

**DEGREE PROGRAMME SECTION  
EDUCATION AND EXAMINATION  
REGULATIONS  
2017-2018**

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

Full time

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

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## 1 OBJECTIVE AND CONTEXT OF THESE EDUCATION AND EXAMINATION REGULATIONS

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

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

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

## 2 WHC'S EDUCATIONAL MISSION AND VISION

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

WHC's approach to excellence is based on the strength of an HBO education: the focus on the profession, in this case an international project manager in a specified professional field. The WHC degree programme combines a strong focus on the development of practical and professional skills with the ability to apply these skills in a changing, complex and global professional reality. College graduates are trained to use and apply knowledge based on applied research in the development and design of professional products and services and hence to contribute to the improvement of professional practices, methods and theories in a specified professional field. This way they become doers who think critically about what they do and why, and hence professionals with discernible added value on the (international) labour market.

WHC's vision on teaching is based on a constructivist pedagogy: the student gains knowledge and skills, and constructs his vision of the professional world in interaction with the environment during his learning. This pedagogy has been put into practice via different methods of instruction, such as problem based learning, experiential learning and apprenticeships.<sup>1</sup> At WHC experiential learning forms the backbone of the degree programme. Experiential learning fosters critical thinking, and creates motivated and independent learners.

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

The goal is to reach the highest order of learning: heuristic problem solving, metacognitive skills, creativity, and originality.

At WHC we take experiential learning one step further. Students become part of an international and intercultural community of learners; a community which includes students, lecturers and practitioners from the work field. Together they engage in what Sternberg (2005) calls the process of creative productivity through which the generation of ideas, analysis of usefulness and effectiveness, and implementation will result in more inclusive and sustainable solutions for our common future.<sup>2</sup>

The next quote summarizes the overall pedagogy of WHC:

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

### **Educational concept**

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

#### *1. The talented and motivated student*

Our education focuses on gifted (with the potential to be distinctly above average in one or more of the following domains: intellectual, creative, social) and talented students (whose skills are distinctly above average in one or more areas of human performance)<sup>4</sup>; on students who show an above-average ability, creativity and task commitment (Renzulli, 2005).<sup>5</sup> We think it is crucial that our students are challenged to develop personal leadership through individual profiling in order to become independent career navigators.

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

Colleges are still a rare phenomenon in the Dutch context. Although the number of University Colleges is gradually growing, WHC is still the only Professional College in the Netherlands. WHC is a residential College. This enhances the close involvement between students and therefore the formation of a learning community. The international learning community is furthermore characterized by close involvement between lecturers and students and the engagement of both students and lecturers in socially relevant extra-curricular activities.

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

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

<sup>4</sup> Based on Gagné's differentiated model of giftedness and talent. See Gagné, F. (2010). From giftedness to talent: A developmental model and its impact on the language of the field. *Roepers Review*, 18(2), 103-111.

<sup>5</sup> Renzulli, J. S. (2005). The three-ring conception of giftedness: A developmental model for promoting creative productivity. In R. J. Sternberg & J. E. Davidson (Eds.), *Conceptions of Giftedness* (pp. 246-279). New York: Cambridge UP.

### 3. *The teaching strategies*

Our teaching strategies follow from the three pillars of honours education and related teaching strategies as defined by Wolfensberger (2012)<sup>6</sup>. These pillars are community, academic skills and bounded freedom. The teaching strategies related to each pillar are:

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

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

#### **Distinctive feature Small-Scale and Intensive Education**

With the accreditation in 2014, the degree programme obtained the distinctive feature Small-scale and Intensive Education. This implies that we have obtained ministerial permission to install specific selection criteria as meant in Article 6.7 of the WHW. The selection criteria can be found in Appendix 2.

## **3 WHAT DO WE EDUCATE OUR STUDENTS FOR?**

### **3.1 INTRODUCTION**

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

The WHC degree programme is innovative in three ways. Firstly, in addition to a profound basis in general project management skills, students are trained to apply these skills in a professional context. In addition, the programme is the only BBA in project management in the Netherlands.

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<sup>6</sup> Wolfensberger, M.V.C. (2012). *Teaching for excellence: honors pedagogies revealed*. Münster, Germany [etc.]: Waxmann Verlag GmbH.

Secondly, students graduate with a global perspective that comprises the ability to approach professional organizational issues and dilemmas in terms of demands from people, planet and prosperity and consider the consequences for the future.

Thirdly, the programme focuses on developing a reflective and critical attitude that enables the student to use knowledge and skills founded in applied research to contribute to the development of professional practices and theories in a specified field.

### **3.2 THE DEGREE PROGRAMME COMPETENCES**

WHC educates students to become globally competent project managers, that are equipped to operate in different fields of expertise. This professional profile – project management with a strong emphasis on contextual factors (both inside and outside organisations) is an unique approach in Dutch universities of Applied Sciences. In the development of the intended learning outcomes of the degree programme, WHC has used the domain competences for Business Administration for cohorts 2009-2013 and the BBA standard for the cohorts from 2014. Below the competences for the cohorts from 2014 can be found; the competences for the cohorts up to 2013 can be found in Appendix 1.

#### **1. The BBA standard, global and honours competences**

On the 15<sup>th</sup> of June 2012, the Netherlands Association of Universities of Applied Sciences approved the Recommendations Standard of Business Administration. The agreed BBA Standard is the culmination of the standard formulated by the universities of applied sciences for all of their Bachelor programmes. The HBO standard implies that as seen from a national and an international perspective, a study programme is to ensure that students:

1. Obtain a solid theoretical basis;
2. Acquire research skills that will enable them to contribute to the development of the profession;
3. Are sufficiently professionally skilled; and
4. Develop professional ethics and a social orientation that befits a responsible professional.

In this section the BBA standard will be described according to these four elements<sup>7</sup>. Thereafter the global and honours competences will be presented.

#### **Ad 1. Solid theoretical basis**

The newly graduated BBA student has a theoretical body of basic knowledge in a number of core disciplines that are of importance to (international) business management, as well as to the design and innovation of processes both in the private and the public sector. The level at which a specific BBA study programme provides a core discipline depends on the weight given to this discipline within the study programme. The core disciplines are:

- Accounting;
- Business law and Ethics;
- Economics;
- Finance;
- Management information systems;
- Marketing;
- Organizational behaviour;

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<sup>7</sup> Based on the translation of the December 2012 Guideline for a national degree programme profile in the economics sector.

- Quantitative techniques;
- Strategic management; and
- Operations management.

**Ad 2. Research skills**

A newly graduated BBA student has investigative skills allowing him/her to arrive at (commercially feasible) innovation of products, services and processes in both the private and the public sector, by means of reflection and evidence-based practice. To this effect the BBA graduate has obtained knowledge and experience in the study programme regarding the methodology of (practice-oriented) research. The BBA graduate is also able to reflect on this research. In the graduation stage of the study programme he has shown his ability to apply these research skills in an actual professional/practical situation.

**Ad 3. Professional skills**

A newly graduated BBA student has developed into a professional. The graduate:

- Is innovating and enterprising;
- Has good consulting skills;
- Has good oral and written communication skills;
- Recognizes (international) cultural differences;
- Is focussed on (multi-disciplinary) co-operation;
- Acts as a sparring partner both within and outside his own professional organization; is constantly growing professionally (personal leadership) and contributes to the growth of his/her profession.

**Ad 4. Responsible professional**

A newly graduated BBA student is aware of the social context of the knowledge and skills obtained during the study. He knows that ethics are and must be part of professional craftsmanship. Corporate social responsibility, business ethics and sustainability are topics of discussion in the study programme.

**Global and honours competences**

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

- ✓ Global competence 1: apply the professional competencies with a global perspective through a focus on:
  - social and global engagement
  - sustainability
  - diversity and change
  - awareness that choices affect the future
- ✓ Global competence 2: apply a global professional perspective in a specific professional context

Honours competence: power to act in a professional context of ambiguity and complexity with a critical and reflective attitude based on state of the art knowledge and applied and evidence based research.

Below the WHC learning outcomes are described and linked to the BBA standard.

**Learning outcome 1 – Know-how**

*The graduate understands, analyses and handles organisational issues and problems in their context in order to work in and advice on multi-disciplinary projects*

Keywords: Explore, Analyse, Advise, Entrepreneurial

Core disciplines: Accounting, Business law and ethics, Economics, Finance, Management Information Systems, Marketing, Organisational Behaviour, Strategic Management, Operations Management, Quantitative techniques

Professional skills

Research skills

**Learning outcome 2 – Power to act**

*The graduate has the knowledge and skills to improvise, communicate, plan and prioritise in order to function and act decisive in ambiguous and cross cultural project environments*

Keywords: Improvise, Create, Out-of-the-box, Decisive

Core disciplines: Economics, Finance, Management Information Systems, Marketing, Organisational Behaviour, Strategic Management, Quantitative Techniques, Operations Management

Professional skills

**Learning outcome 3 - Connector**

*The graduate connects perspectives and actors, and communicates between perspectives and actors, in order to manage and lead projects carried out by diverse and multi-disciplinary teams*

Key words: Communicate, Cooperate, Manage, Leadership

Core disciplines: Business law and ethics, Organisational Behaviour, Strategic Management, Operations Management

Professional skills

Responsible professional

**Learning outcome 4 - Conscientious**

*The graduate approaches professional and ethical organizational issues and dilemmas from a global and inclusive perspective in order to translate these issues in terms of demands from people, planet and prosperity*

Keywords: Sustainability, Diversity, Value sensitivity

Core disciplines: Business law and ethics, Organisational Behaviour, Strategic Management, Operations Management

Responsible professional

**Learning outcome 5 – Innovator**

*The graduate applies knowledge and skills founded in applied research in (re) development and (re) design of professional services and products in order to improve processes and products and contribute to professional project practices and theories*

Keywords: Improvement, Transfer, Evidence-based

Core disciplines: (Quantitative) techniques, Strategic Management, Operations Management Research skills

Professional skills

### **Learning outcome 6 – Personal leadership**

*The graduate has developed a personal and professional identity in order to be an independent career navigator*

Keywords: Self directing, Self-development, Reflectivity

Core disciplines: Business Law and ethics

Professional skills

Responsible professional

### **3.3 THE RELATION BETWEEN THE DEGREE PROGRAMME AND THE PROFESSIONAL FIELD**

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

Different studies confirm the need for a generic type of professional in the business domain. The Developing the Global Leader of Tomorrow Report (2009)<sup>8</sup> defines the knowledge and skills for senior leaders in organizations as follows:

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

The report reveals a strong demand for more and better executive education around sustainable development. In 2011, the Future (IFTF) and the University of Phoenix Research Institute (UPRI) jointly identified ten skills that they considered to be vital for the workforce in the coming years.<sup>9</sup> These skills are leadership; collaboration; adaptability; innovation; global citizenship; critical thinking; communication; productivity and accountability; accessing, analysing and synthesizing information and entrepreneurialism. These skills are often referred to as 21<sup>st</sup> century skills. Our programme ensures the development of these skills throughout the four year.

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

In principle, we train students to be able to the IPMA-D exam in year 3<sup>10</sup>. IPMA Level D means that they will be able to apply project management knowledge when participating in a project in any capacity. They will reach the medium level regarding knowledge characteristics and a low

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<sup>8</sup> Gitsham, M. (2009). *Developing the Global Leader of Tomorrow*, Ashridge and EABIS.

<sup>9</sup> Institute for the Future. (2011). *Future Work Skills 2020*. Phoenix, AR: University of Phoenix Research Institute.

<sup>10</sup> WHC does organise the IPMA-D exam, but it is not mandatory to take the exam and the students who take the exam have to pay the exam fees themselves.

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

**Table 1: Experience characteristics IPMA-D exam**

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

## 4 WHAT IS THE STRUCTURE OF THE EDUCATION?

### 4.1 STRUCTURE AND ORGANIZATION OF THE DEGREE PROGRAMME

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

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

#### **Cohorts from 2014**

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

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

**Table 2: Structure of the degree programme**

Curriculum component	Focus	Levels	Total credits
Project Management Learning Line	This learning line is primarily focussed on the technical and behavioural aspects of project management: e.g. budgeting and planning, documentation, stakeholder management and working in a team.	Basic, Advanced, Bachelor	54
Research Learning Line	This learning line prepares students to be able to substantiate plans and decisions with relevant data,	Basic, Advanced, Bachelor	48

	either by using relevant existing sources, or by gathering information themselves.		
Global Challenges Learning Line	This learning line focusses on the macro environment of projects: what are the big (global) trends that influence organizations and society on the long run?	Basic, Advanced, Bachelor	48
Business Skills Learning Line	This learning line focusses on the micro environment of projects: the organizations in which these projects take place. What is the relationship between a project and the standing organization(s) around it? On what basis do internal stakeholders decide? What forces drive an organizations direction?	Basic, Advanced, Bachelor	48
Professional and Personal Development	Individual profiling	Basic, Advanced	42
Career development	Guidance		0
<b>Total</b>			<b>240</b>

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

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

#### **Professional and personal development**

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

#### **4.2 DEGREE PROGRAMME TYPES**

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

#### **4.3 THE PROPAEDEUTIC PHASE OF THE BACHELOR'S DEGREE PROGRAMME**

The propaedeutic examination includes the study units of the first two semesters. The propaedeutic phase has been set up in such a way that the student gains insight into the degree programme (orientation) and that it allows for selection and referral. After the propaedeutic phase the basic level has been reached.

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

The main study phase distinguishes two didactical levels: advanced and bachelor. Throughout the entire degree programme the student receives feedback regarding the progress of his competence development and collects this in an individual career portfolio. The career counsellor guides the student with the development of his individual career portfolio.

## **5 THE STUDENT AND THE EDUCATION**

WHC aims at delivering highly qualified professionals and therefore we consider independence, self-directedness and a reflective attitude as key in our vision on coaching in general and in our career development programme in particular. Moreover, we build personal relationships with students to facilitate their personal and professional development.

### **5.1 STUDENT COUNSELLING**

Our career development programme wants to engage the student in the lifelong process of managing progression in learning and working. We aim to create awareness of their own responsibility for their learning process, providing the student with support and tools to design their own professional path and stimulating self-reflection to focus in their goals and objectives during the study and for the future.

The programme is largely based on the three key career competences of Michael Arthur : knowing why (professional identity), knowing how (development of transferable skills), and knowing whom (building a network and reputation).The program consists of five phases and is set up in such a way that the different phases are linked to the different years. In the first two years the focus is on personal development, whereas in years 3 and 4 the focus is on professional development.

Each WHC student is assigned a career counsellor at the start of his first semester. The career counsellor not only monitors the student's academic and professional development but also functions as a role model and coach to discuss academic choices in relation to the preparation of his future career.

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

Students who are interested in pursuing a master degree after their WHC bachelor programme are guided in several ways. The setup of the electives and especially the role and function of the electives enable students to complete a premaster track or other research university level course work as part of their WHC degree programme. This helps students in two ways: achieving a realistic idea of the level and content of master programmes at research universities and it prevents spending time (and money) on premaster tracks in between the bachelor and master.

## **5.2 QUALITY AND FEASIBILITY**

The WHC degree programme is intensive, challenging and demanding. The curriculum structure, learning environment and assessment are designed to engage the students in the programme and motivate him maintain progress in his academic development. To ensure the feasibility of the degree programme the College offers:

1. A clear and simple semester structure and timetable (one subject per day either in the morning or afternoon);
2. A feasible and equal distribution of credits and thus workload throughout the semester;
3. A timetable that allows students and lecturers to concentrate on each course. The student will always have just one subject per day;
4. A steady number of contact hours of at least 20 hours per week;
5. A fair and engaging assessment method.

The College gives students who miss more than 10 credits in a given academic year the possibility to complete these courses in one semester. Goal of this semester is to catch up and be on track at the end of that semester ensuring that a study delay will never be more than one semester. This special study route has always to be approved by the Examination Board.

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

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

## **5.3 TESTING**

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

- the ability to make competent use of knowledge in the performance of realistic tasks derived from professional practice;
- demonstration of an appropriate command of the skills required for successful performance of such tasks;

- demonstration of an appropriate professional attitude.

Therefore WHC uses different types of assessment in each study unit. Each study unit is assessed by at least one and maximum three different types of assessment formats. The four types of assessment formats are:

1. Written exam;
2. Oral exam (incl. a presentation);
3. Individual assignment;
4. Group assignment;

In addition, each type of assessment format can include more than one test, i.e. a mid-term exam and a final exam, or a research plan and a research report, and different sub-weights can be attached to each test.

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

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

The assessment takes place at different moments during the study unit to stimulate the continuous studying and to meet different learning needs. Next to summative assessments, students receive extensive formative feedback from the lecturer and from their peers.

This approach to assessment is also known as continuous assessment and is strongly linked to honours character of the programme. Moreover, using different types of assessment in to assess student's performance in a study unit takes into account individual and intercultural differences in learning styles. We further refer to the Assessment Policy of the Windesheim Honours College (November, 2013).

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

We use a 1.0 to 10.0 scale for grading. See table 3 for the system of equivalence.

**Table 3: System of equivalence**

A+	4	9.5-10.0	10 = excellent
A	4	9.0-9.4	9 = very good
A-	3.7	8.5-8.9	9 = very good
B+	3.3	8.0-8.4	8 = good
B	3	7.5-7.9	8 = good
B-	2.7	7.0-7.4	7 = satisfactory
C+	2.3	6.5-6.9	7 = satisfactory
C	2	6.0-6.4	6 = sufficient
C-	1.7	5.5-5.9	6 = sufficient
D+	1.3	5.0-5.4	5 = almost sufficient
E or UN or I	1	0-4.9 (temporary) Fail	4 = insufficient 3 = very insufficient 2 = poor 1 = very poor
F	0.7	0-4.9 (permanent) Fail	4 = insufficient 3 = very insufficient 2 = poor 1 = very poor

### Quality Requirements

Next to the quantitative BSA norm of 54 credits, the programme uses a qualitative BSA (Binding Study Advice) norm. During the first year of enrolment the credits of the following courses have to be obtained: Project Management 1 (6 credits) and Project Management 2 (6 credits). These courses form the core of the professional profile.

### Results of tests

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

## 6 STUDY UNIT OVERVIEW

### Curriculum 2017-2018

	Autumn			Spring		
1	Introduction to Project Management 5 credits		PPD 1 3 credits (*)	Project Management for Success 5 credits		PPD 2 3 credits
	Introduction to Research 5 credits			Qualitative Research 5 credits		
	Professional Writing 3 credits	Business Ethics 3 credits		Rhetoric for Persuasive Communication 3 credits	Professional Presentation & Pitching 3 credits	
	Organisational Behaviour 5 credits			International Business 5 credit		
	History of Globalisation 3 credits	Critical and Creative Thinking 3 credits		Managerial Accounting 3 credits	Financial Analysis 3 credits	
2	Project Management for Change 5 credits		PPD 3 3 credits	Project Teams & Leadership 5 credits		PPD 4 3 credits
	Quantitative Research 5 credits			Trends and Scenario Analysis 5 credits		
	Good Governance 3 credits	Global Challenges 3 credits		Marketing 3 credits	Social Marketing 3 credits	
	Sustainable Business 5 credits			Managing Diversity 5 credits		
	Economics 3 credits	Environmental Economics 3 credits		Non-Profit Management 3 credits	Visual Problem Appraisal 3 credits	
3	Managing Projects in a Globalized World OR Value Creator 30 credits			Managing Projects in a Globalized World OR Value Creator OR Electives 30 credits		
4	Value Creator OR Electives 30 credits			Bachelor level Internship and Capstone 30 credits		

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

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

**Table 4: Year 1 – Propaedeutic (cohort 2017-2018)**

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

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

**Table 5: Year 2 – Main phase (cohort 2016-2017)**

Study unit	Credits	Level	Curriculum Component
Project Management for Change	5	A	PM
Project Teams & Leadership	5	A	PM
Quantitative Research	5	A	R
Trend & Scenario Analysis	5	A	R
Good Governance	3	A	GC
Environmental Economics	3	A	GC
Global Challenges	3	A	GC
Social Marketing	3	A	GC
Sustainable Business	5	A	GC

Managing Diversity	5	A	BS
Economics	3	A	BS
Marketing	3	A	BS
Non-profit Management	3	A	BS
Visual Problem Appraisal	3	A	BS
Professional exploration and skills development	3	A	PPD
Internship and beyond	3	A	PPD

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

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

(\*) Entry requirements:

1. Successful completion of the first year (propaedeutic = 60 credits) and at least 50 credits of year 2
2. 210 credits completed, including the successful completion of Managing Projects in a Globalized World and the Value Creator

(\*\*) The Value Creator provides students with the opportunity to work on global challenges in their fields of interest. WHC offers 4 value creators: VC Civil Society, VC Global Health, VC Social Entrepreneurship and VC Urban Dynamics

#### Availability of information about study units

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

The semester course manual is made available to the students one week before the start of the semester both as a hard copy and on the ELO.

The curriculum overview for the students of the cohorts 2011 – 2013 can be found in Appendix 1.

## 7 ACCREDITATION

Date of (initial) accreditation: 27 June 2014

Expiry date of accreditation: 1 November 2020

## 8 CONCLUSION

### 8.1 OBJECTION AND APPEAL

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

### 8.2 APPENDICES TO EDUCATION AND EXAMINATION REGULATIONS

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

### 8.3 TRANSITIONAL PROVISIONS

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

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

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

In addition, two other curriculum changes have been made.

From 2017-2018 the course Managerial Accounting and Financial Analysis (6 credits) has become two courses Managerial Accounting (3 credits) and Financial Analysis (3 credits).

From 2017-2018 the course Grant Writing has become an elective; the replacement course is Visual Problem Appraisal.

See Appendix 1 for transitional provisions for cohorts 2009-2013

### Additional measures for exceptional cases

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

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

#### **8.4 CONTINGENCIES**

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

#### **8.5 EFFECTIVE DATE, PUBLICATION, VALIDITY AND ADOPTION**

These regulations are effective from 1 September 2017 until 1 September 2018.

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

The Degree Programme Section of the Education and Examination Regulations for the Global Project and Change Management programme was adopted by the Division Director on behalf of the Executive Board on 27 June 2017, with approval from and –in the event the Degree Programme Committee lacks the right to be consulted for approval– the recommendation of the Degree Programme Committee obtained on 14 June 2017 and with approval from the Unit Participation Council obtained on 19 June 2017.

Dr. R. van Lambalgen  
Division Director Business, Media and Law  
Zwolle, 27 June 2017

## APPENDIX 1 – DEGREE PROGRAMME COHORTS 2009-2013

The degree programme consists of 5 curriculum components (see table A1):

1. Experiential Learning (EX): comprises 80 credits in total: at least 55 of these have to be taken as an internship and 5 credits as the capstone
2. Professional core (PC) comprises 50 credits
3. Specialization (SP) comprises 50 credits
4. Electives (EL) comprise 60 credits:
  - I. 20 credits with the goal of further profiling in relation to the specialization
  - II. 20 credits with the goal of further developing project management and applied research knowledge and skills.
  - III. 20 credits with the goal of individual profiling in accordance to the students wishes.
5. Career development (CD) comprises 0 credits.

**Table A1: Structure of the degree programme 2014-2015 (cohorts 2009-2013)**

Curriculum component	Focus	Levels	Total credits
Experiential learning	Orientation on the professional field Leadership Projects Internships Capstone	Basic (10 credits) Advanced-1 (10 credits) Advanced-2 (30 credits) Bachelor (30 credits)	80
Professional core	General Skills Business skills Statistics and research skills Organisation and management Project management	Basic (30 credits) Advanced-1 (20 credits) Advanced-2 Bachelor	50
Specialization (professional context)	Knowledge of and insight in a specific (international) professional context	Basic (20 credits) Advanced-1 (30 credits) Advanced-2 Bachelor	50
Electives	Individual profiling	Minimally at Advanced-2 (60 credits)	60
Career development	Guidance		0
<b>Total</b>			<b>240</b>

The degree programme has four didactical levels:

- I. Basic (B);
- II. Advanced-1 (AD1);
- III. Advanced-2 (AD2);
- IV. Bachelor (BA).

The *propaedeutic* examination includes the study units of the first two semesters: experiential

learning (10 credits), professional core (30 credits) and the professional field specializations (20 credits). The *propaedeutic* phase has been set up in such a way that the student gains insight into the degree programme (orientation) and that it allows for selection and referral. After the *propaedeutic* phase the basic level has been reached.

The main study phase distinguishes three didactical levels: advanced-1, advanced-2 and bachelor.

Throughout the entire degree programme the student receives feedback regarding the progress of his competence development and collects this in an individual career portfolio. The career counsellor guides the student with the development of his individual career portfolio.

## LEARNING OUTCOMES COHORTS 2009-2013

**Table A2: Business Administration domain competences and global and honours competence**

<b>Professional Competencies</b>	
D1	Developing a vision of changes and trends in the external environment and developing relations, networks and chains.
D4	Designing, controlling and improving business or organizational processes.
D5	Analysing the internal processes and the environment of the business or organisation to enhance cohesion and interaction.
D6	Developing, implementing and evaluating a change process.
<b>Generic Competencies</b>	
D7	<p>Social and communicative competency (interpersonal, organisation). Collaborating in a professional environment and assisting in thinking about the aims of the organisation and the design of the organisation's structure, resulting in requirements with respect to the following characteristics:</p> <ul style="list-style-type: none"> <li>▪ orientation,</li> <li>▪ multidisciplinary and interdisciplinary,</li> <li>▪ entrepreneurial colleagueship,</li> <li>▪ leadership (the social part of the competency);</li> </ul> <p>Communicating, both orally and in writing, in the internal organisation at all levels, doing so effectively and in the common corporate language, mostly in Dutch and/or English (in terms of professional tasks this comprises drawing up and writing plans, reports etc. informing, consulting, generating support, stimulating, motivating, persuading, expressing decisions.</p>
D8	<p>Self-directed competency (intra-personal, professional worker):</p> <ul style="list-style-type: none"> <li>▪ directing and regulating own development with respect to learning, result-oriented working style, taking initiative and acting independently, being flexible;</li> <li>▪ thinking about, reflecting upon and taking responsibility for one's own actions, which points to involvement and critical self-evaluation;</li> <li>▪ developing a professional attitude with initiative or scope for normative-cultural aspects, respect for others, a professional code of conduct and ethical principles for professional conduct;</li> <li>▪ contributing to the further professionalization of the industry, publications, conferences, etc.</li> </ul>

	<b>Global Competencies</b>
G 1	<ul style="list-style-type: none"> <li>▪ Apply the professional competencies with a global perspective by focusing on social and global engagement.</li> <li>▪ Sustainability.</li> <li>▪ Diversity and change.</li> <li>▪ Awareness that choices have an impact on the future.</li> </ul>
G 2	Apply a global professional perspective to a specific professional context.
	<b>Honours Competence</b>
H	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.

**Table A3: The WHC learning Outcomes linked to the domain competencies**

	<b>Learning Outcomes</b>	<b>Domain Competencies</b>
LO 1	understands, analyses and handles organizational issues and problems in order to work in and advise on temporal and complex organizations and their environments	D4 D5 G2
LO 2	has the knowledge and skills to improvise, communicate, plan and prioritize in decision making processes in order to function and act decisively in ambiguous and cross-cultural environments	D1 D7 G2
LO 3	connects perspectives and actors and communicates between perspectives and actors in order to manage and lead projects carried out by diverse and multi-disciplinary teams	D5 D7 D8
LO 4	approaches professional organizational issues and dilemmas from a global perspective by translating these issues in terms of demands from people, planet and prosperity and consequences for the future in order to deal with professional and ethical dilemmas	D8 G1 G2
LO 5	applies knowledge and skills founded in applied and evidence-based research in (re)development and (re)design of professional services and products in order to improve processes and products and contribute to professional practices and theories in a specific professional field	D4 D6 H
LO 6	applies professional methods and practices in his /her professional conduct in order to develop and produce client-oriented quality products and services	D4 D6 D7
LO 7	has developed a professional and working identity in order to be an independent career navigator	D 8

This paragraph elaborates on the learning outcomes and the corresponding indicators for professional conduct. Evidently over the course of the four-year programme students gradually develop a higher level of competence in each learning outcome. In other words students are more and more capable of showing the professional conduct as is indicated by the related

indicator. This gradual development is reflected in the structure and set up of the degree programme. Students further develop their competencies during each year of the programme. For this reason the indicators are subdivided into four levels (table A4).

**Table A4: Indicators related to the WHC Learning Outcomes**

	<b>Learning Outcomes</b>		<b>Indicators</b>
LO 1	understands, analyses and handles organizational issues and problems in order to work in and advise on temporal and complex organizations and their environments	1.1	Organises own work
		1.2	Organizational sensitivity
		1.3	Advices
		1.4	Analyses
LO 2	has the knowledge and skills to improvise, communicate, plan and prioritize in decision making processes in order to function and act decisively in ambiguous and cross-cultural environments	2.1	Power to act
		2.2	Decisiveness
		2.3	Communicate
LO 3	connects perspectives and actors and communicates between perspectives and actors in order to manage and lead projects carried out by diverse and multi-disciplinary teams	3.1	Cooperate
		3.2	Connecting
		3.3	Manage
		3.4	Leadership
		3.5	Communicate
LO 4	approaches professional organizational issues and dilemmas from a global perspective by translating these issues in terms of demands from people, planet and prosperity and consequences for the future in order to deal with professional and ethical dilemmas	4.1	Focuses on results
		4.2	Diversity
LO 5	applies knowledge and skills founded in applied and evidence-based research in (re)development and (re)design of professional services and products in order to improve processes and products and contribute to professional practices and theories in a specific professional field	5.1	Improvement
		5.2	Transfer
		5.3	Value sensitive
LO 6	applies professional methods and practices in his /her professional conduct in order to develop and produce client-oriented quality products and services	6.1	Customer oriented
		6.2	Service oriented
		6.3	Methodical working
		6.4	Quality Assurance
LO 7	has developed a professional and working identity in order to be an independent career navigator	7.1	Self-directing
		7.2	Self-development
		7.3	Reflectivity

The learning outcomes and the indicators provide a framework in the development of the different study units within the curriculum. Below a description of each learning outcome, indicator and the corresponding four levels of professional conduct is provided.

### **Learning outcome 1**

*“The student understands, analyses and handles organizational issues and problems in order to work in and advise on temporal and complex organizations and their environments.”*

Ad 1.1) Organising their own work: The graduate effectively organises his own work by setting objectives, planning activities, and focusing time and energy on the main issues and immediate problems.

Levels:

1. The student plans his own study and fulfils his appointments;
2. The student sets objectives for his study and career and sets priorities;
3. The student develops an internship plan focussing on successful completion;
4. The student documents his work for which he is responsible and underpins the internship and graduation with relevant documentary evidence.

Ad 1.2) Organisational sensitivity: The graduate recognises the range and consequences of his decisions or actions towards other organisational departments; he recognises the importance of other departments in the organisation.

Levels:

1. The student has limited knowledge and experience in recognising differences and contrasts between organisational departments;
2. The student is conscious about the differences and contrasts that emerge between organisational departments;
3. The student recognises the interests of the different organisational departments and acts in such a way that these different interests have a positive contribution for the organisation as a whole;
4. The student negotiates with representatives of different departments and uses different strategies for negotiation, obtains support for a plan and takes care of the execution of the plan.

### Ad 1.3) Advising

The graduate acquires assignments, gathers materials and evidence through research, and formulates an activity plan leading to an organisational advice.

Levels:

1. The student has a limited picture of the demand of the client;
2. The student can collect materials to underpin a plan of action related to a formulated question or demand from a client;
3. The student works on an assignment based on a plan of action;
4. The student advises a client on a demand or question posed by the client and based on a plan of action.

### Ad 1.4) Analysing

The graduate translates an analysis into a plan of action, and formulates the critical conditions under which the plan of action is realistic.

Levels:

1. The student recognises and formulates a simple problem;
2. The student formulates a plan of action based on a simple problem, and includes a research and solution plan;
3. The student analyses more complex problems from a business context and perspective, and formulates a plan of action including a plan for the implementation;
4. The student translates complex problems from a business context and perspective into a plan of action and judges the feasibility of the plan of action.

## **Learning outcome 2**

*“The graduate has the knowledge and skills to improvise, communicate, plan and prioritise in decision making processes in order to function and act decisive in ambiguous and cross cultural environments.”*

Ad 2.1) Power to act

The graduate sets targets, relates targets to available resources, and justifies and reports his actions.

Levels:

1. The student hardly thinks in terms of targets and has limited insight in the relation between targets and resources;
2. The student realises that to achieve a target resources are required; it's remains difficult to see the relation and the right proportion;
3. The student thinks and acts more and more purposeful, and has insight in the required resources to achieve a target;
4. The student works purposeful and realises targets with acquired resources, reports and justifies the realisation.

Ad 2.2) Decisiveness: The graduate takes decisions either through actions or by pronouncing judgements.

Levels:

1. The student recognises the different stages in a decision making process;
2. The student recognises the different stages in a decision making process and takes decisions, although not overlooking all consequences;
3. The student formulates a decision, considers alternatives, takes a position and takes responsibility to make relevant decisions;
4. The student analyses, phrases and argues different interests and considerations, compares and weights them, and translates them into an individual or collective decision, and overlooks all consequences.

Ad 2.3) Communicate: The graduate communicates achieved results to different stakeholders, internally as well as externally.

Levels:

1. The student makes easily contact with other people and expresses himself orally and in writing in a comprehensive way;
2. The student sets up a presentation in a structured manner, writes reports for a certain target group (internally as well as externally);
3. The student recognises different needs for information for stakeholders and recognises different stakeholders in a process;

4. The student writes and presents clear research reports for target groups or stakeholders, and presents himself in a way the organisation requires.

### **2.5.3 Learning outcome 3**

*“The graduate connects perspectives and actors, and communicates between perspectives and actors, in order to manage and lead projects carried out by diverse and multi-disciplinary teams.”*

Ad 3.1) Cooperate: The graduate contributes actively in mutual activities and problem solving situations, also in cases and circumstances where collaboration is related to a subject with no personal interest.

Levels:

1. The student has a limited ability to define his own position in an organisation, and is merely looking after his own interest;
2. The student puts mutual interest above personal interest, supports proposals by others and proceeds in the direction of achieving a common goal;
3. The student collaborates and contributes in cases with a personal interest. The student urges others to participate and to solve conflicts or problems;
4. The student defines organisational and personal goals, applies them in order to achieve a common goal, and focuses on win-win situations.

Ad 3.2) Connecting: The graduate looks for, commits and develops and maintains relationships and networks, necessary for realising goals. The student effectively deploys his informal networks to achieve a goal.

Levels:

1. The student has limited awareness of the functions of an informal network and his position in it;
2. The student has some insight in the function of an informal network, and makes the first steps building a structured network;
3. The student builds, refreshes and maintains a network (of clients), achieving a win-win situation;
4. The student is able to build and maintain internal and external relationships with clients, basically from the perspective of interest, personal bond and the need of sharing information.

Ad 3.3) Manage: The graduate delegates in a clear manner tasks, power of decision and responsibilities to co-workers, makes effectively use of time and skills of co-workers.

Levels:

1. The student has limited insight on tasks and responsibilities of team members;
2. The student has insight in tasks, responsibilities, and competences of team members, and pays attention to the capacities of team members;
3. The student gives instructions to team members in terms of expected contributions in time and results.
4. The student gives instructions to team members in terms of expected contributions in time and results, and gives feedback on performances, results and deliveries.

1.1.

Ad 3.4) Leadership: The ability of the graduate to offer space and security to team members to develop initiatives and accept challenges.

Levels:

1. The student prefers to accept other people's opinions, rather than showing own initiative;
2. The student has more insight and knowledge of group dynamic processes, and is aware of his own position and role in the group;
3. The student uses his influence in group processes (together with fellow students or team members) to build a functional working relation within the group;
4. The student actively anticipates on group's processes, leads a team, formulates the context, and gives professional feedback.

Ad 3.5) Communicate (same as 2.3): The graduate communicates achieved results to different stakeholders, internally as well as externally.

Levels:

1. The student makes easily contact with other people and expresses himself orally and in writing in a comprehensive way;
2. The student sets up a presentation in a structured manner, writes reports for a certain target group (internally as well as externally);
3. The student recognises different needs for information for stakeholders and recognises different stakeholders in a process;
4. The student writes and presents clear research reports for target groups or stakeholders, and presents himself in a way the organisation requires.

#### **2.5.4 Learning outcome 4**

*"The graduate approaches professional organizational issues and dilemmas from a global perspective by translating these issues in terms of demands from people, planet and prosperity and consequences for the future in order to deal with professional and ethical dilemmas."*

Ad 4.1) Focus on results: The graduate is active in the process of achieving results and targets, and is prepared to intervene when results are disappointing.

Levels:

1. The student is hardly focussed on results and has no clear insight in the relation between goals and means;
2. The student realises that for the achievement of goals resources are required (what, when, how and how much), however it is still difficult to see the right relation and proportion.
3. The student thinks, acts and focuses more and more on results, has insight in what resources have to be used in order to achieve certain goals;
4. The student acts and focuses on results, realises targets and goals with acquired means, intervenes when results fall short, reports and justifies the realisation of the results.

Ad 4.2) Diversity: The graduate has an eye for differences in people, planet and prosperity, and is able to use a global perspective to approach a certain assignment.

Levels:

1. The student is hardly aware of differences between people and cultures, and is hardly familiar with a global perspective in terms of people, planet and prosperity;
2. The student knows and recognises differences between people and cultures;
3. The student is able to approach problems from an inclusive and global perspective;
4. The student appreciates diversity and works and justifies his working behaviour from the global perspective regarding people, planet and prosperity.

### **2.5.5 Learning outcome 5**

*“The graduate applies knowledge and skills founded in applied and evidence based research in (re) development and (re) design of professional services and products in order to improve processes and products and contribute to professional practices and theories in a specified professional field.”*

Ad 5.1) Improvement: The graduate reviews delivered products and services from a critical perspective aiming at improvement.

Levels:

1. The student has limited knowledge of the level of quality of a product or service;
2. Student is aware of the existence of quality standards for products and services;
3. The student can judge whether a product or service complies with the theoretical premises of quality standards;
4. The student contributes to the optimisation of a product or service.

Ad 5.2) Transfer: The graduate uses knowledge, skills and attitudes in various professional situations. In order to become competent in this part of the learning outcome, we distinguish four levels of behaviour related to the four academic years:

1. The student has limited eye for the application of knowledge and skills;
2. The student applies application opportunities of knowledge and skills in simple situations;
3. The student applies experiences, knowledge and skills in a mono-disciplinary context;
4. The student considers how experiences, knowledge and skills can be used in an international and interdisciplinary context.

Ad 5.3) Value sensitivity: The graduate handles ethical dilemmas in decision-making processes.

Levels:

1. The student has a limited awareness of norms and values in relation to simple professional issues;
2. The student relates his own norms and values to others and is able to substantiate;
3. The student appreciates ethical dilemmas in simple decision making processes, and formulates and justifies a point of view;
4. The student is able to build a systematic moral argumentation in a more complex context, and makes a clear difference between personal and business arguments.

### **2.5.6 Learning outcome 6**

*“The graduate applies professional methods and practices in his /her professional conduct in order to develop and produce client oriented quality products and services.”*

Ad 6.1) Customer oriented: The graduate explores the necessities and needs of a client and acts accordingly by anticipating on needs and prioritising service and client satisfaction.

Levels:

1. The student has limited knowledge of the different aspects of the client-advisor relation;
2. The student puts himself into the position of his client, shows respect for needs and necessities of the client;
3. The student puts himself into the position the client, in order to be able to act proactively on the needs and necessities of the client;
4. The student delivers tailor made solutions in order to commit the client.

Ad 6.2) Service oriented: The graduate appreciates and is keen on the application of service indicators in order to improve the quality level in order to make a difference.

Levels:

1. The student has limited knowledge of the various aspects of service;
2. The student recognises quality indicators and the required service level;
3. The student appreciates service as a critical success component;
4. The student develops his own high standards of service in the collaboration with a client.

Ad 6.3) Methodical working: The graduate applies project management skills in a professional context.

Levels:

1. The student has limited knowledge and experience in the methods of the profession;
2. The student knows the methods of project working and advising;
3. The student applies the methods of project working and advising in a well-defined context;
4. The student works independently according to methods of project working and advising, and develops his own style.

Ad 6.4) Quality assurance: The graduate analyses the quality of the project or advice and looks for opportunities to improve the level of quality.

Levels:

1. The student has limited knowledge of quality indicators related to a project or advice;
2. The student makes a simple quality analyses, by judging logically and methodically the quality outcomes of a project or advice in relation to the original goals, and formulates opportunities for quality improvement;
3. The student translates a simple quality analysis of a project in a concrete advice, underpinned by adequate arguments, reasoning and proof;
4. The student makes a complex quality analysis, by evaluating logically and methodically the quality of the outcomes of a project or advice in relation to the original goals, and formulates a concrete advice to improve quality, underpinned by adequate arguments, reasoning and proof.

### **2.5.7 Learning outcome 7**

*“The graduate has developed a professional and labour identity in order to be an independent career navigator.”*

Ad 7.1) Self-directing: The graduate is able to absorb new information and ideas, and apply them in the relevant professional context.

Levels:

1. The student has limited knowledge of the state of the art of the profession;
2. The student has knowledge of the recent developments in the profession;
3. The student compares different information sources and is able to indicate the consequences for his own professional behaviour;
4. The student has developed his own professional identity and is able to direct his own professional development, and implement new theoretical aspects related to the profession.

Ad 7.2) Self-development: The graduate has a clear view of his professional norms and values, and can formulate the norms and values of the organisation he is working in (with).

Levels:

1. The student has limited knowledge of his own work related norms and values;
2. The student gets familiar with norms and values regarding work and the working culture in an organisation;
3. The student can formulate the differences and similarities in work related norms and values between himself and the organisation at stake;
4. The student can formulate and underpin his professional identity when he enters the labour market, and he can judge whether this professional identity corresponds to the culture and identity of the organisation.

Ad 7.3) Reflectivity: The graduate has the ability to reflect on the organisational practice related to the learning organisation.

Levels:

1. The student has limited knowledge of his own functioning in a group related to his own life history;
2. The student has insight in working relations and is able to put his own actions in the perspective of his life history;
3. The student reflects on his own actions within the organisation related to his affection, talents, possibilities and limitations.
4. The student works independently and is able to reflect on the organisational practice from his own professionalism.

## STUDY UNITS WHC DEGREE PROGRAMME COHORTS 2009-2013

	AUTUMN		SPRING	
YEAR	14 weeks STUDY UNITS	3 weeks PROJECT	14 weeks STUDY UNITS	3 weeks PROJECT
1	Organization & Management - Internal Organization Academic Learning Lab Introduction to Social & Behavioural Change Introduction to Sustainable Development Applied Research 1	Orientation on the Profession	Organization & Management - Organizations & the Environment Project Management 1 International Communication & Media Development Global Public Health Statistics	Interdisciplinary Project <i>Visual Problem Appraisal</i>
2	Economics for Professional Project Managers Good Governance Applied Research 2 Online Media OR Disease Prevention & Health Promotion Media Production OR Public Health Systems & Practice	Sustainable Leadership	Project Management 2 Managing Diversity Entertainment Education Public Relations OR Epidemiology Public Opinion & Public Accountability OR Politics & Health Decision Making	International Sustainable Business Management <i>(Kenya, Uganda, Ethiopia)</i>
3	<b>Internship 1 (30 EC)</b>		<b>Electives (30 EC)</b>	
4	<b>Electives (30 EC)</b>		<b>Internship 2 (25 EC)</b>	<b>Capstone (5 EC)</b>

## DESCRIPTION OF THE STUDY UNITS OF THE DEGREE PROGRAMME FOR COHORTS 2009-2013

### Overview of the study units

In the following tables an overview of the WHC curriculum is given. Table A5 provides an overview of year 1, table A6 provides an overview of year 2, and table A7 provides an overview of year 3 and 4.

**Table A5: Year 1 - Propaedeutic**

Study unit	Credits	Level	Curriculum Component
Organisation & Management – internal organisation	5	B	PC
Academic Learning Lab	5	B	PC
Applied Research 1	5	B	PC
Introduction to Social and Behavioural Change	5	B	SP
Introduction to Sustainable Development	5	B	SP
Orientation on the Profession	5	B	EX
Organisation & Management -- organisations and the environment	5	B	PC
Project Management 1	5	B	PC
Statistics	5	B	PC
Introduction to International Communication and Media Development	5	B	SP
Introduction to Global Public Health	5	B	SP
Interdisciplinary Project – Visual Problem Appraisal	5	B	EX

**Table A6: Year 2 – Main phase**

Study unit	Credits	Level	Curriculum Component
Economics for Professional Project Managers	5	Ad1	PC
CM Media Production & Consumption <i>or</i> PH Disease Prevention and Health Promotion	5	Ad1	SP
CM Online Media <i>or</i> PH Public Health Systems and Practice	5	Ad1	SP
Good Governance	5	Ad1	SP
Applied Research 2	5	Ad1	PC
Managing Diversity	5	Ad1	PC
CM Public Relations <i>or</i> PH Politics and Health Policy Making	5	Ad1	SP
CM Public Opinion Research <i>or</i> PH Epidemiology	5	Ad1	SP
Entertainment Education	5	Ad1	SP

Project Management 2	5	Ad1	PC
Sustainable Leadership	5	Ad1	EX
International Sustainable Business Management	5	Ad1	EX

**Table A7: Year 3 and 4 – Main phase**

Study unit	Credits	Level	Curriculum Component	Entry requirements
Internship I	30	Ad2	EX	(1)
Electives	50	Ad 1/2	EL	
Internship II	25	Ba	EX	(2)
Capstone	5	Ba	EX	(3)

Entry requirements:

1. Successful completion of the first year (propaedeutic) and at least 50 credits of year 2
2. Successful completion of the first internship and at least 200 credits
3. Enrolment in internship 2

## **Transitional arrangements (cohorts 2009-2013)**

### **Examinations of old study units**

Examinations of study units that are no longer included in the degree programme as from study year 2011-2012, will be offered twice in the following study year. In addition,

1. to make use of these opportunities, students should have had followed the lessons of the study unit in question;
2. to make use of the second opportunity, the student should have had sat but failed the first opportunity;
3. examinations that are part of a study unit and which have already been passed do not have to be redone;
4. the examination can be taken on-line for those students who are abroad;
5. the date and time of the two opportunities will be announced at the start of the study year.

### **Consequences per cohort**

Consequences for the different classes in relation to what is stipulated for their class in the OER 2010-2011:

- Class of 2013 (September and February entry): none
- Class of 2014 (September entry): none
- Class of 2014 (February entry): Applied Mathematics is replaced by Applied Research I; this means that the qualitative BSA norm for this cohort becomes:
  - Organisation and Management I or II = 5 credits;
  - Academic Learning Lab or Professional Learning Lab = 5 credits;
  - Applied Research I or Statistics = 5 credits;
  - Specialisation course I or II = 5 credits.

### Transition arrangement per study unit

Table A8 gives an overview of:

- a. the study units,
- b. the study year in which the study unit will be offered for the last time;
- c. the study year in which the final opportunity is offered;
- d. the study units by which it will be replaced.

**Table A8: Study units and replacements**

Study unit	Study year in which it will be offered for the last time	Study year in which the final opportunities are offered	Study unit by which it will be replaced
Foreign Language I – Spanish	2010-2011	2011-2012	Introductory Specialization course
Foreign Language II – Spanish	2010-2011	2011-2012	Introductory Specialization course
Foreign Language I – Dutch	2010-2011	2011-2012	Introductory Specialization course
Foreign Language II – Dutch	2011-2012	2012-2013	Introductory Specialization course
Applied Mathematics	2010-2011	2011-2012	Applied Research I
Professional Learning Lab	2010-2011	2011-2012	Project Management I
Research Methodology	2011-2012	2012-2013	Applied Research II
Business Economics	2010-2011	2011-2012	Economics for Professional Project Managers
Project Management & Consultancy Skills	2011-2012	2012-2013	Project Management II

### Curriculum change from 2014-2015

The main objective of this arrangement is to facilitate a smooth transition to the improved WHC curriculum. For this purpose, on top of the standard arrangements, two measures are proposed to the CC:

1. Offer additional opportunities in the study year 2015-2016 for study units that are no longer taught;
2. For exceptional cases the examination board can appoint replacement study units;
3. In the transition period, tests within a study unit are considered to have a validity of two academic years.

Advise on this arrangement has been sought with the Windesheim legal advisors, and they assert that this arrangement is reasonable and in line with regulations.

### Arrangements cohorts 2011-2013

Examinations which are part of study units taught in 2014-2015, but that are no longer included in the degree programme, will be offered twice in the academic year 2015-2016. To be eligible to take part in these examinations, the following prerequisites need to be met:

- a. In order to make use of these additional opportunities, students should have participated in the study units in question;

- b. In order to make use of the second opportunity, students should have taken part in the first opportunity;
- c. Examinations that are part of a study unit, and that have already been passed do not have to be redone;
- d. If necessary, examinations can be taken online for students who are abroad;
- e. The date and time of the two opportunities will be communicated at the start of the study year 2015-2016.

## APPENDIX 2 – SPECIFIC ENTRY REQUIREMENT AND ADMISSIONS

### Article 1 – Specific selection criteria

The degree programme Global Project and Change Management from the Windesheim Honours College has obtained ministerial permission to install specific selection criteria as meant in Article 6.7 of the WHW.

### Article 2 - Board of Admissions

The Dean of the Windesheim Honours College appoints a Board of Admissions who is responsible for the selective admissions procedure and the admissions decisions.

### Article 3 - Eligibility

In order to be eligible a prospective student needs to have:

1. A VWO or HAVO diploma or an equivalent thereof.
2. An MBO 4 diploma with an average GPA of 7.5 or an equivalent thereof. In case the average GPA cannot be calculated, the prospective student needs to give proof of above average performance, e.g. a letter of recommendation from the respective MBO.

### Article 4 - Language proficiency (specific selection criterion)

1. Non-native speakers of English are required to demonstrate proof of proficiency at B2 level according to the Common European Framework of Reference.
2. All prospective students must present one of the following:

<b>IELTS – 6.5 total</b> <i>(at least 6.5 in writing and reading)</i>	<b>TOEFL – 79–93</b> Sub-scores: <ul style="list-style-type: none"><li>• Reading:<ul style="list-style-type: none"><li>○ 19–23</li></ul></li><li>• Writing:<ul style="list-style-type: none"><li>○ 24–26</li></ul></li></ul> <b>Internet based test- 87-109</b>	<b>Cambridge</b> <ul style="list-style-type: none"><li>• Proficiency:<ul style="list-style-type: none"><li>○ B2</li></ul></li><li>• Advanced certificate:<ul style="list-style-type: none"><li>○ C</li></ul></li><li>• First certificate:<ul style="list-style-type: none"><li>○ A</li></ul></li></ul>
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3. Prospective students with an International Baccalaureate (IB) or European Baccalaureate (EB) diploma are exempted.
4. Dutch students with a Havo or VWO diploma as well as German students with a Abitur and Fachhochschulreife diploma are exempted if they have a pass for English.

### Article 5 – Mathematics (specific selection criterion)

1. Prospective students with Havo or VWO diploma or an equivalent thereof need to have a pass for Mathematics.
2. All other prospective students must present proof of an equivalent level of mathematics as meant in sub 1.
3. Windesheim Honours College offers a refresher course mathematic in the Summer holiday. Participation in the course can be made conditional to acceptance to the degree programme.

## Article 6 – Admissions procedure

1. In accordance with the admissions procedures students who wish to enrol, have to:
  - a. Register in Studielink
  - b. Complete the Study Choice test which includes a short motivation description of why the prospective student wishes to follow the degree programme Global Project and Change Management in a residential College setting.
  - c. Submit the following documents:
    - i. Copies of transcripts and diplomas of previous education. If diploma not completed in English then an official translation of the documents needs to be provided. Dutch and German diplomas are exempted.
    - ii. Proof of proficiency in mathematics and English if applicable.
    - iii. Two letters of recommendation, one of which should be an academic recommendation, the other a professional recommendation, both have to be verifiable.
    - iv. An admissions essay which will be used to assess a prospective student's level of English and her/his ability to build up and argument.
    - v. Copies of relevant passports and visas.
2. When the prospective student fulfils the specific entry requirements and has submitted the documents as referred to in sub 1 on time, he will receive an invitation to attend an interview selection day from the Board of Admissions.
3. The interview selection day consists of two parts:
  - a. **A group activity** that will allow the prospective student to work on an assignment with fellow applicants to observe the collaboration in a group setting. This interaction will be observed by students and a lecturer/admissions staff member.
  - b. **An individual interview** where the Admission Board will ask about the subjects mentioned below:
    - i. **awareness WHC's way of learning** – study behaviour and attitude, personal situation, expectations of the way of learning;
    - ii. **preparedness for WHC's way of learning** – study behaviour and attitude, personal situation, expectations of the way of learning;
    - iii. **motivation for the programme** – perception of the programme, expectations of the programme, understanding of the profession;
    - iv. **awareness of the intensity of the programme** –awareness of intensive nature of the programme and have the intrinsic motivation to take it on.
4. Based on the group work observation and interview and the complete admissions file, the Board of Admission will decide whether the prospective student will be accepted, conditionally accepted or not accepted to the degree programme Global Project and Change Management of the Windesheim Honours College.
5. The prospective student will receive the letter of acceptance, conditional acceptance or denial to the programme via email within three weeks after the interview.

### **Article 7 - Colloquium Doctum**

1. In case a prospective student is older than 21 years of age on the date of registration and fails to meet the entry requirement and/or the specific entry requirement, he will be exempted after having passed a colloquium doctum.
2. In case a prospective student has followed his previous education entirely or partially in a country other than the Netherlands and does not have a certificate of competence to enter a Dutch University of Applied Sciences as meant in Article 7.24 of the WHW, he might be eligible for a colloquium doctum.
3. The Colloquium Doctum test is comprised of the following:
  - a. English proficiency test. This test has to be taken independently (IELTS, TOEFL or Cambridge), see Article 4.2.
  - b. Mathematics test. This test will be administered by Study Success Centre Windesheim.
  - c. Capacity test – Raven test. This test will be administered by Study Success Centre Windesheim.

### **Article 8 - Right of objection**

A prospective student may formulate an objection to the decision of the Board of Admissions within six weeks of its publication. You must address your objection in writing to the Advisory Committee on Disputes ([geschillenadviescommissie@windesheim.nl](mailto:geschillenadviescommissie@windesheim.nl)), whose secretariat is located at the offices of Support Services, Room F-130, PO Box 10090, 8000 GB Zwolle. The notice of objection shall be signed and shall state at least the name and address of the objector, the date and the reasons for the objection. Moreover, it is requested that a copy be enclosed of the decision objected to. When formulating an objection, you are advised to contact your study programme's General Student Counsellor as well. For more information on how to formulate an objection, please consult:

<https://infosite.windesheim.nl/Pages/Geschillenadviescommissie.aspx>.

### **APPENDIX 3 – AGREEMENT OF PARTNERSHIP WITH UP WITH PEOPLE**

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

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

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