



HZ CER Implementation Regulations Bachelor of
Global Project and Change Management 2021-2022
(full-time)

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Chapter 1 General provisions HZ CER Implementation Regulations

1.1 General

1.1.1 The Course and Examination Regulations (CER HZ) forms the core of the teaching at HZ University of Applied Sciences (HZ), and gives a general picture of all the Programs that HZ provides. The HZ CER contains provisions that are specific to the institution, and these therefore apply to the University as a whole. Each year the Executive Board establishes an HZ CER Implementation Regulation (hereafter: Implementation Regulation) for each Program.

1.2 Program Committee

- 1.2.1 The Program Committee is given the opportunity to issue advice to the Executive Board before it establishes a specific Implementation Regulation once the Program Committee is established.
- 1.2.2 The Program Committee assesses how the CER and the Implementation Regulation were applied each year, once the Program Committee is established.

1.3 Director

- 1.3.1 The appointed Director is responsible for:
- a. the implementation of the HZ CER;
 - b. the interpretation and implementation of the Implementation Regulation;
 - c. an annual evaluation of the HZ CER and the Implementation Regulation to be presented to the Executive Board; in this evaluation, he or she considers how much of the student's time the HZ CER and the Implementation Regulations require, and consequently monitors and if necessary modifies the student workload (art. 7.14 Higher Education and Academic Research Act (article 7.14 WHW));
 - d. the preparation of modifications to the Implementation Regulation.

Chapter 2 HZ CER Implementation Regulation

2.1 Enrolment, required qualifications and entry requirements

- 2.1.1 Overview of further qualification requirements (art. 2.3 HZ CER in addition to the requirements stated in article 2.2. HZ CER)

Havo-profiles	NT	NG	EM	CM
Study Program:				
Student with HAVO diploma (up to 1-Aug-2009)	Sufficient completed with Math	Sufficient completed with Math	Sufficient completed with Math	Sufficient if completed with Math
Student with HAVO diploma (from 1-Aug-2009)	Sufficient completed with Math	Sufficient completed with Math	Sufficient completed with Math	Sufficient if completed with Math

Vwo-profiles	NT	NG	EM	CM
Study Program:				
VWO diploma (up to 1-Aug-2010)	Sufficient completed with Math	Sufficient completed with Math	Sufficient completed with Math	Sufficient if completed with Math
Student with VWO diploma from 1-Aug-2010	Sufficient completed with Math	Sufficient completed with Math	Sufficient completed with Math	Sufficient if 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.

Furthermore, Students must pass the selection procedure for Global Project and Change Management. This procedure entails:

- a. Student 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.

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.

2.1.2 Deficiency investigation (article 2.4 HZ CER) (article 2.3 lid 4 HZ CER - mbo)

Students who do not meet the legal requirements to enrol the Global Project & Change Management Program (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>.

2.1.3 Additional requirements (article 2.5 HZ CER)

Not applicable.

2.1.4 Working environment requirements for the part-time Program (article 2.6. HZ CER)
Not applicable.

2.1.5 Working environment requirements for the dual Program (article 2.7. HZ CER)
Not applicable.

2.2 Structure of the Program and teaching

2.2.1 Course requirements profile (article 3.2 HZ CER)

Within the context of the GPCM academic Program, the student is evolving towards a professional who regards change processes as domain overarching, thus linking her professional context and other domains, specifically in strategic themes of water, energy, vitality, and/or agro-industrial food. She 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. She has a broad base in project- and change management and is 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.

The distinctive feature “small-scale and intensive education” has been awarded to the GPCM program 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 her academic Program 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 Program level, part of the international standard in Higher Education.

The bachelor level Program GPCM can develop suitable projects and processes for complex challenges, utilising a systemic approach. She is a change agent who goes beyond each separate domain and designs solutions, working together with other actors and contributing to a sustainable society. She brings into play themes like ecological quality, circular economy and social inclusiveness, for current and future generations alike. She is 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 her 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 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 Program 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.

2.2.2 Competences (article 3.2 HZ CER)

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 volatile, uncertain, complex and ambiguous (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 today’s 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 her 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 where and how sustainability affects society and organizations a complex societal or organizational issue
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												
<p>Learning outcome SS-B Creating sustainability</p> <p>The student applies different problem-solving frameworks to complex sustainability problems and develops viable, inclusive and equitable solution options that promote sustainable development.</p>	<p>Indicators. The student...</p> <table border="1"> <tr> <td>SS-B-1</td> <td>explores perspectives on sustainability of multiple stakeholders and identifies opportunities for sustainability solutions</td> </tr> <tr> <td>SS-B-2</td> <td>creates products, solutions, services, processes, scenarios and/or visions that contribute to sustainable system transformations</td> </tr> <tr> <td>SS-B-3</td> <td>integrates ethical considerations in her design of sustainability solutions</td> </tr> <tr> <td>SS-B-4</td> <td>stimulates the integration of innovative technologies within sustainable solutions</td> </tr> <tr> <td>SS-B-5</td> <td>creates opportunities for sustainable development together with stakeholders</td> </tr> <tr> <td>SS-B-6</td> <td>activates individuals, groups and organisations to contribute to sustainable development</td> </tr> </table>		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 her 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
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<p>Learning outcome SS-C Evaluating sustainability</p> <p>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.</p>	<p>Indicators . The student...</p> <table border="1"> <tr> <td>SS-C-1</td> <td>has knowledge of sustainability evaluation tools and methods</td> </tr> <tr> <td>SS-C-2</td> <td>uses sustainability indicators during design- and decision processes</td> </tr> <tr> <td>SS-C-3</td> <td>compares and decides on solutions based on sustainability indicators</td> </tr> <tr> <td>SS-C-4</td> <td>evaluates identified sustainability effects of implemented solutions, both quantitatively and qualitatively together with stakeholders</td> </tr> <tr> <td>SS-C-5</td> <td>reports the sustainability effects for short and long term for multiple stakeholders</td> </tr> </table>		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

Indicators. The student...

<p>Personal leadership</p> <p>The student understands and reflects on the norms and values that underlie her actions;</p> <p>adds to the discourse about values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.</p>	<p>AWARENESS</p> <table border="1"> <tr> <td>LS-A-1</td> <td>shows [growth in] self-awareness by continuous reflection on her own role in the local community and (global) society;</td> </tr> <tr> <td>LS-A-2</td> <td>identifies her cultural identity, ethical viewpoints and leading principles in the context of the change issue</td> </tr> <tr> <td>LS-A-3</td> <td>shows that she thoroughly explores her interests and capabilities and formulates her engagement and motivation in a captivating and inspiring way</td> </tr> <tr> <td>LS-A-4</td> <td>has an open mind, is curious and explorative towards upcoming societal changes and emerging technological innovations</td> </tr> <tr> <td>LS-A-5</td> <td>has an effective and pro-active approach towards her professional- and personal development and is prepared for life-long learning</td> </tr> <tr> <td>LS-A-6</td> <td>[In the team or the organisation she operates in,] continuously evaluates and further motivates her actions; reflects on her feelings and desires and acts on it.</td> </tr> </table> <p>CRITICAL REFLECTION</p> <table border="1"> <tr> <td>LS-A-7</td> <td>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</td> </tr> <tr> <td>LS-A-8</td> <td>is taking a position in the sustainability discourse in order to advocate her own position</td> </tr> <tr> <td>LS-A-9</td> <td>shows ethical awareness by applying moral theories or normative approaches relevant to global matters as well as to the personal relations in the way she cooperates and leads her projects and change processes</td> </tr> </table>	LS-A-1	shows [growth in] self-awareness by continuous reflection on her own role in the local community and (global) society;	LS-A-2	identifies her cultural identity, ethical viewpoints and leading principles in the context of the change issue	LS-A-3	shows that she thoroughly explores her interests and capabilities and formulates her 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 her professional- and personal development and is prepared for life-long learning	LS-A-6	[In the team or the organisation she operates in,] continuously evaluates and further motivates her actions; reflects on her feelings and desires and acts on it.	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 her 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 she cooperates and leads her projects and change processes
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<p>Learning outcome LS-B</p> <p>Collaborative Leadership</p> <p>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</p> <p>with conflicts in a group; and facilitates collaborative and participatory problem solving. She can facilitate the</p>	<p>Indicators. The student...</p> <p>CONNECTOR</p> <table border="1"> <tr> <td>LS-B-1</td> <td>establishes positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender.</td> </tr> <tr> <td>LS-B-2</td> <td>uses the collective intelligence of a team to see new perspectives on the societal challenge at stake.</td> </tr> <tr> <td>LS-B-3</td> <td>can switch between roles when working in a team.</td> </tr> <tr> <td>LS-B-4</td> <td>has knowledge about a broad variety of leadership and collaboration styles, experiments with them and shows that her interventions contribute significantly to the group results</td> </tr> <tr> <td>LS-B-5</td> <td>shows result orientation while continuously reflecting on and evaluating the [course of the] collaboration process.</td> </tr> <tr> <td>LS-B-6</td> <td>stimulates the group to trust the process</td> </tr> </table>	LS-B-1	establishes positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender.	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 her 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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engagement of collective intelligence to deliver results.											
<p>Learning outcome LS-C</p> <p>Network Leadership</p> <p>The student reflects on and is aware of the dynamics, quality and development of the network of the change process. She is able to design and facilitate a change process with respect to the various roles of all stakeholders. She can facilitate the engagement of collective intelligence to deliver results across organisational boundaries</p>	<p>Indicators. The student...</p> <table border="1" data-bbox="624 443 1396 952"> <tr> <td data-bbox="624 443 724 533">LS-C-1</td> <td data-bbox="724 443 1396 533">enhances team results by close embedding with the broader societal and entrepreneurial network .</td> </tr> <tr> <td data-bbox="624 533 724 667">LS-C-2</td> <td data-bbox="724 533 1396 667">designs a feasible network structure and continuously analyses and reflects on the ongoing processes of communication, co-creation, learning and leadership within the network.</td> </tr> <tr> <td data-bbox="624 667 724 763">LS-C-3</td> <td data-bbox="724 667 1396 763">explores values, viewpoints, knowledge and skills, interests, influence, potential to be influenced of stakeholders within the network</td> </tr> <tr> <td data-bbox="624 763 724 860">LS-C-4</td> <td data-bbox="724 763 1396 860">shows that she is a creative networker by collaboration with other universities, (research and applied science), public and private organisations</td> </tr> <tr> <td data-bbox="624 860 724 952">LS-C-5</td> <td data-bbox="724 860 1396 952">communicates in the network in a transparent and clear way</td> </tr> </table>	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 she is 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
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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 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
Exploring relevant systems

The student explores the systems relevant for a societal or organizational issue in a structured manner. She forms clear ideas of what the system context entails, and

Indicators. The student...

ANALYZE

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 she is facilitating

<p>holistically clarifies the change issue.</p>	<table border="1"> <tr> <td data-bbox="568 262 683 365">ST-A-5</td> <td data-bbox="683 262 1382 365">uses different forms of knowing (intellectual, emotional, sensory, intuitive, imaginative, experiential, relational and bodily) to perceive a system and its elements</td> </tr> </table>	ST-A-5	uses different forms of knowing (intellectual, emotional, sensory, intuitive, imaginative, experiential, relational and bodily) to perceive a system and its elements												
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<p>Learning outcome ST-B</p> <p>Designing desired future scenarios</p> <p>The student is able to understand, design and evaluate multiple future scenarios– possible, probable and desirable. She creates shared visions for the future. She designs a change process to determine where in the system interventions are needed.</p>	<p>Indicators. The student...</p> <p>DESIGN</p> <table border="1"> <tr> <td data-bbox="568 573 683 676">ST-B-1</td> <td data-bbox="683 573 1350 676">assesses the systemic boundaries and indicates which elements of the current system may be considered as (non) changeable.</td> </tr> <tr> <td data-bbox="568 676 683 779">ST-B-2</td> <td data-bbox="683 676 1350 779">probes the complexity of the challenges within the change process, brings order by allocation of a variety of approaches.</td> </tr> <tr> <td data-bbox="568 779 683 860">ST-B-3</td> <td data-bbox="683 779 1350 860">visualises and analyses the process and identifies next steps.</td> </tr> <tr> <td data-bbox="568 860 683 927">ST-B-4</td> <td data-bbox="683 860 1350 927">outlines possible change scenarios and identifies possible, widely accepted improvements.</td> </tr> <tr> <td data-bbox="568 927 683 1030">ST-B-5</td> <td data-bbox="683 927 1350 1030">is able to subdivide a process into manageable parts and to distinguish between project management and change management approaches</td> </tr> </table>	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				
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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														
<p>Learning outcome ST-C</p> <p>Facilitating the course of the change process</p> <p>She develops and carries out interventions in the system. In this process she actively involves 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</p>	<p>Indicators. The student...</p> <p>IMPLEMENTING PROJECT MANAGEMENT</p> <table border="1"> <tr> <td data-bbox="568 1361 683 1406">ST-C-1</td> <td data-bbox="683 1361 1334 1406">is able to apply project-management methods</td> </tr> <tr> <td data-bbox="568 1406 683 1473">ST-C-2</td> <td data-bbox="683 1406 1334 1473">can express clearly what expertise is required to successfully lead and complete the process.</td> </tr> <tr> <td data-bbox="568 1473 683 1507">ST-C-3</td> <td data-bbox="683 1473 1334 1507">illustrates how stakeholders are involved in the process.</td> </tr> <tr> <td data-bbox="568 1507 683 1552">ST-C-4</td> <td data-bbox="683 1507 1334 1552">keeps a focus on the results within the project context</td> </tr> </table> <p>FACILITATING CHANGE MANAGEMENT</p> <table border="1"> <tr> <td data-bbox="568 1686 683 1789">ST-C-5</td> <td data-bbox="683 1686 1334 1789">identifies (substantiated, desirable and culturally) feasible changes and is able to facilitate the formulation of a shared vision</td> </tr> <tr> <td data-bbox="568 1789 683 1856">ST-C-6</td> <td data-bbox="683 1789 1334 1856">during implementation, considers the interests of the various stakeholders</td> </tr> <tr> <td data-bbox="568 1856 683 1960">ST-C-7</td> <td data-bbox="683 1856 1334 1960">in cooperation with stakeholders, identifies and validates the shared ethical starting points as guideline for the process</td> </tr> </table>	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	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-1	is able to apply project-management methods														
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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														

of the developed solution for the purpose of the transformation.	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.

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

Conducting applied research

The student independently sets up, conducts and reports applied research.

Indicators. The student...

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
<p>Learning outcome RI-B</p> <p>Using innovations for change</p> <p>The student identifies (technological) innovations that further sustainability. She shows how these innovations can be applied for change processes and systems transformations.</p>	<p>Indicators. The student...</p>	
<p>Learning outcome RI-C</p> <p>Forming critical and differentiated view</p> <p>The student constantly pays attention to perspective taking. The students critically evaluates research and innovation processes, and the place that research and innovation has in society and ethical implications for multiple stakeholders.</p>	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
	<p>Indicators. The student...</p>	
	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	
RI-C-3	critically evaluates the effectiveness of technological innovations and the potential implications at different system levels.	
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

<p>Learning outcome VC-A</p> <p>Exploring and identifying value</p> <p>The student researches and acknowledges multiple forms of value. The student can identify potential value with and for several stakeholders and for the society as a whole.</p>	<p>Indicators. The student...</p> <table border="1"> <tr> <td data-bbox="663 1473 767 1574">VC-A-1</td> <td data-bbox="774 1473 1430 1574">is aware of how value is discussed and rooted in a variety of theories (social, economic, environmental, ethical)</td> </tr> <tr> <td data-bbox="663 1574 767 1641">VC-A-2</td> <td data-bbox="774 1574 1430 1641">defines what is valuable, using a multitude of perspectives (person, organisation, society)</td> </tr> <tr> <td data-bbox="663 1641 767 1709">VC-A-3</td> <td data-bbox="774 1641 1430 1709">has in-depth knowledge of relevant trends (e.g. social, economic, environmental, technological)</td> </tr> <tr> <td data-bbox="663 1709 767 1776">VC-A-4</td> <td data-bbox="774 1709 1430 1776">identifies [where, how and for whom there are] opportunities for value creation</td> </tr> <tr> <td data-bbox="663 1776 767 1839">VC-A-5</td> <td data-bbox="774 1776 1430 1839">maps potential value contribution and value gains for stakeholders</td> </tr> </table>	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)	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
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VC-A-3	has in-depth knowledge of relevant trends (e.g. social, economic, environmental, technological)										
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										
<p>Learning outcome VC-B</p> <p>Creating multiple value</p>	<p>Indicators. The student...</p>										

<p>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.</p>	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								
<p>Learning outcome VC-C Validation and implementation of value</p> <p>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.</p>	<p>Indicators. The student...</p> <table border="1"> <tr> <td>VC-C-1</td> <td>develops process to validate value propositions with stakeholders</td> </tr> <tr> <td>VC-C-2</td> <td>implements the validation process with stakeholders</td> </tr> <tr> <td>VC-C-3</td> <td>develops implementation plan for the created value proposition</td> </tr> <tr> <td>VC-C-4</td> <td>reflects on the potential contribution of a specific value proposition in relation to the desired system transformation at society level.</td> </tr> </table>		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.
VC-C-1	develops process to validate value propositions with stakeholders									
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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.									

2.2.3 Structure of the Program (article 3.3, 3.13, HZ CER)

Programme structure: ¹	
National name:	<i>Global Project and Change Management</i>
International name:	<i>Global Project and Change Management</i>
Orientation (Ad, Ba, Master)	Bachelor of Business Administration
Title conferred:	<i>BBA</i>
Programme duration:	4 years
Course workload 'propedeuse' phase:	60 credits (ECTS)
Conclusion with 'propedeuse' examination?:	yes
Course workload main phase:	180 EC
Variant:	Full-time
Croho code:	30017
Location:	Middelburg
Language:	English
Effective date:	25-05-2021
Exploration date	24-05-2027
Joint degree programme:	Not applicable
Accelerated HBO (VWO) track	Not applicable

Course program (cohort 2021-2022)

Year 1	Living lab Water 30 EC GPCM-S1-01V1 Project Management		Living lab Energy 30 EC GPCM-S2-02V1 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 Change Management		Living lab Food 30 EC Leadership	
	Cultural Awareness	Team facilitator	Network leadership	Co-creation
	Negotiation & Persuasion		Good governance	
	Organisational behaviour	Systems transformation	Technology for social innovation	
	Trends & scenario's	Digital Innovation	Academic reading & writing skills	
			Creative research methods	Research proposal
	Purpose economy	Sustainable Business Case	Law and Policies	Marketing
Year 3	Minor 30 EC		Internship 30 EC	
Year 4	Value Creator 30 EC		Graduation 30 EC	

Learning approach

¹ After the final registration in the croho register, the special feature 'small scale and intensive education' will be added to this table.

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.

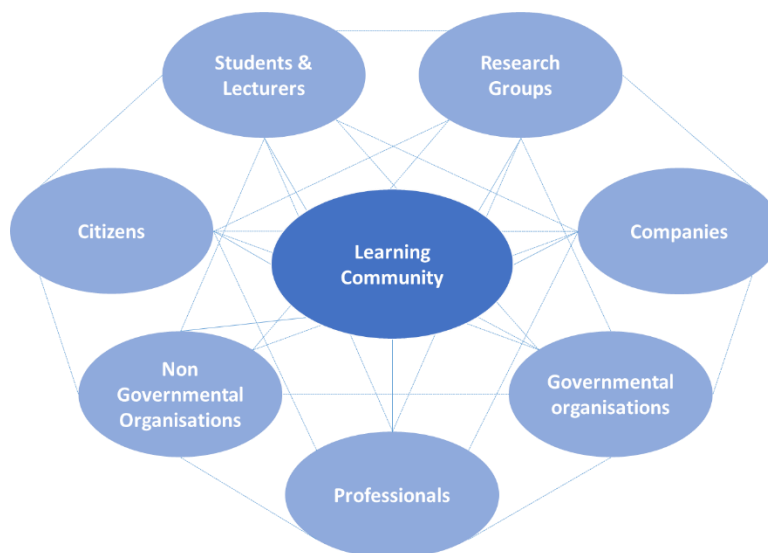


Figure 1 Learning Community

2.2.4 Courses propaedeutic phase cohort 2020-2024 (article 3.5, 3.11 HZ CER)

Week numbers in the following tables are calendar weeks.

Semester 1											
GPCM-S1-01V1		Title: Project Management				EC's: 30		Mandatory: Yes		Language: EN	
Preconditions: N/A											
Special condition for awarding study credits:											
<p>Brief description of the 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 of year 1 will be working together with students from higher years within the program and with their lecturers on a project. 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.</p> <p>Economic perspective: Finance fundamentals, Project management Technical perspective: Earth & Environment Societal perspective: Organisational science, team dynamics</p>											
Assessment	Format <i>Oral (O), written (W) or alternative (A) assessment</i>				Competences (content)	Weight	Minimum score	Planned in week	Exam inspection ¹ in week	Re-sit in week	Exam Inspection ¹ re-sit exam
	O	W	A	Form							
1		x		Portfolio (summative)		100%	5.5	W3	W4	W5	W5
Exam no.											
1		Individual									

¹< 10 working days after publication of mark

Semester 2											
GPCM-S2-02V1		Title: Development				EC's: 30		Mandatory: Yes		Language: EN	
Preconditions: N/A											
Special condition for awarding study credits:											
<p>Brief description of the 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 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 an impact.</p> <p>Economic perspective: Business models, International business Technical perspective: Product innovation Societal perspective: Global Challenges, society & Environment</p>											
Assessment	Format <i>Oral (O), written (W) or alternative (A) assessment</i>				Competences (content)	Weight	Minimum score	Planned in week	Exam inspection ¹ in week	Re-sit in week	Exam Inspection ¹ re-sit exam
	O	W	A	Form							
1		x		Portfolio (summative)	RI-A-1, RI-A-6, RI-A-7, RI-B-1, RI-B-2, RI-C-2, RI-C-3, RI-C-4, VC-A-1, VC-A-2, VC-A-3, VC-A-4, VC-A-5, VC-B-1, VC-B-2, VC-B-3, VC-B-4, VC-B-5, VC-C-1, VC-C-2, VC-C-3, VC-C-4	100%	5.5	W25	W26	W27	W27
Exam no.											
1		Individual									

¹< 10 working days after publication of mark

Semester 3 ²											
CUXXXXXX		Title: Change Management				EC's: 30		Mandatory: Yes		Language: EN	
Preconditions: N/A											
Special condition for awarding study credits:											
<p>Brief description of the course content: After learning to successfully manage a project and create solutions, the focus in the thirds 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.</p> <p>Economic perspective: Purpose economy, sustainable business case Technical perspective: Digital innovation Societal perspective: Cultural awareness, Organisational behaviour</p>											
Assessment	Format <i>Oral (O), written (W) or alternative (A) assessment</i>				Competences (content)	Weight	Minimum score	Planned in week	Exam inspection ¹ in week	Re-sit in week	Exam Inspection ¹ re-sit exam
	O	W	A	Form							
1		x		Portfolio (summative)	SS-A-5, SS-A-6, SS-B-1, SS-B-2, SS-B-5, SS-C-3, ST-A-3, ST-A-4, ST-B-1, ST-B-2, ST-B-4, ST-C-3, ST-C-5, ST-C-6, ST-C-7, ST-C-8, ST-C-9, ST-C-10, ST-C-11, LS-A-2, LS-A-3, LS-A-6, LS-A-8, LS-B-1, LS-B-4, LS-C-4, RI-A-5, RI-A-6, RI-B-1	100%	5.5	W3	W4	W5	W5
Exam no.											
1		Individual									

¹< 10 working days after publication of mark

² This is a concept course and will be activated in 2022-2023

Semester 4 ³											
CUXXXXXX		Title: Leadership				EC's: 30		Mandatory: Yes		Language: EN	
Preconditions: N/A											
Special condition for awarding study credits:											
<p>Brief description of the 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 so students are able to read and write with an academic style and understand the structures of research journals to use the knowledge presented in these pieces to their advantage. 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.</p> <p>Economic perspective: Good governance, co-creation Technical perspective: Technology for social innovation Societal perspective: Law and policies, Technology for social innovation</p>											
Assessment	Format <i>Oral (O), written (W) or alternative (A) assessment</i>				Competences (content)	Weight	Minimum score	Planned in week	Exam inspection ¹ in week	Re-sit in week	Exam Inspection ¹ re-sit exam
	O	W	A	Form							
1		x		Portfolio (summative)	SS-A-7, SS-B-3, SS-B-4, SS-B-6, SS-C-2, ST-C-6, ST-C-7, ST-C-15, LS-A-4, LS-A-5, LS-A-6, LS-A-7, LS-A-8, LS-B-1, LS-B-2, LS-B-5, LS-B-6, LS-C-1, LS-C-2, LS-C-3, LS-C-5, RI-A-2, RI-A-3, RI-A-4, RI-A-7, RI-B-2	100%	5.5	W25	W26	W27	W27
Exam no.											
1		Individual									

³ This is a concept course and will be activated in 2022-2023

¹< 10 working days after publication of mark

Semester 5 or 6 ⁴											
CUXXXXXX		Title: Minor				EC's: 30		Mandatory: Yes		Language: EN	
Preconditions: see article 2.2.8 see HZ Minor Catalogue or www.kiesopmaat.nl											
Special condition for awarding study credits:											
Brief description of the course content: (see also article 2.2.9) Students can take a minor at the HZ University of Applied Sciences, at other Dutch Universities or at HZ partner Universities abroad. More information can be found at https://learn.hz.nl/course/view.php?id=13203#section-0											
Assessment	Format <i>Oral (O), written (W) or alternative (A) assessment</i>				Competences (content)	Weight	Minimum score	Planned in week	Exam inspection ¹ in week	Re-sit in week	Exam Inspection ¹ re-sit exam
	O	W	A	Form							
-				-	-	-	Variable	Variable	Variable	Variable	
Exam no.											
1		Individual									

¹< 10 working days after publication of mark

⁴ This is a concept course and will be activated in 2023-2024

Semester 6 or 5 ⁵												
CUXXXXXX		Title: Internship					EC's: 30		Mandatory: Yes		Language: EN	
Preconditions: Propaedeutic phase and 30 ECTS of the year 2 courses												
Special condition for awarding study credits:												
Brief description of the course content:												
Assessment	Format <i>Oral (O), written (W) or alternative (A) assessment</i>				Competences (content)	Weight	Minimum score	Planned in week	Exam inspection ¹ in week	Re-sit in week	Exam Inspection ¹ re-sit exam	
	O	W	A	Form								
1		x		Portfolio (summative)	(personal) leadership Sustainable Society Systems Transformation Research & Innovation	100%	5.5	W25	W26	W27	W27	
Exam no.												
1		Individual										

¹< 10 working days after publication of mark

⁵ This is a concept course and will be activated in 2023-2024

Semester 7 ⁶											
CUXXXXXX		Title: Value Creator				EC's: 30		Mandatory: Yes		Language: EN	
Preconditions: N/A											
Special condition for awarding study credits:											
<p>Brief description of the course content:</p> <p>During year 4, students will start with a 20 week during value creator with a topic of choice. Students get to work on a challenge related to Technology and SDG's that the student is passionate about. There is no pre-described product the student has to deliver: The student is in charge in regards of the content, the learning environment and network they want to use and the approach of the challenge. However, the student is challenged to create value in the broad sense as described in the competence value creation in chapter 4.6. Students will collaborate with external (international) professional networks and form partnerships. They will follow MOOCs and workshops, which they will select independently.</p> <p>Examples of recent value creator projects with a societal high impact are "Space for all" where students succeeded to put outer space in the United Nations Sustainable Development agenda, or "WEAll Youth" were students created a global movement of regional youth communities that work together synergistically to facilitate a wellbeing economy</p> <p>During this semester they will be challenged to address complexity and to operate in a VUCA context. This will ultimately prepare them for their final semester, their graduation semester, where they will proof their competence in an international environment, accepting the challenges of the real world, showing their maturity and their continuous development of themselves, of knowledge, of value and their network. . For more, please check GPCM Windesheim website blog: https://www.valuecreators-whc.com/blog</p>											
Assessment	Format <i>Oral (O), written (W) or alternative (A) assessment</i>				Competences (content)	Weight	Minimum score	Planned in week	Exam inspection ¹ in week	Re-sit in week	Exam Inspection ¹ re-sit exam
	O	W	A	Form							
1		x		Portfolio (summative)	Value Creation Sustainable Society	100%	5.5				
Exam no.											
1		Individual									

⁶ This is a concept course and will be activated in 2024-2025

Semester 8 ⁷											
CUXXXXXX	Title: Graduation				EC's: 30	Mandatory: Yes	Language: EN				
Preconditions: See article 2.2.11 of this document											
Special condition for awarding study credits:											
<p>Brief description of the course content: The graduation capstone is the final part of the GPCM program in which students demonstrate they have achieved all learning outcomes and are ready to start their professional international career in which they can navigate change and transitions for a sustainable world. Students show their level of knowledge, skills, experience and attitude in a field of choice. During this semester the student independently works on a real life challenge or assignment within the GPCM-network or their own network. As a final showcase of competence, the student performs a critical reflection of their portfolio, their development throughout the entire program, their professional identity and the honours competence. After completing challenge or the assignment there will be a final event which includes a presentation of the results and a final assessment.</p> <p>Notes: Take into account article: 2.2.11 and the study guide for this last semester.</p>											
Assessment	Format <i>Oral (O), written (W) or alternative (A) assessment</i>				Competences (content)	Weight	Minimum score	Planned in week	Exam inspection ¹ in week	Re-sit in week	Exam Inspection ¹ re-sit exam
	O	W	A	Form							
1		x		Portfolio (summative)	Sustainable Society Systems Transformation Research & Innovation (Personal) Leadership Value Creation	100%	5.5				
Exam no.											
1	Individual										

⁷ This is a concept course and will be activated in 2024-2025

2.2.6 Hz Personality (Free Composition Courses) (article 3.12 HZ CER)

The HZ Personality competences forms an integral part of the GPCM curriculum and accompanying extracurricular activities. Since the GPCM program 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 ie. the program 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 program (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 program (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.

2.2.7 Graduation specialisations (article 3.10 HZ CER)
TBA

2.2.8 Work placement (article 3.9 HZ CER)

Students who want to take part in the internship phase of the study Program 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 HZ CER)

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 Program 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 program details and motivation letter to the sub-exam committee (DEX).

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

2.2.10 Participation in an international exchange Program (article 4.5 HZ CER)

The study Program does not have an international exchange Program.

2.2.11 Graduation (article 3.9 OER)

In order to participate in the Global Project and Change Management Program 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 Program.
- 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 Deleted

2.2.13 Deleted

2.2.14 Transitional provision (article 6.2, paragraph 11 HZ CER)

Transitional provisions are not applicable. In principle, new manuals, guides, requirements, et cetera are effective immediately.

2.3. Study advice

2.3.1. Definition of conditions of enrolment in Program after negative binding study advice (article 8.1, paragraph 9 HZ CER)

If a student of the study Program Global Project and Change Management receives a negative binding study advice, his enrolment will be terminated permanently. The student is no longer allowed to register for this study Program at the HZ.

2.4. Experiment (article 9.4 HZ CER ba)

This year, the programme is participating in an experiment under the pilot project group Flexibilisation. The programme would like to experience the results of participation in this project. Students are not affected by this. For further explanation, please see the programme page on HZ Learn.

3. Establishment

- 3.1. The period of the Implementation Regulation is equal to the period of the HZ CER 2021-2022.
- 3.2. This Implementation Regulation was established by the Executive Board on <date>.