of ways: engaging with relevant networks, following online courses, reading credible (relevant) books and articles, attending conferences, seminars, webinars, and interviewing relevant experts, etc.

However, in order to guarantee quality standards, your coach must approve your plans to gain knowledge on your topic; as part of compiling a knowledge portfolio (discussed later in this manual). Thus, you must consult with your coach before selecting courses, books, conferences, etc. to ensure your proposed knowledge activities meet the quality standards of Year 3 or 4 of GPCM.

COACHING SESSIONS, VALUE CREATORS WORKSHOPS, PLENARY SESSIONS, SEMESTER PRIORITIES, VC COORDINATOR, & COMMUNICATION

As previously mentioned, you meet regularly with your coach.

During the semester, each coach has 14 hours for coaching each team of students. You need to be pro-active and discuss with your coach how do you want to use those hours. Be aware that coaches are also lecturers for Year 1 and 2; thus you need to adapt to the availability of the coach. However, you, your team, and the coach schedule and organise the "how" and "when" of sessions together.

Note that we expect you to fully prioritize Value Creators as you would other courses or semester-long minors.



Therefore all scheduled coaching sessions are mandatory, as are the Value Creator workshops. It is your responsibility to adjust to the VC schedule of mandatory workshops and other activities, as well as your coach's availability.

VC also hosts "plenary sessions" for you and your fellow VC students. These are mandatory and organized by the VC coordinator/examiner. During the plenary sessions, you may discuss worries, questions, insights or other thoughts. The plenary sessions are moments for giving and receiving feedback for all involved in the Value Creator journey – you, your VC peers, coaches, the coordinator, etc.

Working full time next to VC is difficult. We have seen differences in the quality of the Value Creator process and deliverables between students have fully dedicate their time to the VC journey and those who have not. We understand that some of you need to work and because there are no more lessons, you may want to increase your work hours during the VC journey. Be aware that this affects your academic workload and pressure. Inform your coach properly and your career counsellor.

In addition to the coaches, Value Creators has a coordinator who is also the senior examiner. To avoid confusion, all official communication on deadlines (or unexpected changes), assignments, requirements, etc., is done **via the coordinator and only through official e-mail and/or Bright Space**. Thus **you are required to read your emails and check the message board of the learning environment (Bright Space) often**. You may also arrange consultation meetings with the coordinator/examiner of the Value Creators if you have individual concerns or personal circumstances that may affect your learning journey.

SEMESTER SCHEDULE

The coordinator will also share the VC semester schedule. We expect you to adhere to this planning. It is your responsibility – not the your coach's - to know the deadlines, workshops dates, meetings online, etc. Yet, as part of the uncertainty and ambiguity context for the VC journey, planning's are open to last minutes changes and since we expect full dedication from you this semester, prepare to adapt your schedule to unanticipated changes in the planning.



IMPORTANT INFORMATION IF YOU TRAVEL ABROAD FOR YOUR VALUE CREATORS!

We do not require students to travel during their Value Creators semester. During the COVID-19 pandemic, travel was limited. Pre-COVID, some students attended conferences abroad as part of their VC journey. If you plan to travel, first review Windesheim's travel requirements.

Since travel for VC is noncompulsory, you must organize and follow all Value Creator and Windesheim requirements. This includes mandatory attendance at plenary sessions, VC workshops, coaching sessions, and other activities during the VC journey. You may credits if you miss mandatory activities in order to travel.

Furthermore, we recommend that you follow all COVID and other travel-related updates on Sharenet.

LEARNING OUTCOME OF VALUE CREATORS



I navigate complexity, uncertainty, and ambiguity by using a systemic approach to a complex question and to explore the areas where social value can be co-created.

I feel comfortable in interdisciplinary settings and can take on distinct roles in a team and engage and co-create with different professional networks.

Demonstrating strong competences in personal leadership, I organise my own time and use part of the semester to design my own learning paths that can be self-assessed through self-reflection.

I understand and apply elements of Theory U (deep data) and Theory of Change (indicators and monitoring) in the process of co-creating social value.

THE CONTENT OF VALUE CREATORS

GETTING STARTED: FINDING THE TOPIC

You may choose to work on a topic that interests you during the Value Creators journey. You may also choose to address an issue proposed by one of our existing networks. However, all topics must directly relate to an SDGs and have the complexity our concept requires. Therefore, the topic you chose must be approved by the coach and external networks.

What does this mean?

You need to ensure that the chosen issue meets the following criteria:



- ✓ **Complex/wicked:** Multisector, involving multi-stakeholders, actors and/or actants, has numerous causes, has no standard solution; and approaches need multiple perspectives; exhibits high social and systems complexity.
- ✓ Has a **“glocal” character** – Has the potential to be a global issue or not specific to one country or region.
- ✓ Has a **cross-organizational character** – The topic affects multiple organizations, not only one; and affects different sectors. The topic is not a “one client” only issue.
- ✓ The topic **contributes or connects** to one or more of the **Sustainable Development Goals**.

WORKING ON YOUR OWN TOPIC

If you have a topic you would like to explore and address during your Value Creators journey, bring it to the first brainstorming meetings. It is necessary you work together with at least one other student in order to create value. In fact, **we expect you to work as an interdisciplinary team (you may have different interests and approaches to one topic) with a minimum of 2 and maximum of 4 students per group.**

Once you have found a topic/question and a group of people to work with, you will further discuss your topic with your coach. During the Exploring Phase, you will shape and validate your topic, together with your coach and ensure the topic meets the criteria described above.

In addition, you must also validate your topic with existing networks. To do this, answer the following questions:

1. Are professional networks worried about this topic?
2. What exactly are they working on?
3. What are the main issues around it?
4. Is this really a complex problem?
5. Can you create societal value by addressing this issue?
6. Are you addressing a social need?

How do you make sure you are addressing a highly complex or wicked challenge? Although, you likely had Wicked Problems Theory during Year 2; in general highly complex problems have high systems and social complexity.

This means the problem has high interconnectedness, no clear cause, and numerous consequences and ramifications; and within societies it affects multiple social aspects and arenas; with attempts to address on social aspect or arena resulting on negative impacts for others.

Most of the challenges defined in the SDG agenda are consider wicked challenges. Thus we want you to link your issue to the SDG agenda; to spur your capacity to see interconnectedness and gain more insight into levels of complexity.



Since Value Creators runs for one semester, you need to be realistic about what you can achieve. Working closely with different networks is important when addressing complex issues in a short time. However, that is sometimes a challenge in itself! Remember the Value Creators coaches are there to help you identify contacts, information, and tips on how to best engage with networks.

TIME INVESTMENT

As previously mentioned, Value Creators requires a significant investment of time from the you. Because we do not offer regular lessons anymore, you may underestimate the time investment and struggle with time management.

We highly recommend you actively take control of your schedule and agenda. From Day 1, plan together with your team, working schedules and collaboration moments. Also, reserve time for self-study and completing your individual assignments. Again, you must attend all mandatory workshops and plenary sessions. Specific dates are given in the VC planning on Bright Space; add them to your agenda.

If you plan to work, remember that the **time investment for VC is a minimum of 38 hours per week**. If you work, allocate first 38 hours to VC. And again, you are required to attend all the VC activities organised during the semester; "having to go to work" is not an excuse to miss plenary sessions, coaching sessions, or workshops.

Absence from mandatory online and offline sessions will have consequences for obtaining credits for this programme. We take this seriously and we expect you to do the same.

If you are sick, report this immediately to the Value Creators coordinator. ONLY those who are sick or have proven special personal circumstances (and have informed the coordinator immediately) will be given special assignments to replace the workshops.

If you miss mandatory workshops and/or plenary sessions without complying with the above criteria, including notifying the coordinator/examiner immediately, you will not obtain the relevant ECs






THE VALUE CREATORS PRODUCTS (ASSIGNMENTS)

To earn all the credits for the Value Creator course, you must produce and deliver, on Bright Space, all the required products (assignments) as described in the following pages. These assignments expedite the achievement of the VC learning outcomes and provide you the opportunity to deliver professional products within the context of change management and value creation. They also help you to develop your Five Minds for the Future. The course has a total of 30 ECs distributed in the following tasks-assignments and weigh in final grade:

#	Title	Way of assessment	Caesura	Weight
1	Value product + Value Talks	1 to 10, 1 dec	5.5	15%
2	4E-Model reports*	1 to 10, 1 dec	5.5	45%



3	Knowledge Portfolio	Insufficient/Sufficient/Good	Sufficient	10%
4	Value Creator Personal and Professional Profiling Portfolio	1 to 10, 1 dec	5.5	30%

VC final products				
5 Minds	Product	Description	Credits	Grading
	VC Knowledge Portfolio (VCK)	This portfolio will include assistance to all mandatory workshops given during the VC semester (3 EC) Mix of MOOCs (online courses), workshops (offline/online), readings, webinars, conferences or other learning activities you select in relation with your topic and counting for 3 ECs	6 ECs	Insufficient/ Sufficient/ Good
	Personal and professional Profiling portfolio (VCPPP)	Student has the free choice to follow activities that contribute to develop their personal and professional profile as change agent. Evenly distributed activities and learning experiences that contribute to your personal (2EC) and professional (2EC) profiling as a change agent.	4 ECs	Graded by student, verified by coach. (1 to 10) (Individual student presents portfolio with clear evidence of their progress and learning)
	Final Value Process (VCFP)	4E-Model reports Team delivers 4 reports (one for each phase).	20 ECs	1 to 10 Summative Minimum of 6 required of the average of the 4 (for each individual minimum of 5.5)
		Value Creators final product and presentation (oral: Value Talks/ and written: Blog Entry) Blog entry for Value Creators website explaining the VC journey and final value delivered.		1 to 10 Summative Minimum 5.5 required
				

I. VALUE CREATORS KNOWLEDGE

This part of the Value Creators is worth 6 ECs.

You must deliver a final portfolio on Bright Space. This portfolio is scored PASS/FAIL and it is a conditional, meaning that if you do not deliver this portfolio or you fail it, you will not receive your other VC grades. **Please discuss with your coach what evidence is sufficient** to earn the Knowledge free-choice credits.



For students following VC for a second time, you do not need to complete the mandatory workshops (if you did so previously). This means you have additional free-choice credits for Knowledge activities. Always discuss free-choice activities with your coach first.

Description	Deliverable	ECs/Hours
Mandatory workshops (online/offline) given by VC coaches	You need to attend the workshops (attendance will be registered) and deliver the homework or activities required for the workshop.	3 ECs 56 hrs.
Free choice activities	<p>You can choose to follow online/offline courses (for example from the SDG Academy) that contribute to the specific knowledge needed for the topic you are addressing. You can also read books, articles, participate in webinars, conferences, etc.</p> <p><i>Consult the guide to select on how to upload free-choice evidence on Bright Space.</i></p> <p>Please always confirm with your coach before completing knowledge activities to ensure they meet the quality standards of our program and your level (3rd and 4th year students).</p>	3 ECs 56 hrs.

MOOC evidence and/or verified certificates

You may only follow MOOCs from certified platforms and recognized universities. When in doubt, consult your coach before beginning an on-line course.

We always recommend that you register for a verified certificate when following a MOOC. We understand this implies a financial cost, but most platforms offer financial aid to students, and given the fact that that the VC semester does not require mandatory books, we believe this is feasible. Furthermore, verified certificates may be included on your resume and LinkedIn professional profile.

If you follow the MOOC with a verified certificate, the certificate is evidence towards your Knowledge credits. Include it in your final Knowledge portfolio.

If you follow the MOOCs in the Audit track (not paying for a verified certificate), you must include a certificate of accomplishment (most of the courses offer this possibility) and/or screen shots of your participation in the course, for example entries in the forum discussions, your progress score for all quizzes and exams linked to the MOOC, etc.

Furthermore, ff you **do not deliver a verified certificate** for the MOOCs you follow, you **must also deliver a special assignment linked to the MOOC(s)**. In advance, you must determine the special assignment(s) with your coach. Special assignments also apply for other activities as well (such is reading a book) and it applies for your Professional and Personal Profiling Portfolio.



Coaches will record your attendance at all **mandatory workshops**, online or offline. If you fail to attend any of these workshops, you will lose the 3 ECs attached to the workshops. Therefore you will fail your Knowledge portfolio.

As previously mentioned, only sickness (properly justified and relayed to the coordinator prior to the workshop date) or relevant personal circumstances (authorized by your career counsellor and the coordinator of the Value Creators) exempt you from attending any of these workshops. If your absence meets this criteria, you will receive a special assignment related to the missed workshop. Again, **ONLY** under these circumstances, is a special assignment allowed.

How to proceed if you are sick or have personal circumstances that will make you miss a workshop? As previously mentioned, if you are sick, inform the coach and the VC examiner before the workshop via email. Explain the situation and include your career counsellor in the cc.

If you have personal circumstances, discuss them with your career counsellor. Ask your career counsellor to contact your coach and the VC coordinator/examiner to confirm that you have discussed important, serious personal circumstances which impede your ability to follow the workshops or attend other mandatory VC related activities.

RE-SITS of WORKSHOPS ARE NOT POSSIBLE!!

Workshop Theme	Description/Goals	Contact
The 4E-Model and dealing with complexity	Using the 4E-Model to address complex issues and create generative dialogues among multiple stakeholders	Maria Garcia Alvarez
Introduction to Theory U and Prototyping	These 2 workshops will help you to understand and practice with the main concepts of TU and how to apply them to your own Value Creators process	Maria Garcia Alvarez
Mapping Complexity	Applying mapping methods to understand the interconnections and the complex situation of your topic, includes mapping networks, actors, actants, and issues around your topic	Paul van der Cingel & Deanne Boisvert
Working with complexity and uncertainty	Understanding complexity and developing skills to navigate uncertain scenarios.	Paul van der Cingel
Impact Management	Based on Theory of Change, skills and tools to create indicators to measure value in social change	Sander Leusenkamp and Aryanti Radyo Wijati

Free choice activities may include (but are not limited to) other courses, attending to conferences or webinars (online or in-person), readings (articles, books, or author readings), mini-internships, and interviewing or shadowing relevant professionals.

In general, all activities chosen must **contribute to gaining knowledge around the specific topic you are working on this semester**. Therefore this link must be clear. For example if your



topic is water management and you choose, for your free-choice Knowledge credits, a course in astronomy, you need to clearly explain why this astronomy course helps you to better understand water management. If you are not able to make this link, the course won't be approved. Therefore, **check all proposed Knowledge activities for relevance with your coach, before starting them!**

CHECK LIST for the final VC KNOWLEDGE PORTFOLIO. Before uploading on Bright Space make sure you have all the following elements:

- ✓ Cover page (Containing name and student number) and table of contents
- ✓ Short introduction of the knowledge gained during VC in relation to your topic
- ✓ Table of all mandatory workshops (with proof of attendance, including participation hours and a short explanation of your main learnings from each workshop.
- ✓ Table listing the extra activities done for the free-choice, why these activities were chosen, the learning goal, number of hours invested, and evidence that the activities were actually carried out & for the hours claimed (appendix).
- ✓ Appendices: Include copies of verified certificates for MOOC s or other approved online courses. If you followed a MOOC in the **audit track**, include screenshots of participation in forum discussions, quizzes per module and final quiz or final assessment of the MOOC, certificates of completion if given and the special assignments given by the VC Coach. Also, include in the appendices, evidence of completion for the free choice activities approved by the coach.

The workshops' **content and schedule** will be **communicated via Bright Space and/or email; and in case of online sessions** the schedule will be communicated **via TEAMS.**

II. VALUE CREATORS PERSONAL & PROFESSIONAL PROFILING

For your Personal and Professional Profiling assignment you will need to deliver 2 documents during the semester. The first one is your **Project Plan** which is discussed with your coach at the beginning of the semester. Your project plan describes the activities you will do in order to meet the objectives you want to achieve in your own learning journey. You will need to make sure you also find good indicators that will help you measure your growth.

The other document is delivered at the end of the semester and consist in your **final portfolio** with all the evidence of the achievements and a reflection on your growth.



Both documents, Project Plan and Final Portfolio need to be uploaded in BRIGHT SPACE after discussion with the coach. You will upload your Project Plan when it has been approved by your coach.

You will upload your final portfolio after the defense of your grade with your coach. Read the following paragraphs carefully for more detailed information about each assignment.

You have the freedom to invest 112 hours on your individual professional and personal profile **as a change agent** and to develop your Five Minds for the Future. The 112 hours are allocated as follows: **56 hours for professional profiling activities and 56 hours for activities related to your personal profiling**. You create a learning plan detailing how you will use these hours.

At the beginning of the semester, you present your plan to your coach for approval. You must use the hours in learning activities that contribute to your personal and professional growth. You must distribute these hours evenly among personal and professional growth. To make sure that your time is invested in activities that contribute to your personal (linked to your role as change agent) and professional development. You determine the context of the growth you seeⁱ. However, the coach needs first to approve your plan, to make sure all the chosen activities meet the quality criteria of Value Creators and align with your growth goals.

During the semester, you will also have a second session with your coach to ensure you are on track. Sometimes something does not work out as planned and you need to adjust some activities. Use this second meeting to inform your coach of changes and confirm the coach approves.

At the end of the semester, you present evidence in a portfolio which shows how you have met your learning goals (described in your learning plan).

Below are examples of possible activities:

- Volunteer job related to the topic
- Courses (online/offline)
- Professional trainings
- Congresses or conferences
- Webinars
- Mini internships for organisations
- Shadowing different professionals for one day
- Exploring organisations where you would further want to develop during Internship
- Work experience related to the topic
- Journals
- Reading articles or books
- Open days for masters programmes or types of education
- Music or art portfolios for applications to conservatories or art schools



More Information on designing your own learning: PROJECT PLAN

Use the following format (mandatory) to create your project plan. Send it to your coach for approval, via email. Upload the approved plan to Bright Space.

Write clear SMART goals and indicators determine if you achieved your goals.

VALUE CREATORS PERSONAL change agent profile plan	
What do I want to achieve and how will this contribute to my personal growth? Describe the learning outcome..	At the end of this semester I would be able to.....
How does this link to becoming a (better) change agent?	
Which of the 5 Minds will I work on and why?	
List of Activities I will do for my personal development (be specific)	
Indicators. How would I measure the learning growth? (Describe when would you be satisfied and when would you consider you have done a good job with clear, measurable indicators)	
Feedback from coach:	Approved/Not approved

VALUE CREATORS PROFESSIONAL change agent profile plan	
What do I want to achieve and how will this contribute to my professional growth? Describe the learning outcome..	



How does this link to becoming a (better) change agent?	
Which of the 5 Minds will I work on and why?	
List of Activities for my professional development (be specific)	
Indicators. How will I measure my learning growth? (Describe when would you be satisfied and when would you consider you have done a good job with clear, measurable indicators)	
Feedback from coach:	<i>Approved/Not approved</i>

Measurement Tools

- What tools will you use to measure your learning growth based in your goals? Discuss this with your coach. You can design your own scale to measure self-performance, clearly defining when would you be satisfied and when would you consider you have done a good job. If you manage to clearly define these two levels, it would be easier at the end to defend an excellent performance, as everything that exceeded your expectations for a "good" job, can be taken as signs of an excellent journey. It is important that you discuss with your coach about this and that the coaches guides you and gives you good advice on the measurement description you are using.
- What kind of evidence will you provide? Are your sources credible? Be aware that for MOOCs the verified certificate is the preferred evidence. Discuss with your coach about evidence from other types of courses, reading books, auditing MOOCS, etc.

FINAL P&P PORTFOLIO: Defending your own grade

At the end of the semester, you meet with your coach to defend your final portfolio.

Your portfolio must contain a reflection and all evidence that proves you achieved the goals and indicators described in your project plan.

Your portfolio must look professional and clear - making it easy for your coach or another assessor to understand the evidence supporting your claims.



Final Evidence Portfolio Should Contain:

1. Cover page (name, student number, date, Value Creators topic)
2. Introduction: short reflection (2 pages max) on your own learning journey and on how Value Creators contributed to the development of your *Five Minds for the Future*.
3. Table with all the goals and indicators you stated in your project plan; the activities you did in order to meet each goal, and your assessment per activity (Insufficient, Sufficient, Good or Excellent)
4. Appendices with all evidence: for example, If you followed a MOOC or a course, include the verified certificate with a clear verified code. If you did a shadow internship, provide signatures of the responsible persons in the company or organization. Only clear, official evidence is allowed. This means a WhatsApp message from someone saying you did a great job, is not enough! You must provide official documents, emails or letters, certificates, participation records, name badges, etc. If you are confused about what to include as evidence, ask your coach.

More Information on Coaching During the PPP

In order to help you through the assessment process of the Personal and Professional Development journey, you have 3 meetings with your coach. See the VC planning calendar for specific dates. Your coach will arrange the meetings and attendance is mandatory.

More Information on Personal and Professional Profiling (PPP) Session 1: Setting goals and expectations

The first step of this cycle is to discuss with your coach the goals and mutual expectations for this journey, the tasks that you will perform, and the deliverables you are going to produce. In this meeting you will also discuss your own personal development points or learning outcomes and you present your Project Plan.

Before the meeting, send a copy of the plan via email to your coach. After the meeting, if your coach approves it, upload the project plan into Bright Space and begin.

If the coach does not approve, she/he/they will provide feedback so you can improve your plan. You must then revise your plan and organize a new meeting with your coach. Once the new plan is approved, upload it to Bright Space.

More information on Personal and Professional Profiling (PPP) Session 2: discussing progress and feedback on performance (only if needed)

The second step is a **performance progress meeting**. In this meeting you and your coach review the main agreements about goals and expectations you set in the first meeting. You discuss whether these agreements have been met or not and why (not). If you have not met your agreements, you may discuss new ones.



You also discuss your progress in completing and evaluating proposed your proposed learning activities and task. The coach again gives you feedback for improvement, if necessary.

If everything is going well and you do not need to discuss any progress with your coach, you and your coach can decide if this second meeting is needed.

More information on Personal and Professional Profiling (PPP) Session 3: performance assessment

The final performance assessment meeting takes place in the week of all final deadlines.

In this final meeting you assess yourself with a grade from 1 to 10. You present your portfolio with all the evidence supporting the grade you say you deserve.

The coach asks questions about the evidence and based on this, you decide together on a final grade. At the end of this meeting/defense you should have already a grade.

Make sure you follow these steps for your final portfolio:

1. You send the portfolio to your coach via email at least 1 day before the defense meeting.
2. During the meeting, guide your coach through the evidence that shows you deserve the proposed grade. You have 20 minutes for reviewing the portfolio and 10 minutes for questions and finalizing your grade with your coach.
3. After the meeting you upload your portfolio in Bright Space.
4. If the coach considers your evidence insufficient for the proposed grade, you will have to present your revised portfolio during resit-week, incorporating the feedback from your coach. For re-sits, the coach will send you an invitation to meet during the RESIT week. The day will depend on the schedule of the coach. Be aware that this meeting will take place at any time that RESIT week, so you need to free your schedule. Extensions of deadlines or meetings beyond the RESIT week are not allowed unless you have permission from the Examination Board.

Scheduling for project planning and final portfolio assessment (See VC semester planning on Bright Space for specific dates and times*)

The VC calendar indicates the weeks when the PPP meetings should take place. The specific time and day of the week is decided with your coach, taking into consideration the coach's schedule.

However, there is a deadline for uploading the final project plan and final portfolio specified in the VC calendar. This means that the meetings should take place before the deadlines for uploading your documents.



III. VALUE CREATOR VALUE PRODUCT

The VC Value Product counts for 20 ECs of the whole programme. It is comprised of a series of smaller assignments that follow your progress and the final assignment, the final value product itself.

	VALUE CREATORS VALUE PRODUCT 20 ECs		
	E-MODEL	FINAL VALUE PRODUCT	VISUAL PRESENTATION
Activities	4 reports spread throughout the semester. <i>Assessing on process</i> Summative 1 to 10	Free format of delivery including table with fix criteria. <i>Assessing on results</i> Summative 1 to 10	Value Talks and Blog entry <i>Synthesizing and communicating to the world</i>
Weight	45% final grade	15% final grade	Mandatory & Conditional
ECs	20		

E-MODEL REPORT

During the semester, you deliver four 4E-Model reports. As described previously, the 4E-Model consists in 4 phases: Exploring, Engaging, Elaborating and Evaluating; which guide your VC learning journey. At the end of each phase, you deliver a short report that reflects on your process.

These reports also help coaches identify and address issues during the process and give you specific feedback on how to improve your journey towards the creation of value.

These reports are professional documents, follow professional writing conventions and back up all claims with relevant data and references (APA).

Furthermore, in the first report, the background section must be substantiated with relevant, credible literature.

Read the assessment rubric for the specific scoring criteria.

4E-Model report paper 1: Exploring phase (max. 3000 words):

The paper must:



1. Contain the names of the students and student numbers on the cover page; reports uploaded without names will be assessed with a 1
2. Include a short description of the topic or issue of interest:
 - Background on the issue: why is it a problem? (state-of-the-art-review)
 - What makes it a complex problem?
 - What are the complexities of the system(s)?
 - Who is affected? Explain the social complexities?
 - Which networks confirm this is a problem that needs to be addressed
 - Claims that cite and reference relevant sources, including the academic literature (APA use is mandatory)
3. Link the topic to the Sustainable Development Goals.
 - Which specific SDGs does this topic address?
 - How? (Use the SDG indicators to guide you)
 - Which indicators frame this problem?
4. Provide a clear, detailed description of the networks who confirm that the issue/problem is complex and needs attention
 - Identify the networks contacted and ones to contact
5. Reflection: list specific questions or doubts you have and your plans to solve them, include ones need to discuss with your coach.
6. Reference list (APA)

4E-Model report paper 2: Engaging phase (max. 3000 words):

This paper must:

1. Contain the names of the students and student numbers on the cover page; reports uploaded without names will be assessed with a 1
2. Give clear description of the approach you have decided to take towards the complex issue you described in the previous report..
3. Since time is limited, define your focus. Which aspect of this issue will investigate further? Since you are dealing with highly complex (wicked) issues, you cannot have a problem solving approach, so where or how can you create change? For example, will you address a root cause of the issue? A consequence?
4. Provide a clear and detailed description of the resources needed in order to be successful. Identifying the resources needed (knowledge, tools, expertise, money, infrastructures, etc.), helps to determine which actors, actants, stakeholders, and networks needed for further engagement.



5. Give a short description of the networks you have engaged or plan to engage in order to develop your product. Also include what you need from each (knowledge, experience, advice? Why? How? Et cetera.
6. Include your network visualization and messy or ordered maps: which networks, actors, actants are involved or should be involved. Which networks play an important role in addressing this issue, which ones will be (or are) affected by it, etc. Use network mapping and situational analysis tools to create comprehensive yet easy to understand visualizations.
7. Reflection: List specific questions or doubts you have and your plans to address them. If you want specific feedback from your coach, include these concerns too.
8. References (APA)

4E-Model report paper 3: Elaborating phase (3000 words):

1. Paper must contain the names of students and student numbers on the cover page. Papers uploaded without names will receive a "1".
2. Give a short description of the product you plan to deliver and why you chose this format. Be clear on why it is most relevant. For example, if you decide to create a website, why is it the most appropriate deliverable to achieve the change you want ?
3. Provide a short description of the expected outcomes or solutions that this product will manifest. If your product is successful what would it solve? How would it create societal value?
4. Include a brief (narrative) implementation plan for your product. Describe the steps to be taken and the people responsible for each.
5. Reflection: Discuss what and how you improve your process and products, if you had more time. Also, if you had to start over, what would you do differently and how this would improve the results?
6. References (APA)

4E-Model report paper 4: Evaluating phase (3000 words):

1. Paper must contain the names of students and student numbers on the cover page. Papers uploaded without names will receive a "1".
2. Write a short description of how the value created by your product will be measured, include clear SMART Indicators. Attach letters of support from at least three different members of relevant professional networks. These are your evidence of **Stakeholder support***



3. Continuation Statement: how will you ensure the value you created continues? Who will take over? How will stakeholders use the value product created? Can other students continue the project for next semester? If so, how?
4. How have you contributed to the SDGs? Describe clear links between your deliverables and specific SDG targets and indicators.
5. References (APA)

***Stakeholder support** means the evidence that you have discussed your value product with members of your networks. They can provide their feedback and comments via email (attach then the email). You may also take notes of your conversations with them. If you provide notes only, these need to be corroborated by the stakeholders. Email your notes after meetings and ask them to confirm via email if they agree with the notes taken. We must see that you discussed your ideas with professionals from relevant networks ; and that they provided their support, suggestions and feedback.

All 4E-Model reports must be uploaded to Bright Space and comply with the WHC Writing Guide and Rubric criteria. By Year 3 and 4 you are expected to write professional documents in English and to correctly cite and reference sources following the APA format. Papers that fail the Writing Rubric will be assessed with a 1.5.

FINAL VALUE PRODUCT

At the end of the Value Creators journey, you will deliver a final assignment, called the **Value Product**. This product may have different formats.

You choose the format used to create value. For some, it may be a written text, such as a handbook, a tool kit, training modules, or an advisory report for networks. For others, this is the time and opportunity to organize community activities such as events, concerts, projects, festivals etc. You may also choose to create a documentary, podcast series, app or other digital tools, set up your own company or organization, create a new network, etc. How you create value is up to you! Creativity and diversity is welcome.

Be aware that your coach will assess if your product format is adequate, contributes to the value itself, and has met the following criteria.

- Value created **addresses one or more of the SDGs**
- Value created is **validated by members of professional networks** (3 letters of support from representatives of relevant networks are needed)
- It **addresses a complex issue** that is relevant for professional networks
- It offers a creative, **innovative approach** to the issue (provides something new)
- **Societal value** is measured using the tools provided during the Impact Management workshop



Furthermore, you must complete and upload to Bright Space the form provided below. If you deliver a paper, this form must be included at the beginning of your paper. Students conducting activities for the final value product (events, community service projects, etc.) should invite their coach so she/he/they can confirm what you have implemented. You must also provide graphic and visual material describing these activities. If you create a website as part of your final product, you must include a link to the website in the form. The same for documentaries, podcast and other linkable formats.

FORM FINAL VALUE PRODUCT

VALUE PRODUCT FINAL	
Name of the students and student numbers:	
Description of the final value product	
Criteria	Description
Please clearly describe why your final value product is creative and innovative (new approach to a complex issue)	
Please describe how YOUR value product contributes to societal value and how you will measure this through time (refer to the indicators developed during Impact Management workshops)	
Please explain how the networks you engaged with contributed to the realisation of YOUR final product. What was their specific contribution? How will these networks use your value product?	
How will your Value product be sustained, i.e. that it continues to be used or evolve after you have gone onto other projects in your studies and career?	



Provide links to all relevant material around your Value Creation process and final product. Pictures, videos, links, etc.	
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VISUAL FINAL PRESENTATION

To close the Value Creators semester and keep your networks informed of your journeys, each team delivers a blog entry about their VC journey and final product. This entry is published on our website (www.valuecreators-whc.com). You must upload the blog entries on Bright Space.

ASSESSMENT

Coaches are responsible for assessment of all Value Creators assignments. If you do not agree with your final assessment, you may write to the coordinator to request a second opinion. Be aware that your coach cannot change registered grades nor assignment deadlines!

In order to complete the Value Creators semester and earn the program's 30 credits, you must follow the requirements described in this manual and complete each assignment. Failure to deliver an assignment on deadline leads to an "insufficient" and a score of "1". If an assignment fails the WHC Writing Rubric, despite the quality of the content, it will score a "1.5".

MORE IMPORTANT INFORMATION!

If you fail to resit (second opportunity) one or more of the assignments, this means you do not obtain the 30 ECs attached to the Value Creators program. This lead to a study delay. although this may result in significant consequences, because of the nature of the Value Creators concept and the fact that all assignments are interconnected, you cannot resit only the missing assignments in the next academic year. This means, you must follow the entire Value Creators Journey. Thus, to avoid repeating Value Creators, make good use of all feedback from coaches and your use all assessment opportunities provided during the VC semester. If you are dealing with personal circumstances that may affect your VC journey, please always contact the career counsellor and the examiner/coordinator of the VC to find alternatives and support.



WHAT TO UPLOAD IN BRIGHT SPACE AND WHEN

	Products labeling	What?	Bright Space Section	When
1	VC Knowledge Portfolio Named: year/month/day_VCKnowledge_ studentnr.	VC Knowledge portfolio as described in the section VC Knowledge in this manual	VC Knowledge Folder call VC Knowledge Portfolio	Indicated deadline in VC planning before 8 pm.
2	A. Personal and Professional Profiling Project Plan Named: year/month/day_ProjectPlanNotes_ studentnr. B. Final Portfolio PPP Named: Year/month/day_Portfolio_ studentnr	Project Plan and notes of your meetings with coach Final Portfolio with evidence as described in the section of VC PPD	VC PPP (Personal and Professional Profiling) It has 2 folders for uploading: PROJECT PLAN FINAL PORTFOLIO	Always last day of indicated deadline before 8 pm
3	E-Model reports Named: year/month/day_E-Model (nr.)_ student nrs	4E-Model 1 4E-Model 2 4E-Model 3 4E-Model 4	4E-Model Reports	Always last day of indicated deadline before 8 pm
4	Value Product Named: year/month/day_VCFinalProduct_ studentsnr.	VC Final product	VC Final Product under folder named: Final Product VC	Always last day of indicated deadline before 8 pm
5	Blog Entry Named: year/month/day_names students	Blog website	Blog Entry	Always last day of indicated deadline before 8 pm



MORE IMPORTANT INFORMATION REGARDING ASSESSMENT:

1. Papers that fail the Writing Rubric will be graded with a 1.5.
2. Papers that are incorrectly named or not uploaded on time, will receive a "1". You may not submit papers via email to your coach except for drafts or otherwise indicated in this manual.
3. Final papers must be upload to Bright Space and by the deadline. Moreover, make sure that you submit the correct version of your paper. It is your responsibility to follow the process correctly.
4. The examiner will not consider any assignment related "personal deals" (that fail to meet programme and/or university regulations) made with your coach

Once you are enrolled in the Value Creators, you have access to the Bright Space common environment for all students following Value Creators. It is your responsibility to check all the material and information uploaded to Bright Space. It is also your regularly check your email for important updates and information, including important changes regarding deadlines or workshops dates.

You must hand in all your assignments on Bright Space. There are folders for each assignment. Uploading after deadline is not possible, therefore make sure you upload all your assignments on time. Assignments sent via email after the deadline do not count.

The final grade for each assignment in Year 3 and 4 must be at least "6", for partial assessments a minimum of a "5.5" must be obtained (e.g. 4E-model report). If you obtain the minimum of "5.5" for each partial assessment, but do not meet the "6" criterion, the following rule applies: you may only fulfil the "6" requirement by re-sitting the individual assessment part(s) of the study unit.

The re-sit week always takes place two weeks after final assessment week (first opportunity). Make sure you take a look at the VC calendar on Bright Space and consult with your coach. There are no re-sits for workshops!

Assessors are expected to grade your work within 10 working days, and you will have the opportunity to inspect your assignment at a time set by the coach. Coaches give feedback on draft documents if sent an adequate number of days in advance. Discuss feedback sessions and methods with your coach.

Coaches are not entitled to change summative deadlines to adapt to your personal circumstances. This means that you must submit an official request to the Examination Board if you cannot meet a deadline, always cc the coordinator of Value Creators in your request.

WORKLOAD



WHC expects students to study full-time during the Value Creators semester. The fact you do not have regular lectures does not mean you will have the time to do other things.

Students experience the Value Creators as an intensive journey, that compels you to improve and test your time management skills. The table below represents the required study load for the Value Creators (30 EC = 840 hours).

	Activity	Hours
1	VC Knowledge (6 ECs)	168
2	Personal and Professional Profiling (4 ECs)	112
3	E-model phases (process) and final product delivery (including meetings and consultation with coach) (20 ECs)	560
	Total	840

SCHEDULE CHANGES AND DEADLINES

The Value Creators coordinator/examiner will communicate all official changes to the schedule via official Windesheim email or by Bright Space, after consultation and permission from the Examination Board.

Please consult the VC Planning document on Bright Space for specific dates of deadlines. Information about location and time of workshops during the first weeks will be communicated via email at the beginning of the course. Make sure you check your email and take note of these workshops.

WHC WRITING GUIDE AND APA

In the first year, WHC students learn to work with the WHC writing guide and APA 7th Edition (used for references). From Year 2 onwards, students are expected to adhere to the WHX Writing Rubric (see below). If your work does not comply with the Writing Rubric it will not be assessed, and you will receive a "1.5".

The WHC writing guide can be found on Bright Space. In addition, the Publication Manual of the American Psychological Association (7th edition) is a required text for our study programme.

REQUIREMENTS FOR HANDING IN ASSIGNMENTS

The WHC has a strict deadline policy for handing in assignments. Moreover, all assignments should comply with the rules laid down in the WHC Writing Guide as well as to the additional



requirements – if applicable – as conveyed in the course manual. Please adhere to the following rules:

1. Summative assignments should be handed in according to the deadlines mentioned in the manual and/or planning documents. A deadline consists of a date and a time. In principle, all assignments have to be delivered no later than 8 pm on the day they are due. **Assignments which are not delivered on time will be assessed with a 1.0.**
2. In case of formative feedback, this feedback will not be given when the assignment is not delivered on time.
3. All the assignments have to be handed in on Bright Space. When uploading assignments, the following structure should be used: **surname_student number_title of the assignment**, unless is specified differently depending on the course/programme.
4. Plagiarism is considered fraud. Every individual's written work or every product from a group project is checked for plagiarism with use of digital scans. Both the group and the student are responsible for any possible fraud they commit. Students should always check the work of those who took part in their assignment.
5. It is the student's sole responsibility to ensure that he/she/they hands in the assignments in the correct way and on time.
6. In cases of group work, each individual team member is responsible for handing in the assignment(s) in the correct way and in time. **All team members need to upload the assignment under their individual names!!!** Is not enough that one team member uploads under his-her-their name for the whole group!
7. If a student is unable to hand in an assignment due to circumstances beyond his/her/their control, he/she/they has to report by email to the administration office of WHC no later than the deadline (date and time) of the assignment. The student should state clearly why he/she/they was unable to participate in the examination or hand in the assignment.

See also the Regulations of the Examination Board articles 2 & 3.

