Implementation Regulations CER HZ

Bachelor

Global Project and Change Management (GPCM)

Full-time

CROHO 30017

2022-2023

INDEX

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Determined by Executive Board: 28/06/2022
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CHAPTER 1 GENERAL PROVISIONS

1.1 General

1.1.1 The HZ Course and Examination Regulations Bachelor programme full-time (hereinafter: HZ CER ba ft) cover the core of education within the HZ. This document provides a general overview of all programmes taught at the HZ. The HZ CER Ba ft contains institution-specific provisions, i.e. those that apply to the entire HZ. A programme-specific HZ CER Implementation Regulation (hereinafter: Implementation Regulation) is determined for each programme by the executive board each year.

1.1.2 The HZ Course and Examination Regulations Bachelor programme full-time applies to this HZ CER Implementation Regulation Bachelor programme full-time.

1.1.3 The Dutch Higher Education and Research Act (WHW) as well as the HZ CER ba ft mention study credits. These Implementation Regulations, in addition to the term credits, also refer to ECTS (European Credits Transfer System), where 1 ECTS is equal to 1 credit and thus a study load of 28 hours (article 7.4 paragraph 1 of WHW).

1.2 Establishment and evaluation

1.2.1 The process of establishment and evaluation of this Implementation Regulation is described in article 1.3.4 CER HZ ba ft.

1.2.2 The programme committee evaluates the manner of implementation of the education and examination regulations and the Implementation Regulations in question every year (article 1.3.4 CER HZ ba ft).

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CHAPTER 2 IMPLEMENTATION REGULATIONS HZ CER

2.1 Registration, prior educational requirements, and admission policy

2.1.1 *Overview of additional prior educational requirements* (article 2.3 HZ CER Ba ft in addition to the requirements as listed under article 2.2 and 2.2a and 2.2b of HZ CER Ba ft)

If a student with a havo or vwo diploma does not have the prescribed profile/subject package, the student will, in principle, be admitted, but will have a deficiency. The deficiencies can be 'eliminated' by means of passing a deficiency test (see 2.1.2).

Students with a havo diploma				
Havo profiles:	**NT**	**NG**	**EM**	**CM**
Admissible:	*Sufficient Completed with Math*	*Sufficient Completed with Math*	*Sufficient Completed with Math*	*Sufficient Completed with Math*

Students with a vwo diploma				
Vwo profiles:	**NT**	**NG**	**EM**	**CM**
Admissible:	*Sufficient Completed with Math*	*Sufficient Completed with Math*	*Sufficient Completed with Math*	*Sufficient Completed with Math*

For international students, the requirements entail a secondary school or high school diploma, including mathematics as an exam subject and proof of IELTS 6.0 English level.

2.1.1a *Selection criteria Special programme* (article 2.2b HZ CER ba ft)

The Global Project and Change Management study programme has been awarded the specific feature 'small-scale and intensive education' by the Dutch-Flemish Accreditation Organisation (NVAO). As a consequence students must pass the selection procedure for Global Project and Change Management to make sure that the prospective students are able to meet the special requirements of that are defined with this feature. The selection procedure is organized on the HZ LEARN page https://learn.hz.nl/course/view.php?id=20995#section-1.

This procedure entails:

- a. Student makes an assignment and writes a motivation letter to elaborate on their reasons to enrol to the Global Project and Change Management program.
- b. Students participate in an interview about their motivation to join the program.

The criteria for the selection, given in the assessment forms for the assessors, are:

1. Did this student show their serious motivation to study here?
2. Well prepared: Did they show interest to know more about GPCM?
3. Did they convince you of their ability to work hard?
4. Self-awareness (reflective)
5. Does this student show Resilience / Adaptability/ Flexibility
6. Good level of spoken English

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Based on the motivation letter and the interview, it will be determined if the student meets the special requirements for this program. When both the requirements and the special requirements have been met, the student is eligible to be admitted to the study program.

2.1.1b   ***Enrolment 180 ECTS track for VWO students*** (article 2.2a CER HZ Ba ft)
Not applicable.

2.1.2   ***Deficiency investigation*** (article 2.4 CER HZ ba ft)
If all <u>further</u> prior educational requirements are not met (i.e. a student has a VWO or HAVO diploma but the wrong profile or curriculum), there is a deficiency. The further prior educational requirements are listed in the Regulations for registration and admission higher education:
http://wetten.overheid.nl/BWBR0035059/BijlageB

So this paragraph 2.1.2 does not concern the colloquium doctum ('21+-test'). A student must do the colloquium doctum (externally, at Aob Compaz) if they do not meet the 'normal' prior educational requirements instead of the more <u>specific</u> prior educational requirements. In other words: if the student has no VWO, HAVO or correct MBO diploma at all). Note: if a student has obtained the colloquium doctum, they do not have to also do a deficiency investigation.

Students who do not meet the legal requirements to enrol the Global Project and Change Management programme (e.g. students with a Dutch HAVO or VWO diploma without Mathematics must demonstrate by the 1st of September of that school year that they have acquired the required level Mathematics. Summer courses in mathematics which can provide the students with the required certificates are offered by HZ.
http://hz.nl/nl/studiekeuze/opleidingen/alleopleidingen/cursussen/cursussen/schakelcursussen/Pages/Schakelcursussen.aspx.

2.2.3   ***Additional requirements*** (article 2.5 CER ba ft)
Not applicable.

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2.2 Programme and education structure

2.2.1 *Programme profile* (article 3.2 CER HZ Ba ft)

Within the context of the GPCM academic program, the student is evolving towards a professional who regards change processes as domain overarching, thus linking their professional context and other domains, specifically in strategic themes of water, energy, vitality, and/or agro-industrial food. They will guide the change processes in the overlapping areas (crossovers). Such a professional person we describe as T-shaped, just like the shape of a capital letter T. They have a broad base in project- and change management and are able to initiate and provide guidance for transitions and processes of change, working from a variety in domain perspectives such as technological domain, economic domain and the social domain. Sustainability and inclusiveness are overarching values that the professional can integrate into all areas of their work.

The distinctive feature "small-scale and intensive education" has been awarded to the GPCM programme by the Dutch-Flemish Accreditation Organization (NVAO), since May 2021. The prime focus within this small scale, intensive education is on (1) developing a 'global mindset' on basis of the SDG's (2) focusing on complex issues related to sustainability and social innovation and (3) the creation of an international learning community with students that deploy extracurricular activities. The target group prospective students consist of engaged and talented students seek for intensive hbo college-education with a strong interest in global challenges: ambitious 'do-gooders'. During their academic programme the GPCM professional learns to bring focus to the strategic themes. Deepening this focus is achieved in close cooperation with the connected research groups and professorships (lectorates). Parallel to this, the student will develop the domain overarching GPCM competences, eventually graduating as a broadly focused and highly employable project leader and change professional at bachelor programme level, part of the international standard in Higher Education.

The bachelor level programme GPCM can develop suitable projects and processes for complex challenges, utilising a systemic approach. They are a change agent who goes beyond each separate domain and designs solutions, working together with other actors and contributing to a sustainable society. They bring into play themes like ecological quality, circular economy and social inclusiveness, for current and future generations alike. They are able to interpret major social-economic developments, recognise the value offered by for example new technologies, initiate and facilitate co-operation between the various stakeholders. Working with real life change projects during their program, in close proximity to the stakeholders, the graduated student has gained valuable experience in state-of-the-art practice, change processes, tools and methodology of change. Moreover, the graduated student has developed a mentality to fit, and has gained experience about 'what works' in working together towards real change.

The starting point of every semester (=period of twenty weeks) are the professional competences that the student must learn to master and display. In order to gather proof of

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competence, the students will create a portfolio every semester, containing deliverables such as professional products (reports, designs, analysis). In order to create their portfolio, the student must carry out assignments during courses and projects for existing stakeholders and parties. To this end, stakeholders submit cases and projects. The structure of these projects is defined by the study program. The actual assignment/project is formulated by the study programme in cooperation with the main stakeholder or client. During the first year the students will be guided by coaches (teachers) in order to ensure that first-year students work on level 1, from a non-complex situation.

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2.2.2 **_Learning outcomes_** (article 3.2 CER HZ Ba ft)

Sustainable society

"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

Narrative:
The past decades have demonstrated how society has become increasingly **v**olatile, **u**ncertain, **c**omplex and **a**mbiguous (VUCA). To transform is the new norm as we have witnessed, amongst others, the global rippling and disruptive impact of economic crises, environmental and sustainability crises and health crises. At the same time innovations and technological advancements speed up globalization creating disruptive changes and transitions. Not only there is an interdependence when it comes to the origins of most of the recent crises, but also the process of finding suitable solutions is increasingly multi layered, covering local, regional and international aspects and embedding elements, such as politics, international relations, diversity, prosperity and a healthy natural environment. We are part of a system where turning a button at one end could influence an entire spectrum at the other end. Therefore, a sum of small local actions are as significant as global movements. To understand and address this complexity, models, guidelines and goals are being developed, such as the UN Sustainable Development Goals, requiring a cross sectoral and transdisciplinary approach to create a sustainable future in regards to People, Planet and Prosperity.

Program learning outcome:
I understand todays' global challenges and approach these from a cross-sectoral, transdisciplinary, global and inclusive perspective in order to translate them into opportunities to respond to the demands from people, planet and prosperity. I am able to define and take responsibility for the role. I can play to affect (global) change. I have the capacity and disposition to take constructive and innovation-driven actions that further contribute to the sustainable development and collective well-being. I don't do this alone, as I analyse relevant stakeholders and networks, their concerns and interests, and using diversity to establish better outcomes.

Learning outcomes		
Learning outcome SS-A **Exploring own position as global citizen** The student creates global consciousness and is aware of local and global challenges in the field of sustainability.	**Indicators.** The student…	
	SS-A-1	defines their position and role as global citizen
	SS-A-2	has knowledge of historic and current globalisation developments
	SS-A-3	has knowledge of current global challenges
	SS-A-4	has in-depth knowledge about multiple forms of sustainability, both environmental and social, in the sectors water, energy, vitality and food sector.
	SS-A-5	systematically maps relevant sustainability aspects of a complex societal or organisational issue

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	SS-A-6	determines the sustainability aspects of system transformations at different levels: micro, meso, macro
	SS-A-7	relates acknowledged frameworks (e.g. Sustainable Development Goals) to one's own position

Learning outcome SS-B **Creating sustainability** The student applies different problem-solving frameworks to complex sustainability problems and develops viable, inclusive and equitable solution options that promote sustainable development.	**Indicators.** The student…	
	SS-B-1	explores perspectives on sustainability of multiple stakeholders and identifies opportunities for sustainability solutions
	SS-B-2	creates products, solutions, services, processes, scenarios and/or visions that contribute to sustainable system transformations
	SS-B-3	integrates ethical considerations in their design of sustainability solutions
	SS-B-4	stimulates the integration of innovative technologies within sustainable solutions
	SS-B-5	creates opportunities for sustainable development together with stakeholders
	SS-B-6	activates individuals, groups and organisations to contribute to sustainable development

Learning outcome SS-C **Evaluating sustainability** The student thoroughly researches and evaluates the sustainability effects of solutions using sustainability indicators. The students uses the results in order to make substantiated decisions on the selection of solutions and in order to evaluate solutions afterwards.	**Indicators** . The student…	
	SS-C-1	has knowledge of sustainability evaluation tools and methods
	SS-C-2	uses sustainability indicators during design- and decision processes
	SS-C-3	compares and decides on solutions based on sustainability indicators
	SS-C-4	evaluates identified sustainability effects of implemented solutions, both quantitatively and qualitatively together with stakeholders
	SS-C-5	reports the sustainability effects for short and long term for multiple stakeholders

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LEADERSHIP

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

Narrative:
Leadership refers to the ability to influence oneself and/or a group of people in order to move into a specified direction or obtain goals in an effective and inspiring way. Leadership is a journey of self-discovery and personal mastery. The first step of this journey is to obtain self-awareness and understand your own values and intrinsic motivational drivers and thus identify your purpose as a compass to navigate through life. It's about personal growth: developing yourself by taking true ownership for your own personal effectiveness. Personal leadership is characterized by a continuous urge to grow and understand the impact of your own actions, while becoming or staying open and authentic. This requires the ability to not only be vulnerable and embrace your imperfections, but also resilience and the ability to handle setbacks and failure as part of your personal growth. Once there's clarity about what you truly love doing, it's about making it meaningful and in service of others.

To lead others, one needs to be able to develop compassion and connect with the values and needs they have and based on that envision a future that creates multiple values. With the help of good communication skills leaders articulate their visions and establish trustworthiness. There are different types of leadership and each can serve different situations or change of situations. Therefore, to lead in today's world requires the ability to respond to the emerging changes and uncertainty by remaining agile and adaptive.

Program Learning Outcome:
I take responsibility for my personal development, with respect to ethics, values, norms and behaviour. I am able to critically reflect on my personal and professional behaviour, development of processes and interaction with diverse others. I dare to embrace my strengths and weaknesses and act upon them. I am able to construct and articulate goals, pursue them with determination whilst I embrace approaches from an eco-system perspective instead of an ego centred perspective. I am process and result oriented. This means I continuously reflect on the team process, the relevant stakeholder network, and adapt to what is needed while I remain accountable for the results and outcomes. I inspire the development of others (individuals, teams and network) towards the pursued change or system transition. I have the skills to improvise, communicate, plan and prioritise in order to manage and lead projects and transformation processes carried out by cross-sectional, intercultural and multi-disciplinary teams in a VUCA context.

Learning outcomes	
Learning outcome LS-A **Personal leadership**	**Indicators.** The student… AWARENESS

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	LS-A-1	shows [growth in] self-awareness by continuous reflection on their own role in the local community and (global) society;
The student understands and reflects on the norms and values that underlie their actions;

adds to the discourse about values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions. | LS-A-2 | identifies their cultural identity, ethical viewpoints and leading principles in the context of the change issue |
	LS-A-3	shows that they thoroughly explore their interests and capabilities and formulates their engagement and motivation in a captivating and inspiring way
	LS-A-4	has an open mind, is curious and explorative towards upcoming societal changes and emerging technological innovations
	LS-A-5	has an effective and pro-active approach towards their professional- and personal development and is prepared for life-long learning
	LS-A-6	[In the team or the organisation they operate in,] continuously evaluates and further motivates their actions; reflects on their feelings and desires and acts on it.

CRITICAL REFLECTION

	LS-A-7	shows a critical attitude by questioning norms, practices and opinions; by reflecting on own values, perceptions and actions; from an ethical, social and societal perspective
	LS-A-8	is taking a position in the sustainability discourse in order to advocate their own position
	LS-A-9	shows ethical awareness by applying moral theories or normative approaches relevant to global matters as well as to the personal relations in the way they cooperate and lead their projects and change processes

Learning outcome LS-B	**Indicators.** The student…
Collaborative Leadership	CONNECTOR

	LS-B-1	establishes positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender.
The student reflects and learns from others; understands and respects the needs, perspectives and actions of others (empathy); understands, relates to and is sensitive to others (empathic leadership); deals

with conflicts in a group; and facilitates collaborative and participatory problem solving. They can facilitate the engagement of collective intelligence to deliver results. | LS-B-2 | uses the collective intelligence of a team to see new perspectives on the societal challenge at stake. |
	LS-B-3	can switch between roles when working in a team.
	LS-B-4	has knowledge about a broad variety of leadership and collaboration styles, experiments with them and shows that their interventions contribute significantly to the group results
	LS-B-5	shows result orientation while continuously reflecting on and evaluating the [course of the] collaboration process.
	LS-B-6	stimulates the group to trust the process
	.	

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Learning outcome LS-C	Indicators. The student…	
Network Leadership The student reflects on and is aware of the dynamics, quality and development of the network of the change process. They are able to design and facilitate a change process with respect to the various roles of all stakeholders. They can facilitate the engagement of collective intelligence to deliver results across organisational boundaries	LS-C-1	enhances team results by close embedding with the broader societal and entrepreneurial network .
	LS-C-2	designs a feasible network structure and continuously analyses and reflects on the ongoing processes of communication, co-creation, learning and leadership within the network.
	LS-C-3	explores values, viewpoints, knowledge and skills, interests, influence, potential to be influenced of stakeholders within the network
	LS-C-4	shows that they are a creative networker by collaboration with other universities, (research and applied science), public and private organisations
	LS-C-5	communicates in the network in a transparent and clear way

SYSTEMS TRANSFORMATION

"You cannot solve any problem with the same kind of thinking that was used creating it" – Albert Einstein

Narrative:

Many of the problems and challenges we face today in our society are rooted in complex systems, meaning that causes and effects can only be deduced in retrospect. These systems can be multilayer with dependencies at the micro, meso and macro levels. What may seem like a solution from one perspective might have undesirable consequences from another. Transforming these so-called 'wicked challenges' is about building new paradigms and the courage to exchange commonly used linear for circular approaches. Systems Transformation requires the ability to analyse and understand relationships, finding points of leverage, understanding how systems are embedded within different domains and different scales and willingness to embrace uncertainty. Because of the complex and sometimes conflicting interests, transformation has to be a collaborative process in order to develop viable, inclusive and equitable solution options that promote sustainable development.

Program Learning Outcome:

I understand that socio-economic (global) challenges need to be considered as complex systems and should therefore be approached holistically. I'm able to map complex systems, analyze them, and together with relevant stakeholders develop a deep understanding of the main concerns and interests involved. As a result I am able to determine where in the system interventions are

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needed, which are the points of leverage and hence develop frameworks for learning and adapting overtime as systems change. I know how to actively involve relevant stakeholders through a process of co-creation. My resilient mindset helps me understand their different perspectives in order to come to inclusive and equitable interventions and successful implementation thereof.

Learning outcomes

Learning outcome ST-A	Indicators. The student…
Exploring relevant systems	ANALYZE
The student explores the systems relevant for a societal or organizational issue in a structured manner. They form clear ideas of what the system context entails, and holistically clarifies the change issue.	

ST-A-1	understands the concept of systems thinking, can hold multiple perspectives and is able to handle ambiguity
ST-A-2	is able to recognize, analyze and describe complex systems by applying various methods and approaches
ST-A-3	explores and establishes the interests of the stakeholders and their relations within the systems
ST-A-4	gains all relevant knowledge and expertise of the relevant systems, necessary for a change process they are facilitating
ST-A-5	uses different forms of knowing (intellectual, emotional, sensory, intuitive, imaginative, experiential, relational and bodily) to perceive a system and its elements

Learning outcome ST-B	Indicators. The student…
Designing desired future scenarios	DESIGN
The student is able to understand, design and evaluate multiple future scenarios– possible, probable and desirable. They create shared visions for the future. They design a change process to determine where in the system interventions are needed.	

ST-B-1	assesses the systemic boundaries and indicates which elements of the current system may be considered as (non) changeable.
ST-B-2	probes the complexity of the challenges within the change process, brings order by allocation of a variety of approaches.
ST-B-3	visualises and analyses the process and identifies next steps.
ST-B-4	outlines possible change scenarios and identifies possible, widely accepted improvements.
ST-B-5	is able to subdivide a process into manageable parts and to distinguish between project management and change management approaches

Learning outcome ST-C	Indicators. The student…

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Facilitating the course of the change process	IMPLEMENTING PROJECT MANAGEMENT	
	ST-C-1	is able to apply project-management methods
	ST-C-2	can express clearly what expertise is required to successfully lead and complete the process.
	ST-C-3	illustrates how stakeholders are involved in the process.
	ST-C-4	keeps a focus on the results within the project context

They develop and carries out interventions in the system. In this process they actively involve various parties and stakeholders in order to set up a process of co-creation. Finally, the GPCM student advises the various parties regarding the follow-up actions required to achieve the successful implementation of the developed solution for the purpose of the transformation.

	FACILITATING CHANGE MANAGEMENT	
	ST-C-5	identifies (substantiated, desirable and culturally) feasible changes and is able to facilitate the formulation of a shared vision
	ST-C-6	during implementation, considers the interests of the various stakeholders
	ST-C-7	in cooperation with stakeholders, identifies and validates the shared ethical starting points as guideline for the process
	ST-C-8	motivates the stakeholders and relevant organisations to provide content to the development of possible solutions
	ST-C-9	facilitates change within a team by holding space for constructive dialogue and co-creation with relevant stakeholders
	ST-C-10	facilitates how the input by the various stakeholders is arranged in relation to one another and come to a widely accepted change.
	ST-C-11	can reflect on the change process in relation to systems transformation

RESEARCH & INNOVATION

"Innovation is the ability to see change as an opportunity – not a threat." – Steve Jobs

Narrative:
Research helps us question and deepen the understanding of the complex world around us and creates possibilities for the future, while innovation and technology shape this knowledge and these opportunities into tangible solutions and approaches. Being curious about the world drives us to identify problems, ask questions, challenge our assumptions and norms as well as generate creative ideas which can be translated into *innovative* solutions for sustainable development. In order to design solutions which are sustainable, inclusive and equitable, it's important to understand the complex reality and eco-system of the users group and generate insights and facts to inform relevant innovative approaches. Innovative ideas are built through applied research which enables continuous iteration, evaluation and learning to optimise the effectiveness of the solutions. Evaluating the effectiveness of such (technological) solutions is as important as creating them, so as to provide insights in expected short- and long-term effects.

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Program Learning Outcome:

I frame problems as challenges and questions to generate future-oriented solutions and approaches. I have a critical view on research and innovation, taking ethical values, concern for nature and ecology and multiple worldviews and systems' perspectives into account. I dare to be creative and come up with unconventional solutions and embrace failure as a possibility. I am able to identify trends and analyse scenarios and possibly forecast or backcast the impact of such scenarios based on evidence and assumptions that need to be tested. I have investigative skills and a broad toolkit, allowing me to design relevant, sustainable and innovative products, services and processes in both the private and the public sector.

I incorporate reflection and evidence-based practice in my daily habits and work. I execute practice-oriented research methods to design as well as evaluate interventions. I am able to analyse data and draw conclusions so as to communicate the research results in an effective way. This will lead to an integrated problem-solving competency.

Learning outcomes

Learning outcome RI-A	Indicators. The student…
Conducting applied research The student independently sets up, conducts and reports applied research.	

RI-A-1	has knowledge of a broad spectrum of research approaches and perspectives
RI-A-2	systematically explores real life complex societal and organizational issues and translates these into research topics
RI-A-3	sets up a research proposal, making substantiated choices for one or multiple research methods
RI-A-4	uses scholarly literature and relevant data in the knowledge domain
RI-A-5	collects data from stakeholders and analyses the data
RI-A-6	reports systematically about results of a research
RI-A-7	communicates research results to particular stakeholders effectively, after careful consideration of communication methods

Learning outcome RI-B	Indicators. The student…
Using innovations for change The student identifies (technological) innovations that further sustainability. They show how these innovations can be applied for change processes and systems transformations.	

RI-B-1	is able to inform herself with relevant (technological) innovations, trends and their potential
RI-B-2	spots and applies opportunities to use research outcomes and (technological) innovations

Learning outcome RI-C	Indicators. The student…
Forming critical and differentiated view The student constantly pays attention to perspective taking. The students critically evaluates research	

RI-C-1	is aware of how differences in world views influence research approaches and outcomes
RI-C-2	critically evaluates research processes and outcomes

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	RI-C-3	critically evaluates the effectiveness of technological innovations and the potential implications at different system levels.
and innovation processes, and the place that research and innovation has in society and ethical implications for multiple stakeholders.	RI-C-4	discusses ethical issues of technologies and innovations

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. Prosperity is increasingly seen as a concept broader than [only] monetary value. We also refer to social value (people) and environmental value (planet). Now more than ever, the complexity of today's world necessitates that we focus on finding and organizing multi-dimensional solutions. Solutions that demonstrate added value and impact. By applying decision making and analysis tools [like the Theory of Change approach] organizations can map their pathway to realizing [economic, social and societal] value, and do so in a nature inclusive/friendly way/leave nature unharmed in the process. In order to serve the interests of future generations, a growing number of companies and organizations reinvent their business models and practices to include new circular economy models. They bend the rules of traditional business thinking and explore new [holistic] business models focusing on developing holistic solutions [with added value for the society as a whole], [while consciously serving the interests of nature]. Framing such multi-dimensional value propositions within business models allows an organization to validate and operationalize its multiple value creation.

Program Learning Outcome:

I develop solutions for multiple value creation for organizations, considering society as a whole. I understand the principles of circular economy and apply various tools in my business thinking. I work together with stakeholders on identifying the desired value and creating it within nature-inclusive business models. I can spot opportunities for value propositions combining social, economic and environmental value, translate them into business plans and validate these with stakeholders. I can advise on and implement integral value propositions for change and transition challenges.
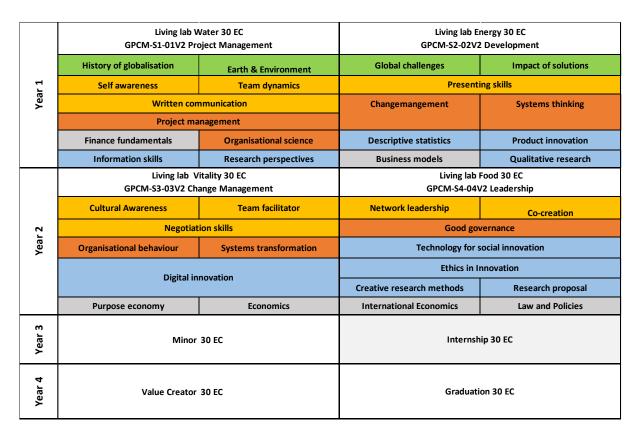
Learning outcomes

Learning outcome VC-A	**Indicators.** The student…	
Exploring and identifying value The student researches and acknowledges multiple forms of value. The student can identify potential value with and for several	VC-A-1	is aware of how value is discussed and rooted in a variety of theories (social, economic, environmental, ethical)
	VC-A-2	defines what is valuable, using a multitude of perspectives (person, organisation, society)
	VC-A-3	has in-depth knowledge of relevant trends (e.g. social, economic, environmental, technological)

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stakeholders and for the society as a whole.	VC-A-4	identifies [where, how and for whom there are] opportunities for value creation
	VC-A-5	maps potential value contribution and value gains for stakeholders

Learning outcome VC-B	**Indicators.** The student…	
Creating multiple value The student designs, together with stakeholders, future proof value propositions combining social, economic and environmental value. The propositions create value for stakeholders and for society as a whole.	VC-B-1	works with stakeholders on identifying and creating potential/new value propositions and works towards acceptance
	VC-B-2	drafts scenarios that lead to and show the potential results of value propositions
	VC-B-3	proposes sustainable business models
	VC-B-4	identifies and/or calculates social and environmental costs and benefits of a value proposition
	VC-B-5	advocates the value proposition in convincing manner

Learning outcome VC-C	**Indicators.** The student…	
Validation and implementation of value The student validates and implements value propositions for multiple stakeholders involved. The students take not only into account value for stakeholders and organisations, but also the overarching perspective on a sustainable society as a whole.	VC-C-1	develops process to validate value propositions with stakeholders
	VC-C-2	implements the validation process with stakeholders
	VC-C-3	develops implementation plan for the created value proposition
	VC-C-4	reflects on the potential contribution of a specific value proposition in relation to the desired system transformation at society level.

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2.2.3   ***Programme structure*** (article 3.3, 3.11a and 3.13 CER HZ ba ft)

National name:	Global Project and Change Management
International name:	Global Project and Change Management
Orientation:	Bachelor
Title conferred:	Bachelor of Business Administration, BBA
Programme duration:	240 study credits (ECTS)
Course workload 'propaedeutic' phase:	60 study credits (ECTS)
Conclusion with 'propaedeutic' examination:	Yes
Course workload main phase:	180 study credits (ECTS)
Variant:	Full-time
ISAT code:	30017
Location:	Middelburg
Language:	English
Effective date:	25-05-2021
Submission date	24-05-2027
Joint degree programme:	Not applicable
180 ECTS fast track:	No

Course programme (cohort 2022-2023)

Year 1	**Living lab Water 30 EC** **GPCM-S1-01V2 Project Management**		**Living lab Energy 30 EC** **GPCM-S2-02V2 Development**	
	History of globalisation	Earth & Environment	Global challenges	Impact of solutions
	Self awareness	Team dynamics	Presenting skills	
	Written communication		Changemangement	Systems thinking
	Project management			
	Finance fundamentals	Organisational science	Descriptive statistics	Product innovation
	Information skills	Research perspectives	Business models	Qualitative research
Year 2	**Living lab Vitality 30 EC** **GPCM-S3-03V2 Change Management**		**Living lab Food 30 EC** **GPCM-S4-04V2 Leadership**	
	Cultural Awareness	Team facilitator	Network leadership	Co-creation
	Negotiation skills		Good governance	
	Organisational behaviour	Systems transformation	Technology for social innovation	
	Digital innovation		Ethics in Innovation	
			Creative research methods	Research proposal
	Purpose economy	Economics	International Economics	Law and Policies
Year 3	Minor 30 EC		Internship 30 EC	
Year 4	Value Creator 30 EC		Graduation 30 EC	

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<u>Learning approach</u>

Global Project & Change Management (GPCM) is a small scale educational program that offers real life experiences and projects for the students in order to allow them to develop themselves to the fullest. While traditionally education takes place within the walls of universities and educational institutes, the GPCM student will more likely find herself or himself co-creating and co-learning in the field. Students from different years and starting moments (September or February) will work together during the projects, allowing the students to both learn from and with their peers, as well as work on their leadership skills by offering coaching and guidance to each other at the same time. The students will work in project groups right from the start.

The HZ University of applied sciences, companies and organisations, research groups, students and lecturers will together build an educational network in which continuous development will be encouraged in order to cooperate towards solutions for challenges and questions that emerge within and outside of this network. Students will learn from specialists in the field, lecturers within the university, guest lecturers and each other, while at the same time they will contribute to and create value for stakeholders within and outside of the network.

Students may find themselves following classes within company walls, in open learning spaces at school or via digital classrooms, whatever the specific project or situation requires. All lecturers have experience with teaching and coaching students within the classroom, in groups, individually and via digital application. Moreover, the lecturers will take the role of coach in order to guide students towards their desired development. Students will be motivated to discover and investigate multiple forms of self-education and development through reflection.

2.2.3a   ***Transfer with an Associate Degree certificate*** (article 3.3 paragraph 4 sub l CER HZ ba ft)
Not applicable.

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2.2.4   *Courses 'propedeuse' phase* (article 3.5, 3.11A CER HZ Ba ft)

Semester 1									
GPCM-S1-01V2	**Title: Project Management**			**Number of study credits: 30**		**Number of contact hours: 20/w**		**Mandatory**	**Teaching language: English**

Conditions for course participation: *N/A*

Conditions for test participation: N/A

Brief description of course content:

During the first semester students will focus on building a solid base for their professional career. In this semester the focus will be on learning how to run a successful project in a multi-cultural environment. Students will take time to discover their role in a team and learn more about team dynamics. At the same time they will gain their first research skills, knowledge on finance and organisations, communication skills and insight in the history of globalisation and earth and environment.

Economic perspective: Finance fundamentals, Project management
Technical perspective: Earth & Environment
Societal perspective: Organisational science, team dynamics, History of Globalisation

Compulsory literature: N/A

Test code	Format *Verbal/Written/Other* *Individually/Group*					Assessment type	Content *Link with learning outcomes*	Weighting Factor (%)	Minimum score	Planning test in week	Inspection of work in week	Resit scheduled in week	Inspection of resit in week
	V	**W**	**O**	**I**	**G**								
1		*x*		*x*		Portfolio	**SS**-A2,A4; **LS** A: 1,3,5,6,7; B:3,4; C:5 **ST** A 3,4 B 3,5 C 1,2,3,4 ; **RI** A 1,4 C 1; **VC** A 1	100%	5.5	W 3	W 4	W 5	W 5

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Semester 2										
GPCM-S2-02V2	**Title: Development**			**Number of study credits: 30**		**Number of contact hours: 20/w**		**Mandatory**	**Teaching language: English**	

Conditions for course participation: *N/A*

Conditions for test participation: *N/A*

Brief description of course content:

Development in regards of solutions for global wicked projects is the main focus of block 2. Students will be asked to manage an innovative project where they will discover the different perspectives on solutions. By gaining knowledge on current global challenges and structures of society and environment, students will be able to put their solutions into perspective. Students will be challenged with concepts of international business, business models from a sustainability perspective and will get an introduction into systems thinking. Furthermore, they will increase their research skills by learning the ins and outs of descriptive statistics and qualitative research and they will learn how to properly present themselves and their ideas in order to make a measurable impact.

Economic perspective: Business models, Impact of Solutions, Change Management
Technical perspective: Product innovation
Societal perspective: Global Challenges, Systems Thinking

Compulsory literature: N/A

Test code	Format *Verbal/Written/Other Individually/Group*					Assessment type	Content *Link with learning outcomes*	Weighting Factor (%)	Minimum score	Planning test in week	Inspection of work in week	Resit scheduled in week	Inspection of resit in week
	V	**W**	**O**	**I**	**G**								
1		x		x		Portfolio	**SS** A 1,2,3,4,5,7 B 1,2 C 1,2,4,5; **LS** A-3,7 **ST** A 1,2,3,4 B 2,3,4 C 2,3; **RI** A 1,2,5,6,7 B 1,2 **VC** A 1,4,5, B 3	100%	5.5	W 24	W 25	W 26	W 26

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2.2.5 *Main phase courses* (article 3.6, 3.11A CER HZ ba ft)

Semester 3							
GPCM-S3-03V2	**Title: Change Management**		**Number of study credits: 30**	**Number of contact hours: 15/w**	**Mandatory**	**Teaching language: English**

Conditions for course participation: N/A

Conditions for test participation: N/A

Brief description of course content:

After learning to successfully manage a project and create solutions, the focus in the third semester is on keeping people on board in change processes. By diving deeper into how organisations and people within organisation operate and how systems can be transformed, students will get a broad understanding of how to guide change, how to persuade and how to negotiate. They will take time to understand cultural awareness and will learn to facilitate teams. The second-year students will take upon themselves the role of peers for the first-year students and practise their skills in real time. Furthermore, they will solidify their research skills by learning to recognize trends and investigate scenarios. They will continue their search for solutions by diving into digital innovation and they will learn how to build a solid sustainable business case.

Economic perspective: Purpose economy, Economics
Technical perspective: Digital innovation
Societal perspective: Cultural awareness, Organisational behaviour, Systems Transformation

Compulsory literature: N/A

Test code	Format *Verbal/Written/Other* *Individually/Group*					Assessment type	Content *Link with learning outcomes*	Weighting Factor (%)	Minimum score	Planning test in week	Inspection of work in week	Resit scheduled in week	Inspection of resit in week
	V	**W**	**O**	**I**	**G**								
1		x		x		Portfolio	**SS**-A-5, 6, SS-B-1, 2, 5, SS-C-3, **ST**-A-3, 4, B-1,2, 4, **ST**-C-3, 5, 6, 7, 8, 9, 10, 11, **LS**-A-2, 3, 6, 8, **LS**-B-1, 4, LS-C-4, **RI**-B-1 **VC**- A 1,2,3,4,5; B-1,2,3,5.C-1,2,3,4	100%	5.5	W 3	W 4	W 5	W 5

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Semester 4						
GPCM-S4-04V2	**Title: Leadership**		**Number of study credits: 30**	**Number of contact hours: 15/w**	**Mandatory**	**Teaching language: English**

Conditions for course participation: N/A

Conditions for test participation: N/A

Brief description of course content:

While many elements of leadership have been covered in the previous semesters, in semester four the students will add the finishing touches to their leadership development. They will dive into network leadership and co-creations and at the same time gain understanding of governance, law and policies and marketing. Needless to say that in semester 4 the research skills will be polished.. While connecting the knowledge of the previous semesters, the students will look into the possibilities of technology for social innovation. At the end of this semester students will have the knowledge and skills needed to proceed to the second half of their studies.

Economic perspective: Good governance, Co-creation, International Economics
Technical perspective: Technology for social innovation
Societal perspective: Law and policies, Ethics

Compulsory literature: N/A

Test code	Format *Verbal/Written/Other Individually/Group*					Assessment type	Content *Link with learning outcomes*	Weighting Factor (%)	Minimum score	Planning test in week	Inspection of work in week	Resit scheduled in week	Inspection of resit in week
	V	**W**	**O**	**I**	**G**								
1		x		x		Portfolio	**SS**-A-7, B-3, 4, 6, SS-C-2, 5, 6, **ST**-C-6, 7, 15, **LS**-A-4, 5, 6, 7, 8; B-1, 2, 5, 6, LS-C-1, 2, 3, 5, **RI**-A-2, 3, 4, **VC** A-1,3 C1,4	100%	5.5	W 24	W25	W 26	W 26

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2.2.6 **HZ Personality** (article 3.12 CER HZ Ba ft)
The HZ Personality competences forms an integral part of the GPCM curriculum and accompanying extracurricular activities. Since the GPCM programme is set up as a "Professional College", according to the distinctive feature "small-scale and intensive education", the curriculum specifically focuses on non-cognitive skills from day one of the study program. Furthermore students are expected and stimulated to participate in a broad scale of (extra)curricular activities inside and outside the HZ related to personal- and community development and the SDG's. GPCM students are supposed to act as active partners within an (inter)national learning community where students and lecturers co-create the GPCM curriculum and develop extra-curricular activities. GPCM students are selected on basis of their above-average motivation, non-cognitive skills and academic capacity to participate in this domain-overarching and holistic program. In addition, GPCM offers students every opportunity to participate in activities offered by the HZ University of Applied Sciences, such as participating in a board or i.e. the programme committee, promotional activities and socio-cultural activities. Implementation of this is monitored because GPCM will have to justify itself in accreditations about the effective use of this extra-curricular freedom of the students (and lecturers).

At least about 70 -100 EC in the curriculum and an estimated 10-20 EC of the extra-curricular part are directly related to the pillars of HZ-Personality, namely

(1) Personal development
At least 20% of the programme (approx. 50 EC) is invested in the Personal Leadership learning track, which is entirely aimed at exploring one's own identity, in relation to yourself, others and society. Students will gain new social, cultural and sports experiences in different sectors.

(2) Sustainable Development Goals
Another 20% of the programme (approx. 50 EC) is invested in the Sustainable Society learning track. This learning track focuses on the SDGs and the way in which students as citizens and professionals deal with major social issues. Dealing with major social issues in a proactive and inventive way is the core of GPCM.

(3) Community Development
During the extra-curricular activities on the weekly "Inspiration Friday", the HZ Personality criterion "community development", amongst other topics, plays an important role (10-20 EC). Students and teachers together set up the activities and determine the topics and goals for these days. Here the students are also encouraged to set up buddy programs, to invite guest speakers, to take up board responsibilities or to develop marketing activities. Because GPM as a "Professional College" has a higher Teacher-to-Student ratio than the regular HZ bachelor's, a specific coach can be deployed to guide the students to give substance to these activities ("Inspiration Friday"). The students are also welcomed to participate in parts of the HZ Personality activities, such as HZ cult and HZ sports.

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2.2.7   *Specialisations* (article 3.10 CER HZ Ba ft)
Not applicable.

2.2.8   *Internship* (article 3.9 CER HZ Ba ft)
Students who want to take part in the internship phase of the study programme must meet the following conditions:
•   The student must have their propaedeutic phase and 45 EC of all Y2 courses to be admissible for the internship.
•   The student must have an approved and signed work placement contract.
•   Students who need to enter a construction site are strongly advised to have a valid VCA certificate. If you do not have a VCA-certificate you are not allowed access a construction site in the Netherlands, this can be essential to acquire the competencies linked to the internship.

The maximum period in which students are allowed to work on the same internship project:
•   The period in which a specific internship project is worked out is 1 semester, with a maximum extension of 1 semester . The application procedure and deadlines can be found in the GPCM internship guide.

Additional conditions for work placements (Internships) abroad (outside the Netherlands):
•   A maximum amount of 15 EC of resits in the semester of internship is allowed. If the student has more than 15EC of resits in the simultaneous running semester of the internship, the student is not allowed to attend the internship abroad since this will cause difficulties in attending the resits. See the OER HZ for additional requirements.

2.2.9   *Minor* (article 3.8 CER HZ Ba ft)
Global Project and Change Management follows the HZ (CER article 3.8) for the minor application process and registration requirements (see also the HZ Minor Guide https://hz.nl/en/about-hz/rules-and-regulations). The contents of HZ minors and other national minors can be found at www.kiesopmaat.nl, the international minors are coordinated through the HZ International Office https://hz.nl/en/study-information/international-focus).

Students can take a minor in either semester 5 or 6 depending on their personal preference and internship planning.

Students who want to apply for a minor must meet the following conditions:
•   The student must have their propaedeutic phase and 45 EC of all Y2 courses to be allowed to follow a minor.

The minors can be taken at the HZ, at other Dutch Universities or at HZ partner Universities abroad. In all cases the minor programme needs to be approved by the study career coach (SCC) for the second year students. In addition, in case that the students wants to follow a minor outside the HZ, the student needs to write a formal approval request with minor programme details and motivation letter to the sub-exam committee (DEX).

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The minor shall be in line with the programme competencies and professional knowledge areas. Duplication of topics (and similar knowledge levels) in the selected minor versus the existing programme shall not exceed 25% of the total minor credits.

2.2.10 *Participation in international exchange programme* (article 4.5 CER HZ Ba ft)
The study programme does not have an international exchange programme.

2.2.11 *Graduation* (article 3.9 CER HZ Ba ft)
In order to participate in the Global Project and Change Management programme graduation phase, students must:
a. have obtained at least 180 EC, including the propaedeutic phase (60 EC), all exams of the second year (60 EC), the exploratory internship (30 EC), and the minor (30 EC), when starting the graduation study period.
b. have obtained 210 EC (including all credits), before the graduation defence takes place for assessment, as defined in the course programme.
c. carry out the graduation project at a company, body or department within the Global Project and Change Management field of expertise.

More information (dates, deadlines, etc.) are provided in the learn page of the Graduation Global Project and Change Management of your graduation year.
The period in which a specific graduation project is worked out is 1 semester, with a maximum extension of 1 semester.

2.2.12 *Transition arrangement* (art. 6.2 paragraph 11 HZ CER)

Not applicable.

2.3 Study recommendation

2.3.1. *Conditions for registration for programme after NBSA* (article 8.1, paragraph 9 HZ CER Ba ft)
After receiving a negative study advise for the study programme Global Project and Change Management, the student cannot register for this study programme at the HZ within three years after receiving the negative study advise.

2.4 Experiment (article 9.4 CER HZ ba ft)
Not applicable.

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CHAPTER 3 ESTABLISHMENT

3.1.1   The duration of the implementation regulations is the same as the duration of the HZ Education and Examination Regulations Bachelor programme full-time 2022-2023.

3.1.2   These Course and Examination Regulations were established by the Executive Board on 28/06/2022.

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