



Degree Programme Section of the Education and Examination Regulations 2024-2025 Global Project and Change Management

FOR THE FULL-TIME BACHELOR'S DEGREE PROGRAMME

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



CONTENTS

1	WELCOME.....	4
2	OBJECTIVE AND CONTEXT OF THESE EDUCATION AND EXAMINATION REGULATIONS.....	4
3	WHAT DO WE TRAIN YOU FOR?	4
3.1	THE DEGREE PROGRAMME CORE CONTENT	5
3.2	THE DEGREE PROGRAMME COMPETENCES OR LEARNING OUTCOMES	6
3.2.1	Intended Learning Outcomes (cohorts 2022-2023 and earlier)	6
3.2.2	Learning Outcomes (from cohort 2023-2024).....	7
3.3	THE RELATION BETWEEN THE DEGREE PROGRAMME AND THE PROFESSIONAL FIELD	9
4	STRUCTURE AND ORGANIZATION OF THE DEGREE PROGRAMME.....	11
4.1	DEGREE PROGRAMME TYPE.....	11
4.2	GENERAL STRUCTURE AND ORGANIZATION OF THE DEGREE PROGRAMME	11
4.3	THE PROPAEDEUTIC PHASE OF THE BACHELOR'S DEGREE PROGRAMME	12
4.3.1	FROM THE PROPAEDEUTIC PHASE TO THE MAIN PHASE	12
4.3.2	BINDING DISMISSAL	14
4.4	THE MAJOR OF THE BACHELOR'S DEGREE PROGRAMME (MORE DETAILED SPECIFICATION OF ARTICLE 15 OF INSTITUTIONAL SECTION).....	14
4.4.1	MAJOR PROGRAMME	14
4.4.2	PROFESSIONAL PROFILE OPTIONS.....	14
4.4.3	STRUCTURE AND ORGANIZATION OF THE INTERNSHIP AND/OR OTHER PRACTICAL COMPONENTS	15
4.4.4	STRUCTURE AND ORGANIZATION OF THE FINAL-PROJECT PHASE AND SPECIALIZATIONS OF THE BACHELOR'S DEGREE PROGRAMME	15
4.5	PERSONAL PROFILE (MORE DETAILED SPECIFICATION OF ARTICLE 15 OF INSTITUTIONAL SECTION)	16
4.6	EXTRACURRICULAR EDUCATION	17
5	THE STUDENT AND THE EDUCATION.....	17
5.1	STUDENT COUNSELLING AND THE PERTINENT BEST-EFFORT COMMITMENT	17
5.2	QUALITY AND FEASIBILITY	19
5.3	EVALUATION OF EDUCATION	19
6	ASSESSMENT	20
7	LEARNING UNIT OVERVIEW.....	22
7.1	LEARNING UNIT OVERVIEW	22
7.2	TRANSITIONAL REGULATION	23
8	ACCREDITATION	24
9	CONCLUSION	24
9.1	OBJECTION AND APPEAL	24
9.2	APPENDICES TO EDUCATION AND EXAMINATION REGULATIONS	25
9.3	CONTINGENCIES.....	25
9.4	EFFECTIVE DATE, PUBLICATION, VALIDITY AND ADOPTION	25

Appendix 1 – Windesheim honours learning environment.....	26
Appendix 2 – Criteria pertaining to distinctive feature of Small-scale and intensive education.....	27
Appendix 3 – Specific Entry Requirement and Admissions	28
Appendix 4 – The BBA standard and the intended learning outcomes.....	31
Appendix 5 - The Programme Learning Outcomes	34
Appendix 6 – Overview GPCM autonomy and complexity levels.....	39

1 WELCOME

Dear student,

Before you lies the degree programme section of the Education and Examination Regulations of the Global Project and Change Management programme for the 2024-2025 academic year. The Education and Examination Regulations are revised and adopted again each year. Each degree programme has a single set of Education and Examination Regulations, consisting of an institutional section and a degree programme section, the latter adopted by each degree programme separately. The institutional section contains the basic regulations and is adopted to cover Windesheim as a whole. This degree programme section contains the more detailed regulations derived from these basic regulations which your degree programme has set, with approval from its Degree Programme Committee and the Unit Participation Council.

2 OBJECTIVE AND CONTEXT OF THESE EDUCATION AND EXAMINATION REGULATIONS

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

3 WHAT DO WE TRAIN YOU FOR?

Mission

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

Vision

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

Windesheim Honours College (WHC) offers a four year fully English taught honours BBA in Global Project and Change Management (GPCM)¹. The GPCM programme educates students to become project and change managers who think global and act local, in order to co-create innovative solutions for an inclusive and sustainable world. The broad professional profile of a project and change manager is not only based in the competences of the International Project Management Association (IPMA), but also in the UNESCO Education for Sustainable Development competences and mindsets framework, the 21st century skills and the Inner Development Goals.

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

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

manager. The degree programme combines a strong focus on the development of practical and professional skills with the ability to apply these skills in a changing, complex and global professional environment. College graduates are trained to use and apply knowledge based on applied research in the development and design of professional products and services and hence to contribute to the improvement of these professional practices, methods and theories. This way they become do-ers who think critically about what they do and why, and hence professionals with discernible added value on the (international) labour market.

3.1 THE DEGREE PROGRAMME CORE CONTENT

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

The degree programme is innovative in three ways. Firstly, in addition to a profound basis in general project and change management skills, students are trained to apply these skills in a complex professional context. Secondly, students graduate with a global perspective that comprises the ability to approach issues and dilemmas in terms of demands from people, planet and prosperity and consider the consequences for the future. Thirdly, the programme focuses on developing a reflective and critical attitude that enables the student to use knowledge and skills founded in applied research to contribute to the development of professional practices and theories in a specified field.

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

At GPCM experiential learning forms the backbone of the degree programme. Experiential learning fosters critical thinking and creates motivated and independent learners. The goal is to reach the highest order of learning: heuristic problem solving, metacognitive skills, creativity, and originality.

Educational concept

Our educational concept is strongly related to our mission and educational vision. The educational concept consists of three components:

1. Talented and motivated students on an individual learning journey

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

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

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

Real-life complex societal issues

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

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

Special feature - Small-Scale and Intensive Education

With the accreditation in 2014, the degree programme obtained the special feature Small-scale and Intensive Education. This implies that we obtained ministerial permission to install specific selection criteria as meant in Article 6.7 of the WHW. The selection criteria can be found in Appendix 3.

With the accreditation in 2019, the degree programme was awarded an extension following from a successful practice-based assessment.

Special feature - Sustainable Higher Education

With the accreditation in 2019, the degree programme obtained the special feature Sustainable Higher Education. This implies that 'The programme profiles itself on the SDGs and the associated social issues, its ambitions in this area reach across borders (*), and crucial partners recognise that the programme fulfils an exemplary role in both areas. Together with crucial partners, the training has an impact on the sustainability problems facing society.

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

3.2 THE DEGREE PROGRAMME COMPETENCES OR LEARNING OUTCOMES

3.2.1 INTENDED LEARNING OUTCOMES (COHORTS 2022-2023 AND EARLIER)

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

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

- Global competence - apply the professional competencies with a global perspective through a focus on:
 - social and global engagement;
 - sustainability;
 - diversity and change;
 - awareness that choices affect the future.
- Honours competence - power to act in a professional context of ambiguity and complexity with a critical and reflective attitude based on state-of-the-art knowledge and applied and evidence-based research.

Learning outcome 1 – Know-how

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

Keywords: Explore, Analyse, Advise, Entrepreneurial

Learning outcome 2 – Power to act

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

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

Learning outcome 3 - Connector

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

Key words: Communicate, Cooperate, Manage, Leadership

Learning outcome 4 - Conscientious

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

Keywords: Sustainability, Diversity, Value sensitivity

Learning outcome 5 – Innovator

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

Keywords: Improvement, Transfer, Evidence-based

Learning outcome 6 – Personal leadership

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

Keywords: Self directing, Self-development, Reflectivity

3.2.2 LEARNING OUTCOMES (FROM COHORT 2023-2024)

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

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

- Education for Sustainable Development UNESCO competences framework, the 21st Century Skills framework and the Inner Development capabilities framework.
- International Project Management Association Competence Baseline (see section 3.3).
- Honours Competence: power to act in a professional context of ambiguity and complexity with a critical and reflective attitude based on state-of-the-art knowledge and applied and evidence-based research.

See Appendix 5 for more details.



PLO 1 – Global Citizenship

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

PLO 2 – Systems Transformation

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

PLO 3 – Leadership

I take ownership and responsibility for my personal development, with respect to my values and ethics, my motivations, my mindset, and my behaviour. I seek to continuously grow in self-awareness (micro) and in awareness about the needs of others (meso) and of the world around me (macro). I am able to critically and compassionately reflect on my personal and professional behaviour, my thoughts, my intentions and my interactions with others. I embrace the strengths and weaknesses of my growing self, as I evolve from an ego-centred perspective to an eco-system perspective of interconnectedness. I can set and articulate (personal or collective) goals and pursue them with determination, also in the face of setbacks and adversity. I balance attention to processes with focus on results. With integrity and authenticity, I inspire and nurture the development of others (individuals, teams, and network) towards the envisioned transformation. I complement my leadership with management skills: the skills to plan, prioritise, improvise, and communicate in project and change processes carried out by diverse teams in a VUCA (Volatile, Uncertain, Complex and Ambiguous) context.

PLO 4 – Research & Innovation

I can ask relevant questions to define problems and to generate future-oriented solutions. I have a critical view on research and innovation. I dare to be creative, come up with unconventional solutions and embrace failure as a possibility. I can imagine scenarios and forecast or back cast the impact of such scenarios based on evidence and assumptions that need to be tested. I have investigative skills and a broad toolkit for research and methodology, allowing me to design sustainable and innovative products, services, and processes in both the private and the public sector. I am able to do this alone, but I am also able to participate in, and/or facilitate processes of collective inquiry and innovation.

I am competent in solving complicated problems, yet I also have the capacity to advise on ways to adapt and deal with 'wicked problems' with a higher level of complexity. I incorporate reflection and evidence-based practice in my daily habits and work. I apply practice and action oriented research to design as well as to evaluate interventions. I am able to analyse data, using analytical and systemic approaches and to draw relevant conclusions that can be translated into innovative professional products.

I am able to synthesize and communicate research results and conclusions effectively.

PLO 5 – Multiple Value Creation

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

3.3 THE RELATION BETWEEN THE DEGREE PROGRAMME AND THE PROFESSIONAL FIELD

The learning outcomes of the curriculum are linked to the International Project Management Association (IPMA) Competence Baseline (ICB4). WHC became a member of IPMA in 2010 to guarantee that our learning outcomes align with international standards in project management. Since 2017 we work with the latest version, which is ICB4. The ICB4 is a global standard that defines the competences required to work in the fields of project-, programme, or portfolio management. We work with the ICB4 for project management only, because our programme prepares students to operate as junior project managers in a field of their choice.

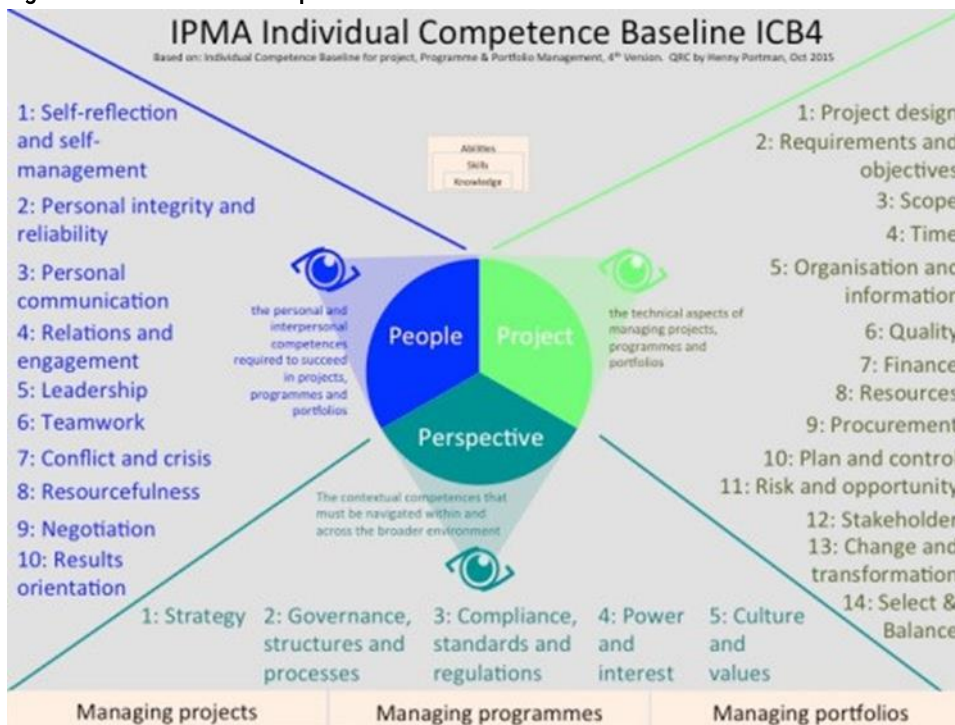
When the ICB4 was under construction, our programme was selected to give input and feedback on the ICB4. One of the competences that were not covered in ICB3 was 'Culture and Values' and hence recommended that the intercultural competences should be included in the ICB4.

The ICB4 distinguishes 29 Competence Elements (CE) divided in three competence areas:

1. Practice CEs: define the technical aspects of managing projects, programmes and portfolios.
2. People CEs: define the personal and interpersonal competences required to succeed in projects, programmes and portfolios.
3. Perspective CEs: define the contextual competences that must be navigated within and across the broader environment.

Figure 1 shows the competence elements per area.

Figure 1 - IPMA Individual Competence Baseline ICB4



Graduates from GPCM will operate in increasingly volatile, uncertain, complex and ambiguous (VUCA) environments, and their work areas will be subjected to fundamental changes and challenges. Technological developments, global challenges like growing cities, climate change, ageing population and the widening gap between the have-s and the have-nots, will have a profound influence on the way we will organize our societies in the next decades.

We think that future global project managers and change makers will have to become what we call **ambidextrous** professionals. On the one hand, they need to have the ability to reduce complexity, by sizing down questions into manageable bits, analyse these, and develop, implement and evaluate effective solutions. On the other hand, they need to have the ability to deal with complex questions systemically and holistically and create value by identifying and producing solutions that emerge from a learning network.

The professional profile we educate our students for is much more a 'role' than a 'profession', in the sense that they are not educated for a specific professional field. In the course of the four years, students choose their own individual profiling and hence choose a professional field in which they would like to become a project manager and change maker. In addition, the majority of our graduates continue with a master programme at some point in time after completing their studies at WHC. Our alumni operate in a broad variety of contexts, ranging from policy advice at the European Committee, consultancy on energy transition to founder of a social enterprise.

We see it as our role to make sure that we prepare students to be successful professionals in whatever VUCA working environment they will find employment, so that they can become leaders who will contribute to create a more sustainable, inclusive and prosperous world.

4 STRUCTURE AND ORGANIZATION OF THE DEGREE PROGRAMME

4.1 DEGREE PROGRAMME TYPE

The Global Project and Change Management programme provides education in a full-time programme.

4.2 GENERAL STRUCTURE AND ORGANIZATION OF THE DEGREE PROGRAMME

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

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

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

Programme switching

Windesheim enables students to 'switch' to a different programme. This offers students who doubt their programme choice an opportunity to explore other programmes, as well as reflecting on their personal learning goals, qualities and interests. Windesheim believes it is important that, if possible, a student can transfer quickly and smoothly to another degree programme.

A general Windesheim agreement is that any student who meets the admission requirements can switch to another Ad or Bachelor's programme in study period 1. The exact transfer time during study period 1 determines whether a study plan is needed. Many programmes offer the option of switching to another programme in the Business, Media & Law (BML) division in study periods 2, 3 and 4, based on personalized arrangements. If switching is possible, the student is consulted in order to make the transfer as smooth and efficient as possible.

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

Support is available for students in (re-)exploring other study programmes and deciding about a possible switch. The student counsellor may fill in a switch form to refer a student in doubt to the division's switch coordinator/coach.

The switch coordinator/coach consults with the student and together they explore the possibilities of the student switching to another degree programme.

Switching programmes in the BML division

Switching in the BML division means that a BML student is considering a switch from programme A to programme B within BML. Switching to the BML division is also possible for students coming from another division. The switch options to BML division programmes are listed [here](#) (in Dutch).

Curriculum-independent education and assessment

Curriculum-independent education means that students can choose a different pathway by demonstrating their learning outcomes in another way than by taking the regular test(s) offered by the degree programme.

At GPCM curriculum-independent education and assessment is offered in the following circumstances:

1. Students that want to complete the 4 years programme in 3,5 years (fast-track);
2. Students who need to slow-down because of personal circumstances;
3. Students who still need to complete learning units from previous study years.

The student makes an appointment with the student counsellor and the learning pathway adviser. The student counsellor and the learning pathway adviser explore the available options together with the student. The student's assessment pathway is discussed and agreed with the learning pathway adviser and confirmed with a study agreement.

The portfolio assessment² is performed by two independent assessors using the rubric(s) corresponding to the learning outcome(s). The degree programme assigns these assessors based on their content expertise.

The student receives the credits corresponding to the learning outcome(s) they have demonstrated. A portfolio assessment may be resat once in the same semester or the semester immediately following.

4.3 THE PROPAEDEUTIC PHASE OF THE BACHELOR'S DEGREE PROGRAMME

The propaedeutic phase is organised in two semesters of 30 credits. In year 1 we offer learning units of 5, 10 and 15 credits each. The propaedeutic phase has been set up in such a way that the student gains insight into the degree programme (orientation) and that it allows for selection and referral.

Fast track

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

4.3.1 FROM THE PROPAEDEUTIC PHASE TO THE MAIN PHASE

Transition standard for full-time Bachelor's programmes

- There is a transition standard of 50 ECTS credits to be met for admission to the main phase of this degree programme. Every student is entitled to a reasoned study recommendation. This study recommendation is issued in accordance with the [Implementing Regulations on Study Recommendations in the Propaedeutic Phase](#).

² A portfolio assessment is a single integrated assessment time when it is determined, based on evidence in the portfolio and possibly by means of a criterion-directed interview (to be determined by the programme), which learning outcomes the learning professional masters.



- If the student has met the transition standard by the end of their first year of study (see Institutional Section of the EER, Article 24, paragraph 1), they are admitted to the main phase of the degree programme.
- If the student has not met the transition standard by the end of their first year of study, arrangements must be made for completion of the propaedeutic examination³. These arrangements shall be documented in a learning agreement. The student and the degree programme will prioritize the completion of the outstanding learning units of the propaedeutic phase.
- If the student has not met the transition standard, but still wants to continue their study programme, they are placed in the transition group based on the student counsellor's study recommendation and credit situation.
- On the basis of the credits obtained in the first year of study, and after consultation with their student counsellor, the student is placed in one of the following two groups:
 - 0-25 ECTS credits after year 1: the student is placed in a first-year group again.
 - 30-45 ECTS credits after year 1: the student is given the opportunity to resit learning units from the first year and to make use of counselling and/or remedial classes. Moreover, in consultation with the student, arrangements can be made concerning selections for their personal profile.
- A student who does not meet the transition standard may request permission from their programme's Examination Board, on the basis of mitigating circumstances, to take part in learning units from the main phase of their Bachelor's programme nonetheless. The student counsellor will substantiate this request with a recommendation. Please refer to the [Examination Board Regulations](#) & [Examination Board Regulations BMR](#) for more details.
- It is possible to make customized arrangements with the student if the student's mitigating circumstances give rise thereto. The arrangements with the student are documented in the learning agreement and will be evaluated every six months and modified if necessary, until the student satisfies the transition standard.
- The student who fails to meet the transition standard after two years of registration in the degree programme must first complete their propaedeutic examination and may therefore participate in propaedeutic-phase learning units and tests only.
- Students who in their first year of studies have obtained 50 ECTS credits or more are offered a third test opportunity in the academic year of starting their studies, to enable them to pass their propaedeutic exam. This third test opportunity is incorporated in the annual test schedule and communicated as such to the students in question.

Transition standard at GPCM

The programme gives students who have between 30 and 45 at the end of the propaedeutic phase the possibility to complete these learning units in one semester. Goal of this semester is to catch up and be on track at the end of that semester ensuring that a study delay will never be more than one semester. Extra support and coaching is offered for learning units that are not offered in the semester. This special study route will be discussed with the student and laid down in a study agreement.

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

³ The propaedeutic examination consists of all study units of the propaedeutic phase and represents a total of 60 ECTS credits.

4.3.2 BINDING DISMISSAL

Not applicable.

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

The major comprises several learning units representing a total of 180 credits. The major consists of:

4.4.1 MAJOR PROGRAMME

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

In year 1 and 2 we offer learning units of 5, 10 and 15 credits. In the Me learning units can use part of the credits are part for personal and professional profiling (6 credits in year 1 and 10 credits in year 2).

YEAR 1			
Semester 1	30 ECs	Semester 2	30 ECs
World – Globalization	10 ECs	World – Socio-Economic Systems	10 ECs
Professional – Project Management & Research I	15 ECs	Professional – Project Management & Research II	15 ECs
Me – Personal Growth	5 ECs	Me – Personal and Professional Growth	5 ECs

YEAR 2			
Semester 1	30 ECs	Semester 2	30 ECs
World – Future Literacy	10 ECs	World – Theories of Change	5 ECs
Professional – Change management in complex contexts and transitions I	10 ECs	Professional – Change management in complex contexts and transitions II	15 ECs
Me – Personal Leadership	10 ECs	Me – Inclusive Leadership	10 ECs

In year 3 and 4 the learning units are 30 credits each:

- Managing Projects for Sustainable Development.
- Value Creators (12 credits personal and professional profiling).
- BA Internship & Capstone.
- In addition, students have an Elective semester which is part of their personal and professional profiling.

In total, students have 58 credits for personal and professional profiling.

4.4.2 PROFESSIONAL PROFILE OPTIONS

For professional profile options, reference is made to Article 15 of the Education and Examination Regulations, Institutional Section and to Chapter 4 paragraph 5 of this document.

Note: GPCM does not make a difference between personal and professional profiling.

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

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

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

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

The Bachelor Internship and Capstone is the final part of the programme; it takes place in the students' final semester (30 credits). The primary focus of this semester is to demonstrate what students have learnt at GPCM and that they have achieved all learning outcomes of the degree programme. Professionally, students are asked to develop a research-based professional product, in order to make a research-based contribution to the work field or specific technical area.

Students can choose between the academic track, the professional track and the social-entrepreneurial track. Personally, students will have to show they developed themselves into a global project and change manager, by working independently within a team structure in a project context.

During the last three weeks of the semester, the Capstone, students compile a reflection report in which they review the entirety of personal and professional growth products and milestones they have completed throughout their study at GPCM. This will include a focus on professional identity and global and honours competences developed.

The assessment consists of 4 different components:

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

Starting dates: first day of semester 1 or 2

Entry requirement: 210 credits

Requirements internship organisation:

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

Requirements for the In-company mentor:

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

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

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

Apart from your major programme, as a student you can use 58 credits freely to build their personal profile, by taking learning units within or outside of your own educational institute, see also the description in Article 15 paragraphs 8 and 9 of the Institutional Section of the EER.

Note: GPCM does not make a difference between personal and professional profiling.

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

- Education at accredited institutions, e.g., minors at and outside Windesheim ('Kies op Maat', study abroad), MOOCs, university electives, education (projects, subjects and training modules) from other degree programmes, as well as the transfer modules a student can use for matching purposes (e.g., when considering a switch), and a pre-Master's track.
- Other activities, such as (administrative) activities for a committee, an association, entrepreneurship, volunteering, an internship, exploration of personal interests, and work experience. For these activities the student must demonstrate that the activities are at university level. A minimum of 5 ECTS (140 hours) credits and multiple units of 5 each, up to a maximum of 30 ECTS, is applicable to assessment of these activities.

Transfer to a university

After completing a higher professional education (hbo) programme with a Bachelor's degree, it's possible for students to continue their studies at a university for a Master's degree. However, hbo graduates cannot start a Master's programme immediately after graduation. In nearly all instances, universities require students to follow a pre-Master's programme and obtain a certificate of successful completion. Pre-Master's programmes cover a single semester of studies (30 ECTS credits), or in some cases 2 semesters (60 credits).

Universities manage their own information provision and publicity about the pre-Master's programmes they offer. This can be found on their websites. The content, structure and organization of a pre-Master's track is the responsibility of the university in question.

The BML division has collaborative agreements with the University of Twente (UT) and Tilburg University (TiU), enabling students to attend and complete certain pre-Master's programmes as early as during their hbo studies. For questions about transfer to a university, students may contact their programme's learning pathway adviser or click [here](#) for more information. This SharePoint site contains a lot of practical information for students about continuing their studies at a university.

Preparatory modules:

Twice a year the BML division organizes preparatory modules in mathematics and statistics. These more quantitative fields of study are often included in a pre-Master's programme. These 'refresher' modules are taught for a better connection to the pre-Master's programme. The modules are timetabled in the evening. More information about these modules is provided twice a year during the information meetings. Invitations are arranged through SharePoint. Click [here](#) for more information (in Dutch).

4.6 EXTRACURRICULAR EDUCATION

Honours Programme for Bachelor's Degree Programmes

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

Students are selected based on their motivation, on having passed their propaedeutic year and on their interest in working with innovative teaching/learning methods (concept of giftedness and creative productivity). Together with the lecturers, the group constitutes a learning community focused on equality, exchange and learning from and with each other.

GPCM extracurricular education

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

5 THE STUDENT AND THE EDUCATION

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

5.1 STUDENT COUNSELLING AND THE PERTINENT BEST-EFFORT COMMITMENT

The student is responsible for completing the degree programme successfully within the term set and has a best-effort commitment to do so. The student who suspects that, due to mitigating personal circumstances (including disability), they may suffer a study delay, is to report this in time to the student counsellor. This report serves to minimize the study delay caused by the circumstances and, if deemed necessary by the student counsellor and/or general student counsellor, to make individual counselling arrangements. The report is deemed to be in time if it is received within four weeks of the start of said circumstances. Personal mitigating circumstances are listed [here](#) in full in the WHW Implementing Decision 2008. Windesheim provides adequate counselling appropriate to the mitigating personal circumstances reported. If the student does not accept this counselling and fails to stick to the agreements made, the student may run a risk of study delay, with all the associated consequences.

In student counselling, a distinction is made between on the one hand standard student counselling by the student counsellor, practical training supervisors⁴ and the Student Support Centre (SSC) and on the other hand special counselling by the case manager, switch coach, learning pathway adviser and general student counsellor with referral options to the student psychologist and/or pastoral care. The main principle is that student counselling does not stand alone. There is continuous interaction between education and student counselling.

There is a **student counsellor** ('SB') available to each student for coaching and supervision during their entire studies. The student counsellor monitors the student's well-being, offers help in answering questions and dealing with problems concerning programme content, study progress and organization (planning) of the curriculum. Moreover, the student counsellor supports the student in their career orientation and supervises them in their personal and professional growth. The student counsellor may refer a student in doubt to the division's **switch coordinator/coach**.

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

The **case manager** can be called in for special study counselling of the student pursuant to Article 22 of the Institutional Section of the EER.

The case managers provide support in dealing with questions regarding study progress, study planning, developing study skills and professional skills and the award of facilities as specified in the Implementing Regulations on Studying with a Disability and the Profile Fund Regulations for elite sportspeople.

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

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

Student counselling at GPCM

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

Each GPCM student is assigned a student counsellor at the start of their first semester. The student counsellor not only monitors the student's personal and professional growth but also functions as a coach to discuss choices in relation to the preparation of their future career. The student counsellor also helps students with special educational needs to find support in order to comply with the study requirements. In addition, we offer Resiliency Labs in the first two years. They are run by the lecturers, student counsellors and by students themselves and

⁴ At GPCM these are the coaches for Managing Projects for Sustainable Development and Value Creators and the internship counsellors.

essentially offer a space for community (experiential) learning related to the arts, embodiment, culture & philosophy, and practices of resilience. They also contribute to creating a culture of mutual support amongst students.

Students who are interested in pursuing a master's degree after their GPCM bachelor programme are guided in several ways. The setup of the electives and especially the role and function of the electives enable students to complete a premaster track or other research university level course work as part of their degree programme. This helps students in two ways: achieving a realistic idea of the level and content of master programmes at research universities and it prevents spending time (and money) on premaster tracks in between the bachelor and master (see section 4.5 for the premaster tracks offered by Windesheim).

Counselling by the Switch Coordinator

Students who 1) want to switch to another study programme or 2) who have doubts about their choice of programme are referred by their student counsellor to the switch coordinator. If it is clear which other degree programme the student wants to pursue, the switch coordinator contacts the programme coordinator (or delegate) of the student's new study programme and, together with him/her, the student and the examination board, arranges the switch to the new study programme. If students are in doubt about their choice of study programme, the switch coordinator offers them support in their reorientation. The switch coordinator invites the student for an interview to establish what the student's needs are. If this interview already leads to a clear choice, the switch will be further supervised. If this is not yet the case, students will be supported in clarifying their choice by, for example, letting him/her attend classes in another programme or referral to the Student Support Centre.

5.2 QUALITY AND FEASIBILITY

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

1. a clear and simple semester structure and timetable;
2. a feasible and equal distribution of credits and thus workload throughout the semester;
3. a timetable that allows students and lecturers to concentrate on each unit of examination;
4. a steady number of contact hours of around 20 hours per week;
5. a fair and engaging assessment method.

GPCM provides students who miss more than 10 credits in a given academic year the possibility to complete these learning units in one semester. Goal of this semester is to catch up and be on track at the end of that semester ensuring that a study delay will never be more than one semester. This specific stud route will be discussed with the student and laid down in a study agreement.

Summer term

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

5.3 EVALUATION OF EDUCATION

The degree programme performs evaluations of its education. These evaluations have two goals: first, their strategic goal is to optimize the quality of the education provided. This is

done using the PDCA (Plan, Do, Check, Act) cycle. Secondly, each evaluation also has an operational goal, i.e. to detect any problems. These programme evaluations mainly concern the measurement, discussion and improvement of educational quality.

At the start of each academic year, the programme manager and the degree programme committee together compose an annual evaluation plan. This annual evaluation plan and the evaluation results are published on the programme's web page for students. After each academic year, the degree programme committee reflects on the results and proposals for improvement and incorporates their findings in an annual evaluation plan.

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

- The lecturer(s) gather TIPS and TOPs half-way the semester and discusses these with students; input can be used to make improvements half-way the semester.
- At the end of semesters 1-4 an online survey-based evaluation of all learning units is executed; evaluations are discussed in the curriculum committee and shared with the learning unit coordinators who make an improvement plan for the next study year.
- The coordinators of the Managing Projects for Sustainable Development, the Value Creators and BA Internship & Capstone semesters organise an evaluation at the end of the semester; they can choose from different formats (e.g., focus group, survey).
- The student body of the DPC regular community events for all students of the programme; the results are discussed with the degree programme manager and the outcome of that discussion is communicated to students in the (weekly) newsletter.
- The DPC organizes a yearly staff feedback session, and the outcomes are discussed with the degree programme manager.
- The students' counsellors organise exit interviews with all students who decide to leave the programme and with the graduating students during the Capstone.
- The programme participates in the National Student Survey (NSE).

6 ASSESSMENT

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

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

Assessment types and process

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

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

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

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

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

For more information see [GPCM's assessment policy 2024-2025](#) available on the degree programme page on SharePoint.

Registration for tests

Students are required to register for your tests. No registration by the deadline means you cannot sit the tests. More information about the timeline for test registration and deregistration and test moments can be found on the [programme's community site](#).

Test moments and opportunities

GPCM offers several test moments per study year so that students can spread the work load more evenly if necessary. We encourage students to discuss their test planning with their student counsellor. In principle, the student has two test opportunities per learning unit/outcome per study year. The exceptions are:

- Working as a Professional Project Manager (WPPM) is one of the examinations components of the bachelor level. This examination has in principle one test opportunity.
- Students who in their first year of studies have obtained 50 ECTS credits or more are offered a third test opportunity in the academic year of starting their studies, to enable them to pass their propaedeutic exam. This third opportunity is offered in week 34.

Disclosure of use of GenAI – mandatory statement in student work

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

The student must do this as follows:

In case you **did not** make use of GenAI, you state:
While preparing this work, I did not use GenAI tools.

In case you did make use of GenAI, you state:
While preparing this work, I used [name tool + version number if applicable] with the purpose of..... [rephrasing my own sentences/paragraphs/summarising my own paragraphs/ structuring my own paragraphs/being able to start writing/coming up with ideas/....] After using this tool, I thoroughly checked its outcomes and ensured that my work reflects my own competences and learning outcomes. I bear full responsibility for the content of this work.

7 LEARNING UNIT OVERVIEW

7.1 LEARNING UNIT OVERVIEW

YEAR 1 (propaedeutic)			
Semester 1	30 ECs	Semester 2	30 ECs
World – Globalization GPCMA1WG	10 ECs	World – Socio-economic Systems GPCMB1WS	10 ECs
Professional – Project Management & Research I GPCMA2PM	15 ECs	Professional – Project Management & Research II GPCMB2PM	15 ECs
Me – Personal Growth GPCMA3MG	5 ECs	Me – Personal and Professional Growth GPCMB3MG	5 ECs

YEAR 2 (advanced)			
Semester 1	30 ECs	Semester 2	30 ECs
World – Future Literacy GPCMC1WF	10 ECs	World – Theories of Change GPCMD1WT	5 ECs
Professional – Change management in complex contexts and transitions I GPCMC2CM	10 ECs	Professional – Change management in complex contexts and transitions II GPCMD2CM	15 ECs
Me – Personal Leadership GPCMC3PL	10 ECs	Me – Inclusive Leadership GPCMD3IL	10 ECs

YEAR 3 (advanced) (*)			
Semester 1	30 ECs	Semester 2	30 ECs
Managing Projects for Sustainable Development WHC.GPCM.MPSD.AU.2425 OR Value Creators WHC.GPCM.VC.AUT.2425 /	30 ECs	Managing Projects for Sustainable Development WHC.GPCM.MPSD.SP.2425 OR Value Creators WHC.GPCM.VC.SPR.2425 OR Electives	30 ECs

YEAR 4			
Semester 1 (advanced **)	30 ECs	Semester 2 (honours bachelor ***)	30 ECs
Value Creators WHC.GPCM.VC.AUT.2425 OR Electives	30 ECs	Bachelor Internship and Capstone WHC.GPCM.BACH.AU.2425 / WHC.GPCM.BACH.SP.2425	30 ECs

Entry requirements:

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

(**) 145 credits completed, including successful completion of Managing Projects for Sustainable Development.

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

Availability of information about learning units

1. A comprehensive description of the learning units is available digitally:
 - a. Year 1 and 2 click [here](#)
 - b. Year 3 and 4 click [here](#)
2. Each learning unit will disclose the following information:
 - a. the learning outcome of the learning unit, and the content of the learning unit;
 - b. prior knowledge, entry requirements and order of enrolment, including a justification of the content and the quantitative thresholds;
 - c. the literature to be studied (readers, internship manuals etc.);
 - d. learning activities;
 - e. the assessment plan, which contains accurate information about the examinations.

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

The language of instruction is English.

7.2 TRANSITIONAL REGULATION

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

Additional measures for exceptional cases

In the exceptional case in which student has not passed all learning units 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 learning units. In doing so, the Examination Board will use the following framework:

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

to attain more than 60 credits (propaedeutic) or 240 credits (BBA), lies with the student.

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

Table 1

YEAR 1 2022-2023			
Semester 1	30 ECs	Semester 2	30 ECs
The (g)local project manager	10 ECs	The international business professional	10 ECs
The reflective business professional	6 ECs	The impactful project manager	5 ECs
Skills Lab I (academic and professional writing and research skills)	10 ECs	Skills Lab II (presentation, pitching, storytelling and rhetorical skills)	6 ECs
Personal and Professional Development 1	4 ECs	Skills Lab III (qualitative research)	5 ECs
		Personal and Professional Development 2	4 ECs

In Table 2 the name changes of the first year learning units are included.

Table 2

YEAR 1 (propaedeutic)			
Semester 1 2023-2024	Semester 1 2024-2025	Semester 2 2023-2024	Semester 2 2024-2025
Global Challenges – understanding the world and the human condition (10 credits)	World – Globalisation	Global Challenges – understanding societies and organisations	World – Socio-Economic Systems
Glocal Project Manager	Professional – Project Management & Research I	Project Manager for Impact	Professional – Project Management & Research II
Me in the world	Me – Personal Growth	Me in the Profession	ME – Personal and Professional Growth

8 ACCREDITATION

Date of (initial) accreditation: 24 September 2021

Expiry date of accreditation: 1 May 2026

Expiry date special feature Sustainable Higher Education: 23 September 2026

9 CONCLUSION

9.1 OBJECTION AND APPEAL

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

9.2 APPENDICES TO EDUCATION AND EXAMINATION REGULATIONS

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

9.3 CONTINGENCIES

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

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

9.4 EFFECTIVE DATE, PUBLICATION, VALIDITY AND ADOPTION

This *Degree Programme Section of the Education and Examination Regulations* forms part of the *Degree Programme Section of the Students' Charter*. These regulations are effective from 1 September 2024 until 1 September 2025. They have been published on www.windesheim.nl / www.windesheimflevoland.nl.

On 17 June 2024 the *Degree Programme Section of the Education and Examination Regulations* of Global Project and Change Management was adopted by the division director on behalf of the Executive Board, with approval from the degree programme committee and the unit participation council of the parts of this *Degree Programme Section of the Education and Examination Regulations* subject to their approval, and after consultation of the degree programme committee on the parts of this *Degree Programme Section of the Education and Examination Regulations* not subject to their approval. Approval was granted by the Degree Programme Committee on 14 May 2024, while the Unit Participation Council gave its approval on 16 June 2024.

Mr. J.C. Gomolka
Director of the division Business, Media and Law
17 June 2024

Appendix 1 – Windesheim honours learning environment

The Windesheim Honours learning environment consists of eight characteristics which support learning by honours students through: (1) multidisciplinary connections; (2) creative productivity; (3) authentic assignments; (4) personal learning journey; (5) social responsibility; (6) concept of giftedness; (7) learning communities and (8) personal leadership. These eight characteristics are input for the content and design of the honours programme and are based on both scientific research and application of this knowledge in the day-to-day environment of honours education within Windesheim UAS since 2007, when we started developing honours education. All honours education at Windesheim UAS meets the eight characteristics of the honours learning environment, whereas the content can differ from one programme to the next.

All characteristics are explained by an animation which can be reached by clicking the link. [All animations](#) are directed to teachers.

See also [View of The honours learning environment of Windesheim University of Applied Sciences \(jehc.eu\)](#)

Appendix 2 – Criteria pertaining to distinctive feature of Small-scale and intensive education

A. Intended learning outcomes

The objectives and intended learning outcomes are aimed at achieving an above average level in one or more academic disciplines and/or professional practices in the domain concerned. In addition, the programme focuses on the broadening and development of related personal attitudes and skills.

B. Curriculum: contents

The curriculum and the extracurricular activities are inextricably bound. Their contents tie in with the intended level and the broadening as formulated in the intended learning outcomes. Students and staff share responsibility for the organisation of the extracurricular activities.

C. Curriculum: learning environment

The teaching concept is based on a challenging learning environment, education substantiated in a small-scale and intensive manner, and a learning community of students and staff. The small-scale and intense nature of the education is demonstrated by the level of participation and preparation that is expected from students. The curriculum is structured in such a manner as to ensure nominal study progress by the students, including extracurricular activities.

D. Intake

The programme has a sound selection procedure in place, aimed at admitting motivated and academically and/or professionally talented students, in which the criteria include suitability for and interest in the small-scale and intensive educational concept, in combination with extracurricular activities.

E. Staff

The number of staff is sufficient in terms of providing small-scale and intensive education, substantiating close contact between staff and students, and providing individual counselling to students outside the educational context. The staff demonstrably command the specific expertise and skills required to achieve the objectives of small-scale and intensive education. The programme actively monitors that teachers hold the required qualifications and, if necessary, ensures that teachers are trained in these aspects.

F. Facilities

The programme has its own infrastructure with facilities for small-scale and intensive education and common extra-curricular social activities.

G. Achieved learning outcomes

The content and the level of the tests and final projects are in line with the level and the broadening as set down in the intended learning outcomes. Graduates are admitted to demanding postgraduate programmes and/or jobs. The success rates are substantially higher than those of other relevant programmes that do not carry the distinctive feature, and are at least on a par with other relevant programmes that have been granted this distinctive feature.

Appendix 3 – 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 Director of the Windesheim Honours College appoints a Board of Admissions who is responsible for the selective admissions procedure and the admissions decisions.

Article 3 - Eligibility

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

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

Article 4 - Language proficiency (specific selection criterion)

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

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

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 their previous education entirely or partially in a country other than the Netherlands and does not have a certificate of competence to enter a Dutch University of Applied Sciences as meant in Article 7.24 of the WHW, he might be eligible for a colloquium doctum.
3. The Colloquium Doctum test is comprised of the following:
 - a. English proficiency test. This test has to be taken independently (IELTS, TOEFL or Cambridge), see Article 4.2.
 - b. Mathematics test. This test will be administered by Study Success Centre Windesheim.

- c. Capacity test – Raven test. This test will be administered by Study Success Centre Windesheim.

Article 8 - Right of objection

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

[Infosite - Geschillenadviescommissie \(sharepoint.com\)](#)

Appendix 4 – The BBA standard and the intended learning outcomes

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

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

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

Ad 1. Solid theoretical basis

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

- Accounting;
- Business law and Ethics;
- Economics;
- Finance;
- Management information systems;
- Marketing;
- Organizational behaviour;
- Quantitative techniques;
- Strategic management; and
- Operations management.

Ad 2. Research skills

A newly graduated BBA student has investigative skills allowing him/her to arrive at (commercially feasible) innovation of products, services and processes in both the private and the public sector, by means of reflection and evidence-based practice. To this effect the BBA graduate has obtained knowledge and experience in the study programme regarding the methodology of (practice-oriented) research. The BBA graduate is also able to reflect on this research. In the graduation stage of the study programme he has shown their 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 their own professional organization; is constantly growing professionally (personal leadership) and contributes to the growth of their 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.

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

Learning outcome 1 – Know-how

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

Keywords: Explore, Analyse, Advise, Entrepreneurial

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

Professional skills

Research skills

Learning outcome 2 – Power to act

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

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

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

Professional skills

Learning outcome 3 - Connector

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

Key words: Communicate, Cooperate, Manage, Leadership

Core disciplines: Business Law and Ethics, Organisational Behaviour, Strategic Management, Operations Management

Professional skills

Responsible professional

Learning outcome 4 - Conscientious

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

Keywords: Sustainability, Diversity, Value sensitivity

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

Responsible professional

Learning outcome 5 – Innovator

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

Keywords: Improvement, Transfer, Evidence-based

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

Research skills

Professional skills

Learning outcome 6 – Personal leadership

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

Keywords: Self directing, Self-development, Reflectivity

Core disciplines: Business Law and ethics

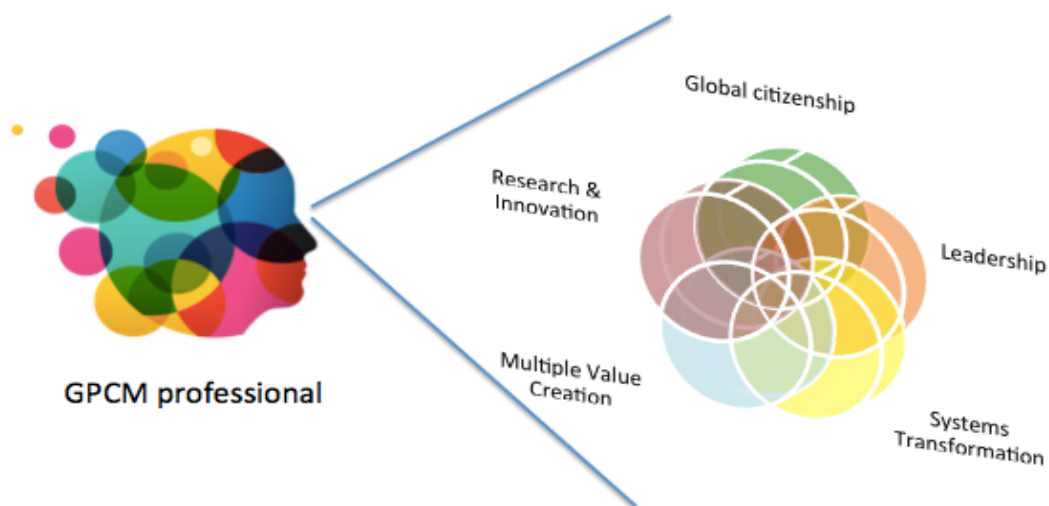
Professional skills

Responsible professional

Appendix 5 - The Programme Learning Outcomes

The bachelor's degree programme 'Global Project & Change Management' aims to contribute to the realization of the SDG Agenda and the transition towards a more sustainable world, by offering education for sustainability. We do this by integrating all the cross-cutting skills and competences throughout the learning outcomes of our curriculum. All learning activities and experiences in the programme contribute to five interrelated programme learning outcomes (see Figure 1). The PLOs contain the conceptual essence and narrative from the Education for Sustainable Development pedagogical frameworks, and the expectations and requirements from the local, national and international work field (UNESCO, 2017; SDSN, 2020; Wiek et al. 2011), and from the 21 Century Skills framework (World Economic Forum, 2016).

Figure 1 The five programme learning outcomes



Global Citizenship
<p><i>"I am often asked what can people do to become a good global citizen? I reply that it begins in your own community" – Kofi Annan</i></p>
<p>Narrative: The past decades have demonstrated how society has become increasingly volatile, uncertain, complex, and ambiguous (VUCA). The disruptive impact of economic, environmental, and health crises can be witnessed globally. Technological advancements speed up globalisation and alter social reality, presenting new opportunities and challenges. What is called for, is a rapid transition towards a more sustainable and just society. This transition is impossible without fundamentally questioning the assumptions underpinning societal structures and systems. The process of finding lasting solutions to the problems afflicting humanity is increasingly multi-layered, covering local, regional and international aspects and connecting political, economic, cultural, environmental and social perspectives. We are part of an interdependent ecosystem and therefore a sum of small local actions is as significant as a global movement. To address this complexity, models, guidelines and goals are being developed, such as the UN Sustainable Development Goals (SDGs). A cross-sectoral and transdisciplinary approach is required to create a sustainable future with regards to People, Planet, Prosperity, Peace and Partnerships. A mere analytical approach is no longer sufficient, we need to develop a profound understanding of the world we live in and the awareness that we are part of a global interconnected ecosystem.</p>

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

Systems Transformation

"Systems thinking is 'contextual', which is the opposite of analytical thinking. Analysis means taking something apart in order to understand it; systems thinking means putting it into the context of a larger whole."— Fritjof Capra

Narrative:

Many of the challenges we face in today's society are rooted in complex systems, meaning that cause and effect can sometimes only be deduced in retrospect. These systems can be multi-layered with dependencies at the micro, meso and macro levels (the self, the self in connection with others and the self in connection with the environment). What may seem like a solution from one perspective might have undesirable consequences from another. Tackling and transforming these so-called 'wicked challenges' is about having the courage to question fundamental assumptions and build new paradigms. It requires the ability to understand relationships, to identify points of leverage, to appreciate context and take on a systems view, and a willingness to embrace uncertainty. Because of the complex and sometimes conflicting interests, systems transformation must be a collaborative process aimed at developing viable, inclusive and equitable solutions that promote sustainable development.

Programme Learning Outcome:

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

Leadership

"How wonderful it is that nobody needs wait a single moment before starting to improve the world" – Anne Frank

Narrative:

Leadership refers to the ability to exercise influence over oneself and others. It is the capacity to inspire and galvanise individuals and groups. On a personal level, leadership is a journey of self-discovery and self-mastery. Leadership is asking questions about purpose: who am I, what am I here to do, and what is my relationship to others and the world around me? Indispensable to this journey is self-awareness, gained through observation, introspection and reflection. Leadership is about personal growth: developing oneself by taking true ownership for one's personal impact and effectiveness. Personal leadership requires the ability to not only be vulnerable and embrace one's imperfections, but also to be resilient in the face of adversity and failure.

To lead others, one needs to be able to build relationships of trust and compassionately connect to others. Effective leadership requires creating and articulating a shared vision of a desired reality, one that encompasses the wellbeing of all. A leader in today's world is one who navigates the constant uncertainty and change by remaining agile and adaptive. A leader knows which style of leadership is required in different situations. In leadership, personal and social change go hand in hand. As leaders



develop their personal capacities and qualities, they become more effective in impacting change in the world and others. As leaders engage in serving processes of social transformation, their personal growth is reinforced. Real and lasting change is the outcome of the interaction of these two processes.

Programme Learning Outcome:

I take ownership and responsibility for my personal development, with respect to my values and ethics, my motivations, my mindset, and my behaviour. I seek to continuously grow in self-awareness (micro) and in awareness about the needs of others (meso) and of the world around me (macro). I am able to critically and compassionately reflect on my personal and professional behaviour, my thoughts, my intentions and my interactions with others. I embrace the strengths and weaknesses of my growing self, as I evolve from an ego-centred perspective to an eco-system perspective of interconnectedness. I can set and articulate (personal or collective) goals and pursue them with determination, also in the face of setbacks and adversity. I balance attention to processes with focus on results. With integrity and authenticity, I inspire and nurture the development of others (individuals, teams, and network) towards the envisioned transformation. I complement my leadership with management skills: the skills to plan, prioritise, improvise, and communicate in project and change processes carried out by diverse teams in a VUCA context.

Research & Innovation

"Learning and innovation go hand in hand. The arrogance of success is to think that what you did yesterday will be sufficient for tomorrow." –William Pollard

Narrative:

Research helps us question and evolve our understanding of the complex world around us and to create possibilities for change towards a more sustainable future, while innovation translates this understanding into tangible solutions and applications. Being curious about the world drives us to ask questions, identify problems, challenge our assumptions and those of others, and generate creative ideas and innovative solutions for sustainable development. To design solutions which are sustainable, inclusive and equitable; not only an understanding of a complex reality is required, but also empathy and appreciation of the eco-system of the users' group. Innovative ideas are built through applied research that enables constant iteration, continuous evaluation and learning, to optimise the effectiveness of expected short- and long-term effects, and ultimately generate evidence about the impact we want to have. In the society of today, research and innovation are processes of collaboration and sharing knowledge, integrating the collective intelligence in visions of innovation for a better future.

Programme Learning Outcome:

I can ask relevant questions to define problems and to generate future-oriented solutions. I have a critical view on research and innovation. I dare to be creative, come up with unconventional solutions and embrace failure as a possibility. I can imagine scenarios and forecast or back cast the impact of such scenarios based on evidence and assumptions that need to be tested. I have investigative skills and a broad toolkit for research and methodology, allowing me to design sustainable and innovative products, services, and processes in both the private and the public sector. I am able to do this alone, but I am also able to participate in, and/or facilitate processes of collective inquiry and innovation.

I am competent in solving complicated problems, yet I also have the capacity to advise on ways to adapt and deal with 'wicked problems' with a higher level of complexity. I incorporate reflection and evidence-based practice in my daily habits and work. I apply practice and action oriented research to design as well as to evaluate interventions. I am able to analyse data, using analytical and systemic approaches and to draw relevant conclusions that can be translated into innovative professional products. I am able to synthesize and communicate research results and conclusions effectively.

Multiple Value Creation

"Sustainability is about ecology, economy, and equity." -Ralph Bicknese

Narrative:

A major driver for both for-profit and not-for-profit organisations is the creation of value for people, for the planet, for prosperity, for peace and cultures of non-violence, and to strengthen partnerships. With

the complexity of today's world, it has never been more important to focus on finding and organizing multi-dimensional solutions with demonstrable added value and impact. Multiple value creation requires transformative competences that allow students to combine foundational literacies with their capacity to find a sense of purpose in an ambiguous and complex context, helping them to take action and responsibility with empathy and respect for others and the planet. Value creation should not only have a social dimension, but also contribute to organisational innovation. Hence awareness of tangible and intangible interactions and relationships to create value is needed to understand the system and visualise our own role and impact in the whole. In this sense, a value network perspective is also fundamental to visualize business and organisations activities as a set of relationships from a whole systems perspective. To serve the interests of future generations, today's companies and organizations, more than ever, need to adapt their business models and practices to more circular models. For this they need to rewrite the rules of traditional business thinking and explore new holistic business models and new forms of economy.

Programme Learning Outcome:

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

The Inner Development Goals capabilities framework

The Inner Development Goals (IDG) capabilities framework was chosen because it embeds the Education for Sustainable Development UNESCO competences framework and the 21st Century Skills framework.

Fractal Integration

- At the level of the Program Learning outcomes, the IDG capabilities align with the 5 PLO areas, we have identified one core capability from each of the 5 IDG areas. These 5 capabilities are the core at the PLO level.



Integration with IPMA Competence Baseline

PLOs	<i>Leadership</i>	<i>Research & Innovation</i>	<i>Global citizenship</i>	<i>Multiple Value Creation</i>	<i>Systems Transformation</i>
IDGs	BEING	THINKING	RELATING	COLLABORATING	ACTING
IPMA Strategy	Culture and values	Compliance, standards and regulations Strategy	Governance, structure and processes	Interested parties Power and interests	Project management success Problem resolution Time & Project phases Start up Close out
IPMA People	Leadership Self-Control Self-reflection Personal integrity Ethics Leadership	Efficiency Conflict and crisis	Values appreciation Project organisation Negotiation	Relations & Engagement Self-engagement/motivation Personal communication Teamwork	Assertiveness Results orientation Creativity
IPMA Practice	Quality Time	Goals, objectives and benefits Finance	Organisation and information	Stakeholders	Plan and control Change and transformation Design

The **honours competence** continues to safeguard that intended learning outcomes are aimed at achieving an above-average level in line with criteria A pertaining to the distinctive feature of *Small-scale and intensive education*.

PLOs	<i>Leadership</i>	<i>Research & Innovation</i>	<i>Global citizenship</i>	<i>Multiple Value Creation</i>	<i>Systems Transformation</i>
IDGs	BEING	THINKING	RELATING	COLLABORATING	ACTING
Honours Competence	Openness	Critical thinking and complexity awareness, evidence-based research	Interactions with people, Negotiating common ground	Cultural self-awareness Communication skills	Power to act in complexity and ambiguity

References

- SDSN (2020), *Accelerating Education for the SDGs in Universities: A guide for universities, colleges, and tertiary and higher education institutions*. New York: Sustainable Development Solutions Network (SDSN).
- UNESCO (2017). *Education for Sustainable Development Goals: Learning Objectives*. Paris: UNESCO. <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>
- Wiek, A., Withycombe, L., Redman, C.L. (2011). Key competencies in sustainability: a reference framework for academic program development. *Sustainability Science*, 6(2), pp. 203–218.
- World Economic Forum (2016, January). *New vision for education: Fostering social and emotional learning through technology*. Geneva: World Economic Forum.

Appendix 6 – Overview GPCM autonomy and complexity levels

	Level 1 Basic	Level 2 Advanced	Level 3 Honours Bachelor
Task	<ul style="list-style-type: none"> defined assignment standard approach creative solution 	<ul style="list-style-type: none"> semi-defined assignment analysis-based approach evidence-based solution 	<ul style="list-style-type: none"> open assignment professional product evidence-based approach innovative solution
Knowledge application	<ul style="list-style-type: none"> limited new knowledge & skills required (literature study) 	<ul style="list-style-type: none"> new knowledge sources required (field research) advanced skills 	<ul style="list-style-type: none"> new knowledge generated contribution to the development of the professional field integration of all competences
Context	<ul style="list-style-type: none"> external assignment in 'school' setting few stakeholders one or more disciplines 	<ul style="list-style-type: none"> single external organisation more stakeholders multi-disciplinary 	<ul style="list-style-type: none"> cross organisational many stakeholders involved inter-disciplinary
Accountability	<ul style="list-style-type: none"> recognises and accounts for own acting and own choices 	<ul style="list-style-type: none"> recognises and accounts for professional behaviour, choices and results 	<ul style="list-style-type: none"> recognises and accounts for professional and ethical dilemmas and consequences displays professional critical judgment
Independence	<ul style="list-style-type: none"> working according to guidelines with supervision (in collaboration) 	<ul style="list-style-type: none"> working independently with limited guidelines and indirect guidance 	<ul style="list-style-type: none"> working independently with guidance on request

Definitions

- Defined assignment assignment format and criteria are formulated
- Semi-defined assignment general assignment format + criteria formulated and filled in by student according to context
- Open assignment assignment formulated by student
- Creative solution solution is a result of the application of creative skills of the student
- Evidence-based solution creative solution that is supported by applied research
- Innovative solution solution is unique and new in the applied context and also creative and evidence-based