

Annual Report and Financial Statements

Directors' Report and Financial Statements

2024

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HOGESCHOOL

Annual Report and Financial Statements 2024

**Directors' Report and
Financial Statements**

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Highlights of 2024

Opening Key Enabling Technology lab



The Key Enabling Technology (KET) Lab opened on 18 January. The lab is equipped with advanced state-of-the-art equipment for photonics and micro- and nanotechnology to promote research and education in key technologies.

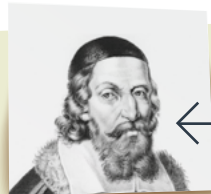
THUAS with a self-built car at the Assen circuit



In July, the U-3, our electric formula student car, was showcased at the circuit in Assen. Several student teams from THUAS had worked towards this moment for years and, as is often the case with long journeys, this project was not about the final destination, but mainly about the journey itself.

Dreamers

THUAS participated in a national meeting on education for undocumented students, the so-called 'dreamers'. In addition, the 'Haagse Dreamers' study fund was recently set up, with a budget of €100,000. The first two grants were awarded last summer, including one to a student at THUAS. This grant made it possible for this student to apply for a residence document and thus to secure legal residence in the Netherlands.



Prestigious Comenius Leadership Fellow grant

Dr Barbara Warwas (lector in Multilevel Regulation) and Dr Naomi van Stapele (lector in Inclusive Education) have together been awarded the prestigious Comenius Leadership Fellow grant. They will be using this grant of no less than €500,000 to lead a groundbreaking project at THUAS: the development of a peer mediation training course.

Kick-off THUAS Climate Agreement

THUAS has its own climate agreement! Residents, entrepreneurs, businesses, civic organisations and the municipality are working together to accelerate THUAS' climate neutrality and collaborate on solutions for the city. The THUAS Mission Zero Centre of Expertise is a key partner in this. The ambition is clear: the Municipality of The Hague wants to be climate neutral by 2030!

A student assistant from the Inclusion Office has won the ECIO Award for Inclusive Education.



Students at The Hague University of Applied Sciences are the most satisfied with their degree programme, compared to the other Randstad universities of applied sciences. Strong scores also emerged on atmosphere in the degree programme and whether students would choose their degree programme again.



Highest score on General Satisfaction in NSS'24

THUAS in a Nutshell

3.672
NUMBER OF GRADUATES



SATISFACTION

7.3

staff
(1-10 scale)

3.63

students
(1-5 scale)

4 BRANCHES

3 CITIES

DEN HAAG
DELFT
ZOETERMEER

6 KNOWLEDGE CENTERS WITH

39

LECTURERSHIPS

675

AWARDED INTERNATIONAL SCHOLARSHIPS



>100

BACHELOR AND AD EDUCATION COURSES

DIVIDED ACROSS FACULTIES

7



SICK LEAVE

5,85%



2.521

EMPLOYEES WITH

88

NATIONALITIES

1.977

FTE



23.948

STUDENTS WITH

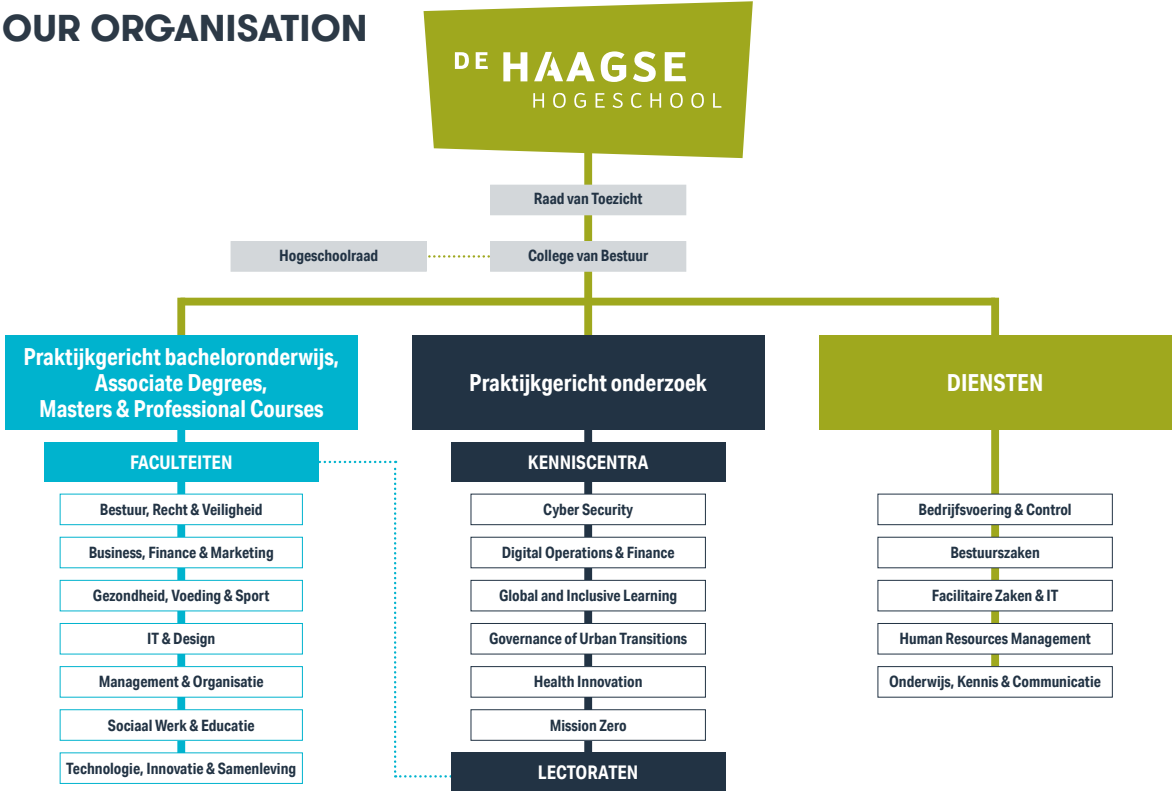
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NATIONALITIES



Organisation Chart

OUR ORGANISATION



Chapter 1

Administrative introduction from the Executive Board



2024 was a year in which The Hague University of Applied Sciences once again proved its resilience, innovativeness and social relevance. In a dynamic environment characterised by changing government policies, financial challenges and geopolitical developments, we made great strides together in realising our strategy. This report looks back at the achievements of the past year and offers a perspective on the future.

Introduction: strong strides forward

During the year, our ambition to provide innovative, inclusive and future-proof education continued to translate into concrete actions in the implementation of our strategy. We are constantly innovating our education in order to provide our students with the best learning experience. This year, we have taken important steps in realising the educational vision. Curriculum frameworks have been established and the formulations of learning outcomes has now been standardised for all programmes. These are important prerequisites for successfully coaching students over the course of their studies and ensuring they are successful. Our commitment to student support and study success is paying off. The drop-out rate among first-year students fell from 41.2 to 37.7 percent, even outperforming the rates from before the pandemic. The increase in the average number of credits attained demonstrates the improved coaching of students in their learning pathway and their prior study choice. At the same time, student well-being has remained a concern. The Wellbees, a team of students offering support to fellow students, has played an important role in raising awareness around student well-being and the help available within THUAS. In addition, a pilot was conducted with the early publication of timetables, which had a positive impact on study planning and stress reduction among students. All this also contributes to an inclusive and supportive learning environment. Our participation in the Social Safety Monitor not only showed that students and staff generally feel safe, but also provided insights that we can use to further strengthen our inclusiveness.

The financial context remains challenging. We face cuts in state funding and an increase in staff costs because of the collective bargaining agreement, but also because of shortages in the labour market. In response, we have pushed for savings and efficiency to more effectively support our education and research. At the same time, we continue to invest in sustainability and innovation. We still aim to be ZeroWaste by 2030 and Zero CO₂ by 2040. This year too, we took targeted steps to embed these ambitions in our operations and worked to raise student and staff awareness with respect to this issue.

High-quality education and research

THUAS has profiled itself as a knowledge institution where quality is central. Once again, the Applied Data Science & Artificial Intelligence programme was recognised as 'topopleiding' (top-ranked degree programme) in the Selection Guide. Several degree programmes achieved high scores in the National Student Survey NSS (NSE), reflecting student satisfaction. The accreditations of several degree programmes were all successfully renewed. Innovations within education, such as the further digitisation and application of AI, also received attention through the Npuls programme. The Lifelong Learning LLL (LLO) Catalyst application for 'optimisation of the lifelong learning chain at THUAS' has been granted.

Our knowledge agenda enables us to strengthen the integration of research within our programmes so that students get to experience the latest developments and methodologies firsthand. We have worked on the further development of our centres of expertise and re-assessed the organisational structure. Our research and earning power have grown. In 2024, 48 percent of the costs of our centres of expertise were externally funded, which demonstrates that our practice-oriented research is increasingly valued and supported. We further strengthened our research through large-scale collaborative projects, such as: the THUAS Applied AI Campus TAAC (HAAI), an innovation hub linking artificial intelligence research with education and business, and the Cybersecurity Living Lab, where students and researchers work with public and private partners to strengthen digital security. The Circular Business research group also expanded its scope, contributing to the development of sustainable business models in multiple sectors. We are proud to see that the role of our research groups in social issues is growing. This was underlined by the prestigious Comenius Leadership Fellow grant for lectors Barbara Warwas and Naomi van Stapele, which they are putting to use to launch a pioneering project on inclusive peer mediation. Our practice-oriented research has clearly gained momentum. Through our knowledge agenda, we continue to build innovative solutions that contribute to a sustainable and inclusive future.

External Developments and Partnerships

We critically reviewed and further expanded our network in 2024, and played an active role in national and international developments that impact higher education. In doing so, we worked with corporate partners, government organisations

and civic organisations. Existing collaborations with R6 colleges and the South Holland Impact Alliance SHIA (ZHIA), among others, continued, which included discussions on the range of education and research. At the same time, higher education institutions were also confronted with severe budget cuts and the threat of a prolonged study fine, for students who exceed the term set for their studies. We consciously and actively joined the national campaign 'For the Future of the Netherlands', presenting arguments against the negative impact of this prolonged study fine on students. The joint efforts of universities of applied sciences, student organisations and other stakeholders as well as our visibility in the media, participation in demonstrations and political lobbying resulted in broad support for our position. The prolonged study fine has now definitely been scrapped. With this, we demonstrated that we are not only committed to our students within the walls of our buildings, but that we also defend their interests on a national level.

Through the nationwide 'Project Beethoven' - a plan for sufficient talent in the microchip industry (hereafter: Beethoven Talent Plan) - we as THUAS committed to strengthening the industry. In cooperation with partners from the Delft region, we have been working on a plan for this national investment programme, through which we aim to develop new degree programmes and research facilities within the semiconductor industry. With a regional budget of €43 million over four years, we are working together with partners to develop technical programmes and a clean-room for education purposes, training talent for the fast-growing semiconductor industry.

Our involvement in the Hague Climate Agreement underlines our commitment to sustainability. With innovative projects such as Digital Twin for neighbourhood renovation in Mariahoeve and Smart City technician Energy Transition, we contribute to a climate-neutral city. With these initiatives, we prove that The Hague University of Applied Sciences not only responds to changes in the world around us, but also actively contributes to the solutions of the future.

In 2024 and early 2025, the pressure on information security increased further. Digitisation is increasing, both in the world around us and in the internal organisation of THUAS. This presents opportunities but also risks. Awareness of the power of big-tech companies was already high, but the way those in power in the US are positioning themselves in this area causes extra concern. The Hague University of Applied Sciences needs to intensify its efforts in this respect. We do this in collaboration with SURF. Shortages in the labour market make this development even more complex.

Internationalisation: A World of Opportunities

While politicians were considering the 'Wet internationalisering in balans' ('Internationalisation in Balance Act'), we held a powerful dialogue on the value of internationalisation in our education system. With contributions in the House of Representatives, in cooperation with the Association of Universities of Applied Sciences AUAS (VH), we responded to the proposed measures and expressed our views on their impact on the quality and accessibility of higher education. We argued for a balanced approach, highlighting the benefits of international talent for Dutch education and the labour market. Despite this political discussion on internationalisation, we have translated our international ambitions into practice. In the Beethoven Talent Plan, we are developing new English-language bachelor's degree programmes in ICT and Electrical Engineering, which attract talent from all over the world. Through the THUAS Network, we strengthen our position as an international knowledge institution by expanding our cooperation with other international knowledge institutions, thereby increasing the quality and impact of our education. We continue to believe in the power of an international learning environment. We remain committed to a diverse and inclusive campus. In this respect, we are happy to with the strong and explicit support of our partners in the regional business community and by the municipalities of The Hague, Zoetermeer and Delft.

Building a Strong Knowledge Institution

Several initiatives show that The Hague University of Applied Sciences is a community, where every voice counts and where we work together towards inclusive and transparent decision-making Based on our social responsibility as a knowledge institution, we started several dialogue sessions on, among other things, ethical considerations when collaborating with external partners. From the regional initiative 'Haagse Aanpak Gelijke Stagekansen' (THUAS' Approach to Equal Internship Opportunities), an action framework was developed with students and internship coordinators to combat internship discrimination.

Appreciation and Prospectus

2024 was a year in which, despite its challenges, we can be proud of what we have achieved as a community. Major

changes in society, the consequences of imposed budget cuts for higher education and negative sentiment in the political debate on internationalisation have not stopped us from continuing to fulfil our social responsibility with fervour. The achievements of our students are exceptional, from building an electric racing car to organising a successful nationally broadcasted party leader debate for the European elections. Our staff worked on innovation in education and research, with passion and dedication. And our external partners have played a crucial role in strengthening our impact on society. We look ahead to 2025 with confidence, where we as THUAS continue to build a future-oriented, inclusive and socially relevant knowledge institution.

With pride and gratefully,

Elisabeth Minnemann, Hans Nederlof and Arend Hardorff



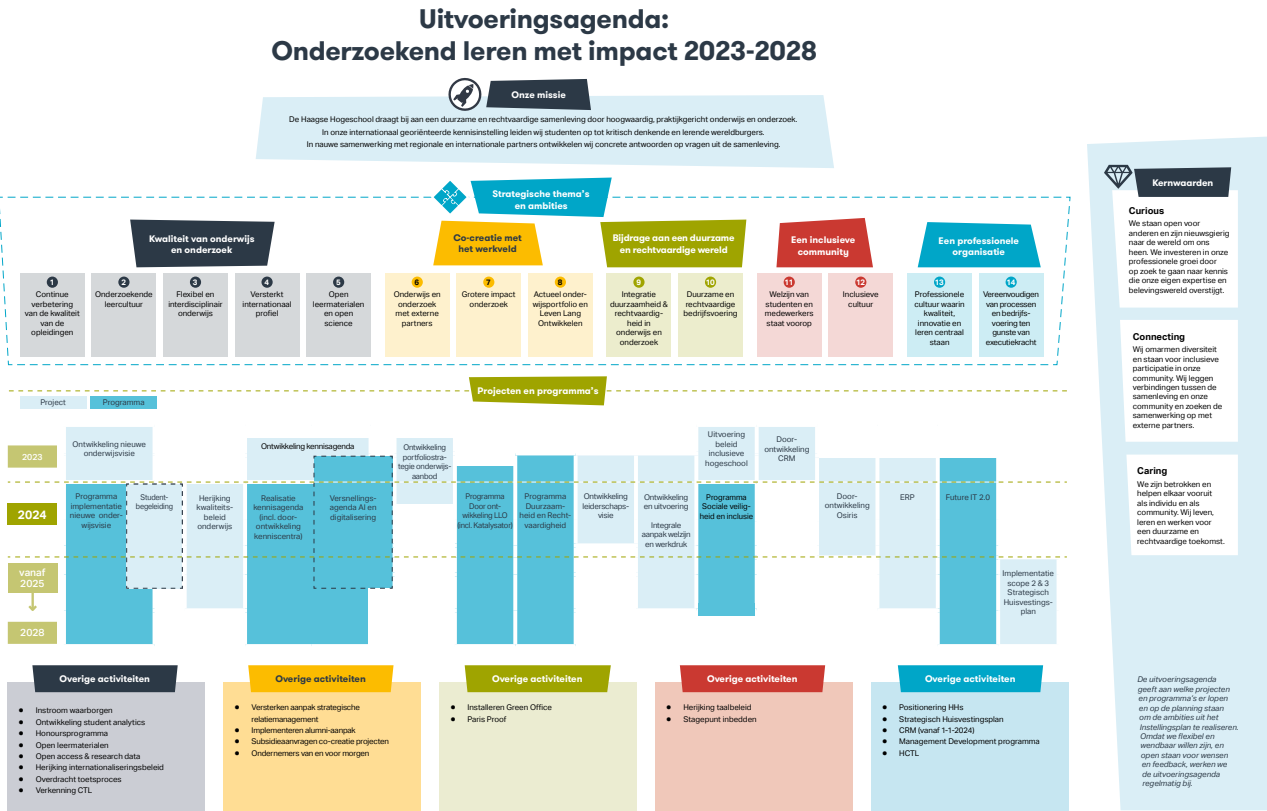
Chapter 2

Our ambitions



In the Strategic Plan SP (IP) 2023-2028 'Research-based learning with impact', we set a course in which we strive for high-quality education and research, combined with a flexible organisation that can respond quickly and efficiently to changing circumstances. The Strategic Plan describes four strategic themes with 12 ambitions, plus two additional ambitions concerning the way in which THUAS operates. At the time of writing, two years have passed since the official start on 1 January 2023.

In 2024, the focus was on structuring and prioritising the THUAS change agenda. Due to financial pressures and limited capacity, the implementation agenda was simplified and choices were made about which projects went ahead, were bundled or temporised. At the same time, new strategic trajectories were added, such as the AI campus TAAC (HAAI), targeted support processes TSP (DOP) and the Beethoven Zuid-Holland Talent Plan initiative. With this initiative, THUAS actively contributes to the regional ambition to educate an additional 1,000 technical students and 1,000 higher-educated professionals over the next five years. This is in line with the National Microchip Talent Strengthening Plan, which aims to secure the position of the Netherlands as a leader in semiconductor technology. In addition to the change agenda, we naturally continue to focus on our education and research, our students, staff and operations.



2.1 Quality of education and research

In 2024, work successfully took place on the quality of education and research, through the five ambitions listed in the implementation agenda and the Strategic Plan. The development of this ambition is in full swing, partly thanks to initiatives not included in the Strategic Plan, such as the Centre for Teaching and Learning (CTL) and the AI acceleration agenda. But the steps we have taken in realising the educational vision and knowledge agenda are also a significant contribution in this respect (also refer to Chapter 3). The activities that raise our international profile are now secured in our regular line activities.



Educational Vision

The educational vision was adopted at the end of 2023. Its realisation has now started. THUAS-wide frameworks have been developed that support the goals of the educational vision and, at the same time, clarify the scope that degree programmes have for their own activities. This includes frameworks for things like educational design, to enable flexible and interdisciplinary education, consisting of joint agreements on the size of educational units and the description of learning outcomes. At the time of writing, faculties work on the development of learning outcomes at the domain level. Meanwhile, service departments are reviewing the support provided in education, education logistics and systems to improve support in education in line with the educational vision.

Centre for Teaching and Learning (CTL)

The development of the Centre for Teaching and Learning (CTL) is an investment for the professionalisation of lecturers. All Dutch educational institutions are committed to shaping such a Centre for Teaching and Learning through the Npuls programme. In 2024, The Hague University of Applied Sciences was informed that its grant application was approved, as one of the few institutions to receive a grant as early as the first round. Pooling expertise within The Hague University of Applied Sciences, which is sometimes scattered, is going to help us to improve the introduction of innovation into our education and to increase the quality of our education.

The CTL thus acts as a centre of expertise for educational innovation and support in a broad sense. The CTL is to become the backbone in the implementation of the educational vision and also serves as a portal for degree programmes with regular educational challenges. In addition, AI is integrated into the curricula of HCTL programmes (such as the FCDC (BDB) and the BEQ (BKE)) and lecturer-trainers are given the opportunity to (further) professionalise in this field. The e-learning is well-attended and the AI expert team has been widely deployed in education and research in 2024. Exploration of the ChatGPT Edu pilot is underway and other AI tools that can support education are also being explored.

Quality policy

We develop and deliver high-quality education in existing and new degree programmes, in line with the requirements in our current quality policy and the national frameworks of the Accreditation Organisation of the Netherlands and Flanders AONF (NVAO). The accreditations did not include any failed assessments or remedial assignments. The reassessment of the quality policy is to take place in the future, aiming to achieve a quality policy that is better aligned with the new educational vision, enabling us to strengthen our culture of quality. Here, the connection is made with quality assurance, data-driven working, and a learning organisation. Steps have already been taken in this process. Among other things, a THUAS-wide student panel of nine hundred students was set up, the pipeline architecture was updated, and some dashboards have been developed.

Improving student facilities

Improvements have been made in 2024 with regard to student facilities. Among other things, the CRM system has made the enrolment process more efficient through wider knowledge sharing. The Osiris Receivables system for bachelor’s degree programmes gives students insight into their payment status and improves communication and service. The pilot ‘Roosterpublicatie voor het zomerreces’ (Timetable publication before the summer break) provides students with more structure and decreases stress, making it easier for students to plan work and study commitments. In addition, uniform designation rules for examiners have been introduced, establishing clear requirements and responsibilities in the assessment process. QR codes were also introduced for the availability of classrooms, so students can instantly see if a specific room is available.

Knowledge agenda and research-based learning culture

Concrete steps are being taken to promote a research-based learning culture and to strengthen the connection between education and research; this enables us to grow further as a knowledge institution. The new educational vision emphasises the importance of preparing students for the three major transitions on which The Hague University of Applied Sciences focuses its research: 1) fair coexistence, 2) the transition to sustainability, and 3) the digital future. In doing so, we are building on our strengths. The themes also encourage us to pursue innovations related to important developments in society, at local, regional, national and international levels. The themes also address the intertwining of research and the work field. The educational vision and the knowledge agenda are strongly linked in this respect. The realisation of the educational vision and the knowledge agenda are jointly addressed, in order to strengthen this connection.

The programme covering the realisation of the knowledge agenda formally started from September 2024. Among other things, a proposal is being developed on how faculties and centres of expertise can intensify their cooperation, including by aligning learning outcomes and research lines. In addition, a manual will be prepared that will provide degree programmes and research groups with examples of how they can concretely shape the aligned learning outcomes and research lines. Through strategic staff development and the development of a job classification series for researchers, we aim to improve the support for the deployment of lecturer-researchers.

In the first half of 2024, the ‘Follow-up evaluatie Centres of Expertise’ (Follow-up evaluation Centres of Expertise) project was implemented, building on the 2022 evaluation. The broad-based steering committee advised on how to realise the ambition, as well as on the positioning of the centres of expertise within THUAS. The ‘Onderzoek in positie’ (‘Research in Position’) report was delivered in May 2024.

Enhanced international profile

The THUAS internationalisation policy was reviewed and adopted in mid-2024, following an extensive process involving numerous workshops and discussions. This recalibration was necessary in light of several internal and external developments, such as the national discussion on the inflow of international students. The recalibration is in line with the educational vision and knowledge agenda in which we shed light on the international dimension in education and research. The recalibrated policy enables THUAS to better explain the choices we make and what the added value is. In addition, it allows us to explain how we implement the agreements we made within the Association of Universities of Applied Sciences about the self-management of internationalisation.

The Hague University of Applied Sciences has strengthened its pioneering role in Collaborative Online International Learning (COIL). THUAS received state funding for a total of 50 COIL projects from the virtual international collaborative projects VICP (VIS) grant scheme. An internal structure has also been set up to monitor the embedding of COIL on an annual basis. We are working on the formulation of internationalised learning outcomes in order to structurally and systematically embed the international and intercultural dimensions in education.

At the national level, THUAS is taking the lead in the further development of virtual cooperation within the Netherlands. Together with partners such as Nuffic, the University of Groningen, and the Amsterdam University of Applied Sciences, we worked on the creation of a national COIL/VICP (VIS) platform, with the aim of strengthening cooperation between institutions for senior secondary vocational education, universities of applied sciences, and universities. Our track record on European grants is growing. THUAS participates in three Horizon Europe projects as a partner. We spearhead an Interreg Europe project, we are a partner in the DIGITAL Europe project, and we participate in several Erasmus+ projects.

In 2024, we focused on optimising internal processes and capacity around the awarding of grants, in particular the Erasmus+ grants. Interest in experience abroad has been steadily rising again during the past three years. The allocated Erasmus+ budget of €1,155,000 in call 2024 (from €366,000 in call 2023) was therefore sorely needed to be able to fund the requested mobility to the extent possible. To continue this growth in mobility demand and associated funding, THUAS continued to invest in a combination of improved procedures and reporting, stricter administration and targeted support for faculties and students.

The international profile of The Hague University of Applied Sciences has also been strengthened through participation in the NAFSA conference in June 2024. The opportunities – going beyond exchange agreements – were explored in more than more than 30 partner discussions. The Hague University of Applied Sciences is a member of several international networks, such as The Hague Network (since 2016), European University Alliance UNINOVIS (associate partner since 2024), Start For Future Cooperative (member since 2024) and the NL Knowledge House Indonesia (since 2023). In addition, THUAS plays an active role within UASNL (Universities of Applied Sciences Netherlands), with the vice-chairmanship and a team filling the role of Brussels Liaison Officer ad interim from September 2024 to May 2025. We also strengthen existing partnerships and networks in and outside Europe, both in the area of education and research.



2.2 Co-creation With the Work Field

In 2024, we strengthened external relationships and our strategic relationship management model to assess the value of existing and potential relationships of THUAS. Ethical considerations were also included in the creation of the model. A broad internal dialogue was set conducted, aimed to develop THUAS’ existing ethical consideration framework into a framework for action that will help us in determining where collaborations are fair and desirable. A customer relationship management system (CRM) has been set up, to improve the services provided and to support the model. This brings together and combines various data from different systems. It is now easier for students to access services. The Internship Point for students and a network of internship coordinators have also been set up.



Strategic cooperation with business and civic partners has been strengthened through our active participation in several Economic Boards in the region, such as EBZ, EBTH, and EBZ Zoetermeer. We work intensively with key partners such as the Municipality of The Hague, where our work includes participation in the Laak Coalition and climate deals while collaborating with three universities of applied sciences in the South Holland Impact Alliance SHIA (ZHIA). This is done both at the administrative level by regular participation in consultations and at the thematic level by aligning with the ‘Digitaal Veilig’ (‘Digital Secure’) programme of the Municipality of The Hague and by applying for participation in Regiodeal.

Public affairs and coalition agreement lobbying and government plans on education

Massive cuts for higher education were announced in the new government’s plans for the summer. THUAS has, independently and within the VH, fought hard to (partially) reverse these cuts, in particular to get the prolonged study fine, for students who exceed the term set for their studies, off the table. Thanks to an extensive public campaign and lobbying activities, spearheaded by THUAS, this prolonged study fine was withdrawn in the autumn budget negotiations. Part of the government plans also includes a reduction of international student flows, with the ‘Wet internationaliseren in balans’ (‘Internationalisation in Balance Act’; the WIB). The cuts announced in the process were partly reversed during the budget negotiations due to intensive lobbying efforts within VH and EBZ. However, efforts to amend the WIB and exempt universities of applied sciences from the test for foreign-language programmes TFP (TAO) as much as possible continue. Preparations for the TAO were made internally in 2024, which means that we are now ready for these procedures after the WIB and TAO come into force. The ‘Haags Actieplan Studentenhuisvesting’ (The Hague Student Housing Action Plan) was created in 2024 in response to the WIB plans. It has received support in administrative consultations with the municipal executive of The Hague and higher education institutions. All that was missing at the end of the year was the official agreement of the municipal executive, which is expected to follow in the beginning of 2025.

South Holland Impact Alliance SHIA (ZHIA)

ZHIA is the knowledge and innovation network of four South Holland knowledge institutions. In 2024, we worked hard to extend the ZHIA organisation, strengthen its content focal points, collaborate on research support, enhance visibility, strengthen relationships with our stakeholders and demonstrate our impact in the region.

The network is active in internal and external positioning. Awareness of the network is rising. More and more colleagues and external partners now know how to reach the ZHIA. Successful collaborations have emerged around themes such as health (Vital Delta, Medical Delta), as well as around the development of living labs and the topic of SMEs and finance.

A successful ZHIA event was organised for the second year on 11 November 2024, this time with the title 'Aan de slag met ZHIA. Want ZHIA maken we zelf!' ('Getting started with ZHIA. Because ZHIA is what we make it ourselves!') There, about 125 lecturers, researchers and other colleagues were gathered under the banner of the three ZHIA themes: health, care & well-being; sustainability; AI & data science. By agreement, the chairmanship of the ZHIA has been transferred from THUAS to the Leiden University of Applied Sciences from 1 January 2025, but The Hague University of Applied Sciences will of course remain part of the network to strengthen its own research profile and identity as a knowledge institution.

We are also committed to identifying and putting international, national and regional education and research opportunities on the agenda. THUAS played a leading role in creating the regional plan for the Beethoven Project. This has set aside a total of €43 million for South Holland from the state for efforts for training more technicians in the microchip sector. At the same time, we are consulting with our partners on new initiatives such as The Hague Applied AI Campus (HAAI).

Positioning in international networks

In 2024, THUAS has further positioned itself in the various international networks it became a member of. With this, the visibility and impact of THUAS was increased in different layers of the organisation. The fact that THUAS is an associate partner of the 2024-funded European University Alliance UNINOVIS also provides concrete opportunities for our lecturers and researchers. For example, four European research proposals have been initiated with UNINOVIS in 2024. Membership of the Start For Future cooperative (SFF) also creates opportunities. The emphasis here is on entrepreneurship. The first students and coaches from THUAS have participated in the LEARN education programme. European research proposals have also been initiated here. In addition, SFF strengthens the local ecosystem as it cooperatively brings together the municipality, Yes!Delft, PLNT Leiden, Unknown, ROC Mondriaan and others.

THUAS' membership of the NL Knowledge House Indonesia has led to successful living lab contributions to the Week of Indonesian Netherlands Education & Research (WINNER), to active collaboration between THUAS faculties and Indonesian institutions, and to a pilot on energy efficient buildings funded by the Netherlands Enterprise Agency (RVO).

UASNL is relaunching. Following the departure of the Liaison Officer in Brussels at the end of 2023, a team from THUAS filled the position ad interim. THUAS also holds the vice-presidency of UASNL, with public affairs/lobbying in the portfolio. This has given THUAS a firm position within UASNL in 2024. With two more members added, 22 universities of applied sciences from the Netherlands are currently working together to strengthen their European research profile. As part of the THUAS Work Package, talks have now been held with several knowledge coordinators working in the House of Representatives. This contributes to the positioning of THUAS and that of applied research (and UASNL) in general. A delegation from the SIA Regulatory Council and the Dutch Research Council DRC (NWO) visited The Hague University of Applied Sciences in early July to exchange views on the international dimensions and ambitions in practice-based research and how THUAS is putting this on the agenda as regards policy and research. The pilot 'Richting Europa' (Towards Europe) was a key topic of discussion.

Beethoven talent plan

Together with TUDelft, InHolland and ROC Mondriaan, THUAS drew up the Beethoven Regional Plan for South Holland Delft in 2024. At the heart of the plan is the ambition to train an additional 1,000 engineering students and to train and provide in-service training to 1,000 workforce members until 2030. The amount pledged to the Delft region will be used to boost our educational range for technology and ICT. Three lines of action were launched in the autumn:

- joint semiconductor lab facilities, with a dedicated clean room for education in Delft;
- a targeted expansion of education, with
 - additional budget for two approved new degree programmes (English-language bachelor's degree programme ICT and Electrical and Electronic Engineering);
 - a new semiconductor curriculum in our Next Level Engineering master's degree programme;
 - an exploration of whether we can realise the contents of a propeadeutic programme for engineering in higher education/scientific research;
- a scale-up in lifelong learning LLL (LLO), with a semiconductor learning point where study programmes are linked to demand from the semiconductor industry.

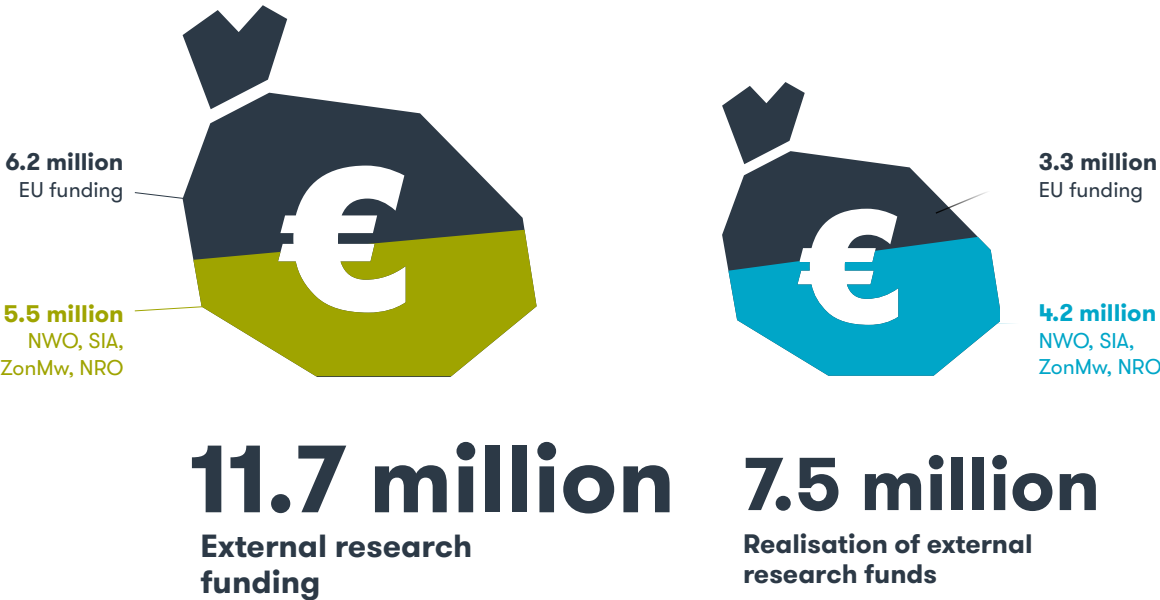
Hague Applied AI Campus (HAAI)

In 2024, THUAS worked on strengthening an IT campus for the region of The Hague, around the theme of Applied AI. The process is aligned with the development of the Beethoven Project. The idea of an HAAI Campus has received administrative commitment from THUAS, ROC Mondriaan and Leiden University, with the first step being to provide a joint LLL range. The commitment is to contribute to the societal duty that everyone should be able/learn to work with AI.

In addition, limited concrete action has been taken to ensure that institutions wishing to work with us can easily find the right (digital) route within the organisation. This was further facilitated by the fact that at some centres of expertise work with business developers or liaisons on behalf of THUAS, for example in connection with the Westland.

Grants and other external income for research

In 2024, The Hague University of Applied Sciences acquired approximately € 11.7 million in multi-year external funding for research. This includes an amount of €5.5 million from the second flow of funds, with contributions from NWO, SIA, ZonMw and the National Education Research Regulatory Council (NRO). The acquired third flow of funds amounted to €6.2 million, with a growing share of EU funding. In 2024, the realisation of external research funds was €7.5 million, with €4.2 million from the second flow of funds and €3.3 million from the third flow of funds. The external funding from the second and third flows enables The Hague University of Applied Sciences to further increase its scientific and social impact. Among other things, it enables researchers to develop and test proof-of-concepts, expand research capacity, purchase equipment and share knowledge. This will strengthen the position of THUAS as a knowledge institution and boost cooperation with the business community, other knowledge institutions and civic organisations.



2.3 Sustainable and just world

The Hague University of Applied Sciences aims for a future where sustainability and fairness are fundamentally embedded in our education, our research, our buildings, operations and our behaviour. We do this using the focal points below.



- **Climate-neutral future and a circular economy**
We are working towards a climate-neutral and circular campus. These transitions enrich our education and research.
- **Changemakers in a Connected World**
We train students in order to contribute to future-proof system changes.
- **A Resilient and Active Community for a Sustainable and Fair Transition**
We promote the active involvement of students, staff and external partners in meaningful initiatives.

These focal points reflect our vision on sustainability and equity. We choose to include ESG (Environmental, Social, Governance) reporting as an integral part of our commitment to sustainability and responsible governance.

Climate-neutral future and circular operations

The Hague University of Applied Sciences has taken important steps towards sustainable and fair operations. The Zero Waste action plan and the Zero Emission action plan, with Paris Proof as an intermediate phase, have been delivered. This provides a clear roadmap to a climate-neutral and waste-free organisation. Over the last period, The Hague University of Applied Sciences took various measures to contribute to this, such as installing LED lighting, energy-efficient air handling units and roof insulation. In 2024, the residual waste produced by THUAS was reduced by 35 percent (compared to a reduction of 46 percent in 2023). We achieved this by improving waste separation and by recycling (building materials and furniture). In order to bring about the change THUAS wants to realise, the F&IT Service works together with research groups and degree programmes. In this way, the building and the organisation are also used as rich learning and research environments, and we again contribute our knowledge to this transition to sustainability.

In 2024, policies in the area of water management, biodiversity and procurement ('Inkopen met Impact'; Procurement with Impact) have been adopted. This policy provides tools for more sustainable and inclusive operations. We also actively apply circular procurement principles, with a focus on sustainable and renewable materials. This contributes to responsible and environmentally friendly operations. Our external catering services have made strides towards sustainability by ensuring 80 percent of its range consists of plant-based proteins from 2025 and by reducing food waste through initiatives such as Too Good to Go and Winnow monitoring systems.

Equality of opportunity in application procedures remains a focus. This policy continues, unabated. Extra attention is paid to candidates with a distance to the labour market, such as participant employees (receiving benefits under the Work and Social Assistance Act). A total of 42 employees from this participant target group worked at THUAS in December 2024. Of these, 90 percent have permanent positions. The target for 2024 was 50.6 FTEs. Part of this target, 32 FTEs, has been realised. Due to cuts and a decrease in job vacancies, the focus from 2024 onwards will be more on internal employee mobility within THUAS.

The new sustainable travel policy has been successfully implemented. At the time of writing, 51.4 percent of employees travel by public transport. In addition, employees are encouraged to make sustainable choices through their terms of employment and employment agreements, such as the public transport allowance. Furthermore, the claim regulations state that business trips with a distance of less than 800 kilometres and/or a travel time of less than eight hours must be made by train. From 1 July 2024, we will comply with the legal obligation to record our employees' travel behaviour (commuting and business) annually. Among other things, we want to monitor carbon emissions per kilometre travelled. We have used a survey to ask our employees for feedback. By 1 July 2025, this data must be submitted to the the Netherlands Enterprise Agency NEA (RVO).

THUAS has held varying positions in the SustainaBul rankings. In 2022, THUAS was ranked 20th. In 2023, THUAS was ranked 15th with 224.5 points out of 360. In 2024, THUAS fell to the 21th place, but with an increase in points: 243.75 points This is partly caused by the fact that other scientific research and higher education institutions rose in their number of points, and due to a change in the measurement method to encourage setting the bar high. There is room for improvement in our operations in particular, according to SustainaBul. Our own analysis then revealed that we need to improve how we share and announce our great developments, and increase their visibility.

There are several initiatives from the education field. FAmong other things, in collaboration with Footprinters, THUAS conducted a baseline measurement to determine its carbon footprint. With a focus on scope 1 and scope 2 emissions, research is taking place in living labs on energy savings through smart software use and by reducing unnecessary cloud storage. We are also the lead partner of the Educational Positive Energy District (EDUPED) European research project, under the Driving Urban Transitions Positive Energy Districts (DUT PED) programme, with THUAS/campus as the case study driving the PED transition in Laakhaven. The Facility Management degree programme has further integrated the circular operations and sustainable housing of THUAS into its curriculum. In 2024, The Hague University of Applied Sciences organised a successful Circular Minor & Hackathon for the fourth time, in which students worked with companies to develop circular business models and came up with innovative solutions for social and technological transitions.

Changemakers in a connected world

To realise the educational vision, we developed a number of THUAS-wide activities during the year under review. For instance, the transition to a sustainable and fair world is at the heart of every educational programme. For our students, this means providing them with the leadership knowledge, skills and tools that will enable them to make meaningful contributions to the current transition and future transitions. An opportunity and situational analysis was launched in 2024 with the aim of conducting a baseline measurement and to see where degree programmes stand in terms of integrating sustainability and fairness into their curricula. Learning outcomes are also formulated, with integral attention to these themes. In addition to the THUAS-wide activities to realise the educational vision, some specific milestones were achieved that should be celebrated.

- The Faculty of Health, Nutrition and Sport conducted a baseline measurement in 2024 to determine the current sustainability performance of the three main pillars within the faculty: operations, research groups, and education. This demonstrated that there was a stronger focus on social sustainability. A working group, to start in 2025, will identify which SDGs are addressed within which education programmes.
- The development of the cross-sectoral master's degree programme in Sustainability Transitions culminated in 2024. This degree programme focuses on unlocking human resources for transitions and will provide professionals capable of tackling complex sustainability issues. The aim is to offer this degree programme from September 2025, both full-time and part-time variants.
- The Centre for Teaching & Learning (CTL) supports lecturers in integrating regenerative education and social sustainability into their lessons. This is done not only through training, but also through workshops and peer review sessions, in which lecturers explore how to impactfully incorporate sustainability into their lessons. Through hands-on course series, lecturers learn how to guide students through complex transition processes, navigate emotions and resistance around sustainability issues, and link sustainability to fairness and inclusion in the classroom.

From research, we incorporate these themes into the further development of education.

- The Global & Inclusive Learning Centre of Expertise conducted research on the social impact of sustainability policies and the role of inclusion in transition processes. This research informs both education and policywithin The

Hague University of Applied Sciences.

- Interdisciplinary projects: students and researchers collaborate in interdisciplinary projects focusing on sustainability and social justice, leading to innovative solutions and a strengthened connection between theory and practice.
- Research into sustainability transitions through lecturer professionalisation. The programme forms the basis for the multi-annual research infrastructure focusing on the identification, development and deployment of the competencies, through which (future) professionals can and want to contribute to sustainability transitions. This research is carried out under the guidance of two Centres of Expertise: Mission Zero and Global & Inclusive Learning.
- Together with the Pedagogy degree programme and others, researchers from Mission Zero and Global & Inclusive Learning Centres of Expertise are developing a sustainable pedagogy handbook. This research project focuses on developing educational materials that promote eco-centric education. The book is a collection of knowledge, practical examples and pedagogical practices that focus on sustainable development in education and eco-centric pedagogy.

A resilient and active community for a sustainable and fair transition

The transition tasks bring together diverse communities. Such as the Green Office, which was officially established in 2024. The students involved in the Green Office play a key role in initiating concrete actions and raising awareness of sustainability within the organisation. A community of employees actively contributing to climate transition measures was started from the Zero Emissions 2040 working group baseline. Student communities, participation bodies and staff work together on issues like the ‘transitie naar duurzaamheid’ (transition to sustainability) theme from the knowledge agenda.

2.4 An Inclusive Community

We make sure the well-being of students and staff takes centre stage, by creating an inclusive and supportive community that provides a sense of belonging, trust and accountability. This ambition is in full swing in 2024. Examples include the completed ‘project Studentenbegeleiding’ (Student Counselling project) and the recalibration of the ‘Plan van Aanpak Werkdruk’ (Work Pressure Remedy Plan).



Student and staff members' well-being is paramount

Student well-being is closely related to the quality of guidance. Even though guidance satisfaction scores are high in the National Student Survey NSS (NSE), we remain committed to the improvement of guidance. The new educational vision contains a great deal of information on the role of the lecturer as a counsellor (educator) and as a coach. In 2024, the Student Counselling Project provided insight into the frameworks established by THUAS in the field of student counselling and what this requires of lecturers and coaches in their daily practice and professional development. The project has provided:

- a narrative: a clear story about what students can expect from THUAS;
- an overview of the frameworks: a summary of the policy and vision of THUAS on student counselling and coaching as well as related topics such as the duty of care, studying with support needs, and job profiles.
- a self-scan: this enables the degree programme to determine where it stands in relation to the frameworks

To continuously improve student well-being, we follow the lines specified:

- strengthening the sense of belonging;
- improving the provision of information;
- the further professionalisation of the guidance chain.

Accordingly, student well-being is further supported by initiatives such as the Coke Show (an interactive theatre performance on excessive smoking, alcohol consumption and drug use among young people), the Study Buddy programme (platform to promote the development and professionalisation of peer support within our programmes), events and the Wellbees. The strength of Wellbees lies in their student-to-student approach: their own experiences and reachability allows them to provide accessible support to fellow students. They set up structural collaborations and attended events such as the induction week and Wellbeing Week. The Wellbees delivered 30 Wellbee classes on mental well-being and the support offer during study career guidance SCG (SLB) classes within various degree programmes. The Wellbee Corner grew into a central meeting place with a variety of activities, and with the Wellbees Buzz Out, they broke the ice around well-being through play. In addition, to strengthen information provision, initiatives have been launched through campaigns, websites and infographics.

THUAS focuses on professionalising student coaches and guides who meet specific criteria: accessible, available, known and competent. This has taken shape through things like workshops, peer review meetings with lecturer teams and the development of tools. Existing facilities such as the student counsellor’s office and student psychologists remain active and thus closely involved with students. Some notable developments and points of interest concerning 2024 include:

- Despite this year being a ‘regular cohort’ (not being a COVID cohort), the number of applications to psychologists and students counsellors continues to rise.
- Among students applying for individual counselling, first-year students are by far the majority at 40 percent.
- The number of applications from international students is still very high.
- The complexity and severity of cases continues to increase and also remains diverse. The student counsellor’s office is yet to see a decrease in mental problems among students.

There is reduced student interest in the group-based training sessions organised by the guidance chain. This is probably related to students’ tendency towards avoidant coping.

Outcomes from the student guidance chain are also used to further develop the range of training available to lecturers. As part of the development plans, all lecturers who coach students must function at an advanced level in their role as a lecturer acting in the capacity of a coach. This is in accordance with the (new) professionalisation plan of THUAS and the lecturer profiles.

For employees, the focus is on reducing workload and increasing work happiness. Employees who feel supported in their well-being and development tend to be more satisfied with their work and more involved in the organisation. This translates into a positive working environment and a culture where quality, learning, and innovation are key. The ‘Plan van Aanpak Werkdruk’ (Plan of Action on Workload) is under review. This is in line with the collective bargaining guidelines and supports employees and managers in reducing perceived workload. At the same time, sick leave is actively monitored and addressed through improved cooperation with the occupational health and safety service, shorter waiting times and targeted support for managers.

The Healthy@HHs programme encourages healthier lifestyles among students and staff with a more sustainable and inclusive range of food, sports facilities and initiatives to prevent work-related diseases in students. The hybrid workplace policy has been further rolled out and is continuously being improved to facilitate a healthy work-life balance.

Inclusive Culture

The Hague University of Applied Sciences strives for an inclusive culture by actively combating exclusion, valuing diversity and identifying and removing barriers for students and staff. This ambition is being worked on consistently as a matter of policy. We are accelerating, connecting and strengthening implementation through the Social Safety and Inclusion programme.

Intensifying Inclusion Policies

Over the past year, we have made important steps in implementing our inclusion policy, with a strong focus on a sense of belonging, participation and social safety (also refer to Section 5.2). Through targeted initiatives and structural improvements, we work to create an inclusive environment where students and staff feel heard, valued and safe.

Belonging and Participation

The Inclusion Office promotes an inclusive learning and working environment for our employees. We are actively committed to an inclusive community. We set up various employee networks that contribute to a sense of belonging and equality within the organisation. These networks, such as the LGBT+ network and the neurodiversity network, provide a meeting space, a place for mutual support and sharing experiences. In 2024, the networks met several times to discuss topics such as awareness, accessibility and social safety.

We also organise meaningful events throughout the year such as Black History Month in collaboration with student union Tribez, International Women's Day in collaboration with the Women's Network, the Day Against Racism and Discrimination in collaboration with the GIL Centre of Expertise, an iftar (breaking of the fast), Cultural Diversity Day in collaboration with the General Council, Neurodiversity Day, Ketu Koti and Purple Friday. We also celebrated Diversity Week in a big way, raising awareness on various issues such as discrimination, LGBT+, women, neurodiversity and inclusive education. Furthermore, in response to the UN Convention on Disability, a workshop was held to identify accessibility needs and educational support needs among students and staff. This survey is the starting point for further research on both topics. The aforementioned events play an important role in raising awareness and strengthening an inclusive culture within The Hague University of Applied Sciences. Finally, a policy has been set to take special holidays into account when scheduling tests. This contributes to an inclusive learning environment, where students are given space to observe both their academic commitments as well as their cultural and religious traditions.

Internships, besides being an important part of the curriculum, are also an introduction to the labour market. Discrimination should never be a bottleneck here. From the 'Haagse Manifest Gelijke Stagekansen' (The Hague Manifesto on Equal Internship Opportunities) and the ambition in the Strategic Plan, THUAS is working on an inclusive culture and the removal of bottlenecks for students who experience problems finding internships and who need extra support in this process. Over the past year, internship coordinators and students have worked hard to develop a framework for action, building on existing initiatives.

Dialogue and Cooperation

As part of the 'Werkgroep Kennisdeling Grootstedelijke Vraagstukken Randstad-hogescholen' (Working Group on Knowledge Sharing for Metropolitan Issues for the Randstad Universities of Applied Sciences), we organised an R6 event with the theme of 'student success in a world of tensions'. This event focused on promoting student success through dialogues focusing on head, heart and hands. The event consisted of seven workshops and a keynote on current social developments and inclusive education. The event provided a platform for sharing best practices and exchanging ideas on promoting student success in a challenging social context. It attracted 200 visitors, which underlines the high level of interest in the topic and the relevance of recent political developments. In addition, several THUAS-wide dialogue sessions were organised on social events, where students and staff engaged in discussions on current issues impacting our community. These sessions contributed to awareness, mutual understanding and a more inclusive learning and working environment.

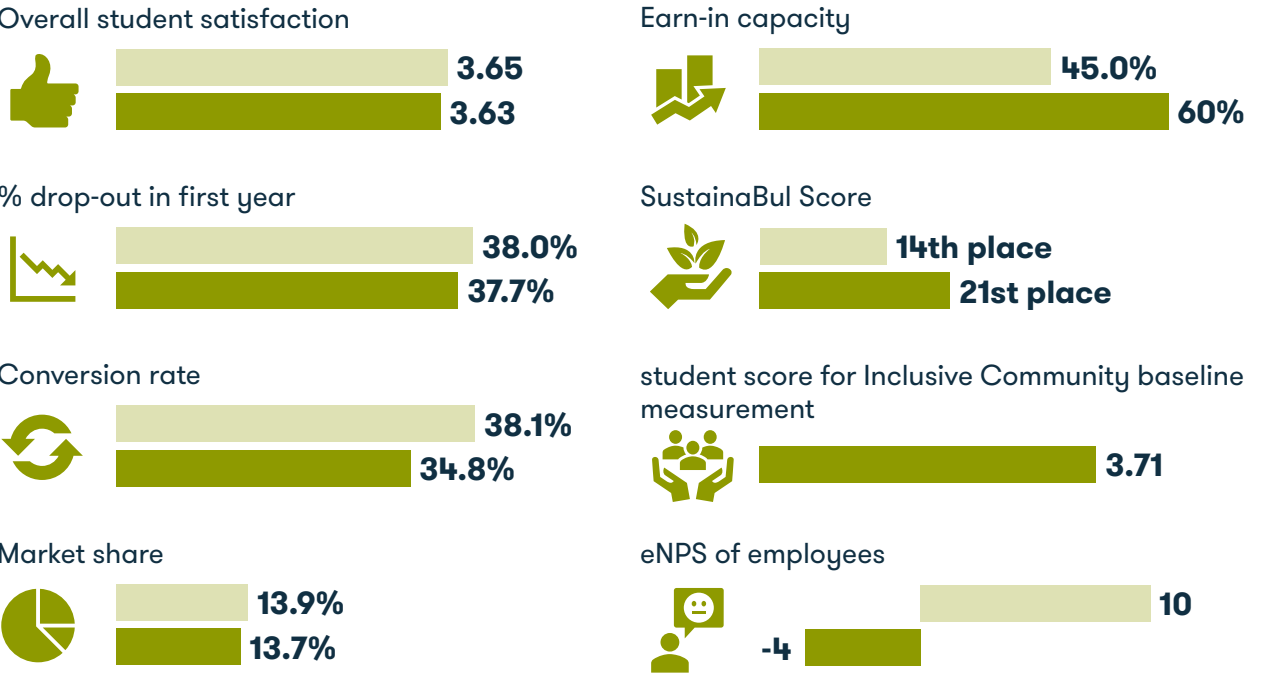
Professionalisation

Inclusion is also included as an integral part of the Foundation Course Didactic Competence FCDC (BDB), which supports lecturers in developing skills for inclusive teaching. This helps to take diversity into account in the classroom and to contribute to a safe and accessible learning environment. These initiatives not only raise awareness for inclusion and diversity, but also create space for dialogue and common ground. This is how, together, we develop a culture where everyone feels welcome and valued.

Through our trainee programmes, we trained talented lecturers from varying backgrounds. This contributes to a more inclusive study and work environment. The trainees followed the Foundation Course Didactic Competence, invested in personal leadership and cooperation, learned from each other, immersed themselves in the ambitions of the Strategic Plan and built a solid network. This process was accompanied by guidance provided within the programme and within the trainee programme. This strengthened the bond of the trainee group with the THUAS community. In 2024, the third - and, for now, the last - trainee programme will be completed. In 2024 five out of 10 trainees in the last group have been granted a permanent position. Due to the cuts in the framework, this number was lower than in previous years. The other five trainees have found new jobs elsewhere.

In addition, the Inclusion Office and Global Educators Lab conducted several master classes on inclusive education and contributed to inspiration sessions of the Centre for Teaching and Learning (CTL). Bringing parties together and collaborating through a CTL contributes to the professionalisation training available at The Hague University of Applied Sciences and improves the overall quality of education.

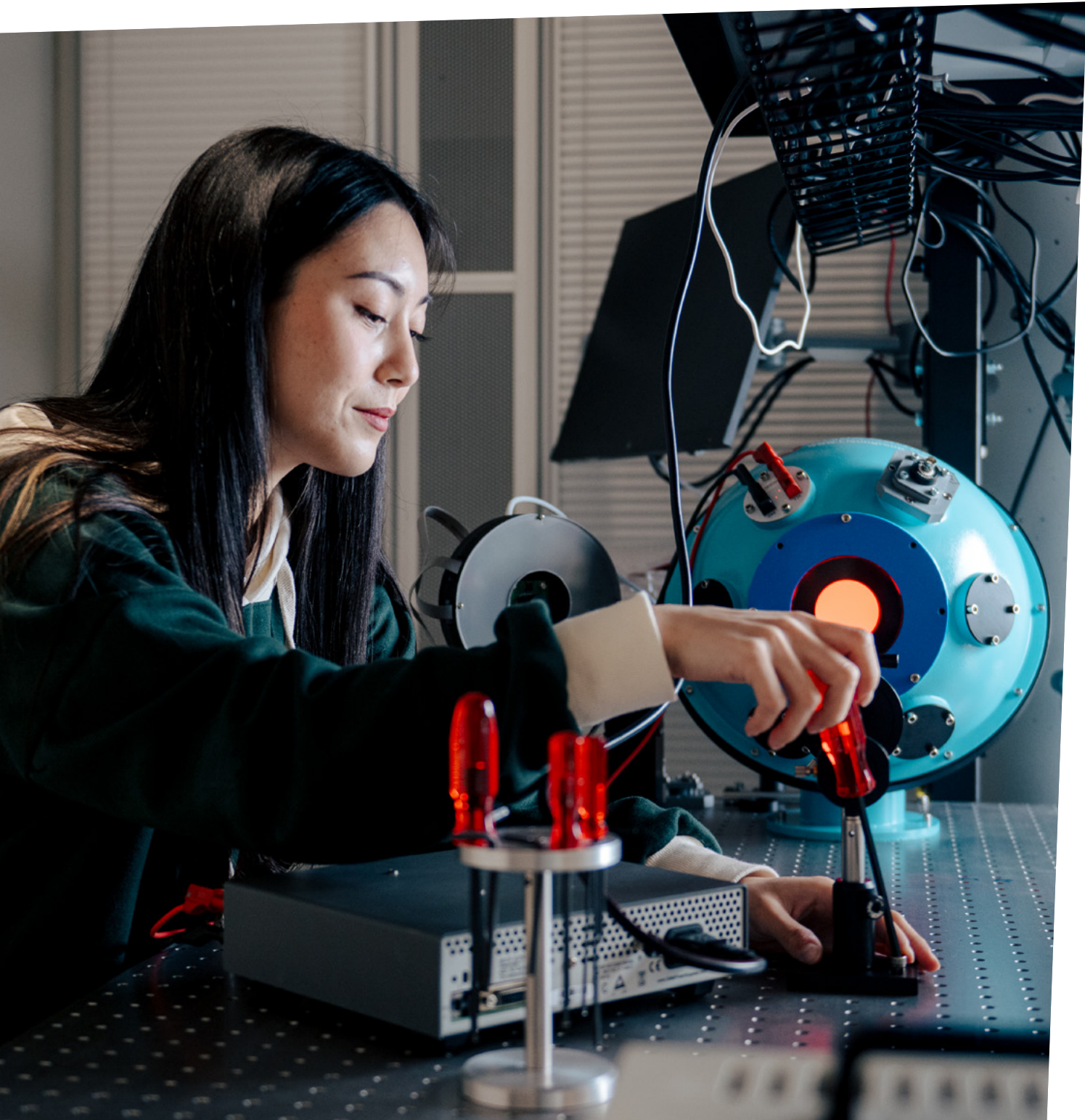
Core KPIs 2024



In this chapter, we reflected on the ambitions, policy priorities and activities that contribute to achieving the objectives of the Strategic Plan. To better monitor the progress and effectiveness of implementation and make targeted adjustments, key performance indicators (KPIs) have been linked to the policy priorities. The realisation of these KPIs is shown below. A more detailed explanation of each theme is included in the corresponding sections of the Strategic Plan. During the term of the Strategic Plan, KPIs are monitored THUAS-wide. The annual plans of faculties, services and centres of expertise report on these KPIs as a minimum.

Chapter 3

Education and Research



3.1 Education - and portfolio

Education Range

The Hague University of Applied Sciences is an institution with a broad portfolio, that values inclusion and accessibility. We reinforce this by adding and strengthening the portfolio in a targeted way. We do this mostly in cooperation with other institutions, in line with the vision of the Association of Universities of Applied Sciences to jointly and purposefully develop the portfolio of higher education programmes. We update the range of education on a regular basis to meet developments in the student and labour market. Both the development of our own portfolio and the development of LLL education are part of the implementation agenda of our Strategic Plan. In 2024, this received particular attention through the planned expansion of our master's portfolio. All five cross-sector master's degree programmes co-developed by THUAS passed the macro-efficiency test. Once accredited, these programmes are scheduled to start no later than September 2026. In addition to this, more master's degree programmes are under development at THUAS, such as the joint degree in Public Procurement, to which a Public Procurement research group is also linked.

Two degree programmes started in September 2024: the associate degree in Technical Business Administration (part-time) and the associate degree in Social Work (part-time & work-study). Six new programme variants have also been added: the ad in E-commerce (full-time and work-study), HBO-ICT (3-year variant), ad and bachelor's in Finance & Control (both work-study), ORM (work-study) and Commercial Economics (work-study). These programmes contribute to our broad profile and help us fulfil our social mission.

Moreover, thanks to the grant funding received under the Beethoven Talent Plan, we are also working on the creation of new degree programmes in the technical field, which will help us respond to these sectoral shortages in the labour market. This concerns, for example, developing a semiconductor technology track within the RIO code (code for Registration of Institutions and Training courses) of the new Next Level Engineering master's degree programme (starting in 2025). We are also developing a new higher professional education/scientific research engineering propaedeutic phase in cooperation with TU Delft and are marketing English-language variants of existing programmes to respond to the labour market demand. In cooperation with Rotterdam University of Applied Sciences, we are also working on associate degrees in the engineering domain.

Educational labs

To support key developments in education, we offer valuable educational advice through our teaching and learning labs. The Assessment Lab focuses on the quality and development of assessment in education, while the Language Lab focuses on language-aware education within faculties. The Guidance and Coaching Lab helps with student guidance and the Blended Learning Lab supports blended education. In 2024, among other things, we paid much attention to the rapid rise of AI in education. The Toolbox developed by the Assessment Lab found eager acceptance - not only within The Hague University of Applied Sciences, but also beyond. The AI Hub helps lecturers and other colleagues find a way to deal with AI, and ensures that we keep an eye on the rapid developments taking place in this field.

Research Group Portfolio

We continue to grow as a knowledge institution with a recognisable profile, where research, education and external partners work together for social impact. In the Knowledge Agenda 'Working together on transitions', The Hague University of Applied Sciences focuses on three overarching themes: fair coexistence, transition to sustainability, and digital future. In 2024, our research groups have taken the first steps to invest more specifically in the development of these themes. The aim of the knowledge agenda is to make an even greater impact on society with our research and education.

There are six centres of expertise within The Hague University of Applied Sciences: Health Innovation, Governance of Urban Transitions, Global and Inclusive Learning, Mission Zero, Cyber Security and Digital Operations, and Finance, which were divided into 39 research groups at the end of 2014. In 2024, we took a critical look at the development of our research group portfolio. In mutual consultation with research groups, faculties and departments, the Executive Board adopted the research group portfolio. In this, we decided to invest in the further development of the Cyber Security Centre of Expertise, by setting up two new research groups within it. We aim for these research groups to start in 2025. The Global and Inclusive Learning Centre of Expertise is in the process of further defining its mission and role for

education, society and research within our institution.

In the coming years, we will continue to evaluate and fine-tune the research group portfolio to make the research effective and relevant for education, research and society. In doing so, we look specifically at the opportunities to make the research groups more robust, to improve their contribution to the quality of our research even further and to position them powerfully, so that we can effectively demonstrate their added value to society and secure grants for new research. In this process, the three themes of the knowledge agenda act as guiderails.

3.2 Inflow, Market Share and Conversion Rate

In line with broad demographic trends, The Hague University of Applied Sciences saw a slight decline in enrolments in 2024 (week 42) compared to the previous year. A total of 7,384 students enrolled, which is 139 fewer students than in 2023. This resulted in THUAS having a market share of 13.7 percent in the R6. Enrolments at other institutions also fell, leaving our market share unchanged compared to 2023.

In 2024, THUAS achieved a conversion rate of 34.8 percent. This means that 34.8 percent of the prospective students who applied for enrolment in a degree programme also actually enrolled in that programme. This conversion rate was lower than in 2023 (35.4 percent).

The conversion rate of THUAS is lower than the average conversion rate of R6 universities of applied sciences. The relatively high share of international students is a major cause in this. The conversion rate for this group is considerably lower than for Dutch students. The conversion rate for international students at The Hague University of Applied Sciences rose by 1.1 percent to 17.6 percent, while for Dutch students this rate fell by 1.2 percent to 45.6 percent. For the 2024-2025 academic year, 341 candidates participated in the so-called 21+ test. Of them, 193 passed, and in the end, 171 candidates actually enrolled in a degree programme at The Hague University of Applied Sciences. This was a slight increase compared to 2023 (169).

3.3 Our Students

Student Success

What do we mean by student success?

Student success means more to us than just attaining a diploma. Academic success is important. We also aim to train our students to become critically-thinking, learning global citizens who can adapt to a changing society and contribute to a sustainable future within their field of work. We do this in close cooperation with regional and international partners. Our educational vision focuses on the transitions in the world around us, and the skills students need to be successful in these transitions. These skills are central to the development of our education. Moreover, students also acquire skills outside education, for example in the form of internships, administrative positions, stays abroad, but also through side jobs and informal care, which contribute to their personal and professional growth.

Analysis of our Education, Successes Achieved and Equality of Opportunities

To assess how successful our education is, we analyse several indicators. We track first-year dropout rates, BSA returns and the average number of credits earned. We also monitor the number of students who switch internally to another degree programme, the graduation rate, and the group of students who incur delays in their studies or take longer than nominal to complete their studies. The Learning Technology & Analytics (LTA) research group conducts additional research on equity in our students' access to study, graduation and success in the labour market or in further education.

Trends and Analysis

In recent years, student success in the propaedeutic year was affected by COVID-19 measures. This year, we seem to have left that influence behind. The drop-out rate after one year is now lower, and the first-year yield is higher than in the last pre-COVID 19 cohort (2018). After the major increase from 37.5 percent in 2021 to 50.0 percent in 2022, the

first-year yield increased further to 54.5 percent in 2023. This year, the drop-out rate fell from 41.2 percent to 37.7 percent. This means that the drop-out rate is lower than in the last pre-COVID cohort of 2018.

Unlike in previous years, the relevant KPI ('first-year dropout') only looks at students who drop out of the degree programme without obtaining a propaedeutic diploma. During the years of the pandemic, the drop-out rate was relatively low because students were not issued binding study advice at the end of the first year of study. Study advice at the end of the first year has a major impact on study yields and drop-out rates, and also affects inclusion and our social task as a college. Accordingly, we are closely monitoring developments in the field of study advice. This is just one example of the various elements of student success that we analyse to improve the quality of our education.

Because education varies between degree programmes, it is crucial to examine and draw conclusions for degree programmes separately. That is why we have continuous consultation between degree programmes, faculties and support services, to translate results into better education and research. We do this through standardised reports and dashboards, which provide insight into developments within degree programmes and faculties, and the provision of educational advice where it adds value. For example, we identify stumbling blocks and locate other bottlenecks in degree programmes. The LTA Research Group conducts research on intake to improve the understanding of the composition of cohorts, which will allow degree programmes to better tailor their guidance and teaching to the varying groups of students.

The research results provided by the LTA Research Group on equality of opportunity further revealed that 90% of all bachelor's degree and A.D. programmes at THUAS contain inequalities in opportunities in progression to the second year of study (Bakker, 2024). In particular, men, students from senior secondary vocational education and internal switchers are disproportionately likely not to progress to the next year. In the selective Skin Therapy degree programme, students who have completed pre-university education are disproportionately likely to be selected. Degree programmes of the Faculty of Public Management, Law & Safety PMLS (BRV) and the Faculty of Health, Nutrition & Sport HNS (GVS) use these insights to work towards improvements in equality of opportunity. Moreover, in 2025, we will engage in institution-wide discussions on the impact of aspects like the study advice provided at the end of the first year on equality of opportunity. By using data and analytics in education and research, we improve information, guidance and education, while enhancing the success of our students.

Graduation Rates and Internal Switchers

The graduation rate for re-enrollers (nominal + 1 year, for four-year degree programmes) for 2019 has fallen to 47.3 percent. For the 2015-2018 inflow, this was around 58.5 percent. The proportion of re-enrollers graduating within the nominal period set fell to 28.9 percent for the intake. For the 2015-2018 inflow, this was around 36 percent. A drop in the graduation rate of re-enrollers (intake 2019) may be partly related to the drop-out after two years due to postponement of the binding study advice. At 8.1 percent, the percentage of internal switchers in the 2022 inflow was almost the same as in the 2018 intake (8.5 percent). During the pandemic, this was logically somewhat lower (5.2 percent).

Student Satisfaction

National Student Survey

The National Student Survey NSS (NSE) 2024 provides valuable insights into the performance of our degree programmes. Based on the 2024 results, we have identified four themes that deserve THUAS-wide attention: lecturers, assessment, challenge and commitment, and internationalisation.

- **Lecturers:** Although the majority of degree programmes show high scores on this theme, we see a downward trend in the appreciation of lecturers' subject expertise and their knowledge of professional practice. This may be due to the need for more practical examples and real-life assignments. We want to improve this by encouraging lecturers to increase their practical knowledge through teacher internships and by developing and implementing projects together with the field.
- **Assessment:** Degree programmes showed high and moderate scores on this theme, distributed approximately equally. To improve assessments, we want to make more mock tests available, share rubrics and assessment forms with students in advance, and involve students in test design. This will help improve the connection between learning outcomes, teaching and assessment.

- **Challenge and commitment:** This theme is a high-priority area for improvement, as students find it important but are relatively dissatisfied with it. We aim to increase perceived challenge and commitment through differentiation to different levels of students, regular constructive feedback processes, activating forms of work, and freedom of choice in assignments and projects.
- **<Bold>Internationalisation:</Bold>** Most degree programmes score relatively lower on this theme, with the exception of English-language degree programmes and some specific degree programmes such as Next Level Engineering. We want to improve internationalisation by clearly formulating international learning outcomes, integrating the international dimension into the curriculum, and linking themes such as sustainability, inclusion and diversity to internationalisation.

100 days

In the 100-days survey, which we conduct among first-year students after their first 100 days at our institution, we include questions that have a strong relationship with student success and questions whose answers should give us a picture of the extent to which we have been able to realise our ambitions set out in the Strategic Plan. In doing so, the outcomes for each individual degree programme provide important insight into the beginning of their journey as a student. This allows us to continuously improve this period and strengthen the bond with our institution, which contributes to increasing student success.

The last 100-days survey had a high response rate of 29 percent. Many questions are answered more positively by students in 2023 and compared to students from other universities of applied sciences (R6 benchmark). One of these positive developments concerns the questions asked about our lecturers. How effectively are they deploying digital tools? How well do they explain why the subject matter is important? How well do they explain the subject matter? On these questions, our lecturers scored more highly than in 2023.

Two themes did not show a positive trend. First, the scores of the questions on the theme of bonding remain stable but lower than the R6 benchmark. Our students rate their relationship with their lecturers and fellow students significantly lower. Feeling a sense of belonging is an important prerequisite for study and student success. This is what our activities that contribute to the connection that students have with the programme and with The Hague University of Applied Sciences seek to address. Secondly, like last year, the scores of the questions around study pressure are higher than in the R6 benchmark. However, the main source of pressure (i.e. the pressure perceived by respondents from within themselves) decreased significantly compared to last year. This may indicate that our initiatives to support students in coping with stress have been somewhat effective, but there is still room for improvement.

The results from the 100-days survey are in line with our previous observations, and thus with the policies we are already implementing. To address these challenges, we focus on making education more flexible through the realisation of our educational vision and, correspondingly, through the development of good support and guidance, and community building:

- Flexible education helps reduce pressure and improve bonding by giving students more control over their learning pathway. By removing barriers between degree programmes and barriers to study success, we also hope to improve this. With the above, we offer students the opportunity to attend to and complete their studies at a pace or in a form that suits them.
- Support and guidance enhance the job opportunities of students and strengthen their relevance to society, helping to reduce perceived pressure and improve relations between students and lecturers.
- Community building aims to create a diverse and inclusive environment in which students feel at home and can grow, promoting social integration and a feeling of connectedness.

In realising our educational vision, we pay much attention to the student and how they can be successful as a student at The Hague University of Applied Sciences. The first 100 days play an important role in this, and the results of this survey help us make improvements. In 2025, we want to better link the questions from the survey we take after the first 100 days to the realisation of the educational vision and its impact on the student's first 100 days at The Hague University of Applied Sciences. Especially as we approach the start date of freshmen in the new curricula, we need to be prepared to understand and adjust its effects in order to enhance student success.

Student Panel for Surveys

The student panel conducted five online quantitative surveys in 2024 (among 1,000 members) on different topics and for different internal clients. The topics always tie in with the ambitions in the Strategic Plan, so that the results can be directly applied in practice. In 2024, these were: language-aware education, sustainability, information provision, co-creation, and AI and digitisation.

In addition, the panel was used to recruit students for qualitative (follow-up) research, in order to further interpret the results within these themes and translate them into improved educational quality.

Transferring to Higher Professional Education

To increase the chances of a successful transfer to higher professional education, The Hague University of Applied Sciences has set up a new transfer programme, funded via the regional ambition plan. In the second tranche (2022-2025), we will build on existing regional cooperation with parties like Spirit4You, supplying (secondary) schools, and institutes for higher education, with a strong focus on sustainability. This cooperation has led to several regionally oriented initiatives, such as student counsellor's days, networking sessions, professional development days and study selection activities, all aimed at promoting smooth progression to higher education. A recent development within this cooperation is the MBO-HBO network (the senior secondary vocational education and higher professional education network, under the banner of Spirit4You), in which The Hague University of Applied Sciences plays a pioneering role. The first networking session was very successful and the next session is scheduled for May/June 2025.

In 2024, it was decided to discontinue the THUAS visits of year four of senior general secondary education. An exception applies to prospective students from the Caribbean Netherlands, as these visits are part of the national Strategic Education Alliance (SEA) project, to which we remain committed. Within the alternating current projects with TU Delft and Leiden University, the focus was on providing students with a clear overview of the differences in skills required and the content of the degree programmes. In cooperation with ROC Mondriaan (lead agency) and pre-vocational secondary schools, the programme 'Versterking Aansluiting Beroepsonderwijskolom – eerste tranche' ('Strengthening alignment with vocational education column - first tranche') was started, focusing on programmes within the faculties of Social Work & Education and Health, Nutrition & Sport. This project aims to develop new initiatives that improve the connection between senior general vocational education and higher professional education. The first returns have now been delivered to the Ministry of Education, Culture and Science. Within this same track, funding for a second tranche was applied for and awarded in collaboration with the Faculty of Technology, Innovation & Society. It focuses specifically on the transfer from senior general vocational education to higher professional education within the technical domain.

Study Choice Guidance

It remains difficult for prospective students to get a good idea of the wide range of higher education programmes on offer. This also applies to switchers who, for various reasons, abandon their first chosen degree programme. Last year, we provided customised pathways to a (different) choice of study for about 275 students and switchers. In addition, 150 students participated in workshops divided into stages of study choice.

3.4 Stimulating (International) Student Climate

International Office

The International Office facilitates a smooth start for both incoming and outgoing students. It is also responsible for the enrolment procedures of incoming exchange students, the application and awarding procedures of scholarships for international mobility, and housing support.

The Hague University of Applied Sciences encourages students to gain an international experience, whether physically, online or through blended learning. Every year, THUAS welcomes more than five hundred incoming students from partner

institutions worldwide. For exchange students and international first-year students, THUAS guarantees a supply of more than 600 rooms and studios. It also offers students financial support through various scholarships.

There is a growing demand for international mobility among students at THUAS and THUAS has been awarded more Erasmus funding in 2024. This has resulted in more scholarship awards to students. However, the demand for international scholarships exceeds the supply. The number of participants in the Erasmus Blended Intensive Programmes (BIPs) has more than doubled from 30 in 2023 to 71 in 2024. These BIPs contribute to the inclusiveness of THUAS by making international mobility more accessible. BIPs are of shorter duration and therefore easier to realise financially or combine with personal circumstances.

The following is an overview of the scholarships awarded for stays abroad in 2024:

| Scholarships: | 2024 | 2023 | 2022 | 2021 |
|---|------|------|------|------|
| Total | 605 | 467 | 403 | 125 |
| Erasmus Studies | 247 | 230 | 204 | 81 |
| Erasmus Internship | 81 | 62 | 44 | 24 |
| NL Scholarship (formerly Holland Scholarship) | 60 | 43 | 36 | 10 |
| Hogeschoolfonds (University Fund) | 207 | 131 | 116 | 6 |
| VSB Fund | 4 | 1 | 3 | 4 |
| Hopjes Fund | 2 | 0 | 0 | 0 |
| World Citizen Talent Scholarship | 3 | | | |
| Susana Menendez - Bright Future Scholarship | 1 | | | |

Campus

THUAS-wide, students organised a range of weekly social (sports) activities, for and by students. By 2024, the number of study and student (sports) associations has grown again. At the same time, fewer students applied for the sports activities provided by The Hague University of Applied Sciences (from 944 subscriptions in 2023 to 922 subscriptions in 2024). Indoor sports at the main campus was no longer possible because daily conversion of the assessment room became disproportionately expensive. Closure of The Hague University of Applied Sciences during the weekends also limits opportunities for student sports. As an alternative, the indoor sports programme was moved to Sport Campus Zuiderpark and an easily accessible outdoor sports facility was built at the back of the school.

A successful introduction contributes to student bonding and thus student success, *and* strengthens the profile of The Hague University of Applied Sciences. A partly overarching and university-wide introduction results in the mass gathering that makes an introduction attractive. All students, first-years and seniors, start simultaneously in week 1 of the academic year. This helps standardise the annual planning of education. Therefore, as of the coming academic year, all introductions will take place in week 0 of the academic year, with central and decentralised activities being mutually reinforcing and aligned.

The Taskforce Student Housing, set up by the Municipality of The Hague, educational institutions and student housing provider DUWO, is working with 'Platform Student & Stad' (Student & City Platform) to find concrete ways to expand student housing in the short term. In 2024, student housing was included in the housing policy of the municipality and a student housing action plan was prepared for The Hague, with the aim of jointly contributing to sufficient, good and affordable housing for all our students.

3.5 Quality Assurance

Degree Programmes

In 2024, five site visits were carried out. All with positive results; a sufficient score was obtained for each standard of the Accreditation Organisation of the Netherlands and Flanders AONF (NVAO). However, we did have to note that the aftermath of COVID-19 is still visible in degree programmes. This mainly concerns the study delays incurred. In addition, where appropriate, we can still improve the synergy between education and research; this is central to the new educational vision and realisation of the knowledge agenda.

The educational vision was formally adopted in the beginning of 2024, after which work on its realisation started in the rest of the year. This means that our quality policy and quality assurance processes must also reflect this vision. Work on this started in the second half of 2024. With the adjustments, The Hague University of Applied Sciences wants to focus on developing into a 'learning organisation' with a quality culture, as in line with the Strategic Plan. The new quality policy will be delivered in the course of 2025 so that its implementation can run parallel to the realisation of the educational vision.

Centres of Expertise

In 2024, two midterm reviews were conducted at the Health Innovation and Mission Zero Centres of Expertise. At Mission Zero, the panel saw a strong connection to education, in part due to the involvement of an active student community in the various research projects. In Health Innovation, the panel also noticed a strong connection with both education and the field and other universities of applied sciences. Both highlighted the need to clearly define impact indicators. Research impact and results are not always easily measurable, which makes it important to reach a consensus beforehand on what is worth measuring, and which results actually say something about the quality of the research. In 2025, we will therefore continue to work on our choice of key indicators of our impact.

The need has also emerged to strengthen the research infrastructure for practice-oriented research. The deployment and interplay of expertise organised institution-wide and at the level of centres of expertise are necessary for the proper selection of impact indicators and for shaping the infrastructure for practice-based research.



Chapter 4

Final evaluation of Quality Agreements



In the 2018 Sector Agreement, multi-year agreements were made on the spending of the so-called ‘quality funding resources’ during the years 2019 to 2024. With the expiry of the Sector Agreement, it was agreed that a final evaluation would be prepared in 2024. We have included this final evaluation in the 2024 annual report. This thus serves as the basis for the final assessment conducted by the NVAO for each institution.

In this chapter, we first provide an introduction to the subject of quality agreements. We then explain the choices made, the multi-year perspective, the ‘De Haagse Kwaliteitsafspraken’ (THUAS Quality Agreements) plan and its progress in 2024. This is followed by accounting for the 2024 quality agreements on the use of funds for the chosen themes and the reflection on the realisation of the chosen objectives.

The independent reflection by the participation bodies on the use of the funds is included as a separate appendix to the annual report.

Introduction

4.1 THUAS Quality Agreements Plan

In its ‘De Haagse Kwaliteitsafspraken’ (THUAS Quality Agreements) plan, The Hague University of Applied Sciences focused on three of the six themes from the Sector Agreement:

- more intensive and small-scale education (theme 1);
- more and better support for students (theme 2);
- appropriate and good educational facilities (theme 5).

With this selection, THUAS closely follows the Strategic Plan in which we made strategic choices to

- continuously improve the quality of our degree programmes;
- pursue the continued development of the degree programmes towards an inquiry-based learning culture;
- further strengthen our international profile;
- promote sustainability and inclusiveness.

The ambitions in the education framework are derived from the Strategic Plan. We deploy the study advance funds to realise those ambitions. With the quality agreements, The Hague University of Applied Sciences aims to meet students' need for personal attention in inspiring and small-scale education with sufficient support for their studies and their personal development, within a good learning environment.

Decentralised Level

At a decentralised level, the university of applied sciences invests structurally in improving the quality of education by deploying lecturers to deliver activating, challenging and studyable education with high support.

Central Level

At the central level, the university of applied sciences is investing in the learning environment in order to fulfil the physical, digital and supportive preconditions for the realisation of the educational framework.

The Hague University of Applied Sciences has laid down its goals and intentions in the ‘De Haagse Kwaliteitsafspraken’ (THUAS Quality Agreements) plan. The overarching aim of The Hague University of Applied Sciences is to raise the quality of our education by shaping our degree programmes in line with our educational framework.

In light of the assessment of progress and achievement of the intermediate target in 2021, we found that all full-time bachelor’s degree programmes have shaped the first academic year in conformity with the educational framework. That means that this intermediate target has been achieved. The implementation of the plan continued up to 2024.

4.2 Quality Agreements in Multi-year Perspective

The multi-year deployment of study advance funds is part of the multi-year budget. The Hague University of Applied Sciences has chosen to make € 10.9 million per year available to faculties for the 2019-2024 period, for the deployment of lecturers to provide activating, challenging and studyable education with high support. This intention is linked to themes 1 and 2 of the Sector Agreement: more intensive and small-scale education, and more and better support for students.

We distribute this amount annually in accordance with the internal allocation system. In addition, from the year 2021, € 4 million per year is available for improving the learning environment. The total investment in the 2019 to 2024 period is specified in the table below. It is noted that minor adjustments have taken place, with funds having been carried forward on the basis of the actual realisation and (under-)spending from 2021 onwards (especially on the central funds). We explain these in more detail in Section 4.5. The amounts mentioned in this table therefore differ slightly from the amounts mentioned in the original multi-annual plan.

| Multi-annual deployment of study advance funds (amounts * € 1 MM) | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | Total amounts |
|---|------|------|------|------|------|------|---------------|
| Government contribution for quality funding (study advance funds) | 5.9 | 7.3 | 12.1 | 15.2 | 16.6 | 19.8 | 76.9 |
| realisation/internal allocation: decentralised (themes 1 and 2) | 10.9 | 10.9 | 10.9 | 10.8 | 10.9 | 10.9 | |
| central (themes 2 and 5) | | | 3.6 | 3.6 | 3.7 | 4.5 | |
| Total realised/budgeted | 10.9 | 10.9 | 14.5 | 14.4 | 14.6 | 15.4 | 80.7 |
| Shift effects per year | 5.0 | 3.6 | 2.4 | -0.8 | -2.0 | -4.4 | 3.7 |

This compilation demonstrates that over the entire period, THUAS deployed €3.7 million more from its resources to the goal of quality improvement than it received from the government contribution. In addition, the multiple use of internal resources in the years up to and including 2021 has been offset against the higher government contribution from 2022 onwards.

This ensured that the study advance funds are spread more evenly over the years and could be used structurally and multi-annually to improve the quality of education.

4.3 Current Developments and Prospectus

The end of the year 2024 marks the end of the scope of the Sectoral Agreement for the use of the study advance funds. From 2025, funds for quality funding will be structurally allocated as (flat-rate) lump-sum funding in the amount of €19.8 million. The funds continue to be earmarked for the improvement of the quality of education, with the involvement of the participation bodies. Moreover, for the year 2025, the deployment of these funds follows the line that the university of applied sciences also followed in recent years, whereby the funds are structurally deployed on the same themes. Apart from a few additions from the deployment of central funds, no new intentions have been formulated for 2025. The central Participation Council has endorsed the deployment of quality funding for 2025.

Accountability for Quality Agreements 2024

4.4 Conclusion Process for Quality Agreements 2024

The decentralised quality agreements were established within faculties. These funds are spent - within the given frameworks - at the level of degree programmes. Degree programme managers and degree programme committees agreed on spending targets for themes 1 and 2. The faculties then compiled the intentions and activities for each programme into plans, for which faculty councils gave their explicit approval for the 2024 plan year. These were subsequently adopted by the Executive Board EB (CvB). The EB presented them bundled for information to the General Council. The plans were approved by the Supervisory Board.

4.5 Accountability for quality agreements 2024

In 2024, € 19.8 million in quality funding was received from the government contribution. From the internal allocation, in 2024 the university of applied sciences has earmarked € 14.9 million as deployable study advance funds, divided into € 10.9 million in decentralised funds and € 4 million in central funds. As a result of activities cancelled in 2022/2023 being carried forward (underutilisation for the honours programme, the student budget and the budget remaining for improvement of the study environment, together amounting to € 512k) an amount of € 15.4 million was available as deployable study advance funds for the year 2024. From the internal allocation, the decentralised funds were allocated to seven faculties, based on weighted student numbers.

In total, we used these resources to finance 141 FTEs of teaching staff TS (OP) and teaching support staff SMS (OBP) deployment within faculties and services in 2024, which involved an amount of € 14.1 million for employee expenses. In addition, we have made € 0.8 million in budget available for other expenses.

In sSections 4.5.1 et seq. we have specified the use of these funds for the three chosen themes by main activities for each faculty and service, indicating the FTE and monetary commitment. The amounts listed here have been derived from the budgeted spending from the study advance funds. Use of funds was tracked based on qualitative monitoring on progress and realisation of underlying activities. Quantitative monitoring has also been set up for (project) expenditure using the central study advance funds.

4.5.1 More Intensive and Small-scale Education (Education, Culture and Science Theme 1)

Although the policy emphases and choices vary from faculty to faculty (after all, this was determined at a decentralised level, see table below), the funds mostly benefitted activities such as:

- smaller classes - more lecturers available for smaller teaching groups: more contact;
- the use of activating working methods and strengthening blended learning;
- the facilitation of practical learning and the use of research assignments from the professional field;
- personal development and development of profile-oriented skills of students.

For each faculty, the following activities were carried out for this theme (selection of key initiatives from the plans):

| | More intensive and small-scale education (Education, Culture and Science theme 1) amounts * 1,000 euros | FTE deployment | employee expenses | other expenses | total |
|--------------------------------------|---|-------------------|----------------------|-------------------|-------|
| BFM | Within the Faculty of Business, Finance and Marketing BFM (BFM), the focus in the use of study advance funds SAF (SVM) for this theme was on: Intensified focus on networking in education (in Finance & Control and practical learning in Accountancy) and deepening in the practical learning components in years 3 and 4 of Entrepreneurship & Retail Management. Intensive support on intercultural and international skills in the (eight) integrated semester projects of International Business. | 7.4 | 655 | 6 | 661 |
| PMLS (BRV) | The Faculty of Public Management, Law and Safety PMLS (BRV) used SAF for this theme to enable: Activating working methods and digital teaching tools for the Integrated Safety Management, Higher Professional Education - Law and Public Administration/Public Management/International Public Management degree programmes (using blended learning). Smaller classes in tutorials (Integrated Safety Management), mentoring groups (International Public Management) and working groups (International and European Law). Promoting active study behaviour (Integrated Safety Management) and cumulative testing (Higher Professional Education - Law). | 5.5 | 547 | - | 547 |
| HNS (GVS) | The Faculty of Health, Nutrition and Sport HNS (GVS) used SAF for this theme to inter alia enable: Collaborative learning: intensive education with two lecturers for two classes in years 1, 2 and 3 (instead of lectures): thematic education, practice-oriented education, room for dialogue (Nutrition & Dietetics). Integration of research assignments from professional fields/research groups into the curriculum through practice-based work in living labs with small groups of students with intensive support from lecturers and the research group (Sports Science). With the arrival of the new skills classrooms: the reorganisation of skills education. This means a maximum of 12 students are taught at the same time. In addition, through the use of extra support and deployment of student assistants, there is the option of practising in groups of three students (Higher Professional Education - Nursing). Intensifying networking skills and soft skills in training courses in the curriculum. Group size changes from 24 to 12 students (Sports Science, International Sports Management). Contact of individual students and/or lecturers with alumni and professional field with patients, patient-actors, external experts and professional field committee members (Skin Therapy). Light and laser training in the new curriculum, where students are taught in very small groups of about six students by lecturers and professionals in the field (Skin Therapy). | 5.7 | 632 | - | 632 |
| ITD | The Faculty of IT and Design ITD used SAF for this theme inter alia to enable: Additional support/growth in number of SEN (Special Educational Needs) students (Higher Professional Education - ICT). A broader lecturer-student ratio related to the primary process (Communication & Multimedia Design/Higher Professional Education - ICT). Further development of didactics of semester programmes (Higher Professional Education - ICT). | 7.3 | 718 | 3 | 721 |
| M&O | The Faculty of Management and Organisation M&O (M&O) used SAF for this theme mainly for: Reducing class sizes on the Public Administration, European Studies, Facility Management and HRM programmes, creating an amount of eighteen additional classes across all years of study. Around 70 percent of the total SAF available are used for this purpose (12.8 FTE of deployment). | 10.6 | 1,033 | - | 1,033 |
| SWE | The Faculty of Social Work and Education SWE (SWE) used SAF for this theme for: Additional commitment to blended learning: realisation of online learning activities for part-time/work-study education: continued development of propaedeutic modules and further development of the digital learning environment (Social Work and Education Studies). Reducing class size in year 1 (Social Work) Intensifying lecturer-student contact by providing training to halved classes in year 1 and 2. Elective training courses in year 3 are taught in groups of up to 15 students (Education Studies). | 5.3 | 490 | - | 490 |
| TIS | The Faculty of Technology, Innovation and Society TIS (TIS) used SAF for this theme to enable: Systematically working on learning tasks in small groups and in semester 4, introducing small-group assignments within the Mechanical Engineering curriculum. Extra deployment of student-assistants alongside lecturers, allowing lecturers to focus more on talent development in students (Process & Food Technology, Engineering Physics). Restructuring of the curriculum for integrated, more small-scale and more intensive education: assessment for learning (Process & Food Technology, Industrial Product Design/Industrial Design Engineering); simplification of the curriculum for better studyability (Civil Engineering/Spatial Development). Developing activating education, increased use of blended learning and small-scale mentoring (Industrial Product Design/Industrial Design Engineering). Ratio improvement by recruiting 1 FTE lecturers for better workload distribution among lecturers (Civil Engineering). Deployment of additional lecturers enabling the expansion of a flexible shell for additional coaching in the practical line (Industrial Engineering and Management). Additional support for education development (multimedia expertise/desktop publisher) (Industrial Engineering and Management). | 11.0 | 1,283 | - | 1,283 |
| Total deployment of SAF for theme 1: | | 52.8 FTE | 5,358 | 9 euro | 5,367 |



4.5.2 More and better support for students (Education Culture and Science theme 2)

Although the policy emphases and choices vary from faculty to faculty (after all, this was determined at a decentralised level, see table below), the funds mostly benefited activities such as:

- increasing deployment of lecturers for individual student career support;
- the use of student assistants, of mentoring and study coaching;
- extra attention to vulnerable student groups and students exceeding the term set for their studies;
- a strengthening of students' social and academic commitment to the degree programme.

Additional support for student wellbeing and well-being has been provided from the central study advance funds.

The following activities have been planned by faculties and services with respect to this theme (selection of key initiatives from the plans):

| | More and better support for students (Education Culture and Science theme 2) amounts * 1,000 euros | FTE deployment | employee expenses | other expenses | total |
|-----------------------|---|-------------------|----------------------|-------------------|---------------|
| BFM | <p>Within the Faculty of Business, Finance and Marketing BFM (BFM), SAF for this theme were mainly used as follows:</p> <p>For good and intensive student support (the degree programmes in Accountancy, Finance & Control, Commercial Economics, Entrepreneurship & Retail Management) by developing interventions, coaching, individual study progress, a learning guideline for personal leadership and intensified study career support.</p> | 9.9 | 923 | 15 | 938 |
| PMLS (BRV) | <p>The Faculty of Public Management, Law and Safety PMLS (BRV) used SAF for this theme to enable:</p> <p>Intensive supervision of long-term students (Higher Professional Education - Law, Public Administration/Public Management and Integral Safety Studies and International Public Management).</p> <p>Intensive supervision of work placement (HBO Law, Integral Safety Studies, Public Administration/Public Management and International Public Management).</p> <p>Additional mentoring for students (Higher Professional Education - Law and Integral Safety Studies)</p> <p>Tutoring (International and European Law, Safety & Security Management Studies, International Public Management).</p> | 10.3 | 1,024 | - | 1,024 |
| HNS (GVS) | <p>The Faculty of Health, Nutrition and Sport HNS (GVS) used SAF for this theme to inter alia enable:</p> <p>Integrating personal and professional development into the curriculum: In 'Leren op Maat' (Customised) Learning, 30 minutes extra for personal support of students (Nutrition & Dietetics).</p> <p>A trained coach for each individual student (physical education teacher training PhETT (HALO) and International Sport Management).</p> <p>Matching learning needs and preferences; removing (physical) obstacles as much as possible. For example: extension of testing time, adjustments in the workplace, extra attention during study career coaching, adjustment of maths education (Man & Technology/Human Kinetic Technology).</p> <p>Individual and joint responsibility of the teaching team with regard to signalling and student support. Long-Time Students Task Force in which there is more consultation between lecturers on what is needed for each student of the Man and Technology/Human Kinetic Technology programmes.</p> <p>Study career coaches and lecturers discuss students' study progress and well-being with each other during consultations at scheduled times in order to improve monitoring and support of students (Skin Therapy).</p> <p>Professionalisation of study career coaches (The Hague Teaching & Learning Centre) and coach for students exceeding the term set for their studies (Skin Therapy).</p> | 11.8 | 1,246 | - | 1.2446 |
| ITD | <p>The Faculty of IT and Design ITD used SAF for this theme inter alia to enable:</p> <p>Young Professional & Personal Development fourth year (Communication & Multimedia Design).</p> <p>Additional deployment of graduation support (Higher Professional Education - ICT).</p> <p>Further development of didactics of semester programmes (Higher Professional Education - ICT).</p> <p>Language development (Higher Professional Education - ICT).</p> | 7.2 | 615 | 43 | 658 |
| M&O | <p>The Faculty of Management and Organisation M&O (M&O) used SAF for this theme mainly for:</p> <p>Extra student advisers (Business Administration), support for students exceeding the term set for their studies (Business Administration, Communication, HRM), extra study career coaching hours (Business Administration, Communication, European Studies, Facility Management, HRM).</p> <p>Extra pre-enrolment support for students in the project 'Welkom!' ('Welcome!') and crash course for subjects with a high failure rate (Communication).</p> <p>Coaching graduation projects, fellowships to support students with a delay in their studies, personal career support in AD programme, workplace learning of part-time programmes (Facility Management).</p> <p>At faculty level, the deployment of a coordinator for students exceeding the term set for their studies and the provision of extra support to Antillean students.</p> | 6.7 | 633 | - | 633 |
| SWE | <p>The Faculty of Social Work and Education SWE (SWE) used SAF for this theme for:</p> <p>Further development and implementation of various educational activities focused on professional dilemmas and students' personal development in attitude and behaviour. The output requires intensive and small-scale personal support (Social Work and primary education teacher training PRETT (PABO)).</p> | 4.5 | 426 | - | 426 |

Extra attention for transfer students and students that exceed the term set for their studies, through the use of a coordinator for long-time students, student mentors and individual support for learning outcomes by study career coaches (Social Work and Education Studies).

| | | | | | |
|--------------|--|------|--|-----|--------------|
| TIS | The Faculty of Technology, Innovation and Society TIS (TIS) used SAF for this theme to enable: | 6.4 | 608 | - | 608 |
| | <p>Extra support and coaching for work-study students taking the subject of work-based learning; extra deployment of student assistants for better support in projects; more hours deployed by study career counsellors and therefore more individual support (Electrical Engineering, Mechatronics).</p> <p>Better support for students by strengthening a small-scale study climate; in the case of the Engineering Physics programme, by systematically working with groups of sixteen students in projects and practicals.</p> <p>Coaching and mentoring of students with a functional disability and students exceeding the term set for their studies (Industrial Product Design/Industrial Design Engineering, Architecture and Construction Engineering, Civil Engineering, Spatial Development SD (BE)).</p> <p>Context-driven educational development, in which students from different disciplines work together and receive intensive support (Architecture and Construction Engineering, Civil Engineering, Spatial Development SD (BE)).</p> | | | | |
| THUAS | The Education, Knowledge and Communication Service EKC (OKC) and the Facilities & IT Service F&IT (FZ&IT) used the central SAF for this theme to enable, among other things: | 14.6 | 1,180 | 508 | 1,688 |
| | <p>Strengthening the sense of belonging including communication support, strengthening of counselling.</p> <p>Deployment of additional student counsellor and additional student counsellor support. Sustainable expansion of student psychologists staff capacity, including support.</p> <p>Expansion of THUAS-wide extracurricular activities to stimulate bonding between students (together with student interns)</p> <p>Offering an honours programme (of 5 EC) in which students can receive recognition for their development outside the curriculum in various ways, which can lead to an (honours) certificate to be added to the diploma.</p> <p>Improvement of information provision, creating more awareness and prevention in the area of student wellbeing by deploying a student promotion team.</p> <p>Strengthening the safety reporting and advice point with a social safety adviser.</p> | | including 485k carried forward from 2022/23 and 27k from student community fund from 2022/23 | | |

| | | | | | |
|--|--------------------------------------|----------|-------|----------|-------|
| | Total commitment of SAF for theme 2: | 71.4 FTE | 6,655 | 566 euro | 7,221 |
|--|--------------------------------------|----------|-------|----------|-------|

4.5.3 Appropriate and Good Educational Facilities (Education, Culture and Science Theme 5)

Funding for this theme takes place via the central study advance funds, which are managed by the central Facilities & IT Service and the Education, Knowledge & Communication Service.

These have been used for activities such as:

- the expansion of study opportunities and facilities on the campus of the university of applied sciences;
- the improvement of the digital learning environment infrastructure.

The following activities have been planned by the Facilities & IT Service and the Education, Knowledge & Communication Service with respect to this theme (selection of key initiatives from the plans):

| | Appropriate and good educational facilities (Education, Culture and Science theme 5) amounts * 1,000 euros | FTE deployment | employee expenses | other expenses | total |
|-------|--|-----------------|-------------------|-----------------|--------------|
| THUAS | <p>The Education, Knowledge and Communication (EKC) and the Facilities & IT (F&IT) services used the central SAF for this theme to enable, among other things:</p> <p>Student community fund SCF (SCF)</p> <p>Education logistics quartermaster</p> <p>Campus management: Increased availability of facilities on campus (at both main and ancillary campuses) as a learning and working environment for students with appropriate services and facilities: evening and weekend openings of front office and library.</p> <p>Improving IT facilities and digital testing</p> <p>Better IT support for education: 2 FTEs of extra staff for support, for staffing the emergency line to solve education-related IT problems so that lessons are not delayed, and additionally by education applications and web lectures</p> <p>deployment of funds for the overspending on the FIT budget for the so-called transition team, which is committed to improving the IT infrastructure, benefiting improvement of education IT facilities in digital assessment, workplace and data exchange.</p> | 17.0 | 2,074 | 750 | 2,824 |
| | Total deployment of SAF for theme 5: | 17.0 FTE | 2,074 | 750 euro | 2,824 |

4.6 Full Exhaustion of Study Advance Funds in 2024

In the year under review, all study advance funds carried forward from 2022 and 2023 have been spent, with the exception of the (theme 2) funds reserved for the student community fund SCF (SCF) through 2022. Of these funds, €27k have been spent in 2024. An earmarked reserve for this fund amounting to €152k remained at the end of 2024. We expect to find an appropriate use for these funds in the coming years. Furthermore, no internally allocated funds were carried forward and all activities planned in 2024 have come to fruition. This includes full budget exhaustion on planned activities.

This brings the realised spending on the study advance funds in 2024 to € 15.4 million.

4.7 Considerations on the Realisation of Objectives Under the Quality Agreements

Since 2019, the study advance funds have been used to improve the quality of education. In this section, we describe the progress of the realisation of the quality agreements up to 2024 on the main lines of our chosen themes. A more in-depth reflection on the use of funds is described in Section 4.5.

Broad outlines within theme 1 - more intensive, small-scale education

Smaller class sizes

At university level, 76 FTE, 65 FTE, 58 FTE, 57 FTE, 54 FTE and 53 FTE have been deployed using these funds from 2019 to 2024, respectively. This served to achieve a structural, sustainable improvement in smaller class sizes, which is a crucial factor for good education. This has made it possible to further intensify contact between lecturers and students and create more space for interaction and personal attention. All faculties deploy a substantial part of their student advance funds to improve the lecturer-student ratio. This has resulted in a reduction of class sizes in the range of 5 to 8 percent. The corresponding so-called lecturer-student ratio for 2024 amounted to 1 lecturer for every 22 students.

Curriculum innovation, activating working methods and blended learning

Part of the study advance funds have been and will be used to make the focal points in the curriculum more prominent, such as networking ability, international and intercultural development and blended learning. The curriculum overhaul for the propaedeutic phase of the full-time bachelor’s degree programmes had already been achieved in the past. This has now also been finalised for the main phase. In 2024, preparations were made to implement the educational vision developed in 2023. In 2024, the focus was on preparing a flexible curriculum, with degree programmes defining learning outcomes for each domain in order to redesign curricula and improve their alignment, including across degree programme boundaries. The Centre for Teaching and Learning, established in 2023, supports degree programmes in their curriculum development.

Broad outlines within theme 2 - more and better support for students

More professional support

From the first year of deployment of the funds, study career coaches and study coaches were appointed. Study career coaches and study coaches provide extra support to first-year students and focus on specific target groups. From 2021, the support made available using the central study advance funds have been expanded to include extra student psychologists.

Peer support: deployment of student assistants

Student assistants, students from the main phase and graduates guide (first-year) students. A buddy system was realised to facilitate this. From the available National Education Programme NEP (NPO) funds, this commitment was further strengthened and structurally embedded after these funds expired.

Social cohesion

From the start of the quality agreements, study advance funds have been used to realise initiatives that strengthen the community, e.g. study and student associations. From 2021, we will use central funds to e.g. strengthen the THUAS-wide introduction at the various campuses, to strengthen clubs and associations, and to expand the range of student sports and activities available, including in the weekends. A student community fund, within which students can propose projects to improve social cohesion, has been introduced and implemented in 2024. Funds have been set aside for these activities for the coming years as well. We further strengthen social cohesion by deploying Wellbees (students). This is a central initiative for the creation and support of communities. Along the line set out in the Strategic Plan, we are additionally investing heavily in increased social safety. This should contribute to stronger cohesion and a safe (learning) environment for students.

Broad outlines within theme 5 - more and better support for students

Expanding study opportunities

Initiatives have been realised to improve opportunities to study on campus. From 2020, the opening hours of the library and gym facilities have been extended. The resulting expansion of IT support was realised from 2021, but little use has been made of it. The same goes for the creation of more study locations for students.

Improving the digital learning environment

A substantial part of the central study advance funds have been dedicated since 2021 to improving the digital learning environment, on the one hand in the form of more operational support (emergency hotline, expansion of the front office and more tutorials) and on the other hand in the form of an additional IT project budget for educational support. This will be completed in 2023 with the implementation of Brightspace. In 2024, this budget was mainly used to improve and expand assessment facilities and introduce a safe digital assessment environment in the form of a 'Schoolyear Safe Exam Workspace' (blocking software) on all fixed test computers and Chromebooks (to be realised in early 2025) With this, valuable milestones have been achieved for our students. We consider this target achieved from 2023 onwards.

4.8 Considerations on the Realisation of Quality Agreements

When considering the quality agreements, it is relevant to distinguish between the use of decentralised resources (managed by faculties) and the use of central resources (managed by services). All faculties and departments involved were asked to reflect on their own multi-year plan.

- **Satisfaction on Target Realisation**
The overall picture from the organisation's management is that the goals from the multi-year plans have been realised in good consultation with the participation bodies.
The planned approach, implementation and reporting also objectively contributed to this picture.
- **Student Perception and Involvement of Participation Bodies Difficult to Measure**
Because of the long effective duration of the quality agreements, it is more difficult for students to assess the effect of these quality agreements. After all, newly admitted students cannot relate the current (extra) effort to the baseline situation at the start of the quality agreements.

Because the composition of the participation bodies also changes short-cycle, the transfer of (considerations of) multi-year plans to new participation members is also complicated.
It was noted that the topic of quality agreements has to be explained every year because of frequent changes in the composition of the degree programme committees and the faculty councils.
As a result, the discussion of this topic is given a highly formal and obligatory character, with insufficient perceived added value due to the largely fixed agreements on the use of funds.

Where the contribution of the funds towards the goals were substantiated, people in participation bodies may have different opinions. This despite the efforts made by the university of applied sciences to raise awareness of the issue on a continuous basis.

- **Present Time Pressure Does Not Contribute to Perception of Targets Achieved**
As a result of declining student numbers and government cuts, THUAS is finding it difficult to continue all the initiatives undertaken on the basis of the quality agreements: small-scale education is under pressure.
On the other hand, it can be argued that thanks to the funds from the quality agreements - added in the future as a fixed base in the state funding - a good basis for educational quality has been laid.
However, a complicating fact is that quality funding is not regarded as separate from lump-sum funding from a practical perspective.
- **Limited Interim Options for Adjustment**
Plans have been adjusted in the interim where necessary. However, the scope for adjustment was limited. The use of funds at faculties was almost entirely tied up in the (multi-year) deployment of additional lecturers. This allowed only limited scope for differences in emphasis. Consider things like more support for senior students instead of a one-sided focus on first-year students.

There was more room when it came to planned and project-based central funding. Here, activities could be switched more easily to suit the current events at that time.

Incidentally, an objection mentioned earlier was that planning in the project-based deployment of these funds did not easily relate to the associated process of continuous prioritisation and intensive coordination with all stakeholders (central and decentralised participation bodies). A more structural use - including the use of central funds - was therefore preferred towards the last years of the administrative agreement, for example by use in activities that could no longer be funded using the expiring NPO funds (student guidance).

Furthermore, the highly detailed planning by THUAS was felt to be excessive and administratively cumbersome. This planning was therefore abandoned for 2025.

Overall picture of the reflection on quality agreements

Resources contributed, impact measurement was difficult, accountability burden dominated.
By using these funds, we contribute to improving the quality of education and reducing study delays. Deeper conclusions than these cannot be drawn on the basis of the reflection.

As noted at the beginning, the temporary deployment of NPO funds also resulted in an overlap in themes. Partly as a result, impact measurement - to the extent that it was possible at all - could not be unambiguously linked to specific initiatives from the various 'sources'. Distinguishing parallel cash flows (lump sum, study advance funds, earmarked NPO funds) thus degenerated into an administrative and accountability burden on the underlying efforts. Because the planning and accountability sessions do not run parallel to the academic cycle (calendar year versus academic year), agenda-setting and timing of these topics also proved to be difficult.

Staff and participation member turnover obscure view of impact
Recent years saw major turnover, both in the participation bodies and among staff. As a result, institutional memory is limited. This complicated the conversation about quality agreements.



Chapter 5

Operations



5.1 People and organisation

In a year characterised by various (international) developments affecting both our staff and students, the well-being of our staff and students remained the top priority. By having and maintaining a focus on well-being, social safety, professionalisation and leadership, we have further shaped the working and learning climate. As a result, we have created a stronger foundation for a working environment where employees feel both supported and valued, and where their personal and professional growth takes centre stage.

5.1.1 Learning From and With Each Other

Learning from and with each other requires commitment from staff members, but fosters an inclusive culture.

Professionalisation can only take place when the basics are in place. A well-structured employee journey with effectively designed HRM processes for the purposes of recruitment, advancement and turnover of staff (among other things), is a prerequisite for this. It provides room for personal and professional growth while at the same time creating a culture of continuous learning and improvement.

At the end of 2024, the Ubeeo system was put into operation. This system facilitates all steps in the entire recruitment and selection process in a practical, smart, unambiguous and user-friendly manner. Users of this system are satisfied and it provides a pleasant first experience with The Hague University of Applied Sciences, especially for applicants.

The implementation of the new personnel and information system, HR2day, will also be completed by the end of 2024, enabling the use of the first modules as of 6 January 2025. With HR2day, we are taking a step towards further standardising and simplifying our administrative processes. For example, HR2day provides modules in which employees and managers can directly submit their change requests and track the progress of these requests.

Leadership in position

It is important that managers are able to (continue to) do their jobs well in an increasingly complex context.

In 2024, in addition to regular leadership conference, all managers attended an intensive management development MD (MD) programme. With this programme, we aim to strengthen the quality of THUAS managers and to increase our agility as a learning organisation. At the time of writing, 101 participants successfully completed the programme in 2024 and 52 participants completed the programme in 2025. In the MD programme, all managers at THUAS train their leadership skills. In addition, the programme also aims to create a safe, professional working environment. Managers are enthusiastic about the MD programme and indicate that it has contributed to their leadership development.

Career Centre going live

When employees are well-matched to their positions, they tend to be more committed to their work and the organisation.

Since September 2024, the Career Centre has been the place for employees of The Hague University of Applied Sciences to turn to for career advice and guidance. Here, employees can gain insight into their drives and talents. They can explore other positions within or outside the organisation. In addition, the Career Centre provides support for employees whose contracts are not renewed or whose positions become redundant. The centre also supports reintegration.

The Career Centre encourages internal and external mobility by matching supply and demand. Regular vacancies, projects, reintegration places, project participation jobs are matched with the internal talent pool. For managers, this is the place to share available work or seek advice. Working with the Career Centre not only provides development opportunities for employees, but also contributes to the realisation of the ambitions of THUAS and to a positive image of THUAS as an employer.

THUAS Dialogue

The THUAS Dialogue ensures professional development takes centre stage and facilitates a continuous dialogue on performance, both at team and individual level. Annually, during the development interview, the manager and employee discuss development goals to be set for a four-year period. In principle, employees' performance is assessed as satisfactory, unless it deviates positively or negatively from the normal level appropriate to the job. In that case, meetings will be held to discuss this. The content of these meetings are recorded.

Since February 2022, a digital tool has been used to record development interviews and divergent assessments. Every year, the use of the tool to record these conversations increases.

5.1.2 Professional Culture

Learning from our students and from each other is part of our culture. We strengthen each other by sharing knowledge and by growing together. Professionalisation, innovation and research go hand in hand in continuously improving our education and work. This requires an organisation that compliments this. That is why our professionals, teams and the organisation are prepared for the challenges of today and tomorrow. We invest in basic and senior qualifications, support (starting) employees and managers, and encourage continuous growth throughout the career. A breakdown of the different types of lecturer professionalisation and the results achieved are given in the appendix.

We consider it essential that employees continue developing, feel well-matched to their roles, and are able to do what they do best.

New professionalisation plan and room for dialogue

At the end of 2024, the professionalisation plan was updated in line with the renewed educational vision. This plan provides employees, teams responsible for specific results, and managers with both direction and space for dialogue on professionalisation. It supports decision-making on professionalisation activities within each organisational unit.

In addition to the regular range of training courses for employees, a basic AI training course was developed for all staff members. In the basic training course, staff members learn to use AI responsibly and purposefully in their work. Staff can then convey this to the students. Staff can take the basic training course at any time.

Commitment to professionalisation

In the Collective Bargaining Agreement for Higher Professional Education CBA-HPE (CAO-HBO), it has been agreed that the employer shall spend at least 6 percent of the totalised annual income on professionalisation per year. Half thereof, (3 percent) is spent on a basic entitlement in hours, the remainder on out-of-pocket costs and replacement costs for professionalisation. Travel costs for professionalisation were not monitored separately in 2024 and have not been included in the overview below.

The table below shows the percentage of out-of-pocket costs and replacement costs spent on professionalisation within THUAS as a whole in 2024, compared to the totalised annual income. Of course, there are several forms of learning that cannot always be expressed in out-of-pocket costs. Accordingly, these are not included in this table. These include forms like: workplace learning, company visits, and activities organised within THUAS (lectures, THINKFST, etc).

The costs (x 1,000) in the table relate to processes around lecturer professionalisation, team development, and subject-related training relating to the position. For 2024, we see underspending of 0.1 percent. Staff training costs, symposium and conference costs, and professional literature costs increased in 2024. Replacement costs decreased compared to 2023. The group of doctoral candidates amounted to 5.2 FTEs.

| | 2023 | | 2024 | |
|---|------------------|--|------------------|---|
| | Expenses in € | % compared to totalised annual income | Expenses in € | % compared to totalised annual income |
| Staff training costs | 3,309 | | 3,729 | |
| Symposium and conference costs | 322 | | 379 | |
| Professional literature/ subscriptions | 161 | | 171 | |
| Replacement costs | 81 | | 88 | |
| Subtotal | 3,873 | 2.6% | 4,356 | 2.8% |
| Doctoral candidates (wage costs excl. NWO) | 388 | | 287 | |
| Total | 4,261 | 2.8% | 4,643 | 2.9% |
| Totalised annual income | 150,783 | | 158,141 | |

Organisational development

Efforts were made towards the following developments to ensure the organisation is and remains fit for purpose.

- Strategic Staff Development SSD (SPO)**
In 2024, many services and faculties worked on strategic staff development SSD (SPO). They used an updated strategic workforce planning tool for this purpose, developed and facilitated from the HRM Department. The use of SSD helps at the working level - at the services, faculties and centres of expertise - but also THUAS-wide, to strategically examine the staffing plan, so that you can respond to changes in a timely and adequate manner. Now and in the future.
- Research**
THUAS wants to strengthen research as a core task, both in its external positioning as well as internally. The ambition is to strengthen the research capacity of lecturers and students, contribute to renewed insights and to translate urgencies from practice into education. To achieve this, improvements were made to HRM policies in 2024. For example, a separate job series for research has been created and the lector job series has been updated. These job series are ready for decision-making in early 2025. And improvements were made to HRM policies, such as easier access to the implementation of 'De Haagse Dialoog' (THUAS Dialogue). And managers are allocated more time or more support for managerial tasks.
- Facilities & IT F&IT (FZ&IT) Social Plan**
The past year saw the adoption of the social annual plan for the F&IT reorganisation. The social plan was approved by the trade unions and the reorganisation plan was adopted. Affected employees are guided through the process.

5.1.3. Workforce Development

Current work force structure

The work force structure of teaching staff TS (OP) decreased in 2024 (120 FTE) among teaching staff and teaching support staff SMS (OOP). The total amounted to 1977 FTEs. The workforce structure of teaching staff decreased by 99 FTEs to 1256 FTEs and support staff decreased by 25 FTEs, bringing the total to 717 FTEs by the end of 2024.

| | 2023 | 2024 | % decrease |
|--------------------------|-------|-------|------------|
| Number of employees | 2695 | 2521 | -6% |
| TS | 1829 | 1683 | -8% |
| ESS | 866 | 838 | -3% |
| Formation (realisation)* | 2097 | 1977 | -6% |
| TS | 1355 | 1256 | -7% |
| ESS | 742 | 717 | -3% |
| TS/SMS in ratio | 65/35 | 64/36 | |
| Average age | 43.5 | 44 | |

*Staff employed by The Hague University of Applied Sciences at December 2024

Inflow and outflow

In 2024, a total of 410 employees joined The Hague University of Applied Sciences (554 in 2023) and 576 employees left our organisation (530 in 2023). There was more turnover among teaching staff than among support staff. The deployment of student assistants explains a large part of the inflow and outflow. 241 student assistants joined (10 percent); 260 student assistants left (11 percent).

The inflow and outflow in the year under review was partly related to the cuts in the framework due to the termination of the temporary National Education Programme NEP (NPO) funds, budget cuts due to a decreased inflow of (international) students, the demographic contraction and the measures deployed for more effective support.

Most employees left THUAS at their own request or because of the termination of a temporary contract. Employees who left employment in 2024 mainly did so because they were dissatisfied with aspects of the job or the organisation (45 percent) and/or because their job did not meet their expectations. In the survey, employees who left the organisation were able to give several reasons for their departure. The most frequently mentioned areas for improvement are management, communication and workload. These areas for improvement are similar to those in the employee satisfaction survey.

Supporting ex-employees in reintegration

A 'Werkeloosheidswet' (WW; Unemployment Insurance Act) case manager from THUAS guides former employees in their search for new employment. Of the 63 former employees who came to fall under the WW in the year under review, 25 ex-employees had already left the WW again by the end of 2024 (compared to 27 employees in 2023). As a result of the financial cuts, the inflow into the WW increased significantly in the year under review compared to previous years. This also increased the benefit costs of THUAS as it is a self-insurer under the 'Werkeloosheidswet' (WW; Unemployment Insurance Act). Most of the inflow is explained by the concluding of fixed-term contracts that were not renewed or not converted to open-ended contracts.

Below, we show the development from 2021 to 2024 of benefit costs as self-insurer for the WW in the government and education sector.

| Development of costs self-insurer WW and 'bovenwettelijke werkloosheidsuitkeringen' (BWW; unemployment insurance benefits over and above the statutory minimum). | |
|--|----------------|
| 2024 | € 1.496.907,00 |
| 2023 | € 1.039.418,00 |
| 2022 | € 945.937 |
| 2021 | € 1.159.574 |

Sickness absence and working conditions service

In 2024, sickness absence rose THUAS-wide to 5.85 percent (5.7 percent in 2023). In contrast, the sickness reporting frequency remained the same compared to 2023: 0.83. This is lower than the national average. In the year under review, mental health issues were the most common cause of absence (source: Arbodienst DNA). Flu complaints dominated during the first months of the year under review. This contributed to a temporary absence rate of 6.63 percent. A temporary absence coordinator was appointed in March to properly streamline the absence process organisation-wide and to improve grip on the own control model. From July, the internal absence coordinator-in-training started. At the time of writing, we are scaling down the deployment of DNA advisers.

The multidisciplinary cooperation between managers, absence coordinators/advisers, HRM business partners and the occupational health and safety physicians has been intensified. Awareness of the Present! interventions Provider arc has been raised. The number of interventions, both preventive and as part of reintegration, has increased. As of 1 January 2025, this approach will lead to a savings of 12.5 per cent in consultation hours. Average absenteeism started a slight decline in the last quarter of the year under review. The focus on long-term absence (longer than 6 weeks) has resulted in a 2 percent decrease compared to 2023. This has a positive impact on 'Wet werk en inkomen naar arbeidsvermogen' (WIA; Work and Income (Capacity for Work) Act) inflow.

Employee satisfaction

Compared to the Mini-Kompas in 2023, the results from the employee satisfaction survey have remained stable across most areas. It is important to realise that many of the Kompas topics show mainly positive scores. Overall satisfaction is stable and at a good level despite the challenges which The Hague University of Applied Sciences now faces. Overall,



employees feel at home at THUAS and report feeling happy when fully engaged in their work. As in the previous two years, employees rate their overall well-being a 7.3 (grade). The perceived (too) high workload again dropped slightly to 42 percent, but still remains a major point of concern, like the employee net promoter score (down from 4 to -2),. Employees indicated that they are currently less likely to recommend THUAS as an employer, partly due to challenges surrounding the cuts in the financial framework and the less frequent renewal of fixed-term contracts.

At the same time, 82 percent of respondents state that they would like to continue working at THUAS for the next two years. Although employees generally report being satisfied, there is room for improvement. The top three areas of improvement indicated by employees are: communication, leadership and work-life balance. Initiatives have now been launched or are under development, to improve the aforementioned areas. The initiatives cover the themes of workload, social safety, professionalisation (management development) and mobility, with the aim of strengthening the THUAS community in which the well-being of students and staff is central. In this chapter and the chapter on (social) safety, we provide more information on the developments with respect to these themes. Within the teams, the points of concern, achievements and actions have been discussed. Managers report on progress via the PDCA cycle.

5.1.4. Employment Conditions

New Collective Bargaining Agreement for Higher Professional Education CBA-HPE (CAO-HBO) 2024-2025

In June 2024, an agreement was reached for a new collective bargaining agreement for higher professional education CBA-HPE (CAO-HBO), effective from 1 July 2024 to 31 December 2025. From 1 July 2024, a 3 percent salary increase and a one-off payment of € 485 in proportion to the working hours per week have been agreed.

Labour Market Allowances

In accordance with THUAS' remuneration policy, 12 employees received a labour market allowance in the year under review. This allowance is granted only if labour market considerations make it impossible or difficult to fill a vacancy without this allowance.

Contract Types

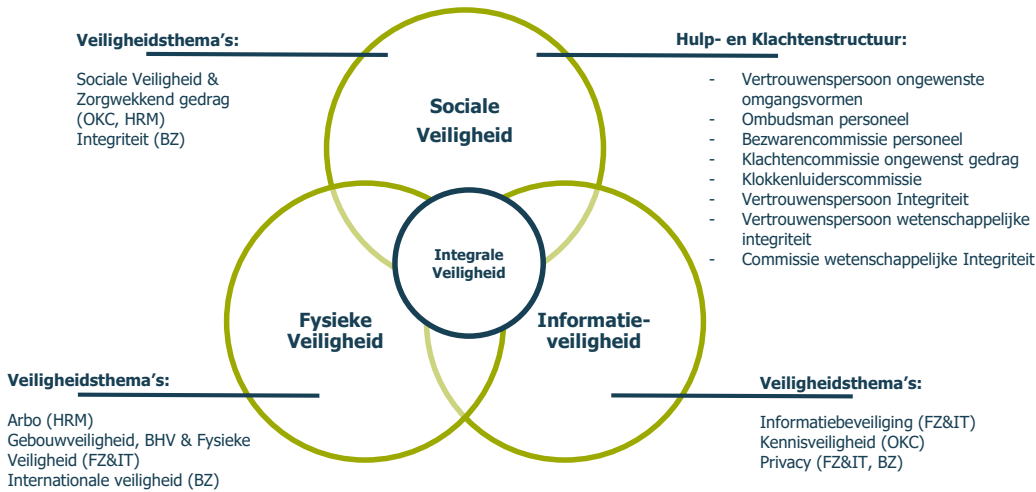
In consultation with the participation bodies, we have made agreements on the maximum portion of flexible labour that THUAS considers necessary. These concern employees with contract types D4 (fixed-term contract) and D5 (extension of fixed-term contract), as well as non-salaried staff NSS (PNIL). The target for 2024 was: 80 percent permanent staff and 20 percent temporary staff, and this target has been achieved. The share of flexible employment at THUAS consists mainly (58 percent) of salaried staff SS (PIL) and for the remainder (42 percent) of non-salaried staff NSS (PNIL). In 2024, NSS costs amounted to € 18.1 million. Compared to the previous year, the percentage of temporary staff decreased by 6 percent. The end of the temporary funds (NPO) and the cuts in the framework led to more fixed-term contracts.

| | 2023 | 2024 |
|-----------|-------|-------|
| Fixed | 73.6% | 80.5% |
| Temporary | 26.4% | 19.5% |
| NSS | 45.7% | 42.2% |
| SS | 54.3% | 57.8% |
| Total | | 100% |

THUAS does not use so-called min-max contracts. These are employment contracts where the employee is available on call. A feature of these contracts is that the employer guarantees a specific number of hours of work (minimally so-and-so and maximally such-and-such hours per month).

5.2 Safety, Support, and Complaints Structure

Safety is an important theme for The Hague University of Applied Sciences. That is why we report on this in our annual report. We do this from the domains below, which include not only the security themes but also the various bodies of the support and complaints structure.



This also substantiates the requirement from the Ministry of Education, Culture and Science ECS (OCW) to provide information in the annual report on topics such as social safety, knowledge safety and cyber security as agreed in the 'Bestuursakkoord' (Administrative Agreement).

5.2.1 Integral Security

Last year, the 'integraal veiligheidsbeleid 2025-2028 ' (Integrated Security Policy 2025-2028) was adopted, in which we set out the frameworks and ambitions with a multi-year perspective. The 10 principles set out below will be guiding for safety and security within The Hague University of Applied Sciences in the coming years.



Our safety mission is 'to create a safe learning and working environment with the objective that all attendees are and feel safe, that it goes without saying that incidents are reported, and that discussing unsafety is part of our culture'.

The security ambition of The Hague University of Applied Sciences is based on a growth model. The Hague University of Applied Sciences wishes to continue its development in the area of integral security. This growth model supports the institution in continuous learning and improvement of the safety organisation. In the coming years, we will be working towards maturity level 4: 'controlled security'. In this, the line management is responsible for safety and security. Based on the national 'Risico- en Dreigingsbeeld Hoger Onderwijs' (Higher Education Risk and Threat Assessment), a variant for THUAS was drawn up with input from and weighting by all our specialists. Based on this overview, the themes of social safety, information security, privacy and occupational health and safety have been prioritised for THUAS for the 2025 to 2027 period.

5.2.2 Social Safety

The social safety advisers conducted several awareness sessions on social and psychological safety at degree programmes, introduction coordinators, study and student associations and during the onboarding of new employees. This is done with the aim of informing people about the topic of social safety, giving them actionable insights, and raising awareness of the support and complaints structure. As part of the Amnesty Manifesto 'Let's Talk About Yes', all degree programmes provide training to first-year students on the topic of sexual transgressive behaviour. All first-year study career counsellors are also trained on this topic.

In 2024, The Hague University of Applied Sciences participated in the Social Safety Monitor pilot. The results show that much is already going well.

- THUAS achieved an overall social safety score of 7.51.
- International students (97 percent) and non-international students (95 percent) report feeling safe most of the time to all the time within their degree programme.

These scores are averages and show us that we often succeed in providing a socially safe learning and working environment. However, practice has shown that this safety is not always perceived all around. That is why social safety remains an ongoing focus in our organisation.

To this end, The Hague University of Applied Sciences provides, among others, the organisation-wide Social Safety & Inclusion programme, which identifies the goals set out below:

- strengthening employee skills and competences;
- strengthening the role of management/managers;
- increasing willingness to report by improving the quality of reporting structures and aftercare;
- increasing awareness, visibility and findability of social safety information.

Reports

The number of reports has remained fairly similar to previous years, except that it was easier for students to reach the confidential advisers. The reason for this is that we have increased the awareness of the existence of these confidential advisers. The number of reports from the support and complaints structure is set out below.

| Reports to: | 2024 | 2023 | 2022 |
|---|------|------|------|
| Confidential Advisor on Undesirable Behaviour CAUB (VPOO) – students | 206 | 108 | 68 |
| Confidential Advisor on Undesirable Behaviour CAUB (VPOO) – employees | 135 | 172 | 145 |
| staff ombuds officer | 57 | 35 | 6* |
| Staff Complaints Committee | 4 | 3 | 5 |
| Complaints Committee for Undesirable Behaviour CCUB (KLONG) | 10 | 2 | 3 |
| Reports to the Safety Reporting and Advice Desk SRAP (M&AV) | 110 | 104 | 63 |

* Staff ombuds officer figures were lower in 2022 due to limited availability.

A number of complaints filed with the Complaints Committee for Undesirable Behaviour CCUB (KLONG) were withdrawn after being discussed. We realise that the filing of complaints can be prevented by having a conversation early on, and we will continue to encourage this. That is why we have also invested in training for our managers. In addition to the MD programme, during the Leadership Conference in April 2024, a full day was dedicated to training all managers in the area of social safety and transgressive behaviour. In addition, various training courses for both employees and managers have been offered through the social safety menu.

Integrity

Students and staff can turn to various bodies to file a report when they spot an integrity violation in the Hague University of Applied Sciences. The nature and number of reports are similar to previous years:

| | 2024 | 2023 | 2022 |
|--|------|------|------|
| Confidential advisor on integrity | 16 | 14 | 7 |
| Whistleblower Committee | 0 | 1 | 2 |
| Confidential adviser on scientific integrity | 1 | 0 | 0 |
| Scientific Integrity Committee | 0 | 0 | 0 |
| Safety Reporting and Advice Desk | 7 | 7 | 0 |

5.2.3 Information security

The themes of data security, privacy and knowledge safety are bundled under information security. Despite working hard on this topic, the legal framework requires extra effort while the cyber-crime world is also developing at a rapid pace. So in 2025, this issue also requires our undivided attention and commitment.

Information Security

A mandatory awareness campaign was launched in 2024 and The Hague University of Applied Sciences is well connected to national developments and the SURF facilities. These actions and projects are not carried out as one-off activities, but are also immediately made part of organisational processes. This is how we are steadily growing towards the desired maturity level.

Privacy

Under the GDPR, The Hague University of Applied Sciences is responsible for protecting the personal data of its data subjects. This means that we have to comply with the requirements set by the GDPR. The processing register is the basis for GDPR compliance and the cornerstone of all data processing within THUAS. In the year under review, we continued setting up the processing register in the privacy management system. In addition, a lot of hard work has gone into carrying out DPIAs (Data Protection Impact Assessments) on new and changed processes. Furthermore, privacy officers are presented with increasingly frequent and complex privacy issues related to organisational changes, technological innovations, and an increasing demand for data-driven working.

In 2024, we reported 14 data breaches to the Dutch Data Protection Authority. By comparison, 2023 saw 11 data breaches. Human error and improperly set authorisations were found to be a common cause of these data breaches. While data breaches cannot always be prevented, we can minimise these risks by raising the awareness level of employees. That is why we rolled out a structural awareness programme (Information Security and Privacy by Arda) in 2024, where employees have to go through a mandatory module every few weeks. This is how we create more awareness and teach employees how to safely and carefully handle the personal data we process every day.

Knowledge Safety

Implementation of the 'Nationale Leidraad Kennisveiligheid' (National Knowledge Safety Guideline) continued in 2024. Results of in-depth risk analyses were incorporated into an EB memorandum on the state of knowledge safety. Among other things, the decision tree on knowledge safety in the field of international collaborations was adopted by the EB. A meeting on (corporate) espionage was held in 2024 for a wide audience of employees. The Safety Reporting and Advice Desk and the Knowledge Safety Expert Team handled more cases and/or questions than before (9 in 2024 compared to 2 in 2023). Cooperation and knowledge exchange with universities and with other universities of applied sciences have also been optimised. The Hague University of Applied Sciences fully complied with the agreements on knowledge safety from the Administrative Agreement and contributed to the sectoral overview of universities of applied sciences published by the Ministry of Education, Culture and Science during the year under review.

5.2.4 Physical Safety

In this year under review, the company emergency response team was deployed for 83 incidents, across all locations. Of these incidents, some took place outside of The Hague University of Applied Sciences. This year under review, we invested in an awareness video that we will roll out in the coming years to strengthen awareness of emergency procedures. The number of company emergency response team members decreased from 121 to 101, despite a significant number of applications.

Continuous surveillance in the evening hours and the access policy introduced proved effective in keeping nuisance youth away from the premises. The number of nuisance reports and soiled classrooms decreased compared to previous reporting years. Daytime flexibility with regard to accessibility and rapid scaling-up of security deployments were also discussed again during the year under review. This was a result of demonstrations and especially because of concerns about vandalism at various educational institutions.

In 2024, we started working on the recommendations from the 2023 Hazard Identification and Risk Assessment HIRA (RI&E) review report. In addition, faculties and services have their own plans of action and are responsible for their progress. In this respect, the overall central control is vested in HRM. In 2024, a more extensive HIRA was conducted within course and practical classrooms on hazardous substances and equipment safety.

The number of students and staff who travelled abroad for study and/or internships and/or work in 2024 increased again. Given geopolitical tensions, the need for country-specific risk awareness among students and staff has increased. To this end, important steps were taken in 2024 and the new travel safety policy and a corresponding communication campaign will be rolled out in early 2025. In several international incidents such as the floods in Valencia and the crisis in South Korea, THUAS made early contact with relevant students in the region.

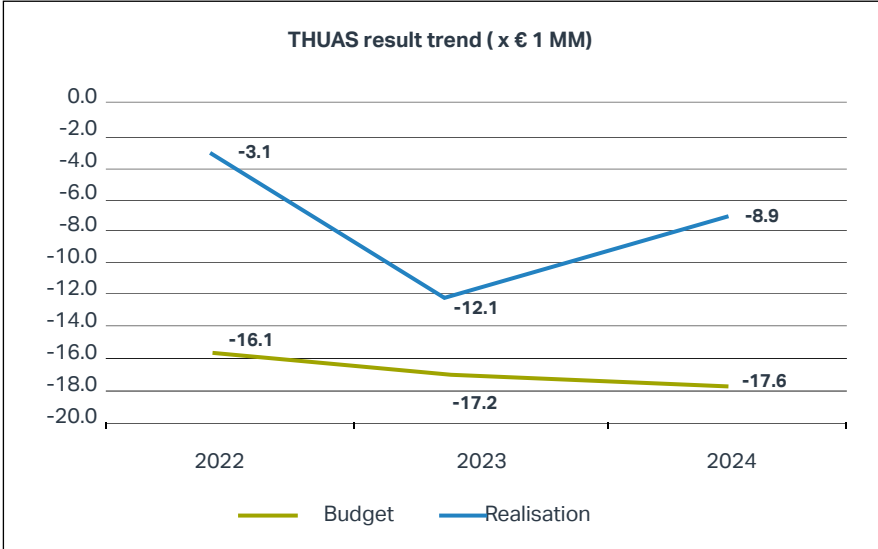


5.3 Finances

5.3.1 Financial Result and Financial Position

In the 2024 financial year, two developments particularly affected the financial result of the university of applied sciences: higher (interest) income and adjustments to personnel expenses. The government contribution was €4.4 million higher overall, the main reason being higher wage and price compensation. An amount of €0.9 million to cover the one-off payment in 2025 is part of the higher government contribution. These funds are set aside in an earmarked reserve for 2025. The higher government contribution is offset by SS expenses that are almost unchanged from the budget, due to the management measure introduced in April, the 'toetsingskader PIL/PNIL' (SS/NSS Assessment Framework). The management measure was introduced to improve control of staff expenses, both in the short and long term. On balance, this resulted in SS/NSS expenses (adjusted for the CBA increase) being around €5.0 million lower than budgeted.

Furthermore, income from contract research (€3.7 million), contract education (€0.7 million) and other income (€0.5 million) were higher. Tuition fees were € 0.3 million lower than budgeted due to student numbers being lower than expected in the 2024-2025 academic year. The 2024 budget took account of lower revenue from interest income. This is because at the time the budget was prepared, interest rates were lower. Interest income on bank and cash in 2024 was €2.1 million compared to the €1.2 million budgeted.



In 2024, we implemented the multi-year THUAS policy on the maximisation of the utilisation of the space granted by earmarked reserves, including the research reserves, the housing reserve and the Decentralised Employment Resources DER (DAM) reserve. In the sections below, we explain the result compared to the 2024 budget.

Trend in Results

In the 2024 budget, the maximum permissible result was set at -/- € 17.6 million. The final result amounted to -/- €8.9 million. In 2024, additional income amounted to € 8.9 million. In addition, expenses were €1.0 million higher. The difference between interest revenue and interest expenses is € 0.8 million. This overall result is thus € 8.7 million higher than budgeted. This is mainly due to the readjustment that took place on staff expenses (SS/NSS Assessment Framework). The necessity of planned investments and projects was also critically examined. This contributed to lower external hiring and future depreciation charges.

| Amounts x € 1 MM | Realisation 2023 | Budget 2024 | Realisation 2024 |
|---|------------------|-------------|------------------|
| 01. Government contribution | 214.0 | 208.5 | 212.9 |
| 02. Other government contributions and grants | 1.3 | 1.4 | 1.3 |
| 03. Tuition fees | 51.2 | 55.5 | 55.2 |
| 04. Contract education | 2.5 | 2.5 | 3.2 |
| 05. Contract research | 4.5 | 2.7 | 6.4 |
| 06. Other income | 6.5 | 6.2 | 6.7 |
| Total | 280.0 | 276.8 | 285.7 |
| 07. SS expenses | 195.0 | 204.8 | 205.0 |
| 08. NSS expenses | 26.1 | 19.8 | 18.1 |
| 09. Other employee expenses | 10.6 | 10.5 | 11.0 |
| 10. Depreciation charges | 18.3 | 17.9 | 18.3 |
| 11. Housing costs | 15.5 | 14.7 | 15.0 |
| 12. Other institutional expenses | 28.6 | 27.8 | 29.1 |
| Total | 294.1 | 295.5 | 296.5 |
| 13. Interest income | 0.3 | 0.0 | 2.1 |
| 14. Interest expenses | 0.1 | 0.0 | 0.1 |
| Total | 2.0 | 1.1 | 1.9 |
| Total | -12.1 | -17.6 | -8.9 |

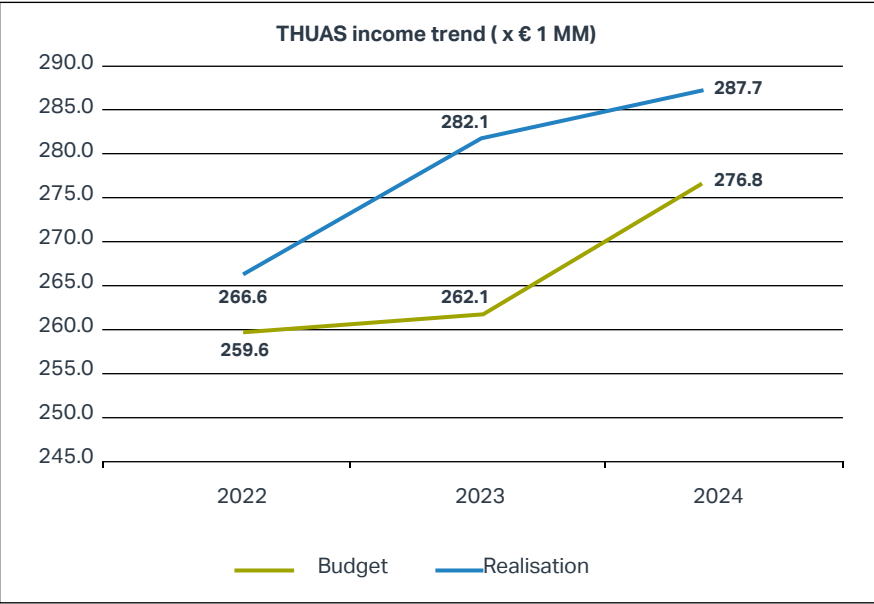
Trend in income

| Amounts x € 1 MM | Realisation 2023 | Budget 2024 | Realisation 2024 |
|---|------------------|-------------|------------------|
| 01. Government contribution | 214.0 | 208.5 | 212.9 |
| 02. Other government contributions and grants | 1.3 | 1.4 | 1.3 |
| 03. Tuition fees | 51.2 | 55.5 | 55.2 |
| 04. Contract education | 2.5 | 2.5 | 3.2 |
| 05. Contract research | 4.5 | 2.7 | 6.4 |
| 06. Other income | 6.5 | 6.2 | 6.7 |
| 13. Interest income | 2.1 | 1.2 | 2.0 |
| Total | 282.1 | 278.0 | 287.7 |

Compared to 2023, income rose by € 5.6 million in 2024 to a level of € 287.7 million (€ 282.1 million in 2023). € 282.1 million). Compared to the budget, income rose by € 9.7 million. The income trend over the past three years is shown below.

The government contribution for 2024 was € 4.4 million higher than our budget assumption. The government contribution was €3.1 million higher for wage and price compensation, of which €0.9 million was to cover the one-off payment in 2025. Furthermore, we received € 1.3 million more in grants from the Ministry of Education, Culture and Science, that fall under the government contribution.

Income for other government contributions and grants was € 0.1 million lower than budgeted. Tuition fees are € 0.3 million lower than budgeted due to student numbers being lower than budgeted in the 2024-2025 academic year.

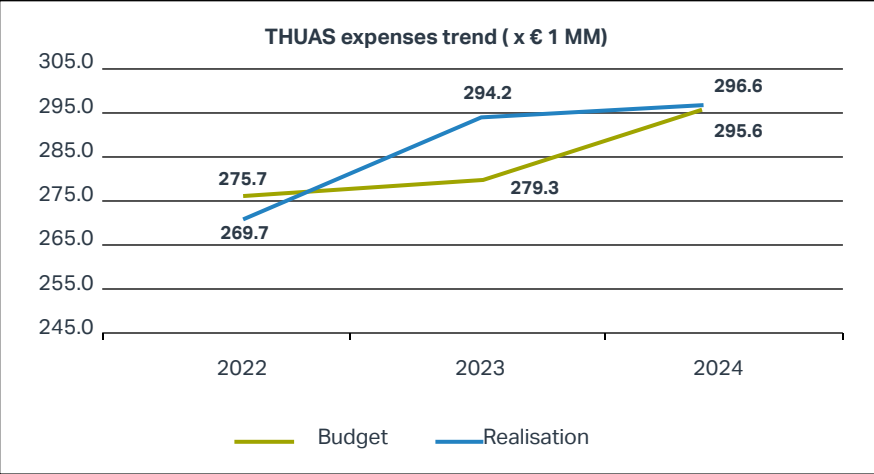


The turnover realised from contract education is € 0.7 million higher than budgeted. Of this, €0.8 million is the result of a shift in income for the primary education teacher training PrETT (PABO) lateral intake from other income to contract education. The other degree programmes showed a decrease which was the result of some private programmes that did not start or had a lower amount of enrolments. Income for contract research is € 3.7 million higher than budgeted. Within education and research, more grant projects took place than budgeted.

With respect to other income, € 0.5 million more was realised than budgeted. The main particulars are higher income from course and enrolment fees (€ 0.8 million) other student contributions (€ 0.5 million) and other income (€ 1.2 million). Income for other grants is € 2.4 million lower than budgeted.

Trend in expenses

Compared to the 2024 budget, 2024 saw an increase in expenses of € 1.0 million to a level of € 296.6 million (€ 294.2 million in 2023). We explain the trend in expenses below, by category.



| Amounts x € 1 MM | Realisation 2023 | Budget 2024 | Realisation 2024 |
|----------------------------------|------------------|-------------|------------------|
| 07. SS expenses | 195.0 | 204.8 | 205.0 |
| 08. NSS expenses | 26.1 | 19.8 | 18.1 |
| 09. Other employee expenses | 10.6 | 10.5 | 11.0 |
| 10. Depreciation charges | 18.3 | 17.9 | 18.3 |
| 11. Housing costs | 15.5 | 14.7 | 15.05 |
| 12. Other institutional expenses | 28.6 | 27.8 | 29.1 |
| 14. Interest expenses | 0.1 | 0.1 | 0.1 |
| Total | 294.2 | 295.6 | 296.6 |

Total employee expenses (SS and NSS and other) amounted to € 234.1 million in 2024. This is € 1.1 million lower than budgeted (€ 235,1 million) and € 2.4 million higher than in 2023 (€ 231,7 million).

| Amounts x € 1 MM | Realisation 2023 | Budget 2024 | Realisation 2024 |
|---|------------------|-------------|------------------|
| 4.1.1.1. Wages permanent TS | 195.0 | 204.8 | 205.0 |
| 4.1.2.1. Movement in employee provision | -0.1 | 0.5 | -0.5 |
| 4.1.2.2. Non-salaried staff | 26.1 | 19.8 | 18.1 |
| 4.1.2.3. Other employee expenses | 9.9 | 6.6 | 10.5 |
| 4.1.2.5. Employee expertise promotion | 2.5 | 4.1 | 3.0 |
| 4.1.3.1. Disbursements | -1.7 | -0.7 | -2.0 |
| Total | 231.7 | 235.1 | 234.1 |

In the financial year of 2024, salaried staff (SS) expenses were € 0.2 million higher than budgeted. The higher costs are due to the 3 percent CBA (CAO) increase from July and the one-off payment in October (totalling € 3.3 million). Wage costs adjusted for the CBA increase decreased due to the decrease in staffing levels (as a result of adjustment).

The NSS expenses realised were € 1.7 million lower than budgeted and € 8.0 million lower than in 2023. In 2024, adjustments were made to further reduce NSS expenses. This is was done in order to achieve a good starting position for 2025, where further cuts are necessary.

The balance of withdrawals and allocations to staff provisions amounts to € 0.5 million. This is € 1.0 million lower than budgeted and € 0.4 million lower than in 2023. The largest movement is in sustainable employability (withdrawal of € 0.8 million). The accrued DI hours sustainable employability hours SHE (DI) can no longer be saved and, as a result, this provision continues to gradually decrease. We also saw a withdrawal of € 0.2 million from the long-term illness provision. This is offset by an allocation for a new provision for the reorganisation of the F&IT Service (total allocation of approximately € 0.6 million).

Other employee expenses costs are € 3.9 million higher than budgeted. This is largely caused by an increase in WW/BWW costs and higher national insurances. Higher costs were also incurred for occupational health and safety, DER and commuting expenses.

Depreciation charges

Depreciation in 2024, with a realisation of € 18.3 million, was € 0.4 million higher than budgeted. This was due to higher depreciation charges on inventory and equipment.

Housing costs

Housing costs amounted to € 15.0 million in 2024 and decreased by €0.5 million compared to 2023. Compared to the budget, housing costs were € 0.3 million higher than budgeted. This is mainly caused by higher costs for cleaning, maintenance of buildings and allocation of the maintenance provision (€ 0.4 million) and lower costs in levies (€ 0.1 million).

Other institutional expenses

In 2024, other institutional expenses amounted to € 29.1 million. Other institutional expenses were € 0.5 million higher than in 2023 (€ 28.6 million) and € 1.3 million higher than budgeted (€ 27.8 million). The outliers are the categories inventory and equipment (€ 1.5 million), student facilities (€ 1.5 million) and travel and accommodation costs (€ 0.4 million). On the other hand, there is underspending on communication and marketing (€ 0.6 million), other administration and management expenses (€ 0.5 million), other expenses (€ 0.9 million) and library (€ 0.2 million).

5.3. 2 Financial position and treasury

Balance sheet

| Amounts x € 1 MM | 2024 | | 2023 | | 2022 | |
|-----------------------------------|-------|-------|-------|-------|-------|-------|
| Non-current assets | | | | | | |
| 1.2 Property, Plant and Equipment | 132.9 | | 136.9 | | 139.4 | |
| Total non-current assets | 132.9 | | 136.9 | | 139.4 | |
| Current assets | | | | | | |
| 1.5 Accounts receivable | 12.9 | | 10.6 | | 9.7 | |
| 1.7 Bank and cash | 46.0 | | 53.9 | | 66.1 | |
| Total current assets | 58.9 | | 64.5 | | 75.8 | |
| Total assets | | 191.8 | | 201.4 | | 215.1 |
| Liabilities | | | | | | |
| 2.1 Equity | 95.0 | | 103.9 | | 116.0 | |
| 2.3 Provisions | 13.2 | | 13.8 | | 13.6 | |
| 2.4 Non-current liabilities | 14.3 | | 15.7 | | 17.1 | |
| 2.5 Current liabilities | 69.3 | | 68.0 | | 68.5 | |
| Total liabilities | | 191.8 | | 201.4 | | 215.1 |

Notes to the balance sheet items:

- Property, plant and equipment decreased by € 4.0 million. This is caused by the depreciation charges (€ 18.3 million) exceeding investments (€ 14.3 million).
- Bank and cash decreased by € 7.9 million. This was largely due to higher staff costs and other institutional costs.
- Equity decreased by € 8.9 million due to the realised operating result of -€ 8.9 million.
- Provisions decreased by an amount of € 0.6 million. This is due to a decrease in the sustainable employability provision, long-term sickness and working-time reduction for seniors. This is offset by an increase the redundancy payment provision and reorganisation provision of F&IT.
- The decrease in non-current liabilities (€ 1.4 million) relates to the annual repayment (€ 1.4 million) of the treasury loan.

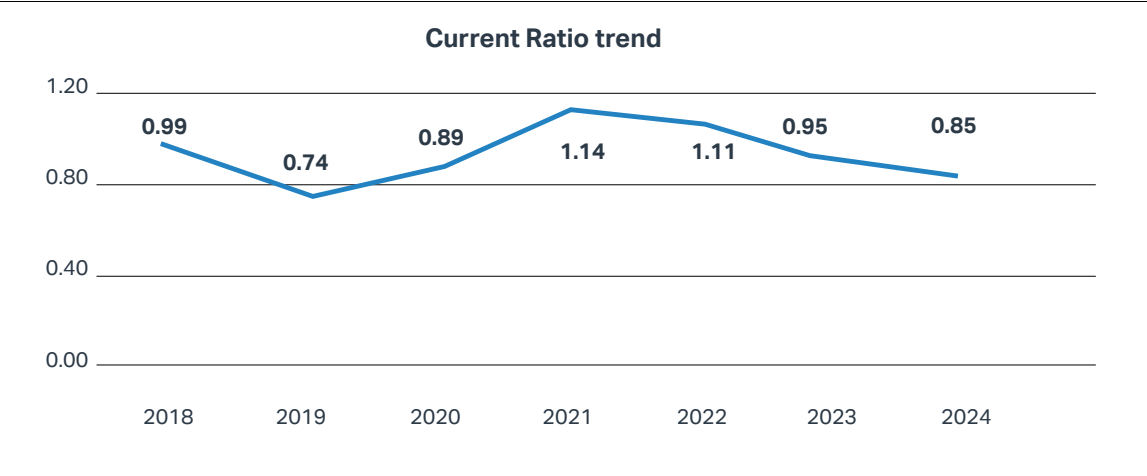
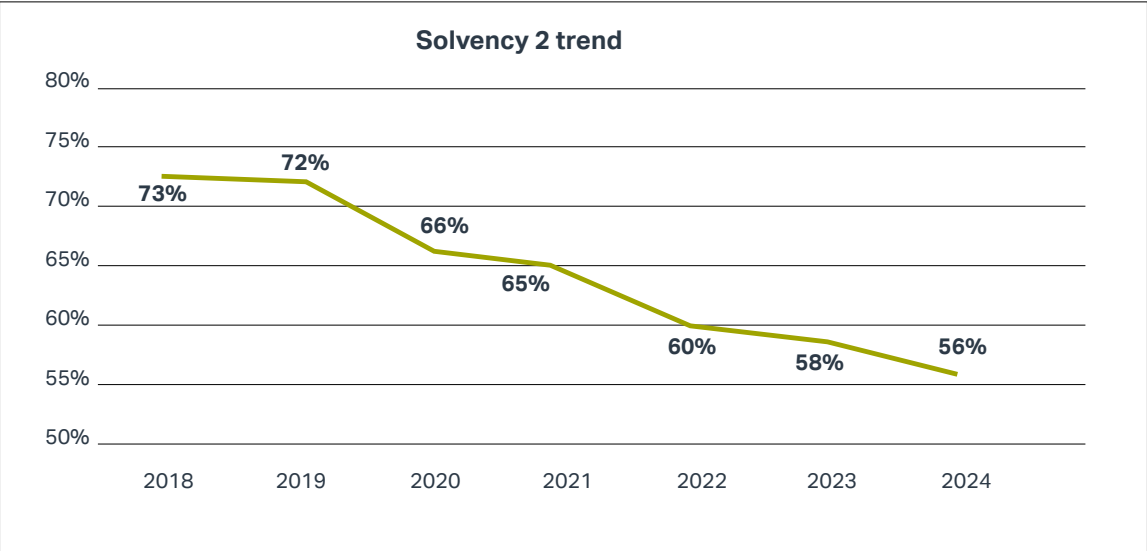
Signalling value potentially excessive public equity

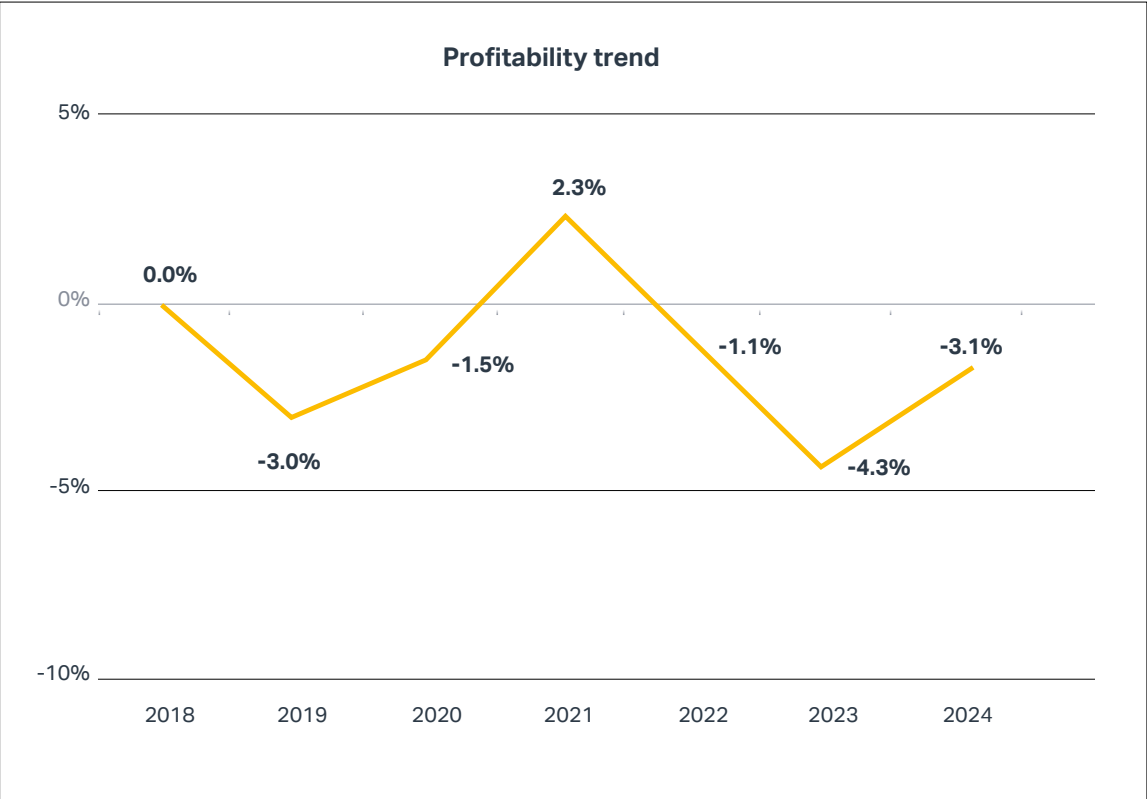
In 2020, the Education Inspectorate developed a formula to calculate what equity the management reasonably needs to fund assets and absorb risks. This amount is the 'normative public equity'. The level of this amount acts as the signalling value for potentially excessive public equity. From the 2020 reporting year, the management must account for the level of their public equity in the annual report using the signalling value. Based on the data from the 2024 financial statements, the assets of The Hague University of Applied Sciences remain below this signalling threshold:

- signalling value 2024: € 217.3;
- public equity 2024: € 96.1;
- public equity ratio: 0.44.

Financial ratios

At year-end 2024, the solvency position of THUAS is 56.4 percent, which is above the signalling value of 30 percent set by Ministry of Education, Culture and Science. The current ratio is 0.85. The ratio is well above the signalling limit (0.5) set by the Ministry and the value budgeted for 2024 (0.65). Profitability is -3.1 percent compared to a budgeted profitability of -6.3 percent. This results from the less negative result compared to the budget.





Treasury policy

The Hague University of Applied Sciences has laid down its funding and investment policy in the treasury regulations in accordance with the ‘Regeling beleggen, lenen en derivaten OCW 2016’ (Regulation on Investment, Borrowing and Derivatives of the Ministry of Education, Culture and Science 2016). The treasury policy is aimed at obtaining a market-based return on the use of funds within the financial capabilities and risk management frameworks of THUAS. This policy ensures that The Hague University of Applied Sciences has access to the necessary funds to be raised, if any, and sustainable access to financial markets subject to acceptable terms and conditions. Serving public objectives and ensuring financial continuity imply a treasury policy aimed at effective risk management. The Hague University of Applied Sciences does not seek to gain profit through its treasury activities.

In 2017, THUAS started using treasury banking. In doing so, THUAS has access to a standby credit facility of € 14 million. No use was made of this facility in the year under review.

THUAS did not take out any loans with financial institutions, but did raise a treasury loan in 2020 to finance its investments in the multi-year ‘Masterplan Huisvesting’ (Housing Master Plan). The first tranche of this, € 12 million, was disbursed in November 2020. The second and final tranche of € 8 million was disbursed in October 2021.

From 2022, this loan will be repaid in annual instalments. The amount of the repayment in 2024 was recorded as a current liability on the balance sheet at the end of 2023 and deducted from non-current liabilities (€ 1.4 million).

Having convened in mid-December of 2023, the treasury committee agreed to maintain a minimum of € 20 million in bank and cash. If bank and cash approaches this internally set lower limit, it will be explored how to strengthen the liquidity position through new treasury financing.

5.3.3 Investments and operations

In 2024, THUAS invested € 14.3 million in property, plant and equipment, which is lower than budgeted (€ 20.5 million). Most of this was invested in housing (€ 10.1 million). In addition, in 2024 € 3.4 million was invested in IT, € 1.1 million in furniture and inventory and € 0.7 million in classrooms for practicals.

| Amounts x € 1,000,000 | Realisation 2024 | Budget 2024 | Realisation 2023 |
|-----------------------------------|---------------------|----------------|---------------------|
| Information Technology | 2.3 | 5.5 | 3.4 |
| Facilities Services | 1.1 | 1.5 | 1.0 |
| Housing: | | | |
| Maintenance investments | 2.7 | | 5.8 |
| Sustainability | 5.0 | | - |
| Quality investments | 0.1 | 0.0 | 0.8 |
| Housing Master Plan | 0.0 | 0.0 | 4.2 |
| Guide 2.0 | 2.4 | 3.9 | 0.1 |
| Sports hall | 0.0 | 0.0 | -0.2 |
| Classrooms for practicals | 0.7 | 1.3 | 0.4 |
| Classrooms for practicals inDelft | 0.0 | 0.0 | 0.1 |
| Other | 0.1 | 1.1 | 0.2 |
| Total investments | 14.4 | 20.5 | 15.8 |

Housing Master Plan (part of Guide 1.0)

Drafted in 2012, the ‘Gids 1.0’ (Guide 1.0) and its modules were recalibrated in 2024, in ‘Gids 2.0 (Guide 2.0)’. The strategic policy of The Hague University of Applied Sciences, as outlined in the Strategic Plan and other documents, has been translated into clear objectives and outcomes for the development of its real estate and housing for the 2024-2033 period. The aim is to increase the quality and predictability of housing supply, improve efficiency and avoid improvised solutions.

Guide 2.0 addresses all locations of The Hague University of Applied Sciences. The plan provides The Hague University of Applied Sciences with direction and an instrument to respond to opportunities in the area of housing in a self-aware manner. It provides The Hague University of Applied Sciences with greater control and enables it to increase the efficiency of its housing operations, in particular the F&IT Service and the Business Administration & Control Service. The Strategic Plan ‘Onderzoekend leren met impact’ (Inquiry-based Learning With Impact) underpins this multi-year strategic housing plan. Where the Strategic Plan focuses on the educational vision for the next five years, Guide 2.0 provides a look ahead for housing over the next 10 years.

Several modules of Guide 2.0 were worked on in 2024, namely the ‘freshing up’ of the Dutch Innovation Factory (Location Zoetermeer) and the refurbishment of the Sportcampus Zuiderpark, where there was a need for more classrooms. As part of Guide 2.0, the relocation of the support services EKC (OKC), HRM, Business Operations & Control and Facilities & IT from the Poseidon building to the main building at Johanna Westerdijkplein has started, with the EKC and HRM services expected to transfer over in 2025.

Housing Master Plan (part of Guide 1.0)

Drafted in 2012, the ‘Gids 1.0’ (Guide 1.0) and its modules were recalibrated in 2024, in ‘Gids 2.0 (Guide 2.0)’. The strategic policy of The Hague University of Applied Sciences, as outlined in the Strategic Plan and other documents, has been translated into clear objectives and outcomes for the development of its real estate and housing for the 2024-2033 period. The aim is to increase the quality and predictability of housing supply, improve efficiency and avoid improvised solutions.

Implementation of the IT project portfolio

The IT portfolio provides the digitisation contribution to the strategic goals. It is aimed at realising the THUAS change agenda. Portfolio management and project management have a quality cycle of continuous improvement. This entails the integral and short-cycle steering of the IT portfolio, steering based on the frameworks and guidelines of the IT architecture, information security and privacy. The realisation of the 2024 IT projects budget amounted to € 1.5 million for eight projects. Some projects from 2023 continued into 2024, namely 'Digitaal toetsen' (Digital Assessment) and Erasmus Without Paper (EWP), and the Digital Assessment project will continue in 2025. In 2025, a new recruitment system (ATS) was implemented, and the Transition The Hague Graduate School (THGS) and the Implementation Osiris Accounts Receivable projects were largely completed. 2024 also saw the implementation of a new functional system for HRM that went live at the start of 2025, and the eFinance project was launched which is to replace the functional Finance system in early 2026. In addition, implementation of the educational vision will start in 2025 as part of the Strategic Plan.

Improving IT and information provision

The multi-year Future IT (FIT) programme was launched in mid-2020. Its objectives are to achieve qualitative improvement in IT service delivery and better control of associated risks. Until mid-2021, the focus was on strategic and tactical levels. By mid-2021, the Education and IT vision was shaped together with faculties and services. In phase 2 of Future IT, which began in mid-2021 and which continued into 2022-2024, we shifted the focus to making the vision concrete, increasing the execution power of IT projects, and implementing improved IT services. In 2024, the multi-year Future IT programme was completed, which improved the infrastructure in areas such as continuity and cloud setup. The modernisation of the IT architecture, with a transition to the cloud, has changed service provision. In addition, on the application side, more use is being made of SaaS (Software as a Service) solutions. The sourcing strategy was defined on the basis of technological developments, choosing to outsource IT-generic services in the areas of network, hosting and workplace services. Subsequently, the reorganisation plan of the Facilities and Information Technology Service F&IT (FZ&IT) was adopted, focusing on redesigning IT operations. The aim of this reorganisation is to adapt the F&IT organisation to the changing needs and ambitions of The Hague University of Applied Sciences in terms of digitalisation and facilities services from the Strategic Plan.

5.3.4 Continuity section - multi-year budget

The continuity section provides an overview of the expected development of THUAS’ financial position in relation to:

- the Strategic Plan ‘Onderzoekend leren met impact’ (Inquiry-based Learning With Impact);
- the focus from the THUAS-wide policy agenda;
- the investment agenda in education and research.

The developments have been translated into a multi-year budget which also includes the consideration of risks and control measures (section ...).

5.3.4.1 Strategic Plan 2023-2028

A new strategic plan was adopted at the end of 2022 titled ‘Onderzoekend leren met impact’ (Inquiry-based learning with impact).

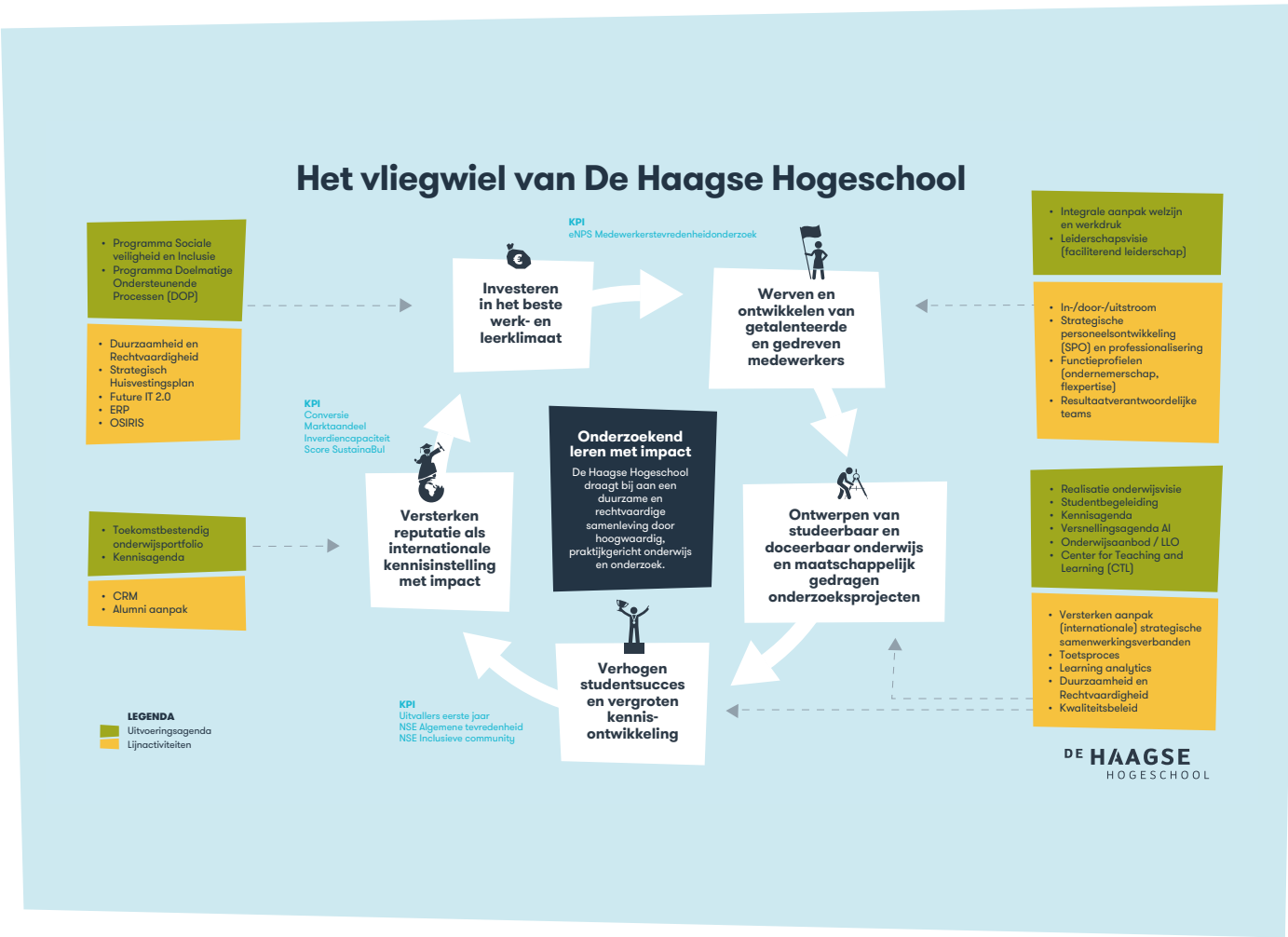
The strategy described in the Strategic Plan sets the course for THUAS for the next six years. The urgency for implementing the strategy is high. We face rapid changes in technology and digitalisation, the transition to a cleaner and healthier world, and demands for a fairer distribution of opportunities and possibilities in society.

Through the implementation agenda, we are increasingly positioning the organisation towards our mission and ambitions. The change we are undertaking can be seen as a flywheel, set in motion by a logical chain of efforts that reinforce each other; this way, we are building on success, generating more commitment and investing our funds sustainably. In this way, we are achieving increasing success with our innovations and are laying a solid foundation on which to build.

At its core, THUAS' flywheel can be summarised as follows:

- talented and driven staff members, who design and deliver studyable and teachable education and socially supported research, which increases THUAS' student success and knowledge development and strengthens our reputation.
- Students and partners are confident that we are delivering on our mission, leading to higher (relative) student inflow, increased external funds for education and research, and expansion of our strategic collaboration partners.
- These additional funds will allow us to invest more in our working and learning environment, allowing us to innovate and deliver more, creating more and more impact in society.

The various efforts from the governance agenda can visually be represented as follows.



5.3.4.2 Challenging Context Calls for Agility

The coming years will have a challenging agenda, with work being done on both the roll-out and implementation of the new educational vision as well as the 'Basis op orde' (Basics in Order; the F&IT reorganisation plan and the more targeted organisation of support).

Inflow of new students under pressure

The inflow of new students is under pressure, partly as a result of the initiated government policy to reduce the inflow of international students because of the supposed pressure on educational quality and accommodation as well as on the accessibility of English-language education for Dutch students. When adding this to the declining inflow of Dutch students and with the still high drop-out rate (post-COVID related or not), a picture emerges in which THUAS has to prepare itself for a further decline in student numbers. Whereas THUAS showed fairly stable student numbers before the pandemic (between 25 and 26 thousand), the base scenario of the multi-year budget now foresees a decline to a level of 23 to 24 thousand students.

Negative consequences for our finances

This has direct financial consequences in the decline in contributions from government funding and tuition fees, our most important source of income, which - based on the T-2 funding system - is increasingly noticeable from 2025. The disappearance of the temporary funds under NPO (already noticeable from 2024) also contributes to this phenomenon.

In the run-up to a financial year with income projected to be lower, the onset of staff and resource deployment cuts have already been initiated in 2024. This aligns with the declining trend in student numbers and other funding components, but this requires a shift in mindset and behaviour within our organisation.

We can see that this turnaround was made as of summer 2024; calculated using the position at year-end 2023, THUAS has been cut back by more than 120 FTE in one year and is on track for long-term development. Such cuts are not a goal by themselves; they are necessary to free up the funds required to facilitate developments arising from the Strategic Plan in the best way possible and to ensure long-term agility and financial health. That is why we aim to invest strategically and work more efficiently.

For the year 2025, additional space has been created in the budget to accommodate an unexpected downward revision of the macro budget by the Ministry of Education, Culture and Science and for an additional investment in the realisation of the educational vision. During the coming year, The Hague University of Applied Sciences allows a negative result of €14 million, of which €4,5 million will be charged to the general reserve and the remainder to the earmarked reserves.

In 2023 and 2024, THUAS received compensation through the government contribution for the temporary measure halving tuition fees for first-year students. This compensation covered the loss of tuition fee income. The temporary measure ended at the onset of the 2024–2025 academic year. For 2025, the government contribution decreases (partly) due to the termination of this compensation scheme and the tuition fee revenues increase. There is clarity on the goals to be achieved for the different organisational units. The financial particulars of the sub-budgets proved appropriate within the established frameworks. It should be noted that the available room within these frameworks of the sub-budgets has been nearly fully utilised, leaving limited flexibility for setbacks in the central budgets. This demands vigilant monitoring and management by THUAS. On the other hand, this demonstrates our commitment to maximising the realisation of our plans within the options available and expresses confidence in our THUAS leaders and staff, that they will take the necessary action.

Agility required: time for re-assessment

At the same time, we also see that financial cuts in 2025 will not be a cure-all. From the perspective of the multi-year financial framework, further adjustments will also be required in 2026 as both income and funds available from reserves continue to decline. Agility is one of the fundamental principles of the new Strategic Plan. THUAS will also have to deploy this agility in the coming years.

5.3.4.3 Expected Development of Student Numbers

Thinking in scenarios and ranges

The primary driver of the multi-year budget is determined by the expected development of student numbers. In preparing the multi-year budget, THUAS adopts an approach in which it details several future scenarios in financial terms (optimistic and conservative), from which a base case emerges that is considered most likely to be the basis for future financial development.

The starting point for this projection is the enrolments as at 1 October 2024; on this date, 23,754 students are enrolled, 390 fewer students than on 1 October 2023, which is mainly a consequence of graduations following larger inflow cohorts from the past (enrolments in 2019 and 2020), offset by a stabilisation of the 2024 inflow and fewer first-year student drop-outs.

The key assumptions underpinning the multi-year estimate of student numbers are outlined below.

Inflow

In the baseline scenario, for inflow, we now assume that the growth of applications of Dutch students for the existing degree programmes is zero. This premise follows the now visible (multi-year) trend of disappointing application rates for our existing degree programmes. It is assumed that maintaining the current inflow level on existing degree programmes can be considered quite a task. For now, based on demographic trends, it is expected that the absolute supply of students for the situation at THUAS (and the Randstad area) will remain at the same level and may increase slightly, while on a national level the student supply is expected to decline. Additional inflow is expected from the new programmes to be started in cross-sectoral master’s degree and associate degree programmes in shortage sectors, in accordance with the assignments from the business cases completed. The picture is that until now, the inflow has been in line with the expectations for new degree programmes. THUAS is committed to (at least) maintaining a market share on new inflow of 13.7 percent (measured against the intake of Randstad universities of applied sciences). In conclusion, it was assumed that there will be no further growth from the inflow of international students. The inflow for 2024 has remained at a good level with 1,317 new international students. For subsequent years, a previous inflow level (1,250 students per year equals maintenance) has been used. No growth ambition is forecasted for this student group. International inflow remains a category of students with great uncertainties in terms of development. The base scenario now assumes a total annual new inflow (including re-enrollers) of approximately 6,600 students in the coming years. The structurally higher pre-pandemic inflow (7,000 or more) can no longer be considered realistic.

Transfers, dropout rates, students exceeding the term set for their studies, seniors and graduation rate

In the years 2022 and 2023, there was an increased drop-out rate of second- and third-year students due to the cancellation of the provisional study advice in the years 2020 and 2021 and its reintroduction in the 2022-2023 academic year. Current figures (as at October 2024) show how the drop-out rate (first-year and senior students) has returned to pre-pandemic levels (52 percent).

THUAS has an active policy to reduce the drop-out rate (including through the planned introduction of a flexible curriculum). From 2028, we are expected to improve the drop-out rate of first-year students by 5 percent (from 47 to 42 percent). We need to realise that improvement gradually over the next few years.

Improving the transfer rate to higher years (reducing dropouts) should ultimately lead to an improvement in graduation rates. However, from the point of view of the educational vision, it is not realistic to make the four-year graduation rate the guiding principle: the possibility of flexible studying will also lead to some delays in studies. From the base case scenario, improvements in the graduation rate are not yet taken into account for reasons of prudence. The current graduation rate of 42 percent is therefore maintained for the coming years. Incidentally, accurately predicting the long-term effects on this item is difficult. These depend on a plethora of factors, many of which are also beyond our control. This means that a caveat is appropriate here.

Funded enrolments and market share

The percentage of external funding (the number of students for which government funding is obtained) is also difficult to predict. As explained above, the educational vision is expected to lead to more transfers to higher years, higher graduation rates (in the future), but also to possibly more students exceeding the term set for their studies.

The percentage of students enrolled in a single degree programme for more than 4 years (and therefore no longer internally funded) has been increasing since 2020 (from 19 to 22 percent of enrolled students). Incidentally, the (external) funding return depends on multiple factors, such as external switchers who have already received part of their funding at another university of applied sciences, as well as students switching between degree programmes, which the above indicator does not provide sufficient insight into.

The funding percentage of enrolled students, on the basis of which the government contribution is determined, shows a downwards development from 2020 (70 percent) (2024: 67.3 percent). This is a result of several factors due to which THUAS receives no or less funding for, for example, students who exceed the term set for their studies, switchers from other educational institutions who have received funding elsewhere, and enrolled non-EEA students.

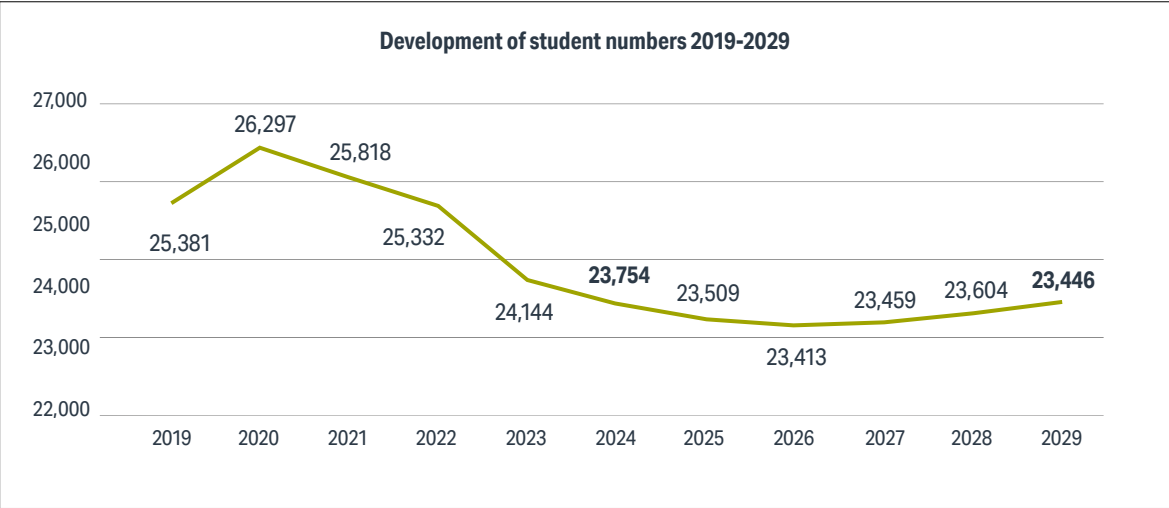
The projection for the government contribution assumes that this could possibly deteriorate slightly, to a level of 67 percent.

Based on the total numbers of funded students and (degree) certificates awarded as at 1 October 2023, converted to weighted data (i.e. not just inflow, but the total number of students), the THUAS market share of 13.7 percent (provisional figures as at 1 October 2022) is maintained compared to 2023.

5.3.4.4 Multi-year Implications

- Taking into account the principles described above, the development of student numbers over the coming years can be summarised as follows:
- At most, the inflow will consolidate at the level of the 2024 inflow; a recovery to the higher pre-pandemic inflow (7,000 or more) is no longer considered realistic.
 - Regarding international students, calculations are based on a conservatively estimated inflow.
 - The historically high dropout rate of 2024 is gradually decreasing over the coming years as a result of the new educational vision.
 - Graduation remains at current levels with a boost only in the longer term.
 - Account is to be taken of a further limited increase in 5(+) year students.

The graph below shows the actual and forecasted multi-year trend in student numbers.



It shows how the total number of students enrolled is higher during the 2020 and 2022 COVID years. 2022 and 2023 recorded a decline due to delayed drop-out. From 2024, gradual stabilisation occurs at a level of approximately 23,500 students. In the slightly longer term (from 2028 onwards), the effects of the educational vision should again allow for a slight growth. The cuts in the years 2022 and 2023 and the cancellation of the incidental NPO funds in these years affect the development of income (in particular the government contribution) in the multi-year budget.

5.3.4.5 Introduction to the Multi-year Budget

The multi-year budget has been prepared based on the actual figures for 2024 and the budget for 2025. THUAS wants to be able to deploy the earmarked reserves in order to increase the budget margin available from government funding and to maximise the use of tuition fees to fund and support education from the agenda outlined above.

This approach results in a budgeted overall result for 2025 of a negative amount of € 14 million, of which € 9.5 million will be charged to the earmarked reserves and € 4.5 million can be considered a permissible funding shortfall (the budget result) in line with the 2025 university of applied sciences budget.

A negative budget result of € 2 million is also forecast for 2026 (as an additional boost for the implementation of the educational vision). From 2027, the aim is to achieve a balanced budget, allowing only the use of the earmarked reserves as additional funding.

5.3.4.6 Multi-year Budget Principles

The following assumptions have been used as framework/principles for the multi-year financial development:

- **The multi-year development of profitability** (i.e. the total result, before funding from reserves) should show a logical/targeted line of result improvement, ending at a 0 percent profitability in 2028. The starting point of the budget 2024 is -6.3 percent (€-17.6 million); this must eventually reach zero.
- **A temporary negative budget result is permissible**, provided it fits within the financial frameworks and provided it can be substantiated/argued.
- **Multi-year funding from reserves** decreases; the net budget result should reach zero from 2027 at the latest.
- The profitability development must fit **within the frameworks for solvency** (internal limit of at least 50 percent) and **liquidity** (current ratio of at least 0.5; bank and cash at least € 20 million). The multi-year reserve policy framework (minimum solvency ratio 50 percent) is guiding.

The principles underpinning the multi-year budget are explained in more detail below. This multi-year budget - including the 2025 budget - has been approved by the Supervisory Board.



5.3.4.7 Multi-year Budget

| Multi-year forecast operating overview (x € 1000) | | | | | | |
|---|-------------|--------|-------|-------|-------|-------|
| | Realisation | Budget | MYB | MYB | MYB | MIB |
| | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 |
| INCOME | | | | | | |
| Government contribution | 211.1 | 201.4 | 198.4 | 195.7 | 194.9 | 194.8 |
| Government contribution grants | 1.8 | 1.0 | 1.6 | 1.8 | 2.2 | 2.2 |
| Other government contributions and grants | 1.2 | 1.6 | 1.4 | 1.9 | 2.3 | 2.3 |
| Tuition fees | 55.2 | 60.7 | 61.5 | 61.4 | 61.6 | 62.0 |
| Income from work commissioned by third parties | 8.8 | 7.0 | 8.7 | 9.7 | 11.1 | 11.6 |
| Other income | 7.6 | 8.9 | 9.5 | 8.6 | 8.6 | 8.6 |
| Total income | 285.7 | 280.6 | 281.1 | 279.1 | 280.7 | 281.5 |
| EXPENSES | | | | | | |
| Employee expenses | 234.1 | 233.3 | 226.6 | 221.1 | 221.3 | 221.4 |
| Depreciation | 18.3 | 19.2 | 18.1 | 15.4 | 15.0 | 14.7 |
| Housing expenses | 15.0 | 14.3 | 14.9 | 14.9 | 14.9 | 14.9 |
| Other institutional expenses | 29.1 | 29.2 | 30.0 | 30.0 | 30.0 | 31.0 |
| Total expenses | 296.5 | 296.0 | 289.6 | 281.4 | 281.2 | 282.0 |
| Balance of income and expenditure | -10.8 | -15.4 | -8.5 | -2.3 | -0.5 | -0.5 |
| Financial income and expenditure | 1.9 | 1.4 | 0.5 | 0.5 | 0.5 | 0.5 |
| Total result | -8.9 | -14.0 | -8.0 | -1.8 | - | - |
| charged to housing reserve | 6.0 | 6.5 | 6.0 | 1.8 | - | - |
| charged to education reserve | - | - | - | - | - | - |
| charged to promotion voucher reserve | 0.5 | 0.3 | - | - | - | - |
| charged to education reserve | 1.0 | 1.4 | - | - | - | - |
| charged to research group | -0.8 | 0.4 | - | - | - | - |
| charged to DER reserve | -0.1 | - | - | - | - | - |
| charged to private activities reserve | - | - | - | - | - | - |
| charged to SAF reserve | 0.5 | - | - | - | - | - |
| charged to the NPO K&I reserve | 0.4 | - | - | - | - | - |
| charged to CBA 2025 reserve | -0.9 | 0.9 | - | - | - | - |
| Use of earmarked reserves | 6.6 | 9.5 | 6.0 | 1.8 | - | - |
| Budget result | -2.3 | -4.5 | -2.0 | 0.0 | - | - |

Notes to income

- **The government contribution** shows a declining trend for the coming years:
The absolute effect of this decline is less reflected in the figures shown, because two aspects need to be considered for comparability:
 - Both in 2024 and for subsequent years, a substantial wage compensation has been included in the government contribution (2024: € 3.3 million; 2025 and also added to later years € 6.3 million).
 - The government contribution in the years 2023 and 2024 also includes compensation for the halving of tuition fees for first-year students in the amount of € 6 and € 3.5 million, respectively. From September 2024, first-year students will again pay full tuition fees. As of that date, this compensation has lapsed.

Freed of these two distorted factors, the period between 2023 and 2025 saw a decline in the government contribution in the amount of € 15 million as presented in the multi-year budget of the previous financial statements.

This reflects the t-2 effect of the decline in student numbers in 2023 (refer to the previous note).
The years after 2025 will see a more gradual decline, though it should be noted that further reductions in the government contribution following the cuts introduced in the internationalisation policy of the Ministry have not yet been taken into account in this multi-year budget.

- In the multi-year budget, the forecast contributions from **contract research** (recognised under 'income from work commissioned by third parties') has been revised upwards from 2026 onwards, based on further growth in acquisition of funds from the second and third flow of funds as a result of the updated knowledge agenda.
- Finally, under **other income**, the contribution that follows from the Beethoven Talent Plan has been added from 2024 onwards: an investment by the state, province and region until 2030 in public facilities in Brainport Eindhoven and its surroundings and in a national talent plan for sufficient talent in the semiconductor industry. The Hague University of Applied Sciences submitted the 'Beethoven Regioplan Delft' (Beethoven Regional Plan for Delft) in September 2024, with the ambition to train more technicians for the semiconductor sector. In 2025, we will start implementation on the Beethoven Talent Plan. For the years 2025 and 2026, THUAS has been allocated a grant contribution of € 4.4 million. The contribution for later years - about which nothing is known at the time of writing - is conservatively estimated in the multi-year budget at € 1 million per year until 2030.

Explanation of expenses

Multi-year view of development of employee expenses

- In the years 2021 through 2023, a growth of 278 FTE (of which 192 FTE in teaching staff) was achieved, with a reduction of 36 FTE in 2024 (based on average occupancy figures).
The increase from previous years stems from the availability of NPO funds to remedy educational delays and can largely be regarded as a temporary expansion, which has allowed THUAS not only to invest additional funds in education and the corresponding backlog, but also to make the necessary internal changes.
- The available funds come under further pressure from 2025 onwards, which impacts staff expenses in particular. This reflects the impact of declining student numbers and the final portions of NPO funding. On the other hand, this also brings a volume of temporary work to an end.
Because there is no structural funding from these sources, the staff expenses for 2025 and subsequent years will have to be reduced further.

The table below shows the expected development and also expresses it in corresponding FTE numbers, related to the expected trend in student numbers.

| Student to staff ratio (FTEs) | | | | | | |
|------------------------------------|-------------|--------|----------|----------|----------|----------|
| | Realisation | Budget | Estimate | Estimate | Estimate | Estimate |
| | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 |
| Student numbers | 23,754 | 23,509 | 23,413 | 23,459 | 23,604 | 23,776 |
| Staffing in FTEs* | | | | | | |
| (A) Primary process staff (OP; TS) | 1,307 | 1,195 | 1,149 | 1,121 | 1,122 | 1,123 |
| Board/Management | 65 | 61 | 59 | 57 | 55 | 55 |
| Supporting staff members | 680 | 674 | 647 | 632 | 635 | 635 |
| (B) Total SMS | 745 | 735 | 706 | 689 | 690 | 690 |
| Total staffing | 2,052 | 1,930 | 1,855 | 1,810 | 1,812 | 1,813 |

* average FTE per year, including participants (employees receiving benefits under the Work and Social Assistance Act)

The main cuts are to be realised in 2025 and 2026 across a broad front, in both teaching staff TS (OP) and teaching support staff SMS (OBP).

Policy developments have been initiated for both lines.

For education, the introduction of the educational vision aims to both improve quality and realise synergy effects simultaneously in the flexibilisation and bundling of educational activities in domains across faculties. The effects of AI will also have their impact on the organisation of education.
For support, a programme has been deployed from 2024 ('Doelmatiger Ondersteuningsprocessen'; More Targeted Support Processes), which in the years 2025 to 2028 will lead to the (gradual) realisation of efficiency benefits in the amount of € 8 million per year, to be realised to a large extent in staff expenses and partly in other institutional expenses. Nevertheless, the relative ratio between TS and SMS is not expected to return to ratios that prevailed in the years before the pandemic. In support, we see a number of new tasks and duties increasing in scope. This includes items like cyber security, extra facilities for student support after the pandemic, assurance of social safety, sustainability, risk management, staff mobility, and staff development (such as leadership development and knowledge of AI). As a result, a permanently higher deployment of support will have to be taken into account, although cuts will be realised in this area from 2024 onwards as well.

From 2027, a staffing level is envisaged that corresponds to the level as applicable at the start of the pandemic (2020: 1,810 FTE), matching a student size in the amount of 23,500 students.

Depreciation and housing costs

- **Depreciation and housing costs** have been estimated taking into account currently known and already planned investments in housing and a preliminary estimate of investments for sustainability, multi-annual maintenance and (to be determined in 2024) a strategic multi-year housing plan and furniture, adding up to a total investment level in the years 2024 to 2029 of € 50 million (an average of € 10 million per year).
The updated accommodation costs (particularly in depreciation) will be withdrawn from the accommodation reserve up to and including 2027 to the extent that they exceed the standard scope from the government contribution. Thereafter, these will be fully funded from annual operations.
Housing costs are also subject to budgetary cuts. The so-called housing ratio, amounting to 10 percent in reporting year 2024, will have to move towards 9 percent in the future.

Other institutional expenses

- As is the case with staff expenses, the THUAS-wide budgets are also part of the cost-cutting initiatives (the More Targeted Support Processes programme).
Nevertheless, the multi-year budget for the other institutional costs assumes an increasing level of expenses to € 30 million per year, further increasing towards the end of the planning period.
These higher expenses are not specified further by underlying cost types, but can be considered realistic due to a **continued upward pressure on THUAS-wide budgets** (driven in particular by an expected high price indexation on IT services and facility services such as outsourcing, licences, procurement contracts, and so on).

Investments of up to €17 million are planned for IT in the planning period.

As a result of authorised withdrawals from reserves due to permissible budget deficits in 2025 and 2026, housing costs (through 2027) and research costs (in 2025), we allow negative profitability for the years through 2026 - and limited in 2027 - in favour of the funding of education and support. From 2028 onwards, the aim will be to achieve a neutral budget result.

Supported by this development, the liquidity position of THUAS is adequate for the coming years and there is no need to raise new debt capital to fund the investment programme.
As a result of the projected development, equity falls in line with previous expectations with a solvency ratio that does not fall below the internal limit of 50 percent.



Chapter 6

Governance and Management



6.1 Composition and portfolio distribution of the Executive Board

In 2024, the Executive Board was composed as follows: Dr E.M.(Elisabeth) Minnemann as chair of the board and Drs A. (Arend) Hardorff and J. (Hans) Nederlof RC as members of the board. There were no changes in the portfolio distribution in 2024.

Portfolio distribution from 1 January 2024 to 31 December 2024

| | Dr E.M. (Elisabeth) Minnemann - chairperson | Drs A. (Arend) Hardorff | J. (Hans) Nederlof RC |
|----------------------|--|---|---|
| Topics | <ul style="list-style-type: none">• Chairing of the Executive Board• Chairing of the CMT• External relations• Communication and marketing (including recruitment of international students)• Research, innovation and valorisation• Strategy/strategic plan• Social safety and inclusion | <ul style="list-style-type: none">• Education• Student affairs• Graduates• Portfolio• Quality assurance• Education for professionals• Internationalisation• Caribbean students• Lecturer shortage | <ul style="list-style-type: none">• Financial policy• Planning & Control• Information Technology• Facilities• General Data Protection Regulation GDPR (AVG), including Data Protection Officer DPO (FG)• Deputy chairperson CMT• HRM policy• Integral safety• Knowledge Safety• Sustainability |
| Faculties | <ul style="list-style-type: none">• Faculty of Public Management, Law and Safety PMLS (BRV) | <ul style="list-style-type: none">• Faculty of Health, Nutrition & Sports HNS (GVS)• Faculty of Technology, Innovation & Society (TIS)• Faculty of IT & Design ITD (ITD)• Faculty of Social Work & Education (SWE) | <ul style="list-style-type: none">• Faculty of Business, Finance & Marketing (BFM)• Faculty of Management & Organisation (M&O) |
| Centres of expertise | <ul style="list-style-type: none">• Health Innovation• Governance of Urban Transitions• Cybersecurity | <ul style="list-style-type: none">• Global and Inclusive Learning | <ul style="list-style-type: none">• Digital Operations and Finance• Mission Zero |
| Services | <ul style="list-style-type: none">• Office of the Board OB (BZ) | <ul style="list-style-type: none">• Education, Knowledge and Communication Service EKC (OKC) | <ul style="list-style-type: none">• Business Operations & Control Service (B&C)• Facilities & IT Service F&IT (FZ&IT)• HRM Service |

6.2 Management costs and expenses claimed by the Executive Board

| Cost type | E.M. Minnemann | A. Hardorff | J. Nederlof | Total |
|------------------------------|----------------|-------------|-------------|--------|
| Representation expenses | 3,000 | 2,400 | 2,400 | 7,800 |
| Domestic travel expenses | 3,068 | 8,315 | 3,068 | 14,451 |
| Non-domestic travel expenses | 14,671 | 4,163 | - | 18,834 |
| Other costs | 8,878 | 13,275 | - | 22,153 |
| Total | 29,617 | 28,153 | 5,468 | 63,238 |

The overview was prepared in accordance with the ‘Regeling declaraties en bestuurskosten CvB-leden bekostigde Nederlandse hogescholen’ (Regulations on expense claims and administrative expenses of Executive Board members for funded Dutch universities of applied sciences). Mid-April 2019, the regulations were adopted with a binding resolution at the General Assembly of the Vereniging Hogescholen (Association of Universities of Applied Sciences), and amended on 5 February 2021.

Representation expenses

Representation expenses include untaxed fixed expense allowances. For E.M. Minnemann this is € 3,000, for A. Hardorff € 2,400 and for H. Nederlof € 2,400.

Domestic travel expenses

The ‘domestic travel expenses’ reflect travel by public transport for commuting and business trips. Where public transport was not an efficient option, a taxi was used for business trips.

Non-domestic travel expenses

‘Non-domestic travel expenses’ reflect the participation of E.M. Minneman in the Caribbean Knowledge Mission from the outgoing Minister of Education, Culture and Science and for participation in the Universities of Applied Sciences The Netherlands. In addition, E.M. Minneman incurred travel expenses for the European Leadership Course Comenius. Hardorff participated in a knowledge mission from the outgoing Minister of Education, Culture and Science in South Africa, a meeting for Navitas, and a meeting of The Hague Network.

Other costs

Other costs relate to studies attended by E.M. Minnemann and A. Hardorff.

6.3 Continuity Section - Risk Management and Risk Control System

6.3.1 Vision of Risk Management

In 2023, THUAS re-adopted its risk management vision and embedded it in the internal risk management and risk management system in 2024.

Guiding principles

The update of this vision originated from the current Strategic Plan in line with the following guiding principles:

- The Strategic Plan requires higher agility and a higher level of risk management...

The Strategic Plan offers a plethora of opportunities, but must also absorb any unexpected developments that may evolve into uncertainties. In dealing with uncertainties, the organisation of THUAS requires a certain degree of agility. Agile organisations are better prepared and thus better able to identify and anticipate opportunities, uncertainties and risks (early on).

- ...with a greater risk maturity...
Developing agility in the organisation requires the implementation of integrated risk management. Integrated risk management contributes to targeted, explicit, structured, communicative and continuous risk monitoring. This enables the better utilisation of organisational possibilities and opportunities, which in turn contributes to the core values and mission of THUAS.
- ...based on a multidisciplinary dialogue.
When applying integral risk management, risks are identified from different fields of expertise in the faculties, departments and centres of expertise in consultation between both teaching and support staff. A multidisciplinary integrated treatment of risks can change this, while a so-called risk dialogue contributes to the risk maturity of our organisation.

The aim of risk management is to manage risks, realise opportunities and relate them to strategy and organisational objectives.

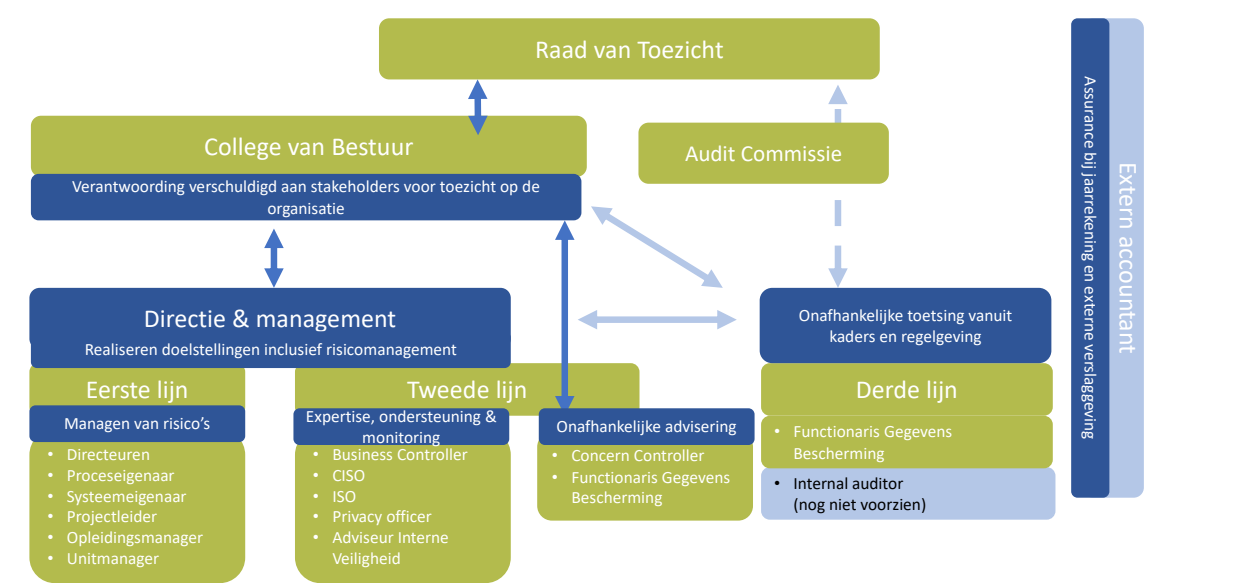
Risk dialogues

In 2024, risk dialogues were conducted with managers, directors and the Executive Board. These risk dialogues led to a THUAS-wide risk picture. Section 6.3.3 details these risks.

The results from the risk dialogue form the basis for the so-called ‘goede gesprek’ (good conversation) between the Executive Board, faculties and centres of expertise, as integrated in the planning and control cycle of THUAS. That conversation takes place in teams between degree programme manager (faculty), unit manager (service), centre of expertise coordinator, and director or, as the case may be, leading lector <Italic>and</Italic> between director/leading lector and Executive Board. The format for the management reporting and the interview cycle between the portfolio holder and directors is aimed at supporting the good conversation. Control variables and key indicators play a supporting role in this respect and they are not leading. Refer to the explanation of the PDCA cycle in Section 6.3.2.

Three Lines Model

The risk management vision also includes an explicit interpretation of responsibility across multiple lines of the



organisation.

Based on the so-called 'Three Lines Model', the final responsibility for risk-taking in the day-to-day management lies with the first line. The development of a proper risk management and control process to support it is vested in the second line. The third line (organisation still a work in progress) provides the governing bodies of THUAS with assurance on the quality of steering and control. This framework will be strengthened by conducting a risk dialogue across organisational units.

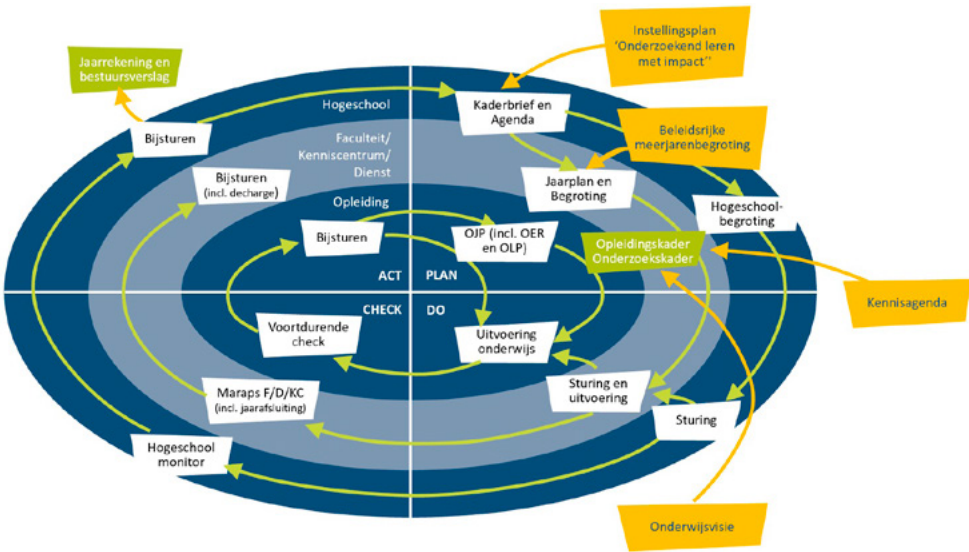
The frameworks for integrated risk management provide a development path by first focusing on further strengthening the second line and then - in the slightly longer term - the third line.

THUAS' three-line model is shown below.

Our **risk appetite** is described as follows in the governance philosophy of the university of applied sciences: 'THUAS has a risk-averse risk profile'. The profile of The Hague University of Applied Sciences as a value-driven social organisation with a core task in (funded) education and practice-oriented research acts as the basis for operations within THUAS. From this positioning, taking unnecessary risks is not desirable. This risk profile can be characterised as **defensive**.

Based on a scenario analysis, we must therefore in all cases be able to absorb any negative impact on financial development arising from the identified risks and using our own buffers or through control measures to be implemented. This is reflected in the minimum values deemed permissible for financial ratios.

To mitigate the impact of the identified risks, a number of financial control measures can be deployed, such as outsourcing work, accelerating the reduction of employee expenses from temporary hires (temporary workforce costs) and reducing rental costs by terminating external leases.



6.3.2 The PDCA cycle

The group controller coordinates the PDCA cycle at the level of the Executive Board and the level of faculties, services and centres of expertise. The annual (governance) agenda forms the basis of the annual plans of faculties, services and centres of expertise. The annual plans translate the goals of the Strategic Plan into objectives for the coming plan year.

The main milestones and key products in the PDCA cycle and the links between the different levels are shown below.

Plans

At THUAS level, the PDCA cycle runs from January to December. Preparation for the new planning year starts in May-June of the previous year with the adoption of the framework letter, which sets out the main policy (implementation agenda) and budget.

The framework letter is closely related to the ambitions formulated by THUAS in the Strategic Plan, the educational vision and the research vision. The framework letter contains the prioritisation and resulting highlights for the following year, translated into focal points in operations and HRM. The framework letter also takes account of any external developments of interest. Depending on the level of concreteness, these are incorporated into the objectives, budgets and risk section.

The PDCA cycle in education takes place within faculties and degree programmes and runs parallel to the academic year, from September to August. This cycle starts with the preparation of the Annual Degree Programme Plan ADPP (OJP) in July. Subsequently, the Education and Examination Regulations EER (OER) are adopted via the Education Plan EP (OLP). The educational vision and its own programme framework are the starting point in this. The annual degree programme plans within a faculty act as input for the annual plan of the faculty.

The centres of expertise that support research are also part of this cycle and the input for annual plans comes from the intentions and plans from research groups. The basis of these plans is embedded in the research agenda.

From September, staff of faculties, centres of expertise and services work out their annual plans and prepare their budgets. They use the framework letter, the annual degree programme plans, the research plans and the Strategic Plan for this purpose. Annual plans and budgets are adopted in November, after which they are consolidated into the THUAS budget.

Monitoring and measuring

In the management reports, we monitor the progress of results in the current year. These reports are produced in two so-called 'marep cycles' (management report cycles): Marep 1 in April and May, Marep 2 in September. In the management reports, the managements of faculties, centres of expertise and services (in their mareps) systematically report on the progress and results of their annual plans divided into the topics of education and research (including progress in implementing the educational vision and research agenda), support (including risk management, operations and compliance), HRM, and finance.

The mareps of faculties, centres of expertise and services are underpinned by data from various dashboards on education, research, HRM and finance. In this, the directors or, as the case may be, leading lectors, provide comments from the management perspective.

In addition to this, the services produce so-called 'alerts' (attention and discussion points). These serve as the basis for the Executive Board and the group controller's discussion with the directors of services and faculties and the leading lectors about progress and results.

The reporting structure follows the THUAS strategy (the structure of the implementation agenda).

By following an exception reporting model, the report acts not only as an accountability document, but rather like a basis for monitoring and communication within a separate faculty, service and centre of expertise. Service alerts are part of the consultants' and business controllers' dialogue with the director.

For each faculty, centre of expertise and service, core performance is monitored by means of so-called 'core KPIs' on the aforementioned control topics. This approach ensures that the Executive Board maintains visibility on risks, while responsibility remains as low as possible in the organisation.

In May and November, a THUAS monitor is drawn up, with an emphasis on the concise and more visual representation of progress on the governance agenda and core KPIs. Reference is also made to underlying thematic reports for further in-depth information. The results of the Spring Marep will be taken into account in the next framework letter and multi-year forecast. The outcomes of the Autumn Marep serve as input for the annual plans and budget for the next calendar year.

THUAS-wide risks and control measures, as well as the development of core KPIs are added to the THUAS monitor.

The year-end closing for each faculty, service and centre of expertise takes place in the spring, prior to the first round of management reports. The financial statements and directors’ report in April render external (financial) account for the past year's results. These serve to formally discharge the directors and leading lectors for the management and policies they have pursued.

The core products from the PDCA cycle at the level of the university of applied sciences (the framework letter, the budget, the management reports, the THUAS monitor and the annual settlement and the directors’ report) are discussed in the internal supervisory bodies - the Supervisory Board as a whole and the committees within this board - and with the participation bodies. This is done through the regular consultation cycle established for this purpose.

6.3.3 Risks specific to The Hague University of Applied Sciences

The aforementioned risk dialogues conducted, combined with the input and signals from the management reports in 2024, resulted in the identification of six strategic risks in the following risk areas:

| Strategic risks | Explanation of risk |
|---|---|
| Effects of the 'Wet internationalisering in balans' (Internationalisation in Balance Act) | <ul style="list-style-type: none">• The restrictions from the impending legislation affect the international reputation and the core of THUAS' Strategic Plan in respect of its profile as an international knowledge institution.• The international reputation of The Netherlands as an inviting country for foreign students to come and study is under pressure; constant reporting and uncertainty create unease among teachers and students.• As a result of restrictive rules, the inflow of international students may drop (significantly); this means that a large proportion of the current number of students may leave over time (the related maximum risk is 15 percent of our population). This has a significant financial impact and consequences for the size (organisation) of THUAS.• The earning potential for research from international calls may come under pressure.• The range of available degree programmes is under pressure: the option of international (English-language) funded degree programmes is limited. |
| Maintaining educational quality in relation to budget cuts | <ul style="list-style-type: none">• As a result of workforce shrinkage, the focus on short-term effects is (too) high. This comes at the expense of educational innovation, which conversely has long-term effects (balancing short-term versus long-term).• Failure to (sufficiently) invest will eat away at the range of degree programmes available.• In the event of a continued decline in student numbers, we reach the lower limit in quality and may lose accreditations.• This could lead to THUAS being/becoming less attractive as an employer, which puts further pressure on quality. |
| AI Developments (uncertainty as well as opportunity) | <ul style="list-style-type: none">• This development is inevitable, but it is not yet clear what effect it will have on the way we work and at what pace its impact will develop.• On the one hand, AI acts as an opportunity to help solve issues, but at the same time it also brings uncertainty: how will it affect the tasks that employees perform?• AI impacts the curriculum and the development and learning process of students and staff. |
| External funds for research are decreasing (NWO, municipalities) | <ul style="list-style-type: none">• Increasing competition in a shrinking market may slow down growth or decrease research volume and earning power; this impacts the themes that are important to THUAS. |

| | |
|--|--|
| Cyber threat and crime | <ul style="list-style-type: none">• This can have a major impact on the continuity of education and operations (temporary closure); a restart could take a long time and (possibly) involve high costs, data loss and reputation loss. |
| Risk of social safety loss (unsafe learning and working environment) | <ul style="list-style-type: none">• This risk can cause reputational damage, and have an impact on well-being, student inflow and employee absence, resignation or retention. |

We have formulated internal control measures for the risks described. These have been assigned to owners and are monitored by them and by the EB on the basis of the internal PDCA cycle as explained above. The potential financial impact of the risks was taken into account in the development of scenarios for the multi-year budget (part of the continuity section), as explained in the chapter Operations - Finance.

6.3.4 Fraud Risks and Control Measures

The Hague University of Applied Sciences recognises the following important fraud risks:

- **Fraud with certificates**
Fraud with certificates applies when a student manages to qualify for the final attainment levels of his/her degree programme by improper means, and receives a degree certificate while (all) the required underlying test results have not been met or all the required credits have not been earned.
THUAS has mitigated this risk using a centrally regulated assessment process and assessment portal, which guarantees use of the four-eyes principle for both the creation of assessments as well as the (objective) grading of test answers submitted, with unambiguous identification of the student. In addition, the results attained are monitored by the examination boards of the individual degree programmes. Any suspicions of fraud are made known to the examination boards and recorded in their annual reporting.
The process of issuing and registering degree certificates is also part of the centrally managed core processes, with process controls being used to monitor for unauthorised issuances.
No certificate fraud was reported in 2024.
- **Funding fraud**
Funding fraud can occur when students are enrolled in funded programmes while not meeting the set admission criteria.
THUAS’ enrolment process for students is organised at a central location, where an individual and independent assessment takes place on prior education, nationality and residence status (persons database). Students must fulfil the obligation to pay tuition fees.
Finally, the external auditor performs an (assurance) audit into the funding data communicated by THUAS and issues a separate report on this to the Education Executive Agency EdEA (DUO).
No instance of funding fraud was reported in 2024.
- **Outgoing payment fraud**
The risk of fraud for non-compulsory payments arises when - as a result of collusion or insufficient segregation of duties - payments can be made which are not covered by underlying considerations.
Internal payment traffic is managed from the Business Operations & Control Service, supported by the Procurement unit of the Facilities & IT Service. The risks in this process are fully secured, both in authorisation and in separation of duties between departments. Outgoing payments are matched with corresponding purchase orders (where this concerns investments or other institutional expenses) or secured by way of the functionally separate personnel and payroll records. No instances of payment fraud are known for 2024.

6.3.5 Execution of Supervision

The Supervisory Board specifically focuses its attention on the risk management and governance of the Executive Board. The Supervisory Board closely follows the planning and control cycle (P&C cycle) used by THUAS as a risk management system. The audit committee prepares this by discussing each phase of the PCDA cycle - the framework letter for resource allocation, the budget, the periodic management reports and the financial statements - in depth with the portfolio holder, the director of Business Operations & Control and the group controller. Where appropriate or necessary, consultation with relevant staff members and the auditor takes place.

The Education & Research Committee contributes to risk supervision by concisely discussing relevant policy developments in education and research with the portfolio holder and the director of the Education, Knowledge & Communication Service. In addition, this committee speaks directly with staff or students from the organisation on specific themes prior to each committee meeting.

The outcomes of the discussions within the audit committee and the Education & Research committee are shared with the entire Supervisory Board and, if necessary, will be discussed in the regular meeting with the Executive Board. In this risk supervision, the Supervisory Board combines its supervisory and discussion partner functions. The main topics of 2024 are described in the Supervisory Directors’ report.

6.3.6 Compliance with Laws and Regulations

6.3.6.1 ‘Helderheid in de bekostiging van het hoger onderwijs’ (Clarity on Higher Education Funding) Memorandum
In the ‘Helderheid bekostiging hoger onderwijs’ (Clarity on Higher Education Funding, 2003, supplemented in 2004) memorandum, the Ministry of Education, Culture and Science provides clarity to universities and universities of applied sciences on the interpretation and application of the rules for counts carried out for funding parameters. The memorandum address issues such as outsourcing, investment of public funds in private activities, granting of exemptions, funding of foreign students and funding of customised tracks. The Hague University of Applied Sciences accounts for these themes in line with the memorandum.

Theme 1: Outsourcing

At The Hague University of Applied Sciences, the 2024 reporting year saw no outsourcing of funded education as referred to in the ‘Helderheid bekostiging hoger onderwijs’ (Clarity in Higher Education Funding) memorandum.

Theme 2: Investing public funds in private activities

This theme has been withdrawn with effect from 2023. This has been replaced by a separate section (see below).

Theme 3: Granting exemptions to students

When enrolling students, eligibility for exemptions is reviewed by the directors of THUAS. They then issue a decision for the exemption to the Enrolment Office. The requirements for exemptions are laid down in the Education and Examination Regulations EER (OER).

Theme 4: Funding foreign students

Regarding the funding of foreign students, The Hague University of Applied Sciences follows the ‘Helderheid bekostiging hoger onderwijs’ (Clarity in Higher Education Funding) memorandum. These students are not funded by THUAS.

Theme 5: Tuition fees not paid by student themselves

In 2024, The Hague University of Applied Sciences paid tuition fees for 14 employees studying at THUAS. This mainly concerned master’s degree programmes for lecturers, to improve the quality of education. In addition, the tuition fees of some employees were paid for the purpose of internal advancement.

Theme 6: Students taking modules of degree programmes

Students from other universities of applied sciences can take modules (minors) offered by The Hague University of

Applied Sciences through the ‘Kies op Maat’ (Customised Selection) programme. If this is the case, registration takes place via student administration.

Theme 7: The student is taking a programme other than the one they are enrolled in

Students are enrolled through Studielink, which means that, in practice, it is not possible for the student to enrol in another degree programme.

Theme 8: Funding of customised tracks

In 2024, no customised tracks were organised as referred to in the memorandum ‘Helderheid bekostiging hoger onderwijs’ (Clarity in Higher Education Funding).

Theme 9: Funding of arts education

This theme does not apply to The Hague University of Applied Sciences.

Theme 10: Number of students to be counted for funding

The Hague University of Applied Sciences registers students who meets all enrolment requirements and in respect of whom all funding requirements are also met, as funded students in the Database for (Higher) Education DBE (BRONHO). A successfully passed examination will also be registered as funded in the Database for (Higher) Education DBE (BRONHO) if all funding conditions are met.

6.3.6.2 Investing Public Funds in Private Activities

The policy rule on investing public funds in private activities (hereinafter: the policy rule) is used for the recognition of investments in private activities using public funds. The policy rule sets out conditions under which institutions may invest public funds in private activities.

In the reporting year 2024, the total income from private activities is approximately € 6.3 million. In 2023, this was € 5.5 million. The table below shows the income and expenditure of private activities. Activities with income or expenses exceeding an amount of € 0.1 million per year are specified separately.

| | Contract education | Secondment of employees | Review 3rd funding stream | Lease of space | Other activities |
|--|--|-------------------------|---------------------------|----------------|------------------|
| Income 2024 | € 3.2 MM | € 0.7 MM | € 1.0 MM | € 1.2 MM | € 0.2 MM |
| Expenses 2024 | € 3.3 MM | € 0.9 MM | € 1.2 MM | € 0.7 MM | € 0.2 MM |
| Cumulative income (2023 - 2024) | € 6.4 MM | € 1.2 MM | € 1.6 MM | € 2.3 MM | € 0.3 MM |
| Cumulative costs (2023 - 2024) | € 6.2 MM | € 1.4 MM | € 2.0 MM | € 1.4 MM | € 0.3 MM |
| Risk policy and risk management | See Section 6.3. | | | | |
| Legal embedding | None of these activities are allocated to a separate legal person or entity. Accordingly, they are all part of the Stichting HBO Haaglanden (Higher Professional Education Haaglanden Foundation). | | | | |
| Organisational embedding and allocation of responsibility. | Private activities within The Hague University of Applied Sciences are carried out within the organisational structure of the university of applied sciences and under the authority of the Executive Board. Within the organisational structure of the THUAS, private activities take place where this is most logical in terms of content and expertise. Each organisational unit reports on all activities - including private activities - to the Executive Board according to the regular planning & control cycle. | | | | |

1. Contract education and customised education

At the end of 2024, private education activities consisted of several non-funded master's degree and postgraduate programmes. These educational activities of THUAS are an extension of its core activities and they enhance these core activities. As a result, these are not classified as commercial activities for profit only. Income for master's degree and postgraduate programmes amount to € 2.3 million. From the reporting year 2024, the income of the primary education teacher training PrETT (PABO) lateral entry will be recognised under contract education. The benefits for this track amount to approximately € 0.8 million in 2024. In addition, around € 0.1 million in customised tracks were realised. The total expenses for contract education amount to approximately € 3.3 million, of which € 2.8 million consists of direct expenses for the execution of education and € 0.5 million concerns overhead being passed on internally.

The policy for the organisation of private education, cost accounting and result appropriation is set out in the policy note 'Integrale kostprijs private activiteiten, uitgangspunten en rekenmodel' ('Integral Cost of Private Activities, Principles and Calculation Model', 2021). The guiding principle is that educational activities should be able to fund themselves and generate positive results in the long term. In line with the policy rule, the result on private education is settled against public assets. After all, this education has been developed using public funds. This means that the negative private equity remains unchanged at the end of 2024.

The costs and revenues of contract education are recorded in a separate private cost centre within the faculty. Any positive or negative account balances are not set off against the faculty result and are a separate topic of discussion at the management reports and year-end closing. In case of an impending negative private annual balance, the PDCA cycle discusses adjustment options and possible measures are taken to improve the financial result. If analysis shows that the activity concerned cannot be (made) cost-effective, then the activity is phased out. Should we want to continue the (temporarily) onerous (i.e. lossmaking) activity for strategic reasons, this would require a resolution from the EB.

The faculty director has the authority to develop and launch a new private activity within established THUAS-wide frameworks. Before a private (educational) activity can start, the director submits a business case to the Executive Board for decision-making. This business case is provided with an opinion from the business controller.

2. Secondment of employees

In accordance with the policy rule, all secondments are recognised as private activities. In 2024, THUAS acquired approximately € 0.7 million in income through the secondment of employees, of which € 0.4 million concerns secondment to educational institutions. For secondments, a secondment agreement is drawn up at all times and approved by the director of the organisational unit (which employs the employee). When the secondment agreement is drawn up, the full salary costs (including employer's expenses) of the employee are invoiced for the scope of the secondment. In 2024, secondment agreements do not include costs for overhead and/or a risk premium. In 2025, this will be adjusted in line with the policy rule. Based on an internal cost calculation, the investment from public funds in 2024 is approximately € 0.2 million.

3. Contract research

Research activities within The Hague University of Applied Sciences are aimed at further increasing our social impact as a knowledge institution. Contract research contributes to co-creation with the field, which is one of the main themes in the Strategic Plan. The research should fit within the three research themes identified in the knowledge agenda. Principally, research as a public service should result in valorisation that flows back to education. If contract research is done on behalf of a third party (not being the government) with the results being for the benefit of this third party, this is deemed a private activity under the policy rule.

Contract research is conducted within the faculties and centres of expertise of THUAS and under the responsibility of the director and/or leading lector. Contract activities are carried out on the basis of a market-based rate where possible. Contract research results are settled against the public assets. The EB, with the approval of the General Council, decides on movements in the earmarked research reserves when allocating the result.

Based on an internal cost calculation, the investment from public funds in 2024 is approximately € 0.2 million.

4. Lease of space

THUAS lets out part of the main location at Johanna Westerdijkplein on lease. The spaces are made available to businesses and contribute to the campus feeling for students. In addition, classrooms are let out to educational institutions and the municipalities. The lease price is indexed annually, based on the monthly price index figure according to the consumer price index series (2015=100). The lease income received amounts to € 0.3 million.

An education provider uses the THUAS facilities to run the PrepSchool educational programme. PrepSchool is a preparatory programme for prospective students for bachelor's and/or master's degree programmes; accordingly, it delivers students for higher education in the short term. THUAS receives a percentage of the programme's turnover from the education provider to cover the use of its facilities. For 2024, this compensation amounts to approximately € 0.3 million.

THUAS has outsourced its catering facilities. A coffee supplier and a party to facilitate THUAS-wide catering facilities, services, banqueting and customisation have been selected via the European tender. As part of the tender, agreements were made with both parties concerning a lease price being paid to THUAS on part of the turnover. In line with the policy rule, the lease price is considered lease income for the spaces made available. The lease price received in 2024 amounts to approximately € 0.4 million.

The Hague University of Applied Sciences has made arrangements with a landlord for the accommodation of international students. Students that are using this arrangement arrange the payment of (and pay) rent to the landlord. The Hague stands surety for any vacancy. To cover costs that follow from vacancy, students taking advantage of this surety offer are charged a housing fee. The housing fee received in 2024 is € 275 per student. In total, this generated approximately € 0.2 million in income. This is offset by vacancy costs of approximately € 0.1 million in 2024. THUAS offers this facility to increase accessibility to higher education and to provide housing for students in a tight (rental) housing market. This action was taken in response to the 'Landelijk Actieplan Studentenhuisvesting' (National Student Housing Action Plan) signed on 8 September 2022.

5. Other activities

THUAS has a number of facilities that qualify as private in accordance with the policy rule. These include a small-scale printing and sports facility. These facilities are only accessible to THUAS students and staff. For these facilities, an amount of approximately € 0.1 million in contributions was received in 2024. In addition, events are organised at the main campus on behalf of third parties. Event costs (including overhead) are passed on in full.

Chapter 7

Participation



In 2024, The Hague University of Applied Sciences had the following participation bodies: the General Council, the Services Council, the Centres of Expertise Council, seven faculty councils and 42 degree programme committees. The term of office runs parallel to the academic year, from 1 September through 31 August. The occupancy rate of councils and committees increased again; on 1 September 2024, 291 members started their first or second term of office.

‘Medezeggenschap versterkt!’ (Participation Strengthened!)

In the last weeks of 2023, the research report ‘Medezeggenschap versterkt!’ (Participation Strengthened!) was delivered. The advice from the report was incorporated in 2024. The practical suggestions that can directly contribute to the quality of participation were taken aboard and implemented. This concerned advice related to the organisation, information structure, communication and support. In 2024, the Executive Board and the General Council continued the dialogue related to the formal working arrangements contained in the participation regulations. Both parties attach great importance to this joint process of developing revised regulations that are in line with the mature culture of participation in THUAS. The new regulations are expected to be adopted in 2025. From 1 September 2024, a modified facilities scheme will apply. The number of hours available for participation is now the same for staff and students. The new facilities scheme follows the advice of the collective bargaining agreement.

Participation Elections 2024

The annual participation elections took place in May and June 2024. The nomination of candidates and voting both took place online. Organisationally and technically, the election process was carried out without any problems. The results were announced on 12 June 2024. Turnout was 8.5 percent (7.6 percent in 2023 and 5.7 percent in 2022). The election campaign is updated and improved annually. That process is starting to bear fruit. The commitment, of course, is to maintain this upward trend. After the elections, of the 143 student seats, 23 seats remained vacant (17 percent). Of the 150 staff seats, 26 were not filled (15 percent). An objection was heard before the Appeals Committee that mainly concerned the specifics of a construction with quality seats in a new degree programme variant. The appeal did not result in reversal of decisions. However, talks were started with all those concerned to avoid future dissatisfaction and miscommunication.

Launch Conferences & Kick-off

Immediately after the elections, decentralised launch conferences were again organised for all participation bodies and the management. This was the time for the new members to get acquainted and undergo basic training on participation and on mutual knowledge transfer and to make agreements around cooperation. The General Council conferred with the EB and the Supervisory Board, the faculty councils and degree programme committees conferred with the faculty directors and degree programme managers, and the Services Council and Centres of Expertise Council conferred with their directors and lecturers, respectively. The aim of these conferences is to prepare everyone as best as possible for the upcoming participation year. This juncture is deepened and customised each year wherever possible. A THUAS-wide kick-off took place after the start of the academic year. A short programme with an inspiring keynote, provided by the ‘Narrengilde’ (Jester’s Guild) this year. Here, participation was well-linked to the contemporary version of the court jester. Afterwards, there was time to ask questions and for attendees to get to know each other better during the networking drinks. A great start to the new participation year.

Professionalisation of Participation

Immediately after taking office, the participation bodies are expected to make an active and substantive contribution. In 2024, the professionalisation programme was re-evaluated and significantly adjusted to better reflect the needs of the participation bodies. Short modular sessions have been included; there are more participation options and hybrid options have also been improved. E-learning has also been updated. Through e-learning, members of participation bodies are informed about the working methods in general, focusing on the council or committee that these participants form part of. The ‘introduction to participation’ was made more interactive and the specific training sessions to correctly interpret and assess substantive proposals such as a budget or an EER/EP have been given a more active working format. The short modular sessions to deepen conversation techniques, effective advising and influencing policy, among others, were new this year. These have

only been available since the autumn. Initial responses have been positive. The new one-day training course 'Leiderschap in medezeggenschap' (Leadership in Participation), with an additional return session and online walk-in session, was also received well by chairpersons and secretaries.

Intranet Pages and News Updated

The participation pages on the intranet will be completely redesigned in 2024, both in terms of presentation and content. All information will be compiled in around six pages, so that both participation and management members can quickly navigate to the page they need:

- Participation at THUAS;
- Councils and Committees;
- Elections;
- Professionalisation of Participation;
- Rules, Procedures and Support;
- Communication and Campaign.

Members and interested parties receive a monthly e-mail with an update of newly posted articles.

7.1 General Council

Unlike 2023, 2024 saw many new members, 15 to be precise, continue with the second year of their term of office. Of the five available seats, four seats were filled through the elections, resulting in the Board starting with 19 members on 1 September 2024. The Central Services constituency was fully occupied again after almost five years, the ITD staff seat remained vacant.

The two-day launch conference of the General Council, the Executive Board and the Supervisory Board included introductions, the participation tool of one of the lectors, introductory training and mutual expectations on content, process and cooperation. Some days later, the members of the managing committee MC (DB) were elected and the substantive committees were formed.

Cooperation General Council and EB

In 2024, the path taken in 2023 to pay extra attention to cooperation between the General Council and the EB was continued by scheduling meetings without a formal agenda. During the year under review, the EB also more frequently applied the approach of gathering input from the participation bodies prior to submitting a proposed decision. The changes to the meeting schedule were positively received and thus maintained in the 2024-2025 participation year. Timely delivery of documents remained a challenge at times, especially when it came to translations for English-speaking council members. This sometimes put the schedule under pressure.

General Council Committees

During the year under review, the General Council put greater focus on proper preparation of substantive topics with the EB portfolio holders in the two standing committees on Business Administration BA (BV) and Education, Research and Student Affairs ERSA (O, O&S).

Supervisory Board

Consultations between the Supervisory Board and the General Council took place twice a year. The Supervisory Board was informed by and sought input from the members of the General Council on current issues such as financial and organisational topics, the position of The Hague University of Applied Sciences, and the appointment of officers. In 2024, particular attention was paid to the state of participation, the educational vision, the knowledge agenda, social and physical safety, finances, and the IT file. The Board and Council agreed to change the structure of consultations in 2025 to allow more room for substantive dialogue.

Organised Consultation

The Organised Consultation is a consultation between the university of applied sciences and employee organisations at a local level. The topics for these consultations are laid down in the Collective Bargaining Agreement for Higher Professional Education CBA-HPE (CAO-HBO). The General Council is invited as an observer to these consultations and may give advice on the items on the agenda. This opportunity was actively used in 2024. Topics discussed were related to HRM, such as the F&IT Social Plan, spending of DER, realisation of changes to the collective bargaining agreement, workload and task policy and social safety.

Decisions & Opinions

A number of important proposed resolutions of the EB were submitted to the General Council. Besides the usual files, special attention was paid to the educational vision and the knowledge agenda, which were derived from the previously adopted Strategic Plan. A number of files with a high impact for the organisation to which the General Council dedicated a lot of energy are briefly explained here, in no particular order.

Framework Letter, Governance Agenda and Budget 2025

A framework letter is prepared annually by the THUAS, which forms the basis for the budget and annual plans of faculties and services for the following year. As in previous years, several sessions and training courses were also offered to the members of the General Council in 2024 to give them the opportunity to study the subject matter in detail. Before the summer break, the General Council focussed on a number of key issues, namely internal mobility and uncertainty in the organisation, execution power and making choices in the governance agenda, leadership and seizing opportunities in new developments. The plans around Targetet Support Processes and the resulting eight working lines have been shared with the General Council to best inform its members. However, the General Council was not convinced and did not approve the framework letter at the last consultation meeting before the summer. The intensive conversation was continued with the Council's Managing Committee in a number of sessions after the summer break. This led to a comprehensive addendum to the framework letter with 17 themes and agreements endorsed by the General Council. The two standing committees and the Managing Committee are monitoring these themes. Also, in the process of arriving at a final THUAS budget for 2025, the approach was to involve the General Council at an early stage. After clarifying a number of questions, the General Council issued a positive opinion. However, the Council did express concerns about the workload in relation to the realisation of the educational vision and related curriculum reform.

Business Cases

In 2024, the General Council received business cases of five cross-sectoral higher professional education master’s degree programmes and an English-language higher professional education bachelor’s degree programme. The General Council found that these master’s degree programmes enrich the curriculum and was positive about it.

Reorganisation Plan F&IT Service

The General Council was positive about the constructive way the resolutions were adopted. The informal preliminary discussions, answers to substantive questions at the Business Operations meeting and the documents sent for information contributed greatly to making an informed decision. The Council did ask whether a section on communication could be inserted and whether a plan for a reorganisation information desk could be included in the final reorganisation plan. The EB promised to also include the communication to other parts of the organisation about the changes in services in the communication section. The EB also promised that sufficient staff capacity would be freed up to meet the information needs of all those involved. With these commitments, the GC agreed to the proposed decision.

Model EER 2025-2026

In this proposed resolution, the conversion of the binding study advice into an urgent study advice was the main topic of discussion. Before the General Council adopted the final resolution, the Council had several discussions on this matter with the EB in a small committee. In addition, the Council also enquired what the opinion of the decentralised participation bodies was with respect to this change. It turned out that opinions on the proposed change were divided. And that support for the change as proposed was minimal. Concerns also continued to exist with respect to the transitional

arrangement and on how student support should be shaped during the transition period. The General Council indicated that it would not endorse the proposed decision, but eventually did endorse is after the text of Chapter 6 of Model EER 2024-2025 (BSA) was reverted and the other promised textual changes were made. The Council and the EB agreed to use the spring of 2025 for a substantive dialogue on student success, to adopt a principle-based resolution in this respect. The Council and the board also agreed to continue the dialogue on this matter in the coming period.

Cyclical and Specific Topics

Also discussed in 2024 were the fixed, cyclical topics, such as the THUAS monitor, the participation elections, the student charter, the regulations for enrolment in and disenrolment from funded study programmes, compulsory leave days for employees, the annual report of the ombudsman and confidential counsellors, the regulations for tuition fees for funded degree programmes, and the portfolio distribution within the EB. A whole range of specific topics were also discussed, such as the new harmonisation of the 2025-2026 annual schedule, the workload policy and its implementation, and the professionalisation plan. The General Council itself also contributed topics, such as a focus on religious holidays and humanist days. All topics discussed were mentioned in the newsletter published after each cycle and in the minutes of the consultation meetings published on the intranet.

7.2 Sub-committees and Degree Programme Committees

In 2024, each decision-making cycle started with the chairpersons' meeting, in which the Managing Committee of the General Council meets with the chairs of all sub-committees to gather input and share information. In the various consultation meetings, the Services Council, the Centres of Expertise Council, the faculty councils and the degree programme committees mainly dealt with cyclical topics in the field of education (EER and EP), personnel (vacancies, requests for advice and consent) and finance (budget and annual plan). The supply of study advance funds ended in 2024 and NPO funds were still available until the end of 2024, albeit to a limited extent. Quality agreements have been made in this respect. This year, (advisory) committees paid much of attention to the role of participation in the implementation of the educational vision and the knowledge agenda and the preparation of new participation regulations. Social safety and the results of the Mini Kompas were also critically reviewed.

Cooperation

Cooperation between sub-committees and directors was very pleasant and respectful in almost all sections. Nevertheless, concerns were raised about the effectiveness of cooperation and communication between the committees and the management. Other areas of improvement also exist, such as mutual communication and better engagement and understanding of issues. Initiatives were taken to improve cooperation, such as setting up communication plans and organising regular consultation meetings. In addition, the sub-committees do note that some unrest exists in various parts of the organisation. This was caused by staff turnover, non-renewal of fixed-term contracts, the end of the study advance funds, and the announced cuts combined with the ambitions of the educational vision.

Contents

Consulting the persons they represent was more often on the agenda in 2024 and, like the General Council, the decentralised participation bodies were again encouraged this year to formulate their own focal points and direction. Among the committees and sub-committees that consult those represented, this provided support in discussions and in defining positions. At the decentralised participation bodies, topics on the agenda included the items listed below, in no particular order. The minutes and the substantive explanation are available on the intranet for all students and staff.

Education, Research & Students

- EER/EP
- Student engagement in quality of education
- Cooperation in overlap with other degree programmes - educational domains
- Housing
- Work pressure/transparent deployment planning
- Development of joint learning outcomes - educational domains
- Monitoring wellbeing, diversity, inclusion and social safety.
- Discrimination (internship)
- Development around research groups - knowledge agenda
- Report 'Medezeggenschap Versterkt' (Participation Strengthened)
- USA - BSA

Finance & organisation

- Recruitment and selection of directors and managers
- Annual plans and budgets 2025
- Risk management
- Marap
- Language policy
- Inflow of students
- NPO funds

Staff

- Mini-Kompas
- Workload
- Monitoring wellbeing, diversity, inclusion and social safety.
- Teams responsible for results
- Improving assessment procedures
- Holidays and leave
- Employment law issues
- Reorganisation of F&IT

Participation

- Recruiting new members for the degree programme committee within the programme
- Information on participation
- Regulations for participatory decision-making
- Employee complaint and concern handling

7.3 Organised Consultation

The Organised Consultation is a consultation between the university of applied sciences and employee organisations at a local level. The topics for these consultations are laid down in the Collective Bargaining Agreement for Higher Professional Education CBA-HPE (CAO-HBO). The General Council is an observer at these consultations. Employee organisations discuss the items listed on the consultation agenda with the Council in advance. It can then advise on the items on the agenda.

The following topics were discussed:

- DER 2025
- DER 2022
- Social Plan F&IT
- Social safety
- Workload Action Plan

Chapter 8

Supervisory Board



Preface

As in 2023, the reporting year 2024 was dominated by the implementation of the 2023-2028 Strategic Plan. This Strategic Plan sets the course for the coming years. The implementation of the Strategic Plan will therefore be at the heart of consultations between the Supervisory Board and the Executive Board in the coming years as well. Some files were given special attention in 2024: the realisation of the educational vision, the further development of research in a broad sense, and developments in the IT service. There was also a focus on the future resilience of the university of applied sciences with respect to political developments around international students, expectations for inflow, and the possible effects on the multi-year THUAS policy (with respect to content and finances).

Principles of Good Governance and Vision on Supervision

The principles of good governance have been jointly laid down by the universities of applied sciences in the 'Branchecode goed bestuur en toezicht van het hbo' (Sector Code of Good Governance and Supervision in Higher Professional Education) of the Association of Universities of Applied Sciences. The Board and the Council fully endorse this code. In accordance with the sector code, the members of the Supervisory Board are independent; they hold no (partial) interests in the university of applied sciences. An up-to-date list of positions of members and any relevant ancillary positions is available via the THUAS website. The relationship between the Supervisory Board and the Executive Board is laid down in the Articles of Stichting HBO Haaglanden. The relationship between the Executive Board and the directors is governed by the 'Bestuurs- en beheersreglement' (Administrative and Management Regulations). The regulations of the Supervisory Board specify the relationship between board and supervision based on the relevant provisions of the law, the Articles, and the Sector Code. Following the updated 'Branchecode hbo' (Sector Code for Higher Professional Education) and as part of the self-assessment held in 2023, the vision on supervision and the Articles were updated in 2024. During the year under review, joint regulations for the Supervisory Board and the Executive Board were drafted and adopted in the first quarter of 2025.

Exercising Supervision

During the year under review, the content of consultations with the Executive Board was, in addition to recent developments, mainly determined by the annual planning, the PDCA cycle, the 2024 governance agenda and the multi-year perspective, where the ambitions from the Strategic Plan 2023-2028 acted as the recurring themes. The tasks of the Supervisory Board - as employer, supervisor and discussion partner for the Executive Board - were properly balanced. In 2024, there were no issues involving (potential) conflicts of interests of members of the Supervisory Board or the Executive Board. Also refer to Section 6.3.5. Risk management under: Supervisory body report.

Quality Agreements Reflection

Supervisory Board alignment multi-year plan formation process
2019 saw an intensive process in the multi-year planning for the Quality Agreements 2019-2024 (hereinafter: 'quality agreements'). The Supervisory Board was involved in the original multi-year plan: in selecting the themes from the Sector Agreement on which The Hague University of Applied Sciences wanted to spend the study advance funds and in formulating the goals and intentions. In part with the aim of arriving at a plan on quality agreements in 2019, the Supervisory Board advised the General Council and the Executive Board to enter into an early dialogue. This led to intensive consultation and involvement of participation bodies and a supported plan. In 2021, THUAS renewed its 'De Haagse Kwaliteitsafspraken' (THUAS Quality Agreements) plan and presented it for remedial assessment by the NVAO, as no unanimous positive assessment could be obtained on criteria 2 and 3 in the first assessment in 2020. The formation of the THUAS Quality Agreements was explained to the SB on 12 April 2021 in the presence of the group controller. In May of 2021, members of the Audit Committee and members of the Education and Research Committee discussed the content of the remedial assessment plan. The Audit Committee found that there is a good basis for remedial assessment by the NVAO and provided some comments and questions and requested a further check for accuracy and spelling. The Education and Research Committee also read the plan critically and made some substantive textual suggestions. These suggestions were incorporated in the final version. On the 7th of June, the plan was approved unanimously by the Supervisory Board, expressing its compliments for the process and content. In August of 2021, a panel of the NVAO reassessed the THUAS Quality Agreements plan and concluded that The Hague University of Applied Sciences meets all the criteria of the Quality Agreements assessment protocol.

Supervision, Interim Monitoring and Final Picture

During the planning period, the Supervisory Board monitored the progress on the quality agreements, including through a substantive discussion of this topic in the Audit Committee and the Education & Research Committee. In addition, during the planning period, explicit attention was paid to the quality agreements in the biennial consultation with the General Council, in the form of involvement of participation bodies in planning and reflection of the participation bodies for the purpose of annual reporting.

Through qualitative and quantitative progress reports over the course of the planning period, the Supervisory Board was able to take note of the plans for the year in question and of the multi-year perspective. In the meantime, monitoring was tightened and improved which enabled the Supervisory Board to form a good picture of the realisation of the intentions in financial and substantive terms.

The realisation of the ambitions from the educational framework - derived from the strategic plan - is supported by the deployment of the study advance funds. Refer to Chapter 4 for a comprehensive report on the final evaluation of the quality agreements, which includes a reflection on the realisation of (the objectives in) the quality agreements.

Self-evaluation

In October 2024, led by an external facilitator, the Supervisory Board SB (RvT) conducted a self-assessment focusing on the team and the connection between the SB members among themselves and between the SB and the Executive Board EB (CvB). This resulted in the initiative to hold annual deep dive sessions with the EB on topical issues.

The SB and the EB continue to strive to increase the execution strength of THUAS by sharply and quickly translating vision into resources and results. In that context, we will hold each other accountable for commitments made. The SB continues to work informally and formally on the relationship with the General Council and, when appropriate and desired, with other stakeholders.

As part of expertise enhancement, the SB attended a Social Safety training course in 2024. This included a special focus on bystander behaviour.

Supervisory Board: Composition and Internal Affairs

The composition of the board changed in 2024. Jos van Rooijen left the SB due to the conclusion of his second term. Marjet van Zuijlen and Jenke Ter Horst were reappointed for a period of four years (starting 2025). The Board has three committees: the Selection and Remuneration Committee, the Audit Committee (with an AC IT/Digitisation Sub-committee as of October 2023) and the Education & Research Committee.

The Supervisory Board is composed as follows:

| Member of the Supervisory Board | Appointed as of | Reappointed/re-appointable as of | Date of resignation | Position | Other activities |
|---------------------------------|-----------------|----------------------------------|---------------------|-------------|---|
| J.F.M. van Rooijen, MBA | Oct-16 | Oct-20 | Oct-24 | member | Member/deputy chairperson of the Audit Committee |
| S. Lutchman LL.M. | jun-18 | jun-22 | jun-26 | member | member of the Selection and Remuneration Committee |
| Drs K.F.B. K. Baele | jun-20 | jun-24 | jun-28 | member | chairperson of the Education & Research Committee nominated member of the General Council |
| Drs M.M. van Zuijlen | aug-21 | aug-25 | aug-29 | chairperson | chairperson of the Selection & Remuneration Committee |
| Prof. Dr J.R. ter Horst | Oct-21 | Oct-25 | Oct-29 | member | Member of the Education & Research Committee |
| Drs J.P.P. Bos RA | Mar-23 | Mar-27 | - | member | member of the Audit Committee, chairperson of the Audit Committee as of October |
| Drs A. Blok RC | Apr-23 | apr-27 | - | member | member of the Audit Committee, chairperson of the AC IT/Digitisation Sub-committee |

Executive Board: Composition and Functioning

The composition of the Executive Board remained unchanged in 2024. Annually, the Supervisory Board discusses mutual functioning with the Executive Board.

Activities of the Supervisory Board

Every regular meeting, the Supervisory Board was updated by the Executive Board based on an administrative outline. The administrative outline has the following fixed components: the current state of affairs regarding education, research and support, developments in strategy and policy, personnel matters, external relations and issues, as well as (political) developments.

In 2023, the Supervisory Board convened six times, with the usual items for discussion and adoption put on the agenda in line with the PDCA cycle, e.g. the framework letter, the budget, the THUAS Monitor and the financial statements. In June of 2024, the 2023 financial statements were discussed and approved in the presence of the auditor. The 2025 budget was approved on 16 December 2024.

Working Visits

In 2024, the Supervisory Board paid working visits to two faculties (Faculty of Social, Work and Education and the Faculty of Governance, Law and Security) and two centres of expertise (Centre of Expertise for Global Inclusive Learning and the Centre of Expertise for Governance of Urban Transitions). The informal format of a working visit offers the Board valuable insight into the organisation of the university of applied sciences.

WNT 2024 Classification

As of the 2016 financial year, there is a remuneration cap under the 'Wet normering topinkomens' (WNT; the Executives' Pay (Standards) Act), based on a regulation with institutional criteria linked to the administrative complexity of the institution. The regulation stipulates that remuneration classifications must be prepared by the Supervisory Board. The total number of complexity points is 19 (equal to 2023). The remuneration classification was set at class G with a remuneration cap for board members of € 233,000.

Contact Between the Supervisory Board and Participation Bodies

The Supervisory Board deems the consultation with the central participation bodies to be an important internal source of information on policy development and implementation and, by way of extension, on the results and quality of the university of applied sciences. The participation bodies' right of consent and advice is implemented in accordance with the 'Wet versterking bestuurskracht' (WVB; the Strengthening Governance Act). The supervisor appointed on the recommendation of the participation bodies has periodic consultations with the participation bodies.

A delegation of the Board held regular consultations with the General Council in April and October of 2024. Specific topics discussed with the General Council during the reporting year included: the realisation of the educational vision, the knowledge agenda, social and physical safety, the strengthening of participation, finances (including the Framework Letter), IT and strengthening the relationship between the General Council and the Supervisory Board.

In August, a delegation of the Supervisory Board met the members of the (partially) new General Council at the annual kick-off conference of the Executive Board and the General Council.

Supervisory Board Committees

Audit Committee

The Audit Committee convened seven times during the year under review. The Audit Committee includes efficiency as part of its supervisory duties. The Audit Committee found that sufficient safeguards are built into the budget and accountability process at the various stages of the P&C cycle to achieve the planned results with the available funds. The Audit Committee sought regular updates on the progress of results compared to the budget and progress in internal control from both the finance portfolio holder within the Executive Board and the external auditor. When discussing the auditor's report, the Audit Committee also met with the external auditor outside the presence of EB members and other permanent employees of The Hague University of Applied Sciences.

The components of the planning and control cycle – the framework letter, budget, periodic management reports and financial statements, multi-year budget (including the multi-year reserve policy), the audit plan and the auditor's report – were regular topics of discussion in the Audit Committee. In addition, in the context of the multi-year budget and the objectives in the Strategic Plan 2023-2028, extra attention was paid to management measures and the monitoring of FTE

developments given expected falling student numbers and the political developments around international students. Other topics put on the agenda included the strategic housing plan, the multi-year maintenance plan, integrated risk management, and the tax control framework.

Temporary IT/Digitisation Sub-committee

From autumn 2023 to the end of 2024, a temporary IT/Digitisation sub-committee was set up in connection with major (upcoming) changes in the F&IT service and in the field of digitisation and IT. The sub-committee convened five times during the year under review; the following topics were discussed in these meetings: IT sourcing strategy, F&IT Department reorganisation plan, IT security plan, IT multi-year budget, IT project portfolio and the ‘Jaarverslag Functionaris Gegevensbescherming’ (Data Protection Officer’s Annual Report). At the end of 2024, it was decided to resume monitoring IT and digitalisation topics through the Audit Committee starting in 2025.

Education and Research Committee

Prior to the committee convening, members of the Education & Research Committee consult various groups/parties within the university of applied sciences. In 2024, they spoke with students, lecturers, researchers, project leaders and policy staff on various topics: drop-out, the Beethoven Project and the ‘Nationaal Versterkingsplan Microchiptalent’ (National Strengthening Plan for Semiconductor Talent), internationalisation/international programmes, and the knowledge agenda (theme: digital future). This committee convened five times, with the regular topics being education quality, the research and development of the centres of expertise, inflow and study success, the THUAS Monitor, and student satisfaction. In this context, the following topics, among others, were discussed during the year under review: realisation of the educational vision, student well-being, portfolio strategy, political developments (fine imposed on students who exceed the term set for their studies, internationalisation file and internationalisation policy), binding study advice (BSA), approach to follow-up evaluation of centres of expertise, action plan for the realisation of the knowledge agenda, procedure for research group portfolios, developments in the context of AI and ChatGPT, state of affairs of the professional doctorate, administrative collaborations, and the THUAS budget 2025.

Selection and Remuneration Committee

The Selection and Remuneration Committee convened twice in 2024; its discussions included the THUAS Dialogue of the EB (planning and content), talent review/succession planning of directors, and the action framework for undesirable behaviour. In addition, in 2024, this committee made preparations for the reappointment of two SB members (starting in 2025) and the remuneration of the EB and SB as of 2025. During the year under review, mid-year reviews (May/June) and career development reviews (November) were held with the EB members. The chairperson of the relevant SB committee – or, in a few cases, another SB member – conducted the interview with the relevant EB member together with a member of the Selection & Remuneration Committee.

Remuneration Policy for the Executive Board

- The main lines of the remuneration policy in the year under review were as follows:
- Each year, the Supervisory Board determines the remuneration class in accordance with the WNT on the recommendation of the Selection and Remuneration Committee.
 - The remuneration consists of a fixed component only; variable remuneration components are not granted.
 - The pension allowance is related to the ABP Pension Fund and has a normal proportion compared to basic salary.
 - Directors do not receive personal loans or guarantees.
 - Members of the Executive Board are appointed for a period of four years.
 - Reappointment depends on performance; the Supervisory Board prepares an assessment for each reappointment.

Expense claims of the Executive Board are approved under the responsibility of the chairperson of the Audit Committee. Administrative expenses and expense claims of the EB in 2024 are in accordance with the regulation of the Vereniging van Hogescholen (Association of Universities of Applied Sciences). The hardship clause was not invoked in 2024. A summary of claims and administrative expenses has been included in Section 6.2.

Remuneration Policy for the Supervisory Board

For the remuneration of its own members, the Supervisory Board follows the frameworks of laws and regulations. Within these, the Board pursues policy based on the following considerations: the remuneration of supervisors must be related to the actual commitment and time spent by a supervisor on his task, as the explanatory memorandum to the Act also states, and must be in balance with the complexity and size of THUAS. In 2024, the remuneration of the SB was 15 percent of the 85 percent of the ‘Wet normering topinkomens’ (WNT; the Executives’ Pay Act) standard for the chairperson, and 10 percent of the 85 percent of the WNT standard for a member.

Remuneration for SB members

| Position | Remuneration | Max. WNT |
|-------------|--------------|----------|
| Chairperson | 29,707.50 | 34,950 |
| Member | 19,805 | 23,300 |

Board members can claim travel expenses and expenses for professionalisation. A breakdown of remuneration 2024 by board member is included in the financial statements.

Financial Statements 2024



A.1.1 Balance as at 31 December 2024 (after result appropriation)
(Amounts x € 1.000)

| | 31-12-2024 | | 31-12-2023 | |
|-----------------------------------|------------|----------------|------------|----------------|
| Non-current assets | | | | |
| 1.2 Property, plant and equipment | 132,903 | 132,903 | 136,886 | 136,886 |
| Total non-current assets | | | | |
| Current assets | | | | |
| 1.5 Accounts receivable | 12,857 | 58,929 | 10,620 | 64,519 |
| 1.7 Bank and cash | 46,072 | | 53,899 | |
| Total current assets | | | | |
| Total assets | | 191,832 | | 201,405 |
| Liabilities | | | | |
| 2.1 Equity | | 95,041 | | 103,941 |
| 2.2 Provisions | | 13,194 | | 13,759 |
| 2.3 Non-current liabilities | | 14,286 | | 15,714 |
| 2.4 Current liabilities | | 69,311 | | 67,990 |
| Total liabilities | | 191,832 | | 201,405 |

A.1.2 Statement of income and expenditure for 2024
(Amounts x € 1.000)

| | 2024 | | Budget 2024 | | 2023 | |
|--|---------|----------------|-------------|----------------|---------|----------------|
| Income | | | | | | |
| 3.1 Government contributions | 212,895 | 285,734 | 208,484 | 276,833 | 214,037 | 279,956 |
| 3.2 Other government contributions and grants | 1,279 | | 1,384 | | 1,271 | |
| 3.3 Tuition fees | 55,201 | | 55,495 | | 51,189 | |
| 3.4 Income from work commissioned by third parties | 9,582 | | 5,265 | | 6,964 | |
| 3.5 Other income | 6,777 | | 6,205 | | 6,495 | |
| Total income | | | | | | |
| Expenses | | | | | | |
| 4.1 Employee expenses | 234,068 | 296,529 | 235,098 | 295,523 | 231,740 | 294,087 |
| 4.2 Depreciation | 18,290 | | 17,879 | | 18,257 | |
| 4.3 Housing expenses | 14,997 | | 14,710 | | 15,443 | |
| 4.4 Other expenses | 29,174 | | 27,836 | | 28,647 | |
| Total expenses | | | | | | |
| Balance of income and expenditure | | -10,795 | | -18,690 | | -14,131 |
| 5. Financial income and expenditure | | 1,895 | | 1,115 | | 2,035 |
| Result | | -8,900 | | -17,575 | | -12,096 |
| 6. Taxes | | - | | - | | - |
| Total result | | -8,900 | | -17,575 | | -12,096 |

A.1.3 Cash flow statement for 2024
(Amounts x € 1.000)

| | 2024 | | 2023 | |
|--|---------|---------------|---------|----------------|
| Cash flow from operating activities | | | | |
| Balance of income and expenditure | | -10,795 | | -14,131 |
| Adjustments for: | | | | |
| 4.2. Depreciation and amortisation | 18,159 | 17,594 | 18,060 | 18,262 |
| 2.2. Movement in provisions | -565 | | 202 | |
| Movement in working capital | | | | |
| 1.5. Receivables | -2,237 | -916 | -974 | -1,419 |
| 2.4. Current liabilities | 1,321 | | -445 | |
| Cash flow from operating activities | | 5,883 | | 2,712 |
| 5.1. Financial income received | 2,014 | 1,895 | 2,138 | 2,035 |
| 5.5. Financial expenses paid | -119 | | -103 | |
| Total cash flow from operating activities | | 7,778 | | 4,747 |
| Cash flow from investing activities | | | | |
| 1.2. Investments in property, plant and equipment | -14,307 | -14,176 | -15,777 | -15,513 |
| 1.2. Disinvestments in property, plant and equipment | 131 | | 264 | |
| Total cash flow from investing activities | | | | |
| Cash flow from investing activities | | | | |
| 2.3. New loans taken out | - | -1,429 | - | -1,428 |
| 2.3. Repayment of non-current liabilities | -1,429 | | -1,428 | |
| Total cash flow from financing activities | | -1,429 | | -1,428 |
| Movement in bank and cash | | -7,827 | | -12,194 |
| 1.7. Opening balance in bank and cash | | 53,899 | | 66,093 |
| 1.7. Movement in bank and cash | | -7,827 | | -12,194 |
| Closing balance in bank and cash | | 46,072 | | 53,899 |

Accounting Principles

General Notes

The financial statements were approved by the SB on 24 June 2025.

The financial statements are presented in euros and rounded to the nearest thousand unless otherwise stated.

The legal name of the organisation is Stichting Hoger Beroepsonderwijs Haaglanden (Higher Professional Education Foundation for The Hague and Surroundings), also known as De Haagse Hogeschool (The Hague University of Applied Sciences). The organisation is a foundation and its main activity is to provide higher professional education.

The 2024 financial statements have been prepared by the Executive Board on a going concern basis.

Estimates

In applying the principles and rules for the preparation of the financial statements, the management of The Hague University of Applied Sciences involves its own judgement and makes estimates where necessary. The nature of these judgements and estimates, including the associated assumptions, is included in the notes to the relevant financial statement items where necessary for the insight required.

Related parties

All legal entities over which dominant control, joint control or significant influence can be exercised are classified as related parties. Legal entities that can exercise predominant control are also classified as related parties. The directors as according to the articles are also classified as related parties.

No significant related party transactions beyond normal market conditions were entered into in the year 2024.

Notes to the Cash Flow Statement

The cash flow statement has been prepared using the indirect method. Cash in the cash flow statement consists of bank and cash. Cash flows in foreign currencies have been translated at the transaction rate. Interest received and paid are recognised under cash flow from operating activities. Cash flow from investing activities includes the receipt of funds arising from asset disinvestments and the use of funds for investment in assets. Cash flow from financing activities relates exclusively to the raising and repayment of long-term financing concluded in respect of treasury banking.

General Principles

The 2024 financial statements of The Hague University of Applied Sciences have been prepared in accordance with the statutory provisions of Book 2, Title 9 of the Dutch Civil Code and the 'Richtlijnen voor de jaarverslaggeving' (Guidelines for Annual Reporting) issued by the Dutch Accounting Standards Board. These provisions apply under the 'Regeling Jaarverslaggeving Onderwijs' (Education Reporting Regulations).

Assets and liabilities are generally measured at acquisition or manufacturing cost. If no specific measurement basis is stated, measurement is carried out at acquisition cost. The balance sheet, income statement and cash flow statement include references. These references refer to the notes.

Comparison With Previous Year

The accounting policies adopted remained unchanged compared to the previous year. The comparative figures of 2023 have been adjusted where necessary for the purpose of insight into the financial statements,.

Currency

The reporting currency of the financial statements is the euro; this is both the functional and presentation currency. Income and expenditure resulting from foreign currency transactions, accounts receivable and payable respectively, are translated at the exchange rate on the transaction date and balance sheet date, respectively. Non-monetary assets measured at acquisition cost in a foreign currency are translated at the exchange rate on the transaction date. Exchange rate differences are credited or debited to the statement of income and expenditure.

Operational Leasing

The institution may have leases under which a large part of the benefits and burdens associated with ownership do not accrue to the institution. This includes rental properties. These leases are recognised as operating leases. Lease payments, taking into account fees received from the lessor, are recognised in the statement of income and expenditure on a straight-line basis over the term of the contract. The notes to the time commitments are shown under off-balance sheet rights and commitments.

Financial Instruments

Financial instruments include primary financial instruments, such as accounts receivable and payable, as well as financial derivatives. For the principles of primary financial instruments, please refer to the explanation per balance sheet item. The Hague University of Applied Sciences does not use financial derivatives and limits risks (interest rate risk, cash flow risk and credit risk) by using current accounts and a savings account with banks with at least an AA-minus rating. In 2017, The Hague University of Applied Sciences switched to treasury banking with the government.

The Hague University of Applied Sciences operates mainly in the Netherlands, which means currency risk is minimal.

Principles for the Valuation of Assets and Liabilities

Assets

Property, plant and equipment

For the categories of property, plant and equipment distinguished below, the depreciation method followed and the depreciation periods and capitalisation limits used are indicated. Depreciation periods are based on economic life.

Land and buildings

Activation limit: € 50.000,00

Buildings

Valuation Gross participation fee (OKF (Reversal of Capital Service Financing) contribution), acquisition price or manufacturing price, less cumulative depreciation and, if applicable, less impairment losses.

Depreciation method Linear over 30 years.

As of 1 January 2004, the final determination was made of the acquisition value of the buildings taken over as part of the Reversal of Capital Service Financing RCSF (OKF) process. The new acquisition value, less depreciation recognised up to 1 January 2004, resulted in a revised book value as at 1 January 2004. From 1-1-2004, under the RCSF operation, the book value of the main building at Laakhaven will be depreciated on a straight-line basis in 22 years and 8 months.

Adjustments in buildings *Adjustments in buildings capitalised during the year are depreciated from the time they are taken into use.* The depreciation period is linear in 5 years. The depreciation period of the renovations as part of the ‘Masterplan huisvesting’ (Housing Master Plan) is linear in 10 years.

Multi-Year Maintenance

Valuation Long-term maintenance costs are capitalised at acquisition cost using the component method.

Depreciation method Linear based on economic life from the time they are taken into use. Different depreciation periods are used in the clusters below.

| | | | |
|-------|---|-------------|-------|
| | Painting, air treatment, finishings | 5-10 years | |
| | Installations | 11-20 years | |
| | Buildings (including electrical, roofs) | | 21-30 |
| years | | | |

Land

Valuation Gross purchase price (RCSF operation), acquisition price or redemption price for perpetual ground rent.

Depreciation method Land is not depreciated.

Inventory and equipment

Activation limit: € 2,000.00 except for furniture and ICT equipment, which are always activated.

Valuation Acquisition price less cumulative depreciation and, if applicable, with impairment losses.

Depreciation method Depreciation is calculated on the acquisition value less target grants on a time proportion basis from the month the asset was put into operational service.

 The depreciation period ranges from 3 to 15 years.

Change in Accounting Estimate

A review of the life of some asset items took place in 2024. This found that for a number of asset items, the economic life was too low. For these asset classes, the depreciation period has been adjusted for the items acquired in 2024. The effect on the results in 2024 is €53,500. This effect on the results is the same for future years taking account of a constant investment amount.

Art (property, plant and equipment not serving the process)

Valuation Acquisition price or lower market value.

Depreciation method Art is not depreciated.

Impairment of non-current assets

At each balance sheet date, the institution assesses whether there is any indication that a fixed asset may be impaired. If such indications are present, the realisable value of the asset is determined. If it is not possible to determine the realisable value for the individual asset, the realisable value is determined for the cash-generating unit to which the asset belongs. Impairment applies when the carrying amount of an asset exceeds its realisable value; the realisable value is the higher of net realisable value and value in use. An impairment loss is recognised directly as an expense in operations with a simultaneous reduction in the carrying amount of the related asset.

The net realisable value is initially derived from a binding sales agreement. If there is none, the net realisable value is determined using the active market where normally the prevailing bid price applies as the market price. To determine the value in use, an estimate is made of the future net cash flows from continued use of the asset/cash-generating unit; these cash flows are then calculated at net present value.

If it is determined that an impairment recognised in the past no longer exists or has decreased, the increased carrying amount of the related assets is not set higher than the carrying amount that would have been determined if no impairment had been recognised for the asset.

Current assets

Current assets include accounts receivable with a maturity that, in principle, does not exceed one year.

Grant projects

Grant projects are presented less instalments charged. If, on balance, pre-invoicing applies, this has been recognised under current liabilities. If there are any prepaid expenses, this has been recognised under accounts receivable. These are therefore net amounts per project. Results from grant projects are recognised in the statement of income and expenditure upon completion of the assignment, as it can often not be determined with certainty beforehand whether a project will book a positive result. Interim losses, if evidenced, are recognised directly in the result.

Accounts Receivable, Prepayments and Accrued Income

Receivables are measured on initial recognition at the fair value of the consideration. After initial recognition, receivables are measured at amortised cost. The follow-up measurement will take into account any provision deemed necessary for the risk of potential bad debts. If receipt of the claim has been deferred on the basis of an extended agreed payment period, the initial measurement will continue to apply.

The amount of the provision for potential bad debts of The Hague University of Applied Sciences has been determined as follows:

- Accounts receivable (other than student receivables), which are older than or equal to 365 days at the balance sheet date, are 100 percent included in the provision for accounts receivable.
- Accounts receivable (other than student receivables), which are older than 90 days and younger than 365 days at the balance sheet date, are included in the provision for accounts receivable for 30 percent.
- Outstanding receivables relating to tuition fees to be collected for previous academic years (student receivables) are 100 percent included in the provision for accounts receivable.

Bank and cash

Bank and cash consist of bank balances with a maturity of less than 12 months. Bank and cash are measured at nominal value.

Liabilities

Equity

Equity consists of general reserves and earmarked reserves and/or earmarked funds. This also includes a segmentation by public and private resources.

General Reserve

The general reserve consists of operating surpluses and is at free disposal.

Earmarked Reserves

Earmarked reserves include amounts to which a specific purpose has been assigned.

Movements in earmarked reserves may result from the following:

- Release from an earmarked reserve for projects and activities completed and/or closed in the financial year, but whose budgets in the earmarked reserve were not exhausted;
- Additions to the earmarked reserve as a result of making funds available and/or increasing earmarked reserves for projects and/or specific purposes;
- Use of available funds in the earmarked reserve during the financial year.

Earmarked Fund

Earmarked funds include amounts to which a third party has assigned a specific purpose.

Earmarked Decentralised Employment Conditions Resources Fund

The collective bargaining agreement CBA (CAO) states that an amount is available for new arrangements to be made by local CBA consultations or to improve existing arrangements on, among other things, paid parental leave, target group

policy and participation policy/jobs. Resources in this fund can only be spent for an agreed purpose with the consent of the trade unions.

Provisions

Provisions are formed for legally enforceable or constructive obligations that exist at the balance sheet date, where it is probable that an outflow of funds will be required and provided the amount of the outflow can be reasonably estimated. The amount of the provision is determined by the best estimate of the amounts necessary to settle the related liabilities and losses on balance sheet date. Provisions are measured at nominal value, except those measured at present value where the effect of time value is material. A notional interest rate is used, which is based on the Central European Bank’s interest rate.

Anniversary Provision

A provision has been made for future anniversary disbursements. The amount of the provision is determined based on a probability calculation that the anniversaries (25, 40 or 50 years) will be achieved. The expected disbursements are discounted at 3.5% (2023 3.5%).

Redundancy pay provision

The provision relates to the obligation to pay former THUAS employees unemployment benefits (whether exceeding the statutory minimum or otherwise). The amount of the provision is determined on the basis of the maximum benefit duration and a probability calculation based on the historical duration of benefits. The expected disbursements are discounted at 3.5% (2023 3.5%). In addition, an additional amount has been recognised for the F/IT reorganisation to supplement the separate F/IT reorganisation provision.

Provision for Sustainable Employability and Working Time Reduction for Seniors

The provision has been created for rights to paid leave which can be claimed in future reporting periods and which can be reserved as at the balance sheet date. In addition, the provision for working time reduction for seniors includes a probability calculation for employees who may benefit from the scheme as of future reporting periods. This provision is discounted at 3.5% (2023 3.5%).

Provision for ‘Wet arbeidsmarkt in balance’ (WAB; the Balanced Labour Market Act)

The ‘Wet arbeidsmarkt in balans’ (WAB; the Balanced Labour Market Act) came into force as of 1 January 2020. This Act states that, from the first day of an employment contract, an employee is entitled to transitional compensation in case of dismissal. The calculation of the provision includes all temporary (fixed-term) employment. It also estimates the extent to which these fixed-term employment contracts will not be renewed.

Permanent Long-term Illness Provision

The provision has been made for employees who, as at the balance sheet date, are expected to be wholly or partly permanently unable to perform work due to illness and in respect of whom an obligation exists to continue paying wages until the end of employment. The provision is calculated up to a maximum of two years after the first report of illness.

Owners’ Association Sportcampus Zuiderpark Provision

Following the financial statements of the owners’ association of Sportcampus Zuiderpark, the owners decided not to make a reservation within the owners’ association for major maintenance. Owners should create their own reserves on the balance sheet for this maintenance.

Reorganisation Provision

THUAS is implementing a reorganisation within the Facilities and IT F/IT (FZ/IT) service. The reorganisation includes the outsourcing of generic IT services and a restructuring of the organisation. In respect of this reorganisation, a provision has been made for future outflow of funds.

Non-current liabilities

Non-current liabilities are measured at fair value on initial recognition. Transaction costs directly attributable to the acquisition of non-current liabilities are included in the measurement at initial recognition. Non-current liabilities are measured at fair value on initial recognition. Repayment obligations for the coming year of non-current liabilities are recognised under current liabilities.

Current liabilities

These are debts with a remaining term of up to one year at the balance sheet date. Current liabilities are measured at fair value on initial recognition. After initial recognition, liabilities are measured at amortised cost, being the amount received taking into account premiums and discounts and less transaction costs. This is usually the nominal value.

Accrued liabilities and deferred income relates to amounts received in advance, allocated to subsequent periods, and amounts still to be paid to the extent that they cannot be placed under other current liabilities.

Principles for Determining the Result

Income and expenditure are allocated to the financial year to which they relate. Positive results are only recognised to the extent that they have been realised at the balance sheet date. Negative results originating before the end of the reporting year are taken into account if they became known before the financial statements were adopted.

Subject to the principles described above, the result is determined as the difference between the income and expenditure allocated to the reporting year and financial income and expenditure.

Government Grants, Other Government Contributions and Grants

Government grants, other government contributions and grants under the heading of basic funding are fully recognised as income in the statement of income and expenditure in the year to which the allocation relates. If these revenues relate to a specific purpose, they are recognised as income in proportion to the work performed. Earmarked grants are allocated to the year in which the related costs are recognised; unspent funds are recognised on the balance sheet as grants received in advance.

Tuition fees

Tuition fee income is credited to the result pro rata to the academic year.

Income Commissioned by Third Parties

Revenue from contract activities is recognised below in proportion to the duration of the degree programme.

Other income

Other income consists of rental, secondment, sponsorship and other income, including book profits on the sale of property, plant and equipment. Revenues from services are pro rata to the performances provided.

Employee expenses

Wages, salaries and social security costs are recognised in the statement of income and expenditure under the terms of employment to the extent they are payable to employees.

In the financial statements, The Hague University of Applied Sciences has recognised the defined benefit scheme with the Stichting Bedrijfspensioenfonds ABP (the ABP Company Pension Fund Foundation) using the obligation approach. This pension scheme is subject to the provisions of the Dutch ‘Pensioenwet’ (Pensions Act) and premiums are paid by the institution on a mandatory or contractual basis. The ABP uses average pay as the pensionable salary base. The ABP intends to increase pensions each year by the average increase in wages in the government and education sectors. No indexation takes place if the funding ratio is below 105%. The funding ratio as at 31-12-2024 is 111.9%. The risk of underfunding can only lead to potentially higher premiums in the future, which are then recognised as a period charge. Premiums are recognised as employee expenses as they fall due. Prepaid premiums are recognised as prepayments and accrued income if they result in a refund or a reduction in future payments. Premiums not yet paid are recognised as a liability on the balance sheet.

The Hague University of Applied Sciences has no employees working abroad.

Depreciation

Intangible assets and property, plant and equipment are depreciated (or respectively: amortised) from the moment they are taken into use over the expected future useful life of the asset. Land is not depreciated.

Housing Costs

Housing costs include the expenses that housing entails, such as rent, insurance, utilities, taxes, etc. These costs are allocated pro rata over the term.

Other costs

Other costs consist of several categories. These expenses are spread over the months to which the costs relate.

Interest Income

Interest income on receivables is recognised in the statement of income and expenditure on a time proportion basis, taking into account the effective interest rate of the asset concerned, if the amount is determinable and the receipt is probable.

Interest expenses

Interest is allocated to successive accounting periods in proportion to the remaining principal sum. Periodic interest expenses and similar charges are charged to the year for which they are due.

Taxes

From 1 January 2016, the 'Wet modernisering vennootschapsbelasting' (Modernisation of Corporation Tax Act) applies to the public sector. This act includes a specific exemption for educational institutions that provide funded education and fulfil the condition set out in the Act. The Hague University of Applied Sciences has determined that these conditions are met and is exempt from corporation tax by the Tax and Customs Administration.

Financial Instruments and Risk Management

Currency Risk

THUAS operates exclusively in the Netherlands and does not hold accounts denominated in foreign currencies. Foreign students are billed in euros. Consequently, currency risk does not apply.

Price Risk

THUAS does not hold any securities and therefore has no principal or price risk.

Interest Rate and Liquidity Risk

THUAS has no material interest-bearing receivables and has not incurred any debts with financial institutions.

With a current ratio of 0.95, well above the signalling limit, liquidity risk is mitigated.

THUAS has not entered into any derivatives. Interest rate risk is therefore limited to bank and cash and therefore very limited in magnitude.

Credit Risk

THUAS has no significant credit risk.

A.1.4 Notes to the Balance Sheet

Non-current assets

1.2 Property, Plant and Equipment

Land and buildings

Refurbishment works are capitalised only when there is a lasting increase in the value of the buildings. The Municipality of The Hague has granted the ground lease for the land of the Laakhaven area to The Hague University of Applied Sciences. The ground rent has been bought off in perpetuity for € 12 million. The land cannot freely be sold to third parties. There is currently no reason to proceed with depreciation of buildings and land.

| | Buildings | Land | Inventory and equipment | In progress and prepayment | Property, plant and equipment not serving the process | Total |
|-------------------------------------|-----------|--------|-------------------------|----------------------------|---|---------|
| Balance as at 1 January 2024 | | | | | | |
| Acquisition or manufacturing prices | 253,580 | 18,335 | 52,425 | 910 | 443 | 325,693 |
| Cum. depreciation and impairment | 150,860 | - | 37,947 | - | - | 188,807 |
| Carrying amounts | 102,720 | 18,335 | 14,478 | 910 | 443 | 136,886 |
| Movements | | | | | | |
| Investments | 3,770 | - | 4,153 | 6,384 | - | 14,307 |
| Disinvestments | -1,183 | - | -17,453 | - | - | -18,636 |
| Depreciation | -13,711 | - | -4,448 | - | - | -18,159 |
| Reclassification | - | - | - | - | - | - |
| Impairment | - | - | - | - | - | - |
| Reversal of impairment | - | - | - | - | - | - |
| Depreciation of disinvestments | 1,052 | - | 17,453 | - | - | 18,505 |
| Balance | -10,072 | - | -295 | 6,384 | - | -3,983 |
| Balance as at 31 December 2024 | | | | | | |
| Acquisition or manufacturing prices | 256,167 | 18,335 | 39,125 | 7,294 | 443 | 321,364 |
| Cum. depreciation and impairment | 163,519 | - | 24,942 | - | - | 188,461 |
| Carrying amounts | 92,648 | 18,335 | 14,183 | 7,294 | 443 | 132,903 |

Value for the purpose of the WOZ (Valuation of Immoveable Property Act) and insured value of buildings and land

| | | Reference date |
|---|---------|----------------|
| Value for the purpose of the WOZ (Valuation of Immoveable Property Act) of buildings and land | 137,884 | 01-01-2024 |
| Insured value of buildings | 365,763 | 19-04-2024 |

Current assets
1.5 Accounts receivable

| | 31-12-2024 | | 31-12-2023 | |
|--|------------|--------|------------|--------|
| Receivables | 3,277 | 4,603 | 3,096 | 4,331 |
| Students/participants/course participants | 2,035 | | 1,876 | |
| Provision for bad debts | -709 | | -641 | |
| Grants yet to be received: | | 2,698 | | 1,751 |
| M. of Education Culture and Science (OCW)/ Economic Affairs (EZ) | 735 | | 159 | |
| Municipalities | 5 | | 16 | |
| Other governmental authorities | 1,862 | | 1,336 | |
| Other grants | 96 | | 240 | |
| Prepayments and accrued income: | | 5,556 | | 4,538 |
| Prepaid expenses | 3,783 | | 2,730 | |
| VAT/Withholding tax receivable | 459 | | 47 | |
| Other | 1,314 | | 1,761 | |
| Total receivables | | 12,857 | | 10,620 |

Grants yet to be received

These amounts relate to grant projects for which costs have been incurred but for which reimbursement from the grantor has not yet been received (in full).

Provision for bad debts

The movement in the provision for bad debts is as follows:

| | 2024 | 2023 |
|---------------------------|------|------|
| Balance as at 1 January | -641 | -529 |
| Withdrawal | 113 | 99 |
| Addition/release | -181 | -211 |
| Balance as at 31 December | -709 | -641 |

All receivables have a remaining maturity of less than one year. The fair value of the receivables approximates the carrying amount because the receivables are short-term (current) and a bad debt provision has been made where necessary.

1.7 Bank and cash

| | 31-12-2024 | 31-12-2023 |
|------------------------------------|------------|------------|
| Balances in bank and giro accounts | 46,072 | 53,899 |
| Total bank and cash | 46,072 | 53,899 |

THUAS participates in treasury banking. In doing so, THUAS has access to a standby current account credit facility of € 14 MM. No use was made of this facility in the year under review.

Bank and cash is at the free disposal of the institution.

Liabilities

2.1. Equity

Changes in equity 2024

| | Balance as at 01-01-2024 | | Result | Other movements | Balance as at 31-12-2024 | |
|----------------------------------|--------------------------|---------|--------|-----------------|--------------------------|--------|
| General reserve | | | | | | |
| General reserve (public) | | 72,957 | -2,308 | - | | 70,649 |
| Earmarked reserves (public) | | | | | | |
| Education | 1,181 | | -454 | - | 727 | |
| NPO Quality & Innovation | 418 | | -418 | - | 0 | |
| Study advance funds | 664 | | -512 | - | 152 | |
| Housing | 20,287 | | -6,044 | - | 14,243 | |
| Research | 7,158 | | -163 | - | 6,995 | |
| Appropriated one-off payment CBE | - | | 909 | - | 909 | |
| | | 29,708 | | | | 23,026 |
| Earmarked reserves (private) | | | | | | |
| Contract activities | | -1,063 | - | - | | -1,063 |
| Earmarked fund (public) | | | | | | |
| DER | | 2,339 | 90 | - | | 2,429 |
| Total equity | | 103,941 | -8,900 | - | | 95,041 |

Changes in equity 2023

| | Balance as at 01-01-2023 | | Result | Other movements | Balance as at 31-12-2023 | |
|------------------------------|--------------------------|---------|---------|-----------------|--------------------------|---------|
| General reserve | | | | | | |
| General reserve (public) | | 77,435 | -4,477 | - | | 72,958 |
| Earmarked reserves (public) | | | | | | |
| Education | 1,606 | | -425 | - | 1,181 | |
| NPO Quality & Innovation | 2,601 | | -2,183 | - | 418 | |
| Study advance funds | 335 | | 329 | - | 664 | |
| Housing | 26,049 | | -5,762 | - | 20,287 | |
| Research | 6,318 | | 840 | - | 7,158 | |
| | | 36,909 | | | | 29,708 |
| Earmarked reserves (private) | | | | | | |
| Contract activities | | -1,063 | - | - | | -1,063 |
| Earmarked fund (public) | | | | | | |
| DER | | 2,757 | -418 | - | | 2,339 |
| Total equity | | 116,038 | -12,096 | - | | 103,942 |

Profit appropriation

The net result as presented in the statement of income and expenditure for 2024 is a negative amount of € 8.9 million.

Reserve earmarked for Education

The reservation presented here concerns the fund for doctoral candidates. In 2024, no government funding was allocated for doctoral candidates. The costs incurred, in the amount of €0.45 million will be withdrawn from the earmarked reserve.

Reserve earmarked for NPO Quality & Innovation funds

In line with the memorandum 'Verdeling NPO lumpsum middelen' (Distribution of lump-sum funds under the National Education Programme) adopted on 8 April 2021, unspent NPO funds for Quality & Innovation projects will remain available for the defined Quality & Innovation projects via an earmarked reserve. In 2024, the withdrawal amounted to € 0.42 million.

Reserve earmarked for study advance funds

In 2024, the full €0.49 million was spent from study advance funds SAF (SVM) projects carried forward from 2022 and 2023. In addition, €0.03 million was withdrawn from the earmarked funds for the Student Community Fund (SCF). The total spending in 2024 thus amounts to €0,51 million. Of the funds earmarked for the SCF, €0.02 million is available at the end of 2024 for spending in 2025 and beyond.

Reserve earmarked for Housing

Annually, an amount is set aside from the from the government grant for housing. Housing-related costs are deducted from this. Each year, the result achieved is added to/withdrawn from the Housing reserve. For 2024, the withdrawal was € 6.04 million.

Reserve earmarked for Research

Research groups are initially established for a period of six years. After this six-year period, the EB may then decide to continue the research group. Each research group can build up a reserve during this period. In the 2024 budget, research groups were allocated a contribution of € 5.23 million of which € 4.44 million was spent. The balance of € 0.79 million is added to the research group reserves. This brings the total amount of the research group reserves to a balance of € 4.34 million at the end of 2024..

The practical research (PGO) reserve at the end of 2023 was € 3.39 million A withdrawal of € 1.09 million has been budgeted for 2024. The budgeted practice-oriented research funds, including the withdrawal, were fully utilised with the exception of € 0.05 million. At the end of 2024, the practice-oriented research reserve thus amounts to € 2.35 million.

The remaining part of the general research reserve at the end of 2023 amounted to € 0.220 million. About € 0.2 million will be added in 2024 due to the proposed decision to abolish the UNPJ research group. This is offset by a withdrawal due to the settlement with the research group portfolio (mainly costs for former research staff). On balance, this results in a reserve of € 0.31 million.

Reserve earmarked for Contract activities

In line with the 'Investeren met publieke middelen in private activiteiten' ('Investing with public funds in private activities') policy rule, from 2021 the result on private education will be settled in public assets. After all, this education has been developed using public funds. This means that the negative private equity remains unchanged.

Earmarked reserve One-off payment CBA

In 2024, The Hague University of Applied Sciences received an additional amount of € 0.9 million in government funding to cover the one-off payment in 2025 following the collective bargaining agreement CBE (CAO). An earmarked reserve will be created for the amount at the end of 2024, which will be fully withdrawn in 2025.

Earmarked DER fund

The surplus arising in 2024 on the DER (Decentralised Employment Conditions; DAM) funds reserved for the reporting year has been allocated to the DER earmarked fund. In 2024, this allocation amounted to € 0.09 million. The reserve (fund) built up in the past is sufficient for future withdrawals, this reserve will be gradually reduced in accordance with agreements with the trade unions.

2.2 Provisions

| | Balance as at 01-01-2024 | Allocations | Withdrawal | Release | Interest accrual and/or change in discount rate | Balance as at 31-12-2024 | Duration < 1 year | Duration 1-5 years | Duration > 5 years |
|---|-----------------------------|--------------|--------------|--------------|---|-----------------------------|----------------------|-----------------------|-----------------------|
| Employee provisions | | | | | | | | | |
| Anniversary provision | 2,417 | 1,472 | 191 | 159 | -1,040 | 2,499 | 137 | 641 | 1,721 |
| Redundancy pay provision | 1,733 | 2,588 | 1,496 | 754 | -73 | 1,998 | 1,275 | 723 | - |
| Sustainable employability | 2,315 | 51 | 688 | 171 | - | 1,507 | 1,507 | - | - |
| Working time reduction for seniors | 5,306 | 1,468 | 1,175 | 171 | -184 | 5,244 | 1,711 | 3,401 | 133 |
| 'Wet arbeidsmarkt in balance' (WAB; Balanced Labour Market Act) | 253 | 171 | 223 | - | - | 201 | 131 | 70 | - |
| Long-term sick | 1,028 | 648 | 722 | 164 | - | 790 | 632 | 158 | - |
| Reorganisation provision | - | 336 | - | - | - | 336 | 204 | 132 | - |
| | 13,052 | 6,734 | 4,495 | 1,419 | -1,297 | 12,575 | 5,597 | 5,125 | 1,854 |
| Other provisions | | | | | | | | | |
| Owners' association Sportcampus Zuiderpark | 707 | 71 | 159 | - | - | 619 | 36 | 360 | 223 |
| | 707 | 71 | 159 | - | - | 619 | 36 | 360 | 223 |
| Total provisions | 13,759 | 6,805 | 4,654 | 1,419 | -1,297 | 13,194 | 5,633 | 5,485 | 2,077 |

Sustainable employability

The scheme for withdrawing saved hours has been extended until 31 December 2025. Employees can withdraw the saved hours or have them paid out annually with a maximum of 45 hours.

Reorganisation provision

The provision newly created in 2024 concerns the reorganisation within the F&IT service. The reorganisation has a 2-year lead time until 31 December 2026.

2.3 Non-current liabilities

| | Balance non-current portion as at 01-01-2024 | Balance current portion as at 01-01-2024 | Balance of total debt as at 01-01-2024 | Loans taken out during the period under review | Repayment in 2023 | Balance of total debt as at 31- 12-2024 | Balance of current por- tion as at 31-12-2023 | Balance of non-current portion as at 31-12-2023 | Amount maturity 1-5 yrs | Amount maturity > 5 yrs | Effective inter- est rate 2024 |
|--------------------------------------|---|--|--|---|----------------------|---|--|--|----------------------------|-------------------------------|-----------------------------------|
| Payables to OCW/EZ | 15,714 | 1,429 | 17,143 | - | 1,428 | 15,715 | 1,429 | 14,286 | 7,143 | 7,143 | 0.1% |
| Total non-current liabilities | 15,714 | 1,429 | 17,143 | - | 1,428 | 15,715 | 1,429 | 14,286 | 7,143 | 7,143 | |

Treasury funding

In 2020, a financing agreement was entered into with the General Treasury Agency of the Ministry of Finance with a total size of € 20 MM. This is property financing for which (mortgage) security has been given on the building at Johanna Westerdijkplein 75 and a guarantee has been issued by the Ministry of Education, Culture and Science. The loan has a total term of 15 years with a fixed interest rate of 0.1% and will be repaid on a straight-line basis from 2022. The 2025 repayment portion is recognised under sort-term liabilities.

2.4 Current liabilities

| | 31-12-2024 | | 31-12-2023 | |
|---|------------|--------|------------|--------|
| Pre-invoiced and received instalments | | 1,803 | | 1,635 |
| Creditors | | 4,741 | | 8,375 |
| Taxes and national insurance contributions: | | | | |
| Payroll tax | 10,441 | | 10,497 | |
| VAT payable | 288 | | 592 | |
| Premiums and social charges | 599 | | 345 | |
| | | 11,328 | | 11,434 |
| Liabilities in respect of pensions | | 2,657 | | 2,579 |
| Short-term loan | | 1,429 | | 1,428 |
| Other Current liabilities | | - | | - |
| Accruals: | | | | |
| Tuition fees received in advance | 23,180 | | 19,355 | |
| Holiday allowance | 8,939 | | 8,817 | |
| Internationalisation received in advance | 688 | | 558 | |
| Grants received in advance OCW /EZ | 3,445 | | 3,505 | |
| NPO funds OCW received in advance | - | | 1,424 | |
| Grants amounts received in advance | 3,985 | | 2,765 | |
| Outstanding charges | 5,616 | | 4,603 | |
| Other accrued liabilities | 1,500 | | 1,512 | |
| | | 47,353 | | 42,539 |
| Total current liabilities | | 69,311 | | 67,990 |

NPO funds OCW received in advance

The funds recieved in advance concern the part of the non-normative government grants received in 2021 and 2022 from the COVID envelope that remains at the end of the reporting year for spending in 2024. The funds received were fully spent on the designated purposes in 2024.

All current liabilities have a remaining maturity of less than one year. The fair value of current liabilities approximates the carrying amount due to their current nature.

Off-balance sheet rights and obligations

These are contingent liabilities (claims, guarantees), multi-year financial commitments (including rental and lease contracts) and orders for property, plant and equipment.

- For the lease of the Laakhaven parking garage, an agreement has been concluded, the duration of which is linked to the leasehold right of the parking garage. The annual rent charge is approximately € 0.4MM
- Off-balance sheet contractual obligations entered into with various suppliers include:

| | <1 year | 1-5 year | >5 year |
|-------------------------|---------|----------|---------|
| ICT-related liabilities | 1,712 | 1,920 | - |
| Buildings | 2,766 | 12,927 | 23,698 |
| Partnerships | 1,486 | 7,431 | 28,589 |
| Other | 1,223 | 1,535 | 1,205 |
| Total liabilities | 7,187 | 23,813 | 53,492 |

- The Hague University of Applied Sciences has a receivable from the Ministry of Education, Culture and Science from 1986 which is payable on the liquidation of the university of applied sciences, of € 1.5 MM due to a liquidity correction in the transition to normative funding.
- The Hague University of Applied Sciences has a debt owing to the Ministry of Education, Culture and Science from 1988 of € 2.2 MM due to a one-off liquidity contribution to cover the transition to staggered collection of tuition fees. The debt is due on liquidation of the university of applied sciences.

Notes to the items of statement of income and expenditure

Income

3.1 Government contributions

Income from Government contribution is based on the definitive Government contribution letter of December 2024 from the Ministry of OCW.

| | 2024 | Budget 2024 | 2023 |
|-------------------------|---------|-------------|---------|
| Government grants OCW | 211,118 | 207,990 | 212,848 |
| Other grants OCW/EZ | 1,777 | 494 | 1,189 |
| Total government grants | 212,895 | 208,484 | 214,037 |

| Movements from budgeted government grants to realised government grant 2024 | | |
|---|-------|---------|
| Budget 2024 | | 207,990 |
| Changes following the final adoption: | | |
| Higher contribution wage/price adjustment | 3,023 | |
| Contribution European universities initiative | 56 | |
| Contribution to macro-efficiency | 20 | |
| Contribution studielink | 7 | |
| Correction NPO targeted | -92 | |
| Technical corrections OC&W | 114 | |
| | | 3,128 |
| Realisation 2024 | | 211,118 |

3.2 Other government contributions and grants

| | 2024 | Budget 2024 | 2023 |
|--|-------|-------------|-------|
| Municipal contributions and grants | 129 | 301 | 205 |
| Provincial contributions and grants | 198 | - | 133 |
| Other government grants | 952 | 1083 | 933 |
| Total other government grants and grants | 1,279 | 1,384 | 1,271 |

3.3 Tuition fees

| | 2024 | Budget 2024 | 2023 |
|----------------------------|--------|-------------|--------|
| Tuition fees HBO sector | | | |
| Tuition fees | 55,281 | 55,687 | 51,232 |
| Tuition fees irrecoverable | -80 | -192 | -43 |
| Total tuition fees | 55,201 | 55,495 | 51,189 |

3.4 Income from work commissioned by third parties

| | 2024 | | Budget 2024 | | 2023 | |
|--|-------|-------|-------------|-------|-------|-------|
| Contract education | | 3,212 | | 2,514 | | 2,442 |
| Contract research | | | | | | |
| NWO | 3,724 | | 2,611 | | 2,829 | |
| Other non-profit organisations | 2,591 | | 140 | | 1693 | |
| Companies | 55 | | - | | - | |
| | | 6,370 | | 2,751 | | 4,522 |
| Total income from work commissioned by third parties | | 9,582 | | 5,265 | | 6,964 |

Income for contract research increased due to a growth in the number of awards in recent years. The increase concerns both NWO/SIA/ZonMW awards and contract research.

3.5 Other income

| | 2024 | Budget 2024 | 2023 |
|---------------------------------|-------|-------------|-------|
| Lease immoveable property | 287 | 215 | 288 |
| Secondment of staff | 560 | 302 | 421 |
| Programme and registration fees | 2,381 | 1,610 | 2,510 |
| Other student contribution | 861 | 360 | 640 |
| Administration/collection costs | 320 | 250 | 339 |
| Readers/printing/syllabi | 24 | 40 | 37 |
| Parking fees | 180 | 135 | 166 |
| Rental | 358 | 350 | 438 |
| Other grants | 193 | 2,568 | 321 |
| Other | 1,613 | 375 | 1,335 |
| Total other income | 6,777 | 6,205 | 6,495 |

Expenses

4.1 Employee expenses

| | 2024 | | Budget 2024 | | 2023 | |
|-------------------------------|---------|---------|-------------|---------|---------|---------|
| Wages and salaries | 160,699 | 205,033 | 204,852 | 204,852 | 153,630 | 195,037 |
| Wages and salaries | 21,186 | | - | | 19,711 | |
| Social security costs | 23,148 | | - | | 21,696 | |
| Pension contributions | | | | | | |
| Other employee expenses | | | | | | |
| Change in employee provisions | -477 | | 500 | | -91 | |
| Non-salaried staff | 18,062 | | 19,767 | | 26,092 | |
| Other | 13,497 | | 10,713 | | 12,420 | |
| | | 31,082 | | 30,980 | | 38,421 |
| Disbursements | | -2,047 | | -734 | | -1,718 |
| Total employee expenses | | 234,068 | | 235,098 | | 231,740 |

Wage costs for salaried staff increased by 3% from July due to the increase from the CBA and the one-off payment. Without this CBA increase, expenses would be lower than budgeted due to a reduction in staffing levels. The same is reflected for non-salaried staff.

The breakdown of average FTEs is as follows:

| | 2024 | % | 2023 | % |
|----------------------|-------|----|-------|----|
| Faculties | 1504 | 73 | 1,566 | 75 |
| Centres of expertise | 57 | 3 | 49 | 2 |
| Services | 491 | 24 | 474 | 23 |
| Total FTEs* | 2,052 | | 2,089 | |

* The average FTEs do not include the members of the Executive Board.

In 2023, one employee worked from abroad.

WNT justification 2024 The Hague University of Applied Sciences

The 'Wet normering topinkomens (WNT)' (Executive Pay (Standards) Act) came into force on 1 January 2013. The WNT applies to The Hague University of Applied Sciences. The remuneration cap applicable to The Hague University of Applied Sciences in 2024 is € 223,000, being the remuneration cap for OCW education, class G.

| | |
|---|-----------|
| Complexity points per criterion: | |
| Three-year average of total income per calendar year: | 10 points |
| Three-year average of the number of funded students: | 4 points |
| The weighted number of education types or sectors: | 5 points |
| Total number of complexity points: | 19 points |

4.1.1a Senior executive officials, former senior executive officials in employment

(The amounts below are rounded to whole euros)

| Data 2024 | E.M. Minnemann | A. Hardorff | J. Nederlof |
|--|------------------------------------|-------------------------------|-------------------------------|
| Position details | Chairperson of the Executive Board | Member of the Executive Board | Member of the Executive Board |
| Commencement and end of office in 2024 | 01/01 - 31/12 | 01/01 - 31/12 | 01/01 - 31/12 |
| Size of employment in FTE | 1 | 1 | 1 |
| Employment | yes | yes | yes |
| | | | |
| Remuneration | | | |
| Remuneration plus taxable expense allowances | 198,096 | 172,562 | 198,096 |
| Remuneration payable in the short to medium term | 23,319 | 23,230 | 23,319 |
| Subtotal | 221,415 | 195,792 | 221,415 |
| Individually applicable remuneration cap | 233,000 | 233,000 | 233,000 |
| -/- Amount unduly paid and not yet recovered | n/a | n/a | n/a |
| Remuneration | 221,415 | 195,792 | 221,415 |
| | | | |
| The amount of the overrun and the reason why the overrun is or is not authorised | n/a | n/a | n/a |
| | | | |
| Explanation of claim for undue payment | n/a | n/a | n/a |
| | | | |
| Data 2023 | | | |
| Position details | Chairperson of the Executive Board | Member of the Executive Board | Member of the Executive Board |
| Commencement and end of office in 2023 | 01/01 - 31/12 | 01/01 - 31/12 | 21/8 - 31/12 |
| Size of employment in FTE | 1 | 1 | 1 |
| Employment | yes | yes | yes |
| | | | |
| Remuneration | | | |
| Remuneration plus taxable expense allowance | 178,393 | 162,471 | 68,832 |
| Remuneration payable in the short to medium term | 22,469 | 22,436 | 8,208 |
| Subtotal | 200,862 | 184,907 | 77,040 |
| Individually applicable remuneration cap | 223,000 | 223,000 | 81,258 |
| | | | |
| Remuneration | 200,862 | 184,907 | 77,040 |

The remuneration of the members of the Executive Board falls within the WNT standard applicable to Higher Education (max. € 233,000).

4.1.1c Senior supervisory officials

(The amounts below are rounded to whole euros)

| Data 2024 | M.M. van Zuijlen | J.F.M. van Rooijen | K.F.B. K. Baele | S. Lutchman LL.M. |
|--|------------------|---------------------------|---------------------------|---------------------------|
| Position details | Chairperson | Committee member / Member | Committee member / Member | Committee member / Member |
| Commencement and end of office in 2024 | 01/01 - 31/12 | 01/01 - 05/10 | 01/01 - 31/12 | 01/01 - 31/12 |
| | | | | |
| Remuneration | | | | |
| Remuneration | 29,708 | 14,854 | 19,805 | 19,805 |
| Individually applicable remuneration cap | 34,950 | 17,762 | 23,300 | 23,300 |
| <i>-/- Amount unduly paid and not yet recovered</i> | <i>n/a</i> | <i>n/a</i> | <i>n/a</i> | <i>n/a</i> |
| Remuneration | 29,708 | 14,854 | 19,805 | 19,805 |
| | | | | |
| The amount of the overrun and the reason why the overrun is or is not authorised | n/a | n/a | n/a | n/a |
| Explanation of claim for undue payment | n/a | n/a | n/a | n/a |
| | | | | |
| Data 2023 | | | | |
| Position details | Chairperson | Committee member / Member | Committee member / Member | Committee member / Member |
| Commencement and end of office in 2023 | 01/01 - 31/12 | 01/01 - 31/12 | 01/01 - 31/12 | 01/01 - 31/12 |
| Remuneration | | | | |
| Remuneration | 28,432 | 18,955 | 18,955 | 18,955 |
| Individually applicable remuneration cap | 33,450 | 22,300 | 22,300 | 22,300 |

| Data 2024 | J.R. ter Horst | J.P.P. Bos | A. Block |
|--|---------------------------|---------------------------|---------------------------|
| Position details | Committee member / Member | Committee member / Member | Committee member / Member |
| Commencement and end of office in 2024 | 01/01 - 31/12 | 01/01 - 31/12 | 01/01 - 31/12 |
| | | | |
| Remuneration | | | |
| Remuneration | 19,805 | 19,805 | 19,805 |
| Individually applicable remuneration cap | 23,300 | 23,300 | 23,300 |
| <i>-/- Amount unduly paid and not yet recovered</i> | <i>n/a</i> | <i>n/a</i> | <i>n/a</i> |
| Remuneration | 19,805 | 19,805 | 19,805 |
| | | | |
| The amount of the overrun and the reason why the overrun is or is not authorised | n/a | n/a | n/a |
| Explanation of claim for undue payment | n/a | n/a | n/a |
| | | | |
| Data 2022 | | | |
| Position details | Committee member / Member | Committee member / Member | Committee member / Member |
| Commencement and end of office in 2021 | 01/01 - 31/12 | 31/3 - 31/12 | 11/4 - 31/12 |
| Remuneration | | | |
| Remuneration | 18,960 | 14,216 | 13,644 |
| Individually applicable remuneration cap | 22,300 | 16,862 | 16,190 |

The presented remuneration of the members of the Supervisory Board does not include VAT.

The remuneration of the members of the Supervisory Board falls within the WNT standard.

4.2 Depreciation

| | 2024 | Budget 2024 | 2023 |
|---|--------|-------------|--------|
| Property, plant and equipment | | | |
| Depreciation of buildings | 13,711 | 13,871 | 13,159 |
| Depreciation of inventory and equipment | 4,448 | 4,008 | 4,901 |
| Total depreciation | 18,159 | 17,879 | 18,060 |
| Book loss | 131 | - | 197 |
| Total depreciation (incl. book loss) | 18,290 | 17,879 | 18,257 |

4.3 Housing costs

| | 2024 | Budget 2024 | 2023 |
|---------------------|--------|-------------|--------|
| Rent | 2,644 | 2,668 | 2,855 |
| Insurance | 272 | 254 | 316 |
| Maintenance | 2,576 | 2,380 | 2,661 |
| Energy and water | 2,839 | 2,825 | 3,249 |
| Cleaning costs | 2,771 | 2,609 | 2,851 |
| Levies | 858 | 979 | 816 |
| Other housing costs | 3,037 | 2,995 | 2,695 |
| Total housing costs | 14,997 | 14,710 | 15,443 |

4.4 Other expenses

| | 2024 | Budget 2024 | 2023 |
|---|--------|-------------|--------|
| Administration and management costs | 4,406 | 4,902 | 4,310 |
| Inventory, equipment and learning resources | 12,717 | 11,014 | 11,734 |
| Marketing and communication costs | 2,204 | 3,866 | 2,592 |
| Travel and accommodation expenses | 1,241 | 806 | 1,338 |
| Student facilities | 4,318 | 3,887 | 3,610 |
| Printing costs | 870 | 818 | 1,389 |
| Other | 3,418 | 2,543 | 3,674 |
| Total other expenses | 29,174 | 27,836 | 28,647 |

The specification of audit services for 2024 and 2023 can be broken down as follows:

| PricewaterhouseCoopers Accountants N.V. | | 2024 | 2023 |
|---|-----------------------------------|------|------|
| 101. | Audit of the financial statements | 169 | 192 |
| 102. | Other audit activities | 10 | 14 |
| 103. | Tax consultancy | 14 | 89 |
| 104. | Other non-audit services | 3 | 6 |
| Total Accounting Services | | 196 | 301 |

The costs of auditing the 2024 financial statements have been allocated to the 2024 financial year, regardless of whether the work was performed during the financial year.

5 Financial income and expenditure

| | 2024 | Budget 2024 | 2023 |
|--|-------|-------------|-------|
| Financial income received | 2,014 | 1,200 | 2,138 |
| Financial expenses paid | -119 | -85 | -103 |
| Total financial income and expenditure | 1,895 | 1,115 | 2,035 |

Financial income received includes interest income received on credit facilities within treasury financing.

Financial expenses paid includes bank charges and other costs related to financial transactions.

6 Tax

From 1 January 2016, a new law on corporation tax in the public sector will apply. Given the limited size of the contract activities compared to other income, the university of applied science has been classified by the tax authorities as not being liable to pay corporation tax.



Events after balance sheet date

None

Grants to be recognised in the financial statements

Model G

(The amounts below are rounded to whole euros)

| G1 Recognition of grants without offsetting clause | | | |
|--|--------------|-------------|-----------------------|
| Description | | Allocation | Performance completed |
| | Reference | Date | Yes / No |
| Subsidy scheme LLL solutions energy and resource transition | LLO-K230001 | 07-12-2023 | No |
| LLL professionalisation grant scheme for trainers | LLOP-K240008 | 16-07-2024 | No |
| Grant scheme Implementation Agenda FARO | WJZ/42576391 | 30 -11-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS23023 | 20-04-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS23026 | 20-04-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS23020 | 20-04-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS23027 | 28-04-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS23025 | 28-04-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS23028 | 28-04-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS23029 | 28-04-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS23022 | 28-04-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS23021 | 28-04-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS23024 | 28-04-2024 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239026 | 06-12-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239028 | 06-12-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239022 | 06-12-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239021 | 06-12-2023 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239035 | 06-12-2023 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239034 | 06-12-2023 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239030 | 06-12-2023 | Yes |

| Description | | Allocation | Performance completed |
|--|------------|------------|-----------------------|
| | Reference | Date | Yes / No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239023 | 06-12-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239024 | 06-12-2023 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239025 | 06-12-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239027 | 06-12-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239029 | 06-12-2023 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239033 | 06-12-2023 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239036 | 06-12-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS239067 | 06-12-2023 | Yes |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS24R1107 | 14-05-2024 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS24R1038 | 14-05-2024 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS24R1039 | 14-05-2024 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS24R1040 | 14-05-2024 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS24R1041 | 14-05-2024 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS24R1042 | 14-05-2024 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS24R1043 | 14-05-2024 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS24R1044 | 14-05-2024 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS24R1045 | 14-05-2024 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS24R1046 | 14-05-2024 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS249062 | 03-12-2024 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS249059 | 03-12-2024 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS249058 | 03-12-2024 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS249056 | 03-12-2024 | No |

| | | | |
|--|-----------|------------|-----|
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS249055 | 03-12-2024 | No |
| 'Virtuele internationale samenwerkingsprojecten HO' (Virtual International Cooperative Efforts in Higher Education) grant scheme | VIS249053 | 03-12-2024 | No |
| Teacher grant subsidy scheme 2024/2025 | 1414674-1 | 20-08-2024 | No |
| Teacher grant subsidy scheme 2024/2025 | 1416669-1 | 20-09-2024 | No |
| Teacher grant subsidy scheme 2023/2024 | 1350133-1 | 22-08-2023 | Yes |
| Teacher grant subsidy scheme 2023/2024 | 1351287-1 | 20-09-2023 | Yes |
| Teacher grant subsidy scheme 2023/2024 | 1381994-1 | 15-11-2023 | Yes |

| G2 Recognition of grants with offsetting clause | | | | | | | | | |
|---|------------|------------|------------------|--|---|---|--|---|--|
| G2-A Expiring at year-end | | | | | | | | | |
| Description | Allocation | | Allocated amount | Amounts received up to and including the previous reporting year | Total costs eligible for grants up to and including the previous reporting year | Balance as at 1 January of the reporting year | Amounts received in the reporting year | Costs eligible for grants in the reporting year | To be offset as at 31 December of the reporting year |
| | Reference | Date | | | | | | | |
| NPULS CTL | CTL230023 | 03-04-2024 | 500,000.00 | - | - | - | 166,666.67 | 99,568.00 | 67,098.67 |
| Total | | | 500,000.00 | - | - | - | 166,666.67 | 99,568.00 | 67,098.67 |

Other details

Regulation in the Charter on profit appropriation

The Executive Board adopts the balance sheet and the statement of income and expenditure. The Executive Board is free to choose to form and change earmarked reserves when appropriating results. The General Council has the right of consent (see Medezeggenschapsreglement (Participation Regulations) - article 7(8b) - 01 September 2024;) on the distribution of any positive operating result and the funding of any negative operating result, respectively.



Controleverklaring van de onafhankelijke accountant

Aan: het bestuuren de raad van toezichtvan Stichting Hoger Beroepsonderwijs Haaglanden

Verklaring over de in het jaarverslag opgenomen jaarrekening 2024

Ons oordeel

Wij hebben de jaarrekening 2024 van Stichting Hoger Beroepsonderwijs Haaglanden te Den Haag gecontroleerd.

Naar ons oordeel:

- geeft de in het jaarverslag opgenomen jaarrekening een getrouw beeld van de grootte en de samenstelling van het vermogen van Stichting Hoger Beroepsonderwijs Haaglanden op 31 december 2024 en van het resultaat over 2024 in overeenstemming met de Regeling jaarverslaggeving onderwijs;
- zijn de in deze jaarrekening verantwoorde baten en lasten alsmede de balansmutaties over 2024 in alle van materieel belang zijnde aspecten rechtmatig tot stand gekomen in overeenstemming met de in de relevante wet- en regelgeving opgenomen bepalingen, zoals opgenomen in paragraaf 2.3.1 ‘Referentiekader’ van het Onderwijsaccountantsprotocol OCW 2024.

De jaarrekening bestaat uit:

- de balans per 31 december 2024;
- de staat van baten en lasten over 2024; en
- de toelichting met een overzicht van de gehanteerde grondslagen voor financiële verslaggeving en andere toelichtingen.

De basis voor ons oordeel

Wij hebben onze controle uitgevoerd volgens het Nederlands recht, waaronder ook de Nederlandse controlestandaarden en het Onderwijsaccountantsprotocol OCW 2024 vallen. Onze verantwoordelijkheden op grond hiervan zijn beschreven in de sectie ‘Onze verantwoordelijkheden voor de controle van de jaarrekening’.



Wij zijn onafhankelijk van Stichting Hoger Beroepsonderwijs Haaglanden, zoals vereist in de Verordening inzake de onafhankelijkheid van accountants bij assurance-opdrachten (ViO) en andere voor de opdracht relevante onafhankelijkheidsregels in Nederland. Verder hebben wij voldaan aan de Verordening gedrags- en beroepsregels accountants (VGBA).

Wij vinden dat de door ons verkregen controle-informatie voldoende en geschikt is als basis voor ons oordeel.

Naleving anticumulatiebepaling WNT niet gecontroleerd

In overeenstemming met het Controleprotocol WNT 2024 hebben wij de anticumulatiebepaling, bedoeld in artikel 1.6a WNT en artikel 5, lid 1 onderdelen n en o, Uitvoeringsregeling WNT, niet gecontroleerd. Dit betekent dat wij niet hebben gecontroleerd of er wel of niet sprake is van een normoverschrijding door een leidinggevende topfunctionaris vanwege eventuele dienstbetrekkingen als leidinggevende topfunctionaris bij andere WNT-plichtige instellingen, alsmede of de in dit kader vereiste toelichting juist en volledig is.

Verklaring over de in het jaarverslag opgenomen andere informatie

Het jaarverslag omvat ook andere informatie, naast de jaarrekening en onze controleverklaring daarbij.

Op grond van onderstaande werkzaamheden zijn wij van mening dat de andere informatie:

- met de jaarrekening verenigbaar is en geen materiële afwijkingen bevat;
- alle informatie bevat die op grond van de Regeling jaarverslaggeving onderwijs en op grond van de in de relevante wet- en regelgeving opgenomen bepalingen, zoals opgenomen in paragraaf 2.2.2 ‘Bestuursverslag’ van het Onderwijsaccountantsprotocol OCW 2024 is vereist voor het bestuursverslag en de overige gegevens.

Wij hebben de andere informatie gelezen en hebben op basis van onze kennis en ons begrip, verkregen vanuit de jaarrekeningcontrole of anderszins, overwogen of de andere informatie materiële afwijkingen bevat.

Met onze werkzaamheden hebben wij voldaan aan de vereisten in de Regeling jaarverslaggeving onderwijs, paragraaf 2.2.2 ‘Bestuursverslag’ van het Onderwijsaccountantsprotocol OCW 2024 en de Nederlandse Standaard 720. Deze werkzaamheden hebben niet dezelfde diepgang als onze controlewerkzaamheden bij de jaarrekening.

Het bestuur is verantwoordelijk voor het opstellen van de andere informatie, waaronder het bestuursverslag en de overige gegevens in overeenstemming met de Regeling jaarverslaggeving onderwijs en met de in de relevante wet- en regelgeving opgenomen bepalingen, zoals opgenomen in paragraaf 2.2.2 ‘Bestuursverslag’ van het Onderwijsaccountantsprotocol OCW 2024.



Beschrijving van verantwoordelijkheden met betrekking tot de jaarrekening

Verantwoordelijkheden van het bestuur en de raad van toezicht voor de jaarrekening

Het bestuur is verantwoordelijk voor het opmaken en getrouw weergeven van de jaarrekening, in overeenstemming met de Regeling jaarverslaggeving onderwijs. Het bestuur is ook verantwoordelijk voor het rechtmatig tot stand komen van de in de jaarrekening verantwoorde baten en lasten alsmede de balansmutaties, in overeenstemming met de in de relevante wet- en regelgeving opgenomen bepalingen, zoals opgenomen in paragraaf 2.3.1 ‘Referentiekader’ van het Onderwijsaccountantsprotocol OCW 2024.

In dit kader is het bestuur tevens verantwoordelijk voor een zodanige interne beheersing die het bestuur noodzakelijk acht om het opmaken van de jaarrekening en de naleving van die relevante wet- en regelgeving mogelijk te maken zonder afwijkingen van materieel belang als gevolg van fouten of fraude.

Bij het opmaken van de jaarrekening moet het bestuur afwegen of de onderwijsinstelling in staat is haar activiteiten in continuïteit voort te zetten. Op grond van genoemd verslaggevingsstelsel moet het bestuur de jaarrekening opmaken op basis van de continuïteitsveronderstelling, tenzij het bestuur het voornemen heeft om de onderwijsinstelling te liquideren of de activiteiten te beëindigen of als beëindiging het enige realistische alternatief is. Het bestuur moet gebeurtenissen en omstandigheden waardoor gerede twijfel zou kunnen bestaan of de instelling haar activiteiten in continuïteit kan voortzetten, toelichten in de jaarrekening.

De raad van toezicht is verantwoordelijk voor het uitoefenen van toezicht op het proces van financiële verslaggeving van de onderwijsinstelling.

Onze verantwoordelijkheden voor de controle van de jaarrekening

Onze verantwoordelijkheid is het zodanig plannen en uitvoeren van een controleopdracht, dat wij daarmee voldoende en geschikte controle-informatie verkrijgen voor het door ons af te geven oordeel.

Onze controle is uitgevoerd met een hoge mate maar geen absolute mate van zekerheid waardoor het mogelijk is dat wij tijdens onze controle niet alle afwijkingen van materieel belang als gevolg van fraude of fouten ontdekken.



Afwijkingen kunnen ontstaan als gevolg van fraude of fouten en zijn materieel indien redelijkerwijs kan worden verwacht dat deze, afzonderlijk of gezamenlijk, van invloed kunnen zijn op de economische beslissingen die gebruikers op basis van deze jaarrekening nemen. De materialiteit beïnvloedt de aard, timing en omvang van onze controlewerkzaamheden en de evaluatie van het effect van onderkende afwijkingen op ons oordeel.

Een meer gedetailleerde beschrijving van onze verantwoordelijkheden is opgenomen in de bijlage bij onze controleverklaring.

Utrecht, 24 juni 2025
PricewaterhouseCoopers Accountants N.V.

Origineel getekend door:
drs. L.R. Streefkerk RA



Bijlage bij de controleverklaring

Wij hebben deze accountantscontrole professioneel kritisch uitgevoerd en hebben waar relevant professionele oordeelsvorming toegepast in overeenstemming met de Nederlandse controlestandaarden, het Onderwijsaccountantsprotocol OCW 2024, ethische voorschriften en de onafhankelijkheidseisen. Onze controle bestond onder andere uit:

- het identificeren en inschatten van de risico's
 - dat de jaarrekening afwijkingen van materieel belang bevat als gevolg van fouten of fraude,
 - van het niet rechtmatig tot stand komen van baten en lasten alsmede de balansmutaties, die van materieel belang zijn;
- het in reactie op deze risico's bepalen en uitvoeren van controlewerkzaamheden en het verkrijgen van controle-informatie die voldoende en geschikt is als basis voor ons oordeel. Bij fraude is het risico dat een afwijking van materieel belang niet ontdekt wordt groter dan bij fouten. Bij fraude kan sprake zijn van samenspanning, valsheid in geschrifte, het opzettelijk nalaten transacties vast te leggen, het opzettelijk verkeerd voorstellen van zaken of het doorbreken van de interne beheersing;
- het verkrijgen van inzicht in de interne beheersing die relevant is voor de controle met als doel controlewerkzaamheden te selecteren die passend zijn in de omstandigheden. Deze werkzaamheden hebben niet als doel om een oordeel uit te spreken over de effectiviteit van de interne beheersing van de onderwijsinstelling;
- het evalueren van de geschiktheid van de gebruikte grondslagen voor financiële verslaggeving, de gebruikte financiële rechtmatigheidscriteria en het evalueren van de redelijkheid van schattingen door het bestuur en de toelichtingen die daarover in de jaarrekening staan;
- het vaststellen dat de door het bestuur gehanteerde continuïteitsveronderstelling aanvaardbaar is. Tevens het op basis van de verkregen controle-informatie vaststellen of er gebeurtenissen en omstandigheden zijn waardoor gerede twijfel zou kunnen bestaan of de onderwijsinstelling haar activiteiten in continuïteit kan voortzetten. Als wij concluderen dat er een onzekerheid van materieel belang bestaat, zijn wij verplicht om aandacht in onze controleverklaring te vestigen op de relevante gerelateerde toelichtingen in de jaarrekening. Als de toelichtingen inadequaat zijn, moeten wij onze verklaring aanpassen. Onze conclusies zijn gebaseerd op de controle-informatie die verkregen is tot de datum van onze controleverklaring. Toekomstige gebeurtenissen of omstandigheden kunnen er echter toe leiden dat een instelling haar continuïteit niet langer kan handhaven;
- het evalueren van de presentatie, structuur en inhoud van de jaarrekening en de daarin opgenomen toelichtingen; en
- het evalueren of de jaarrekening een getrouw beeld geeft van de onderliggende transacties en gebeurtenissen en of de in deze jaarrekening verantwoorde baten en lasten alsmede de balansmutaties in alle van materieel belang zijnde aspecten rechtmatig tot stand zijn gekomen.

Wij communiceren met de raad van toezicht onder andere over de geplande reikwijdte en timing van de controle en over de significante bevindingen die uit onze controle naar voren zijn gekomen, waaronder eventuele significante tekortkomingen in de interne beheersing.

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Appendix 1 Partner institutions

| Partner Country | Name Partner University | Partner Country | Name Partner University |
|-----------------|---|------------------------|--|
| Argentina | Universidad Argentina de la Empresa | Belgium | Thomas More University of Applied Sciences |
| Argentina | Universidad Argentina de la Empresa | Belgium | UC Leuven-Limburg |
| Aruba | University of Aruba | Belgium | VIVES University of Applied Sciences |
| Aruba | University of Aruba | Belgium | VIVES University of Applied Sciences (Kortrijk) |
| Australia | Swinburne University of Technology | Belgium | Charlemagne University of Applied Sciences and Arts |
| Australia | Royal Melbourne Institute of Technology | Bosnia and Herzegovina | International Burch University |
| Australia | Australian Catholic University | Bosnia and Herzegovina | Sarajevo School of Science and Technology |
| Australia | Victoria University | Brazil | Dom Helder Law School |
| Australia | Charles Sturt University | Brazil | Pontificia Universidade Católica Minas Gerais |
| Austria | Fachhochschule St. Polten | Brazil | Pontificia Universidade Católica Minas Gerais |
| Austria | FH bfi Vienna | Brazil | Universidade Federal de Minas Gerais |
| Austria | FH JOANNEUM University of Applied Sciences | Brazil | Fundação Armando Alvares Penteado |
| Austria | FH Salzburg | Bulgaria | University of Economics, Varna |
| Austria | FH Wien der WKW | Bulgaria | American University in Bulgaria |
| Austria | University of Applied Sciences Wiener Neustadt | Bulgaria | Burgas Free University |
| Austria | FH Vorarlberg University of Applied Sciences | Bulgaria | Konstantin Preslavsky University of Shumen |
| Austria | Fachhochschule Technikum Wien | Bulgaria | St Cyril and St Methodius University of Veliko Turnovo |
| Austria | FH Campus Wien | Canada | University of Manitoba |
| Austria | Paris Lodron University of Salzburg | Canada | Fanshawe College |
| Austria | FHS Kufstein Tirol University of Applied Sciences | Canada | Fanshawe College |
| Austria | FHS Kufstein Tirol University of Applied Sciences | Canada | Mount Allison University |
| Austria | FHS Kufstein Tirol University of Applied Sciences | Canada | Mount Allison University |
| Austria | Carinthia University of Applied Sciences | Canada | Trinity Western University TWU |
| Austria | University of Vienna | Canada | Université Laval |
| Austria | University of Vienna | Canada | Université de Montréal |
| Austria | Fachhochschule St. Polten | Canada | Université du Québec à Montréal |
| Austria | Sigmund Freud University | Canada | Fanshawe College |
| Austria | Fachhochschule Technikum Wien | Chile | Universidad Mayor |
| Austria | Fachhochschule Technikum Wien | Chile | Fundación Instituto Profesional Duoc UC |
| Austria | Fachhochschule St. Polten | Chile | Universidad De Santiago de Chile |
| Belgium | Erasmus University of Applied Sciences Brussels | China | Guizhou University |
| Belgium | Erasmus University of Applied Sciences Brussels | China | University of International Business and Economics (UIBE) |
| Belgium | Artesis Plantijn University of Applied Sciences Antwerp | China | Beijing Normal University |
| Belgium | Artesis Plantijn University of Applied Sciences Antwerp | China | Beijing Foreign Studies University |
| Belgium | Artesis Plantijn University of Applied Sciences Antwerp | China | Beijing Foreign Studies University |
| Belgium | Artevelde University College Ghent | China | Shanghai University - School of Economics |
| Belgium | Artevelde University College Ghent | China | Shanghai University |
| Belgium | Erasmus University of Applied Sciences Brussels | China | Shanghai University - Sydney Institute for Language and Commerce |
| Belgium | VIVES University of Applied Sciences | China | Xi'an Jiao tong-Liverpool University |
| Belgium | VIVES University of Applied Sciences | China | Xi'an Jiao tong-Liverpool University |
| Belgium | VIVES University of Applied Sciences (Kortrijk) | China | Shanghai University of Finance and Economics (SUFU) |
| Belgium | VIVES University of Applied Sciences (Kortrijk) | Colombia | Colegio de Estudios Superiores de Administración, Bogotá |
| Belgium | Artesis Plantijn University of Applied Sciences Antwerp | Colombia | Universidad de La Sabana |
| Belgium | UC Leuven-Limburg | Colombia | Catholic University of Manizales |
| Belgium | EPHEC University college | Colombia | Catholic University of Manizales |
| Belgium | KU Leuven, Campus Group T Leuven | Croatia | PAR Business School |
| Belgium | Howest, University College West Flanders | Croatia | Karlovac University of Applied Sciences |
| Belgium | Howest, University College West Flanders | Croatia | University of Zagreb |
| Belgium | Howest, University College West Flanders | Curacao | University of Curaçao |
| Belgium | Thomas More University of Applied Sciences | Curacao | University of Curaçao |
| Belgium | UC Leuven-Limburg | Cyprus | University of Nicosia |
| Belgium | University of Antwerp | Cyprus | University of Nicosia |
| Belgium | University College Ghent | Cyprus | University of Nicosia |
| Belgium | UC Leuven-Limburg | Czech Republic | Metropolitan University Prague |

| Partner Country | Name Partner University |
|-----------------|--|
| Czech Republic | Palacký University |
| Czech Republic | Unicorn University |
| Czech Republic | University of Western Bohemia |
| Czech Republic | Charles University |
| Czech Republic | Czech University of Life Sciences Prague |
| Czech Republic | Masaryk University |
| Czech Republic | Masaryk University |
| Czech Republic | Masaryk University |
| Czech Republic | Masaryk University |
| Czech Republic | Charles University |
| Denmark | University College Copenhagen |
| Denmark | Aarhus School of Marine and Technical Engineering |
| Denmark | IBA International Business Academy |
| Denmark | IBA International Business Academy |
| Denmark | Metropolitan University |
| Denmark | UCL University college |
| Denmark | VIA University college |
| Denmark | VIA University college |
| Denmark | Zealand Institute of Business and Technology |
| Denmark | Copenhagen Business Academy |
| Denmark | Copenhagen Business Academy |
| Ecuador | Universidad Internacional del Ecuador |
| Ecuador | Universidad Internacional del Ecuador |
| Estonia | Tallinn University |
| Estonia | Tallinn University |
| Estonia | Tallinn University of Technology |
| Estonia | University of Tartu |
| Finland | Tampere University of Applied Sciences |
| Finland | Haaga-Helia University of Applied sciences |
| Finland | JAMK University of Applied Sciences |
| Finland | LAB University of Applied Sciences |
| Finland | Lappeenranta University of Technology |
| Finland | Laurea University of Applied Sciences |
| Finland | Novia University of Applied Sciences |
| Finland | Satakunta University of Applied sciences |
| Finland | Satakunta University of Applied sciences |
| Finland | Seinajoki University of Applied Sciences |
| Finland | Tampere University of Applied Sciences |
| Finland | Tampere University of Applied Sciences |
| Finland | Tampere University of Applied Sciences |
| Finland | Turku University of Applied Sciences LTD |
| Finland | University of Oulu |
| Finland | South-Eastern Finland University of Applied Sciences |
| Finland | South-Eastern Finland University of Applied Sciences |
| Finland | South-Eastern Finland University of Applied Sciences |
| Finland | Novia University of Applied Sciences |
| Finland | Tampere University of Applied Sciences |
| Finland | VIVES University of Applied Sciences |
| France | EDHEC/ESPEME Business School |
| France | EM Strasbourg Business School |
| France | Epitech |
| France | Clermont School of Business |
| France | ESCE International Business School Paris |
| France | Y Schools (ex ESC Groupe Troyes) |
| France | INSEEC |

| Partner Country | Name Partner University |
|-----------------|---|
| France | Institut d'Etudes Politiques Rennes |
| France | ISCOM Paris |
| France | ISCOM Paris |
| France | NEOMA Business School Reims Campus |
| France | Sciences Po Lille |
| France | Université Catholique de Lille |
| France | Université Catholique de Lille |
| France | Université de Bordeaux |
| France | Université Bourgogne Europe |
| France | Universite de Franche- Comte |
| France | University of Clermont Auvergne |
| France | Université de Lille |
| France | Université de Lorraine- IUT Charlemagne |
| France | Université de Nantes |
| France | Université de Poitiers |
| France | Université Paris 1 Panthéon-Sorbonne |
| France | Universite Paris 13 Paris Nord |
| France | Université Paris Dauphine |
| France | University Claude Bernard - Lyon 1 |
| France | Universite Catholique de Lyon - ESTRl School of International Careers |
| France | Universite Catholique de Lyon - ESTRl School of International Careers |
| France | Université Jean Monnet - Saint Etienne |
| France | Avignon Université |
| France | Ecole National d'Ingenieurs de Tarbes |
| France | Université Côte d'Azur |
| France | Y Schools |
| Georgia | Georgian Institute of Public Affairs |
| Georgia | Georgian Institute of Public Affairs |
| Germany | CBS Cologne International Business School |
| Germany | Baden Wurttemberg Cooperative State University Mosbach (DHBW) |
| Germany | Baden-Wuerttemberg Cooperative State University (DHBW) |
| Germany | DHBW Baden-Wuerttemberg Cooperative State University Heilbronn |
| Germany | Berlin School for Economics and Law |
| Germany | Berlin School for Economics and Law |
| Germany | Berlin School for Economics and Law |
| Germany | Berlin School for Economics and Law |
| Germany | Biberach University of Applied Sciences |
| Germany | Deutsche Sporthochschule Köln |
| Germany | European University of Applied Sciences |
| Germany | Fachhochschule Bielefeld |
| Germany | Fachhochschule Bielefeld |
| Germany | Fachhochschule Frankfurt am Main |
| Germany | Fachhochschule Frankfurt am Main |
| Germany | HAWK Hochschule Hildesheim/Holzminden/Goettingen |
| Germany | Hochschule Bremen |
| Germany | Hochschule Bremen |
| Germany | Hochschule Osnabrueck |
| Germany | Hochschule Rhein-Waal |
| Germany | Hochschule Rhein-Waal |
| Germany | Hochschule Rhein-Waal |
| Germany | Hochschule München University of Applied Sciences |
| Germany | Katholische Hochschule fur Sozialwesen Berlin |
| Germany | Katholische Stiftungfachhochschule München |
| Germany | Technische Hochschule Nürnberg Georg Simon Ohm |
| Germany | Universität Leipzig |

| Partner Country | Name Partner University |
|-----------------|--|
| Germany | Universität Rostock |
| Germany | University of Applied Sciences Augsburg |
| Germany | University of Applied Sciences Augsburg |
| Germany | Hochschule der Medien Stuttgart |
| Germany | HTW Berlin University of Applied Sciences |
| Germany | International School of Management (ISM) |
| Germany | Katholische Hochschule Nordrhein-Westfalen |
| Germany | Kiel University of Applied Sciences |
| Germany | Kiel University of Applied Sciences |
| Germany | Padagogische Hochschule Karlsruhe |
| Germany | Philipps Universität Marburg |
| Germany | Private University of Applied Sciences Göttingen |
| Germany | Technische Hochschule Brandenburg |
| Germany | Technische Hochschule Ingolstadt |
| Germany | Hochschule München University of Applied Sciences |
| Germany | Hochschule München University of Applied Sciences |
| Germany | Hochschule RheinMain Wiesbaden Ruesselheim |
| Germany | Hochschule München University of Applied Sciences |
| Germany | Hochschule Düsseldorf |
| Germany | Hochschule Düsseldorf |
| Germany | Hochschule fur Angewandte Wissenschaften Hamburg |
| Germany | Hochschule Heilbronn |
| Germany | Hochschule Rhein-Waal |
| Ghana | Accra Technical University |
| Ghana | University of Ghana |
| Ghana | Accra Technical University |
| Great Britain | Glasgow Caledonian University |
| Great Britain | Glasgow Caledonian University |
| Great Britain | University of Hertfordshire |
| Great Britain | Nottingham Trent University |
| Great Britain | Coventry University |
| Great Britain | Coventry University |
| Great Britain | University of Northumbria at Newcastle |
| Great Britain | University of Northumbria at Newcastle |
| Great Britain | University of Derby |
| Great Britain | Swansea University |
| Great Britain | University of Greenwich |
| Great Britain | University of Liverpool |
| Great Britain | Swansea University |
| Great Britain | Nottingham Trent University |
| Great Britain | Liverpool John Moores University |
| Great Britain | University of Northumbria at Newcastle |
| Great Britain | Liverpool John Moores University |
| Great Britain | University of Lincoln |
| Great Britain | University of Lincoln |
| Great Britain | Sheffield Hallam University |
| Great Britain | University of Portsmouth |
| Great Britain | University of Derby |
| Great Britain | Liverpool John Moores University |
| Great Britain | University of Derby |
| Great Britain | Southampton Solent University |
| Great Britain | Southampton Solent University |
| Great Britain | Sheffield Hallam University |
| Greece | Alexander Technological Educational Institute Thessaloniki |
| Greece | Aristotle University of Thessaloniki |
| Greece | Athens University of Economics and Business |
| Greece | Technological Educational Institute of Crete |

| Partner Country | Name Partner University |
|--------------------|---|
| Greece | Hellenic Mediterranean University |
| Greece | University of Thessaly |
| Hong Kong | The Hang Seng University of Hong Kong |
| Hong Kong | The Education University of Hong Kong |
| Hungary | Budapest University of Economics and Business (BUEB) |
| Hungary | University of Pécs |
| Iceland | Bifröst University |
| India | Woxsen University |
| India | Chitkara University |
| Indonesia | London School of Public Relations Jakarta |
| Indonesia | Universitas Brawijaya |
| Indonesia | Universitas Airlangga |
| Ireland | Dundalk Institute of Technology |
| Ireland | Munster Technological University |
| Ireland | University of Limerick |
| Ireland | Technological University Dublin |
| Ireland | National University of Ireland Maynooth |
| Italy | Università degli Studi di Firenze |
| Italy | Biomedical University of Rome |
| Italy | LUISS University |
| Italy | University of Cagliari |
| Italy | University of Cagliari |
| Italy | University of Cagliari |
| Italy | University of Milan |
| Italy | University of Bologna |
| Italy | University of Padua |
| Italy | University of Padua |
| Italy | Università di Lingue e Comunicazione a Milano |
| Italy | University of Cagliari |
| Italy | University of Cagliari |
| Japan | Kwansei Gakuin University |
| Japan | Kwansei Gakuin University |
| Japan | Kyoto Sangyo University |
| Japan | Kibi International University (Formerly Junsei Educational Institution) |
| Japan | Ritsumeikan Asia Pacific University |
| Japan | Doshisha University |
| Japan | Kansai University |
| Japan | Kansai University |
| Japan | Kansai University |
| Japan | Kansai Gaidai University |
| Japan | Yamagata University |
| Japan | Kindai University |
| Kenya | MOI University |
| Korea, Republic of | Sookmyung Women's University |
| Korea, Republic of | Sejong University |
| Korea, Republic of | Hallym University |
| Korea, Republic of | Soongsil University |
| Korea, Republic of | Hallym University |
| Korea, Republic of | Hanyang University |
| Korea, Republic of | Hanyang University |
| Korea, Republic of | Soongsil University |
| Korea, Republic of | Sungkyunkwan University |
| Korea, Republic of | Incheon National University |
| Korea, Republic of | Yonsei University |
| Korea, Republic of | SolBridge International School of Business, Woosong University |
| Korea, Republic of | SolBridge International School of Business, Woosong University |
| Korea, Republic of | Konkuk University |
| Korea, Republic of | University of Seoul |

| Partner Country | Name Partner University |
|--------------------|---|
| Korea, Republic of | University of Seoul |
| Korea, Republic of | Yonsei University |
| Korea, Republic of | Hankuk University of Foreign Studies |
| Korea, Republic of | Yonsei University |
| Latvia | BA School of business and Finance |
| Latvia | VIVES University of Applied Sciences |
| Latvia | Riga Stradins University |
| Lithuania | Mykolas Romeris University |
| Lithuania | Siauliai University |
| Malaysia | University of Malaysia |
| Malaysia | Taylor's University |
| Malaysia | University of Malaya |
| Malta | University of Malta |
| Mexico | Tecnologico de Monterrey |
| Mexico | Universidad de las Américas Pubelas (UDLAP) |
| Mexico | Universidad Iberoamericana, Puebla |
| Mexico | Universidad Iberoamericana, Puebla |
| Norway | Oslo Metropolitan University |
| Norway | Oslo Metropolitan University |
| Norway | Oslo Metropolitan University |
| Norway | Oslo Metropolitan University |
| Norway | Oslo Metropolitan University |
| Norway | Oslo Metropolitan University |
| Norway | Norway University of Applied Sciences |
| Peru | Universidad Peruana de Ciencias Aplicadas |
| Peru | Universidad del Pacífico |
| Philippines | Ateneo de Manila University |
| Poland | Cracow University of Economics |
| Poland | VIVES University of Applied Sciences |
| Poland | Kozminski University |
| Poland | Lodz University of Technology |
| Poland | Lodz University of Technology |
| Poland | University of Gdansk |
| Poland | WSB University in Toru? |
| Poland | Akademia Górniczo-Hutnicza University of Science and Technology |
| Portugal | Instituto Politecnico de Coimbra |
| Portugal | Universidade Europeia |
| Portugal | Instituto Politecnico de Beja |
| Portugal | Instituto Politecnico de Lisboa |
| Portugal | Instituto Politecnico de Lisboa |
| Portugal | Instituto Politecnico do Porto |
| Portugal | ISCTE Instituto Universitario de Lisboa |
| Portugal | Polytecnic institute of Viana do Castelo |
| Portugal | Universidade Europeia |
| Portugal | University of Algarve |
| Portugal | University of Coimbra |
| Portugal | University of Coimbra |
| Portugal | Universidade Nova de Lisboa NOVA |
| Romania | Politehnica University Timisoara |
| Romania | Babes-Bolyai University |
| Romania | University Politehnica of Bucharest |
| Romania | University Politehnica of Bucharest |
| Sint Maarten | University of Sint Maarten |
| Slovakia | Comenius University in Bratislava |
| Slovakia | University of Economics in Bratislava |
| South Africa | Stellenbosch University |
| South Africa | Tshwane University of Technology |
| South Africa | University of the Western Cape |

| Partner Country | Name Partner University |
|-----------------|---|
| South Africa | University of the Free State |
| South Africa | Cape Peninsula University of Technology |
| South Africa | Cape Peninsula University of Technology |
| South Africa | Cape Peninsula University of Technology |
| Spain | University of Vic - Central University of Catalonia |
| Spain | University of Vic - Central University of Catalonia |
| Spain | Universidad Francisco de Vitoria |
| Spain | Universidad Francisco de Vitoria |
| Spain | Universidad Francisco de Vitoria |
| Spain | Ramon Llull University La Salle |
| Spain | Fundación TecnoCampus Mataró-Maresme |
| Spain | Universidad Villanueva |
| Spain | Universidad Villanueva |
| Spain | Universidad Autonoma de Madrid |
| Spain | Universidad Complutense de Madrid |
| Spain | Universidad Complutense de Madrid |
| Spain | Universidad Complutense de Madrid |
| Spain | Universidad de Almeria |
| Spain | Universidad de Malaga |
| Spain | Universidad de Salamanca |
| Spain | Universidad de Sevilla |
| Spain | Universidad del Pais Vasco |
| Spain | Universidad San Pablo-CEU |
| Spain | Universitat de Barcelona |
| Spain | Universitat de Barcelona |
| Spain | Universitat de Barcelona |
| Spain | University of Valencia |
| Spain | Universitat Politecnica de Catalunya |
| Spain | University of Huelva |
| Spain | University of Jaen |
| Spain | University of Jaen |
| Spain | University of Mondragon |
| Spain | Universidad del Pais Vasco |
| Spain | Universidad Europea de Madrid |
| Spain | Universidad Europea Valencia |
| Spain | Universidad Europea Valencia |
| Spain | Universidad Politecnica de Valencia |
| Spain | Universidad Politecnica de Valencia |
| Spain | Universidad Rey Juan Carlos |
| Spain | Universitat Autònoma de Barcelona |
| Spain | Universidad de Granada |
| Spain | Ramon Llull University La Salle |
| Spain | ESERP Business School Barcelona |
| Spain | ESERP Business School Barcelona |
| Spain | ESIC BUSINESS & MARKETING SCHOOL |
| Spain | Formatic Barna University |
| Spain | Universidad Antonio de Nebrija |
| Spain | Universidad Francisco de Vitoria |
| Spain | Universidad Francisco de Vitoria |
| Spain | University of Valencia |
| Spain | Universidad San Pablo-CEU |
| Spain | Universidad Europea de Madrid |
| Sweden | Malmö University |
| Sweden | Mid Sweden University |
| Sweden | Örebro University |
| Sweden | University of Gothenburg |
| Sweden | University of Skövde |

| Partner Country | Name Partner University |
|--------------------------|---|
| Sweden | University of Skövde |
| Sweden | University West |
| Sweden | University West |
| Sweden | University West |
| Sweden | Linköping University |
| Switzerland | Lucerne University of Applied Sciences and Arts |
| Switzerland | Lucerne University of Applied Sciences and Arts |
| Switzerland | Zurich University of Applied Science |
| Switzerland | Zurich University of Applied Science |
| Switzerland | Hochschule für Soziale Arbeit FHNW |
| Switzerland | Pädagogische Hochschule Zug |
| Switzerland | Pedagogische Hochschule Zurich |
| Taiwan | National Taipei University of Business |
| Taiwan | National Taipei University of Technology |
| Taiwan | Feng Chia University |
| Taiwan | National Chung Hsing University |
| Taiwan | National Taipei University of Technology |
| Taiwan | Soochow University |
| Taiwan | Soochow University |
| Taiwan | Soochow University |
| Thailand | King Mongkut's University of Technology Thonburi |
| Thailand | Kasetsart University |
| Thailand | Mahidol University International College |
| Turkey | Istanbul Commerce University |
| Turkey | Istanbul Technical University |
| Turkey | Bahcesehir University |
| Turkey | Isik University |
| Turkey | Kadir Has University |
| Turkey | Kadir Has University |
| Turkey | Yeditepe University |
| Turkey | Istanbul Bilgi University |
| Turkey | Istanbul Bilgi University |
| Turkey | EGE University |
| Turkey | Izmir University of Economics |
| Turkey | Mersin University |
| Turkey | Ondokuz Mayis University |
| Turkey | Middle East Technical University |
| Turkey | Ordu University |
| Ukraine | Volodymyr Dahl East Ukrainian National University |
| United Arab Emirates | Ajman University |
| United Arab Emirates | University of Sharjah |
| United States of America | Bradley University |
| United States of America | University of Louisville |
| United States of America | University of Southern Mississippi |
| United States of America | University of Central Arkansas |
| United States of America | University Studies Abroad Consortium |
| United States of America | Northwood University |
| United States of America | Oglethorpe University |
| United States of America | University of Missouri |
| United States of America | Texas State University |
| United States of America | University of the Incarnate Word |
| United States of America | University of the Incarnate Word |
| United States of America | Metropolitan State University of Denver |
| United States of America | West Virginia University |
| United States of America | California State University, Bakersfield |
| Uruguay | Universidad de Montevideo |
| Uruguay | Universidad de Montevideo |
| Viet Nam | The University of Economics Ho Chi Minh City |

Appendix 2 Our degree programmes

| Faculty | degree programme | name | full-time_part-time |
|------------|-------------------------------|---|---------------------|
| BFM | AC | Accountancy | FT |
| BFM | CE | Commercial Economics | PT |
| BFM | CE | Commercial Economics | WS |
| BFM | CE | Commercial Economics | FT |
| BFM | ECOM-AD | E-Commerce - Associate Degree | PT |
| BFM | FC | Finance & Control | PT |
| BFM | FC | Finance & Control | WS |
| BFM | FC | Finance & Control | FT |
| BFM | FC-AD | Finance & Control - Associate Degree | PT |
| BFM | FC-AD | Finance & Control - Associate Degree | WS |
| BFM | FC-AD | Finance & Control - Associate Degree | FT |
| BFM | FC-ES | Finance & Control - English Stream (IFMC) | FT |
| BFM | FC-ES-3 | Finance & Control - English Stream (IFMC, 3 yr.) | FT |
| BFM | IB-ES | International Business - English Stream | FT |
| BFM | IB-ES-3 | International Business - English Stream (3 yr.) | FT |
| BFM | MBA | Master of Business Administration | PT |
| BFM | MBA-ES | Master of Business Administration - English Stream | PT |
| BFM | MBA-ES | Master of Business Administration - English Stream | FT |
| BFM | MFMC-ES | Master of Financial Management and Control | PT |
| BFM | MFMC-ES | Master of Financial Management and Control | FT |
| BFM | OM-AD | Online Marketing - Associate Degree | PT |
| BFM | ERM (ORM) | Entrepreneurship & Retail Management | PT |
| BFM | ERM (ORM) | Entrepreneurship & Retail Management | WS |
| BFM | ERM (ORM) | Entrepreneurship & Retail Management | FT |
| PMLS (BRV) | PA/PM (BO) | Public Administration / Public Management | WS |
| PMLS (BRV) | PA/PM-ES (BO-ES) | Public Administration/Public Management - English Stream | FT |
| PMLS (BRV) | HBO-L (HBO-R) | Higher Professional Education - Law | PT |
| PMLS (BRV) | HBO-L (HBO-R) | Higher Professional Education - Law | WS |
| PMLS (BRV) | HBO-L-ES (HBO-R-ES) | HBO Law - English Stream | FT |
| PMLS (BRV) | ISM (IVK) | Integrated Safety Management | PT |
| PMLS (BRV) | ISM (IVK) | Integrated Safety Management | WS |
| PMLS (BRV) | ISM-ES (IVK-ES) | Integral Safety Management - English Stream | FT |
| HNS (GVS) | PhETT (HALO) | Physical Education Teacher Training | FT |
| HNS (GVS) | PhETT-DD-PrETT (HALO-DD-PABO) | PrETT/PhETT training variant for PhETT Diploma | FT |
| HNS (GVS) | HBO-N (HBO-V) | Nurse Training | PT |
| HNS (GVS) | HBO-N (HBO-V) | Nurse Training | WS |
| HNS (GVS) | HBO-N (HBO-V) | Nurse Training | FT |
| HNS (GVS) | ST (HDT) | Skin Therapy | PT |
| HNS (GVS) | ST (HDT) | Skin Therapy | FT |
| HNS (GVS) | MT | Man and Technology | FT |
| HNS (GVS) | SS (SPK) | Sports Science | FT |
| HNS (GVS) | SS-ES-3 (SPK-ES-3) | Sport Studies - English Stream (3 yr) | FT |
| HNS (GVS) | ND (VD) | Nutrition & Dietetics | PT |
| HNS (GVS) | ND (VD) | Nutrition & Dietetics | FT |
| ITD | ADSAI | Applied Data Science & Artificial Intelligence | FT |
| ITD | ADSAI-TH (ADSAI-DH) | Applied Data Science & Artificial Intelligence in The Hague | FT |
| ITD | CMD | B. Communication Multimedia Design | FT |
| ITD | CMD-ES-3 | Communication and Multimedia Design - English Stream (3 yr) | FT |

| Faculty | degree programme | name | full-time_part-time |
|---------|-------------------------------|--|---------------------|
| ITD | ICT | Higher Professional Education - ICT | PT |
| ITD | ICT | Higher Professional Education - ICT | FT |
| ITD | ICT-DE | Higher professional education ICT - Delft | FT |
| ITD | ICT-ZO | Higher professional education ICT - Zoetermeer | FT |
| ITD | MCSE | Cyber Security Engineering | PT |
| ITD | MRM | Risk management | PT |
| MO | BA (BK) | Business Administration | PT |
| MO | BA (BK) | Business Administration | FT |
| MO | CO | Communication | FT |
| MO | CO-ES-3 | Communication Studies - English Stream / ICM (3 yr) | FT |
| MO | ES-ES | European Studies - English Stream | FT |
| MO | ES-ES-3 | European Studies - English Stream (3 yr) | FT |
| MO | FM | Facility Management | PT |
| MO | FM | Facility Management | FT |
| MO | FM-AD | Facility Management - Associate Degree | PT |
| MO | HRM | Human Resource Management | PT |
| MO | HRM | Human Resource Management | FT |
| MO | MIB | Integral Business Operations | PT |
| MO | MIB | Integral Business Operations | FT |
| MO | MICM-ES | International Communication Management | PT |
| MO | MICM-ES | International Communication Management | FT |
| MO | MOC | Organisation Coaching | PT |
| SWE | PrETT (PABO) | Primary Education Teacher Training | PT |
| SWE | PrETT (PABO) | Primary Education Teacher Training | FT |
| SWE | PrETT-DD-PhETT (PABO-DD-HALO) | PrETT/PhETT training variant for PrETT Diploma | FT |
| SWE | PrETT-LAT (PABO-ZIJ) | Primary Education Teacher Training (lateral entry) | PT |
| SWE | ES | Education Studies | FT |
| SWE | SW | Social Work | PT |
| SWE | SW | Social Work | WS |
| SWE | SW | Social Work | FT |
| SWE | SW | Social Work - Associate Degree | PT |
| SWE | SW | Social Work - Associate Degree | WS |
| TIS | B | Architecture and Construction Engineering | FT |
| TIS | CE-ES (CT-ES) | Chemical Engineering - English Stream (PFT) | FT |
| TIS | CE-ES-3 (CT-ES-3) | Chemical Engineering - English Stream (PFT, 3 yr) | FT |
| TIS | CE (CV) | Civil Engineering | FT |
| TIS | E | Electrical Engineering | WS |
| TIS | E | Electrical Engineering | FT |
| TIS | IPD (IPO) | Industrial Product Design | FT |
| TIS | IPD-ES-3 (IPO-ES-3) | Industrial Product Design - English Stream (3 yr) | FT |
| TIS | MECH | Mechatronics | FT |
| TIS | MNLE-ES | Next Level Engineering | FT |
| TIS | SD (RO) | Spatial Development | FT |
| TIS | IEM (TBK) | Industrial Engineering and Management | FT |
| TIS | TBA-AD (TBK-AD) | Technical Business Administration - Associate Degree | PT |
| TIS | EP (TN) | Engineering Physics | FT |
| TIS | AM (TW) | Applied Mathematics | FT |
| TIS | ME (W) | Mechanical Engineering | WS |
| TIS | ME (W) | Mechanical Engineering | FT |

Appendix 3 Our students

Notes to annual report 2024 overviews

General

Data Origins

For the 2024 annual report, data from Osiris were used. The annual report is based on the data collection as at 1 December of the relevant academic year (definitive final values).
For all overviews, the figures relate to the campuses in The Hague, Delft and Zoetermeer. Furthermore, only the funded programmes (bachelor’s, associate and master’s degree) have been included in the selection.

Reporting Period

The overviews ‘enrolled’ and ‘inflow’ refer to the academic years 2022, 2023 and 2024. The overviews showing graduates, dropouts and NBSAs reflect the 2021, 2022 and 2023 academic years. The propaedeutic yield covers the 2020, 2021 and 2022 cohorts.

Migration Background

The 2024 annual report used the definition of Statistics Netherlands:
A person has a Western background if he, she or one of the parents was born in Europe (excluding Turkey), North America or Oceania. Western countries also include Indonesia and Japan. If a person or one of the parents was born in another country, that person has a non-western migration background according to the Statistics Netherlands definition.

Enrolments

The following applies for information in the various overviews related to enrolment data, :

- Both funded and non-funded entries have been included in the selection.
- When a student is enrolled in two different programmes in one academic year, both enrolments are counted. This applies, for example, to students following the double PrETT-PhETT (PABO-HALO) certification pathway. They have enrolled in both the PrETT and the PhETT programme.

Inflow

Inflow for the institution: Students who are enrolled at The Hague University of Applied Sciences on reference date and have never been enrolled at The Hague University of Applied Sciences in a previous academic year on reference date.

Negative binding study advice

For the 2021 academic year, no negative study advice was issued in the first year due to the pandemic. This year, the number of students is counted who have been issued a suspended advice because they did not meet the BSA standard at that moment. In the 2022 academic year, negative binding study advice was again issued after a 1-year break. The 2021 figures are therefore not comparable with those of 2022 and 2023.
In some flexible part-time degree programmes, the study advice is only issued after 2 years. This has not been taken into account in the calculation.

Propaedeutic yield

Numbers and percentages for propaedeutic yield reflect full-time, part-time and work-study students who first entered the institution on the reference date of the academic year in the propaedeutic year and who obtained the propaedeutic certificate in the same degree programme within 2 years.
Propaedeutic yields are no longer calculated for AD programmes, as these programmes no longer have a propaedeutic phase from 1 January 2018.

Graduates

Graduates are students who, regardless of their year of entry, obtained the bachelor's or associate degree certificate in the relevant academic year.
In this table, the academic year is used as the certificate year. The certificate year runs from 2-10 to 1-10 instead of 1-9 to 31-8.

Enrolment Duration of Graduates

The enrolment duration of graduates is the number of years the student was enrolled at The Hague University of Applied Sciences on the reference date. Only the years up to the first final degree certificate are counted. The student is reported to the programme of graduation. For Cultural and Social Studies, Social Work and Services, and Educational and Social Assistance degree programmes, the duration of enrolment in 2020 is significantly higher because in those years all students who graduated had incurred a study delay of 1 year or more. This is due to the merger of these Social Work degree programmes from academic year 2017. In 2021, the average duration is significantly higher in Social Work degree programmes because this now includes students who previously started in the Cultural and Social Studies, Social Work and Services, and Educational and Social Assistance degree programmes, but eventually graduated in Social Work. The same applies, albeit to a lesser extent, to the average duration in 2022.

Dropouts

Dropouts are students who were enrolled on reference date in one academic year and were not enrolled on reference date in the following academic year, without graduating. This applies to students both in the propaedeutic phase and in the main phase.

Enrolment Duration of Dropouts

The enrolment duration of dropouts is the number of years the student was enrolled at The Hague University of Applied Sciences on the reference date.

3.1 Students enrolled in full-time, part-time, and work-study degree programmes combined

| HOOP (HERP; HIGHER EDUCATION AND RESEARCH PLAN) FIELD | DEGREE PROGRAMME | 2022 | 2023 | 2024 |
|---|--|-------|-------|-------|
| Economics | A.D. E-commerce | - | 11 | 13 |
| | A.D. Facility Management | 37 | 39 | 44 |
| | A.D. Finance & Control | 62 | 97 | 147 |
| | Ad Online Marketing | - | 8 | 24 |
| | B. Accountancy | 405 | 375 | 353 |
| | B. Business Administration | 796 | 733 | 726 |
| | B. Public Administration/Public Management | 667 | 579 | 587 |
| | B. Commercial Economics | 617 | 590 | 519 |
| | B. Communication | 519 | 554 | 549 |
| | B. European Studies | 1201 | 1129 | 1077 |
| | B. Facility Management | 540 | 539 | 496 |
| | B. Finance & Control | 916 | 817 | 746 |
| | B. Human Resource Management | 562 | 479 | 379 |
| | B. Integral Safety Studies | 1199 | 1170 | 1193 |
| | B. International Business | 1746 | 1687 | 1712 |
| | B. Entrepreneurship & Retail Management | 681 | 650 | 626 |
| | M. Integral Business Operations | 33 | 52 | 96 |
| | Total | 9981 | 9509 | 9287 |
| Behaviour and Society | A.D. Social Work | - | - | 64 |
| | B. Education Studies | 869 | 877 | 929 |
| | B. Social Work | 1126 | 1013 | 936 |
| | B. Sports Science | 727 | 740 | 746 |
| | Total | 2722 | 2630 | 2675 |
| Healthcare | B. Skin Therapy | 572 | 557 | 567 |
| | B. Nurse Training | 885 | 811 | 788 |
| | B. Nutrition and Dietetics | 961 | 942 | 935 |
| | Total | 2418 | 2310 | 2290 |
| Education | B. Primary Education Teacher Training | 370 | 399 | 464 |
| | B. Physical Education Teacher Training - Grade One | 937 | 927 | 948 |
| | Total | 1307 | 1326 | 1412 |
| Law | B. Higher Professional Education – Law | 2187 | 2087 | 2178 |
| | Total | 2187 | 2087 | 2178 |
| Technology | A.D. Industrial Engineering and Management | - | - | 14 |
| | B. Applied Data Science & Artificial Intelligence | 52 | 89 | 165 |
| | B. Architecture and Construction Engineering | 462 | 430 | 436 |
| | B. Chemical Engineering | 193 | 195 | 217 |
| | B. Civil Engineering | 202 | 185 | 180 |
| | B. Communication and Multimedia Design | 743 | 731 | 715 |
| | B. Electrical Engineering | 244 | 235 | 223 |
| | B. Higher Professional Education – ICT | 2056 | 1899 | 1710 |
| | B. Industrial Product Design | 569 | 541 | 529 |
| | B. Mechatronics | 377 | 320 | 286 |
| | B. Man and Technology | 260 | 222 | 190 |
| | B. Spatial Development | 162 | 162 | 148 |
| | B. Industrial Engineering and Management | 358 | 333 | 295 |
| | B. Engineering Physics | 314 | 276 | 255 |
| | B. Applied Mathematics | 226 | 206 | 200 |
| | B. Mechanical Engineering | 600 | 561 | 513 |
| | M. Next Level Engineering | - | 24 | 30 |
| | Total | 6818 | 6409 | 6106 |
| Total | | 25433 | 24271 | 23948 |

3.2 Inflow in full-time, part-time, and work-study degree programmes combined.

| HOOP (HERP; HIGHER EDUCATION AND RESEARCH PLAN) FIELD | DEGREE PROGRAMME | 2022 | 2023 | 2024 |
|---|--|------|------|------|
| Economics | A.D. E-commerce | - | 7 | 8 |
| | A.D. Facility Management | 12 | 17 | 21 |
| | A.D. Finance & Control | 11 | 26 | 47 |
| | Ad Online Marketing | - | 7 | 17 |
| | B. Accountancy | 89 | 106 | 96 |
| | B. Business Administration | 189 | 157 | 159 |
| | B. Public Administration/Public Management | 170 | 122 | 172 |
| | B. Commercial Economics | 134 | 158 | 119 |
| | B. Communication | 129 | 155 | 147 |
| | B. European Studies | 296 | 259 | 277 |
| | B. Facility Management | 129 | 134 | 97 |
| | B. Finance & Control | 189 | 156 | 172 |
| | B. Human Resource Management | 116 | 97 | 67 |
| | B. Integral Safety Studies | 294 | 271 | 307 |
| | B. International Business | 483 | 415 | 423 |
| | B. Entrepreneurship & Retail Management | 143 | 164 | 162 |
| | M. Integral Business Operations | 3 | 19 | 38 |
| | Total | 2387 | 2270 | 2329 |
| Behaviour and Society | A.D. Social Work | - | - | 54 |
| | B. Education Studies | 317 | 308 | 351 |
| | B. Social Work | 271 | 263 | 218 |
| | B. Sports Science | 229 | 196 | 230 |
| | Total | 817 | 767 | 853 |
| Healthcare | B. Skin Therapy | 132 | 131 | 137 |
| | B. Nurse Training | 242 | 204 | 209 |
| | B. Nutrition and Dietetics | 256 | 232 | 240 |
| | Total | 630 | 567 | 586 |
| Education | B. Primary Education Teacher Training | 87 | 132 | 166 |
| | B. Physical Education Teacher Training - Grade One | 213 | 257 | 266 |
| | Total | 300 | 389 | 432 |
| Law | B. Higher Professional Education – Law | 638 | 587 | 595 |
| | Total | 638 | 587 | 595 |
| Technology | A.D. Industrial Engineering and Management | - | - | 10 |
| | B. Applied Data Science & Artificial Intelligence | 42 | 44 | 81 |
| | B. Architecture and Construction Engineering | 145 | 124 | 116 |
| | B. Chemical Engineering | 54 | 53 | 58 |
| | B. Civil Engineering | 38 | 43 | 62 |
| | B. Communication and Multimedia Design | 201 | 189 | 181 |
| | B. Electrical Engineering | 48 | 49 | 53 |
| | B. Higher Professional Education – ICT | 564 | 492 | 384 |
| | B. Industrial Product Design | 144 | 141 | 135 |
| | B. Mechatronics | 102 | 88 | 74 |
| | B. Man and Technology | 57 | 47 | 42 |
| | B. Spatial Development | 35 | 45 | 33 |
| | B. Industrial Engineering and Management | 73 | 66 | 54 |
| | B. Engineering Physics | 85 | 60 | 55 |
| | B. Applied Mathematics | 52 | 56 | 49 |
| | B. Mechanical Engineering | 123 | 132 | 119 |
| | M. Next Level Engineering | - | 7 | 17 |
| | Total | 1763 | 1636 | 1523 |
| Total | | 6535 | 6216 | 6318 |

3.3 Inflow in full-time programmes

| HOOP FIELD | DEGREE PROGRAMME | 2022 | 2023 | 2024 |
|-----------------------|--|------|------|------|
| Economics | A.D. Finance & Control | - | 12 | 26 |
| | B. Accountancy | 89 | 106 | 96 |
| | B. Business Administration | 168 | 144 | 146 |
| | B. Public Administration/Public Management | 62 | 49 | 76 |
| | B. Commercial Economics | 119 | 152 | 110 |
| | B. Communication | 129 | 155 | 147 |
| | B. European Studies | 296 | 259 | 277 |
| | B. Facility Management | 121 | 126 | 91 |
| | B. Finance & Control | 178 | 149 | 167 |
| | B. Human Resource Management | 104 | 83 | 58 |
| | B. Integral Safety Studies | 143 | 131 | 145 |
| | B. International Business | 483 | 415 | 423 |
| | B. Entrepreneurship & Retail Management | 141 | 152 | 154 |
| | M. Integral Business Operations | 3 | 9 | 25 |
| | Total | 2036 | 1942 | 1941 |
| Behaviour and Society | B. Education Studies | 317 | 308 | 351 |
| | B. Social Work | 197 | 206 | 176 |
| | B. Sports Science | 229 | 196 | 230 |
| | Total | 743 | 710 | 757 |
| Healthcare | B. Skin Therapy | 111 | 109 | 115 |
| | B. Nurse Training | 159 | 128 | 145 |
| | B. Nutrition and Dietetics | 207 | 193 | 193 |
| | Total | 477 | 430 | 453 |
| Education | B. Primary Education Teacher Training | 61 | 100 | 132 |
| | B. Physical Education Teacher Training - Grade One | 213 | 257 | 266 |
| | Total | 274 | 357 | 398 |
| Law | B. Higher Professional Education – Law | 402 | 358 | 373 |
| | Total | 402 | 358 | 373 |
| Technology | B. Applied Data Science & Artificial Intelligence | 42 | 44 | 81 |
| | B. Architecture and Construction Engineering | 145 | 124 | 116 |
| | B. Chemical Engineering | 54 | 53 | 58 |
| | B. Civil Engineering | 38 | 43 | 62 |
| | B. Communication and Multimedia Design | 201 | 189 | 181 |
| | B. Electrical Engineering | 30 | 39 | 40 |
| | B. Higher Professional Education – ICT | 522 | 466 | 360 |
| | B. Industrial Product Design | 144 | 141 | 135 |
| | B. Mechatronics | 102 | 88 | 74 |
| | B. Man and Technology | 57 | 47 | 42 |
| | B. Spatial Development | 35 | 45 | 33 |
| | B. Industrial Engineering and Management | 73 | 66 | 54 |
| | B. Engineering Physics | 85 | 60 | 55 |
| | B. Applied Mathematics | 52 | 56 | 49 |
| | B. Mechanical Engineering | 106 | 119 | 106 |
| | M. Next Level Engineering | - | 7 | 17 |
| | Total | 1686 | 1587 | 1463 |
| Total | | 5618 | 5384 | 5385 |

3.4 Inflow in part-time programmes

| HOOP FIELD | DEGREE PROGRAMME | 2022 | 2023 | 2024 |
|-----------------------|--|------|------|------|
| Economics | A.D. E-commerce | - | 7 | 8 |
| | A.D. Facility Management | 12 | 17 | 21 |
| | A.D. Finance & Control | 11 | 6 | 15 |
| | Ad Online Marketing | - | 7 | 17 |
| | B. Business Administration | 21 | 13 | 13 |
| | B. Commercial Economics | 15 | 5 | 2 |
| | B. Facility Management | 8 | 8 | 6 |
| | B. Finance & Control | 11 | 5 | 3 |
| | B. Human Resource Management | 12 | 14 | 9 |
| | B. Integral Safety Studies | 25 | 34 | 22 |
| | B. Entrepreneurship & Retail Management | 2 | 7 | 3 |
| | M. Integral Business Operations | - | 10 | 13 |
| | Total | 117 | 133 | 132 |
| Behaviour and Society | A.D. Social Work | - | - | 24 |
| | B. Social Work | 39 | 30 | 23 |
| | Total | 39 | 30 | 47 |
| Healthcare | B. Skin Therapy | 21 | 22 | 22 |
| | B. Nurse Training | 9 | 13 | 15 |
| | B. Nutrition and Dietetics | 49 | 39 | 47 |
| | Total | 79 | 74 | 84 |
| Education | B. Primary Education Teacher Training | 26 | 32 | 34 |
| | Total | 26 | 32 | 34 |
| Law | B. Higher Professional Education – Law | 22 | 37 | 30 |
| | Total | 22 | 37 | 30 |
| Technology | A.D. Industrial Engineering and Management | - | - | 10 |
| | B. Higher Professional Education – ICT | 42 | 26 | 24 |
| | Total | 42 | 26 | 34 |
| Total | | 325 | 332 | 361 |

3.5 Inflow in work-study programmes

| HOOP FIELD | DEGREE PROGRAMME | 2022 | 2023 | 2024 |
|-----------------------|--|------|------|------|
| Economics | A.D. Finance & Control | - | 8 | 6 |
| | B. Public Administration/Public Management | 108 | 73 | 96 |
| | B. Commercial Economics | - | 1 | 7 |
| | B. Finance & Control | - | 2 | 2 |
| | B. Integral Safety Studies | 126 | 106 | 140 |
| | B. Entrepreneurship & Retail Management | - | 5 | 5 |
| | Total | 234 | 195 | 256 |
| Behaviour and Society | A.D. Social Work | - | - | 30 |
| | B. Social Work | 35 | 27 | 19 |
| | Total | 35 | 27 | 49 |
| Healthcare | B. Nurse Training | 74 | 63 | 49 |
| | Total | 74 | 63 | 49 |
| Law | B. Higher Professional Education – Law | 214 | 192 | 192 |
| | Total | 214 | 192 | 192 |
| Technology | B. Electrical Engineering | 18 | 10 | 13 |
| | B. Mechanical Engineering | 17 | 13 | 13 |
| | Total | 35 | 23 | 26 |
| Total | | 592 | 500 | 572 |

3.6 Inflow in full-time, part-time, and work-study degree programmes combined, by sex

| HOOP FIELD | DEGREE PROGRAMME | MALE 2022 % | MALE 2023 % | MALE 2024 % | FEMALE 2022 % | VROUW 2023 % | VROUW 2024 % |
|-----------------------|--|-------------|-------------|-------------|---------------|--------------|--------------|
| Economics | A.D. E-commerce | - | 71.4 | 75.0 | - | 28.6 | 25.0 |
| | A.D. Facility Management | 41.7 | 52.9 | 57.1 | 58.3 | 47.1 | 42.9 |
| | A.D. Finance & Control | 45.5 | 69.2 | 57.4 | 54.5 | 30.8 | 42.6 |
| | Ad Online Marketing | - | 42.9 | 58.8 | - | 57.1 | 41.2 |
| | B. Accountancy | 66.3 | 64.2 | 65.6 | 33.7 | 35.8 | 34.4 |
| | B. Business Administration | 76.2 | 70.7 | 74.8 | 23.8 | 29.3 | 25.2 |
| | B. Public Administration/Public Management | 46.5 | 59.8 | 52.3 | 53.5 | 40.2 | 47.7 |
| | B. Commercial Economics | 59.0 | 58.9 | 63.9 | 41.0 | 41.1 | 36.1 |
| | B. Communication | 24.0 | 16.8 | 16.3 | 76.0 | 83.2 | 83.0 |
| | B. European Studies | 40.2 | 42.5 | 43.0 | 59.8 | 57.5 | 57.0 |
| | B. Facility Management | 34.9 | 38.8 | 38.1 | 65.1 | 61.2 | 61.9 |
| | B. Finance & Control | 64.6 | 68.6 | 68.0 | 35.4 | 31.4 | 32.0 |
| | B. Human Resource Management | 21.6 | 33.0 | 25.4 | 78.4 | 67.0 | 74.6 |
| | B. Integral Safety Studies | 61.2 | 50.9 | 57.0 | 38.8 | 49.1 | 43.0 |
| | B. International Business | 53.4 | 54.0 | 56.3 | 46.6 | 46.0 | 43.7 |
| | B. Entrepreneurship & Retail Management | 76.9 | 70.7 | 77.2 | 23.1 | 29.3 | 22.8 |
| | M. Integral Business Operations | 100.0 | 47.4 | 47.4 | 0.0 | 52.6 | 52.6 |
| | Total | 53.0 | 52.6 | 54.7 | 47.0 | 47.4 | 45.3 |
| Behaviour and Society | A.D. Social Work | - | - | 25.9 | - | - | 74.1 |
| | B. Education Studies | 4.1 | 5.8 | 4.8 | 95.9 | 94.2 | 95.2 |
| | B. Social Work | 34.3 | 32.3 | 30.3 | 65.7 | 67.7 | 69.7 |
| | B. Sports Science | 83.0 | 82.1 | 76.1 | 17.0 | 17.9 | 23.5 |
| | Total | 36.2 | 34.4 | 31.9 | 63.8 | 65.6 | 68.0 |
| Healthcare | B. Skin Therapy | 0.8 | 3.1 | 0.7 | 99.2 | 96.9 | 99.3 |
| | B. Nurse Training | 18.2 | 14.7 | 14.8 | 81.8 | 85.3 | 85.2 |
| | B. Nutrition and Dietetics | 19.5 | 16.4 | 23.3 | 80.5 | 83.6 | 76.7 |
| | Total | 15.1 | 12.7 | 15.0 | 84.9 | 87.3 | 85.0 |
| Education | B. Primary Education Teacher Training | 23.0 | 31.1 | 32.5 | 77.0 | 68.9 | 67.5 |
| | B. Physical Education Teacher Training - Grade One | 66.2 | 65.8 | 70.3 | 33.8 | 34.2 | 29.7 |
| | Total | 53.7 | 54.0 | 55.8 | 46.3 | 46.0 | 44.2 |
| Law | B. Higher Professional Education – Law | 24.0 | 24.7 | 26.2 | 76.0 | 75.3 | 73.8 |
| | Total | 24.0 | 24.7 | 26.2 | 76.0 | 75.3 | 73.8 |
| Technology | A.D. Industrial Engineering and Management | - | - | 100.0 | - | - | 0.0 |
| | B. Applied Data Science & Artificial Intelligence | 78.6 | 75.0 | 82.7 | 21.4 | 25.0 | 17.3 |
| | B. Architecture and Construction Engineering | 60.7 | 63.7 | 65.5 | 39.3 | 36.3 | 34.5 |
| | B. Chemical Engineering | 50.0 | 34.0 | 51.7 | 50.0 | 66.0 | 48.3 |
| | B. Civil Engineering | 78.9 | 93.0 | 90.3 | 21.1 | 7.0 | 9.7 |
| | B. Communication and Multimedia Design | 39.8 | 40.7 | 33.1 | 60.2 | 59.3 | 66.9 |
| | B. Electrical Engineering | 97.9 | 95.9 | 94.3 | 2.1 | 4.1 | 5.7 |
| | B. Higher Professional Education – ICT | 88.1 | 89.2 | 89.8 | 11.9 | 10.8 | 10.2 |
| | B. Industrial Product Design | 57.6 | 56.7 | 43.0 | 42.4 | 43.3 | 57.0 |
| | B. Mechatronics | 92.2 | 92.0 | 87.8 | 7.8 | 8.0 | 12.2 |
| | B. Man and Technology | 54.4 | 70.2 | 59.5 | 45.6 | 29.8 | 40.5 |
| | B. Spatial Development | 65.7 | 66.7 | 45.5 | 34.3 | 33.3 | 54.5 |
| | B. Industrial Engineering and Management | 84.9 | 83.3 | 83.3 | 15.1 | 16.7 | 16.7 |
| | B. Engineering Physics | 75.3 | 85.0 | 78.2 | 24.7 | 15.0 | 21.8 |
| | B. Applied Mathematics | 59.6 | 71.4 | 61.2 | 40.4 | 28.6 | 38.8 |
| | B. Mechanical Engineering | 95.9 | 93.2 | 89.1 | 4.1 | 6.8 | 10.9 |
| | M. Next Level Engineering | - | 57.1 | 70.6 | - | 42.9 | 29.4 |
| | Total | 74.2 | 75.2 | 71.8 | 25.8 | 24.8 | 28.2 |
| Total | | 50.1 | 50.1 | 49.4 | 49.9 | 49.9 | 50.5 |

3.7 Inflow in full-time, part-time and work-study degree programmes combined, by migration background

| HOOP FIELD | DEGREE PROGRAMME | AU 2022 % | AU 2023 % | AU 2024 % | WE 2022 % | WE 2023 % | WE 2024 % | NW 2022 % | NW 2023 % | NW 2024 % |
|-----------------------|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Economics | A.D. E-commerce | - | 71.4 | 62.5 | - | 0.0 | 12.5 | - | 28.6 | 25.0 |
| | A.D. Facility Management | 75.0 | 94.1 | 71.4 | 0.0 | 0.0 | 0.0 | 25.0 | 5.9 | 28.6 |
| | A.D. Finance & Control | 63.6 | 38.5 | 40.4 | 9.1 | 3.8 | 4.3 | 27.3 | 57.7 | 55.3 |
| | Ad Online Marketing | - | 71.4 | 58.8 | - | 0.0 | 11.8 | - | 28.6 | 29.4 |
| | B. Accountancy | 41.6 | 42.5 | 49.0 | 6.7 | 7.5 | 8.3 | 51.7 | 50.0 | 42.7 |
| | B. Business Administration | 61.9 | 64.3 | 60.4 | 5.8 | 5.7 | 6.3 | 32.3 | 29.9 | 33.3 |
| | B. Public Administration/Public Management | 56.5 | 59.0 | 50.6 | 17.6 | 13.9 | 20.3 | 25.9 | 27.0 | 29.1 |
| | B. Commercial Economics | 62.7 | 55.1 | 56.3 | 8.2 | 6.3 | 9.2 | 29.1 | 38.6 | 34.5 |
| | B. Communication | 24.8 | 27.7 | 25.9 | 56.6 | 52.3 | 52.4 | 18.6 | 20.0 | 21.8 |
| | B. European Studies | 35.5 | 39.4 | 31.4 | 44.9 | 44.4 | 49.5 | 18.9 | 16.2 | 18.8 |
| | B. Facility Management | 84.5 | 79.1 | 85.6 | 6.2 | 3.7 | 6.2 | 9.3 | 17.2 | 8.2 |
| | B. Finance & Control | 31.7 | 26.9 | 27.3 | 24.3 | 28.8 | 32.6 | 42.9 | 44.2 | 40.1 |
| | B. Human Resource Management | 45.7 | 43.3 | 44.8 | 6.0 | 9.3 | 10.4 | 48.3 | 47.4 | 44.8 |
| | B. Integral Safety Studies | 57.8 | 55.4 | 60.3 | 21.8 | 26.2 | 22.5 | 20.4 | 18.5 | 17.3 |
| | B. International Business | 12.0 | 10.6 | 7.1 | 50.5 | 54.5 | 51.1 | 37.3 | 34.9 | 41.8 |
| | B. Entrepreneurship & Retail Management | 81.1 | 75.6 | 69.1 | 3.5 | 7.3 | 12.3 | 15.4 | 17.1 | 18.5 |
| | M. Integral Business Operations | 100.0 | 57.9 | 57.9 | 0.0 | 0.0 | 0.0 | 0.0 | 42.1 | 42.1 |
| | Total | 44.2 | 44.3 | 42.1 | 26.8 | 26.8 | 28.2 | 28.8 | 28.9 | 29.7 |
| Behaviour and Society | A.D. Social Work | - | - | 70.4 | - | - | 1.9 | - | - | 27.8 |
| | B. Education Studies | 61.5 | 61.7 | 60.1 | 6.3 | 5.5 | 6.8 | 32.2 | 32.8 | 33.0 |
| | B. Social Work | 41.0 | 43.0 | 41.3 | 4.1 | 5.7 | 5.0 | 55.0 | 51.3 | 53.7 |
| | B. Sports Science | 48.9 | 49.5 | 48.3 | 39.3 | 39.8 | 40.4 | 11.4 | 10.7 | 11.3 |
| | Total | 51.2 | 52.2 | 52.8 | 14.8 | 14.3 | 15.1 | 33.9 | 33.5 | 32.1 |
| Healthcare | B. Skin Therapy | 61.4 | 58.0 | 52.6 | 9.1 | 10.7 | 11.7 | 29.5 | 31.3 | 35.8 |
| | B. Nurse Training | 50.8 | 48.0 | 45.9 | 5.4 | 8.3 | 8.6 | 43.8 | 43.6 | 45.5 |
| | B. Nutrition and Dietetics | 69.1 | 71.6 | 73.3 | 9.0 | 9.5 | 7.9 | 21.9 | 19.0 | 18.8 |
| | Total | 60.5 | 60.0 | 58.7 | 7.6 | 9.3 | 9.0 | 31.9 | 30.7 | 32.3 |
| Education | B. Primary Education Teacher Training | 67.8 | 68.9 | 67.5 | 5.7 | 5.3 | 3.0 | 26.4 | 25.8 | 29.5 |
| | B. Physical Education Teacher Training - Grade One | 83.6 | 89.1 | 86.1 | 5.6 | 2.7 | 4.1 | 10.8 | 8.2 | 9.8 |
| | Total | 79.0 | 82.3 | 78.9 | 5.7 | 3.6 | 3.7 | 15.3 | 14.1 | 17.4 |
| Law | B. Higher Professional Education – Law | 22.3 | 26.6 | 20.7 | 37.3 | 34.4 | 39.8 | 40.0 | 38.8 | 39.2 |
| | Total | 22.3 | 26.6 | 20.7 | 37.3 | 34.4 | 39.8 | 40.0 | 38.8 | 39.2 |
| Technology | A.D. Industrial Engineering and Management | - | - | 80.0 | - | - | 10.0 | - | - | 10.0 |
| | B. Applied Data Science & Artificial Intelligence | 64.3 | 40.9 | 54.3 | 9.5 | 20.5 | 8.6 | 26.2 | 38.6 | 37.0 |
| | B. Architecture and Construction Engineering | 59.3 | 58.9 | 66.4 | 9.7 | 6.5 | 6.9 | 31.0 | 34.7 | 26.7 |
| | B. Chemical Engineering | 18.5 | 11.3 | 13.8 | 27.8 | 43.4 | 37.9 | 53.7 | 45.3 | 48.3 |
| | B. Civil Engineering | 63.2 | 79.1 | 61.3 | 10.5 | 2.3 | 12.9 | 26.3 | 18.6 | 25.8 |
| | B. Communication and Multimedia Design | 30.3 | 29.6 | 35.4 | 46.3 | 48.1 | 35.4 | 22.9 | 22.2 | 29.3 |
| | B. Electrical Engineering | 43.8 | 63.3 | 58.5 | 14.6 | 4.1 | 13.2 | 41.7 | 32.7 | 28.3 |
| | B. Higher Professional Education – ICT | 46.6 | 43.3 | 46.9 | 6.9 | 11.6 | 9.1 | 46.5 | 45.1 | 44.0 |
| | B. Industrial Product Design | 49.3 | 50.4 | 48.9 | 36.1 | 35.5 | 34.8 | 14.6 | 14.2 | 16.3 |
| | B. Mechatronics | 78.4 | 83.0 | 78.4 | 8.8 | 8.0 | 12.2 | 12.7 | 9.1 | 9.5 |
| | B. Man and Technology | 93.0 | 89.4 | 95.2 | 3.5 | 6.4 | 2.4 | 3.5 | 4.3 | 2.4 |
| | B. Spatial Development | 82.9 | 80.0 | 78.8 | 8.6 | 4.4 | 6.1 | 8.6 | 15.6 | 15.2 |
| | B. Industrial Engineering and Management | 83.6 | 84.8 | 75.9 | 5.5 | 7.6 | 5.6 | 11.0 | 7.6 | 18.5 |
| | B. Engineering Physics | 71.8 | 70.0 | 72.7 | 8.2 | 10.0 | 9.1 | 20.0 | 20.0 | 18.2 |
| | B. Applied Mathematics | 63.5 | 69.6 | 67.3 | 15.4 | 7.1 | 6.1 | 21.2 | 23.2 | 26.5 |
| | B. Mechanical Engineering | 74.8 | 77.3 | 71.4 | 10.6 | 4.5 | 10.1 | 14.6 | 18.2 | 18.5 |
| | M. Next Level Engineering | - | 28.6 | 35.3 | - | 14.3 | 5.9 | - | 57.1 | 58.8 |
| | Total | 55.1 | 54.6 | 55.5 | 15.5 | 16.8 | 15.4 | 29.3 | 28.5 | 29.1 |
| Total | | 49.1 | 50.1 | 48.8 | 20.5 | 20.3 | 21.0 | 30.3 | 29.6 | 30.2 |

3.8 Inflow in full-time, part-time and work-study degree programmes combined, by prior education

| HOOP FIELD | DEGREE PROGRAMME | HIGHER GENERAL SECONDARY EDUCATION % | | | SENIOR SECONDARY VOCATIONAL EDUCATION % | | | PRE-UNIVERSITY EDUCATION % | | | BD % | | | OTHER % | | |
|-----------------------|--|--------------------------------------|------|------|---|------|------|----------------------------|------|------|------|------|------|---------|------|------|
| | | 2022 | 2023 | 2024 | 2022 | 2023 | 2024 | 2022 | 2023 | 2024 | 2022 | 2023 | 2024 | 2022 | 2023 | 2024 |
| Economics | A.D. E-commerce | - | 14.3 | 37.5 | - | 71.4 | 25.0 | - | 0.0 | 0.0 | - | 0.0 | 0.0 | - | 14.3 | 37.5 |
| | A.D. Facility Management | 0.0 | 23.5 | 14.3 | 83.3 | 47.1 | 61.9 | 0.0 | 5.9 | 4.8 | 0.0 | 0.0 | 0.0 | 16.7 | 23.5 | 19.0 |
| | A.D. Finance & Control | 18.2 | 26.9 | 29.8 | 54.5 | 46.2 | 53.2 | 9.1 | 0.0 | 4.3 | 0.0 | 15.4 | 8.5 | 18.2 | 11.5 | 4.3 |
| | Ad Online Marketing | - | 0.0 | 11.8 | - | 85.7 | 64.7 | - | 14.3 | 0.0 | - | 0.0 | 5.9 | - | 0.0 | 17.6 |
| | B. Accountancy | 48.3 | 50.0 | 58.3 | 29.2 | 22.6 | 26.0 | 6.7 | 3.8 | 5.2 | 12.4 | 16.0 | 4.2 | 3.4 | 7.5 | 6.3 |
| | B. Business Administration | 59.3 | 59.2 | 51.6 | 24.9 | 24.2 | 26.4 | 5.3 | 5.7 | 3.8 | 2.6 | 4.5 | 8.8 | 7.9 | 6.4 | 9.4 |
| | B. Public Administration/Public Management | 53.5 | 54.1 | 51.2 | 17.6 | 17.2 | 17.4 | 2.9 | 3.3 | 1.2 | 21.8 | 22.1 | 23.3 | 4.1 | 3.3 | 7.0 |
| | B. Commercial Economics | 60.4 | 46.8 | 47.1 | 29.9 | 29.7 | 32.8 | 3.0 | 6.3 | 5.9 | 3.7 | 8.9 | 5.0 | 3.0 | 8.2 | 9.2 |
| | B. Communication | 18.6 | 22.6 | 27.9 | 14.0 | 8.4 | 6.8 | 3.1 | 3.9 | 1.4 | 62.8 | 61.9 | 61.9 | 1.6 | 3.2 | 2.0 |
| | B. European Studies | 39.5 | 45.6 | 37.5 | 11.5 | 10.0 | 9.4 | 2.7 | 2.3 | 2.9 | 44.6 | 40.9 | 46.6 | 1.7 | 1.2 | 3.6 |
| | B. Facility Management | 52.7 | 59.0 | 66.0 | 31.0 | 28.4 | 20.6 | 7.0 | 6.7 | 8.2 | 3.1 | 2.2 | 0.0 | 6.2 | 3.7 | 5.2 |
| | B. Finance & Control | 31.7 | 32.1 | 30.2 | 21.7 | 15.4 | 15.1 | 5.3 | 2.6 | 4.1 | 38.6 | 44.2 | 48.3 | 2.6 | 5.8 | 2.3 |
| | B. Human Resource Management | 29.3 | 41.2 | 35.8 | 50.0 | 45.4 | 46.3 | 4.3 | 4.1 | 1.5 | 8.6 | 4.1 | 14.9 | 7.8 | 5.2 | 1.5 |
| | B. Integral Safety Studies | 41.8 | 41.7 | 50.2 | 25.2 | 19.2 | 15.6 | 4.4 | 5.9 | 4.9 | 23.1 | 28.4 | 19.9 | 5.4 | 4.8 | 9.4 |
| | B. International Business | 15.1 | 13.7 | 13.7 | 7.2 | 5.5 | 6.1 | 0.6 | 1.2 | 0.7 | 75.8 | 78.3 | 77.1 | 1.2 | 1.2 | 2.4 |
| | B. Entrepreneurship & Retail Management | 60.8 | 64.6 | 72.2 | 29.4 | 22.0 | 16.0 | 5.6 | 7.9 | 6.2 | 2.8 | 3.0 | 3.7 | 1.4 | 2.4 | 1.9 |
| | M. Integral Business Operations | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 5.3 | 15.8 | 100.0 | 94.7 | 84.2 |
| | Total | 38.3 | 39.5 | 39.4 | 21.0 | 18.4 | 17.2 | 3.6 | 4.1 | 3.3 | 33.3 | 33.3 | 33.5 | 3.7 | 4.8 | 6.6 |
| Behaviour and Society | A.D. Social Work | - | - | 5.6 | - | - | 74.1 | - | - | 0.0 | - | - | 0.0 | - | - | 20.4 |
| | B. Education Studies | 46.7 | 51.9 | 57.0 | 42.9 | 36.0 | 32.5 | 4.4 | 4.9 | 5.1 | 2.8 | 2.9 | 2.6 | 3.2 | 4.2 | 2.8 |
| | B. Social Work | 21.4 | 28.5 | 36.7 | 62.0 | 54.8 | 48.2 | 0.7 | 3.4 | 2.3 | 5.5 | 2.7 | 2.8 | 10.3 | 10.6 | 10.1 |
| | B. Sports Science | 38.9 | 30.6 | 33.9 | 8.7 | 5.6 | 3.9 | 6.6 | 16.8 | 11.3 | 43.7 | 44.9 | 47.0 | 2.2 | 2.0 | 3.9 |
| | Total | 36.1 | 38.5 | 42.3 | 39.7 | 34.7 | 31.4 | 3.8 | 7.4 | 5.7 | 15.2 | 13.6 | 14.4 | 5.3 | 5.9 | 6.1 |
| Healthcare | B. Skin Therapy | 31.1 | 36.6 | 40.1 | 44.7 | 40.5 | 37.2 | 6.1 | 5.3 | 10.2 | 2.3 | 6.9 | 2.2 | 15.9 | 10.7 | 10.2 |
| | B. Nurse Training | 31.4 | 30.9 | 39.2 | 48.8 | 47.1 | 38.8 | 3.3 | 3.9 | 3.8 | 8.3 | 5.4 | 10.0 | 8.3 | 12.7 | 8.1 |
| | B. Nutrition and Dietetics | 34.4 | 46.6 | 45.8 | 28.9 | 31.5 | 28.3 | 11.3 | 8.6 | 6.7 | 7.8 | 1.7 | 1.7 | 17.6 | 11.6 | 17.5 |
| | Total | 32.5 | 38.6 | 42.2 | 39.8 | 39.2 | 34.1 | 7.1 | 6.2 | 6.5 | 6.8 | 4.2 | 4.8 | 13.7 | 11.8 | 12.5 |
| Education | B. Primary Education Teacher Training | 46.0 | 47.0 | 56.6 | 27.6 | 26.5 | 27.7 | 8.0 | 11.4 | 5.4 | 5.7 | 3.8 | 3.0 | 12.6 | 11.4 | 7.2 |
| | B. Physical Education Teacher Training - Grade One | 58.2 | 52.9 | 63.5 | 31.9 | 31.9 | 26.3 | 4.7 | 8.6 | 6.8 | 3.8 | 3.5 | 0.4 | 1.4 | 3.1 | 3.0 |
| | Total | 54.7 | 50.9 | 60.9 | 30.7 | 30.1 | 26.9 | 5.7 | 9.5 | 6.3 | 4.3 | 3.6 | 1.4 | 4.7 | 5.9 | 4.6 |
| Law | B. Higher Professional Education – Law | 28.5 | 31.0 | 27.4 | 22.3 | 22.8 | 20.0 | 1.1 | 0.3 | 0.7 | 45.0 | 41.1 | 48.7 | 3.1 | 4.8 | 3.2 |
| | Total | 28.5 | 31.0 | 27.4 | 22.3 | 22.8 | 20.0 | 1.1 | 0.3 | 0.7 | 45.0 | 41.1 | 48.7 | 3.1 | 4.8 | 3.2 |
| Technology | A.D. Industrial Engineering and Management | - | - | 30.0 | - | - | 60.0 | - | - | 10.0 | - | - | 0.0 | - | - | 0.0 |
| | B. Applied Data Science & Artificial Intelligence | 73.8 | 54.5 | 45.7 | 14.3 | 18.2 | 29.6 | 2.4 | 6.8 | 12.3 | 7.1 | 11.4 | 4.9 | 2.4 | 9.1 | 7.4 |
| | B. Architecture and Construction Engineering | 52.4 | 60.5 | 71.6 | 18.6 | 16.1 | 18.1 | 13.1 | 14.5 | 4.3 | 12.4 | 7.3 | 3.4 | 3.4 | 1.6 | 2.6 |
| | B. Chemical Engineering | 20.4 | 7.5 | 10.3 | 0.0 | 3.8 | 3.4 | 9.3 | 9.4 | 10.3 | 66.7 | 77.4 | 75.9 | 3.7 | 1.9 | 0.0 |
| | B. Civil Engineering | 52.6 | 51.2 | 53.2 | 5.3 | 9.3 | 11.3 | 31.6 | 34.9 | 22.6 | 10.5 | 2.3 | 11.3 | 0.0 | 2.3 | 1.6 |
| | B. Communication and Multimedia Design | 21.4 | 18.5 | 23.2 | 15.9 | 20.1 | 17.1 | 3.5 | 6.3 | 7.7 | 54.7 | 49.7 | 43.1 | 4.5 | 5.3 | 8.8 |
| | B. Electrical Engineering | 31.3 | 46.9 | 35.8 | 35.4 | 20.4 | 30.2 | 14.6 | 18.4 | 17.0 | 10.4 | 6.1 | 7.5 | 8.3 | 8.2 | 9.4 |
| | B. Higher Professional Education – ICT | 42.7 | 56.1 | 45.3 | 36.0 | 27.6 | 33.9 | 7.8 | 4.9 | 8.1 | 6.2 | 6.3 | 6.3 | 7.3 | 5.1 | 6.5 |
| | B. Industrial Product Design | 29.9 | 27.7 | 34.8 | 6.9 | 14.2 | 6.7 | 16.0 | 8.5 | 12.6 | 41.7 | 41.8 | 42.2 | 5.6 | 7.8 | 3.7 |
| | B. Mechatronics | 55.9 | 59.1 | 62.2 | 25.5 | 21.6 | 13.5 | 11.8 | 12.5 | 14.9 | 3.9 | 2.3 | 8.1 | 2.9 | 4.5 | 1.4 |
| | B. Man and Technology | 70.2 | 74.5 | 73.8 | 14.0 | 14.9 | 7.1 | 10.5 | 6.4 | 9.5 | 0.0 | 0.0 | 0.0 | 5.3 | 4.3 | 9.5 |
| | B. Spatial Development | 71.4 | 73.3 | 81.8 | 2.9 | 6.7 | 6.1 | 14.3 | 13.3 | 9.1 | 8.6 | 4.4 | 0.0 | 2.9 | 2.2 | 3.0 |
| | B. Industrial Engineering and Management | 58.9 | 71.2 | 70.4 | 13.7 | 12.1 | 14.8 | 21.9 | 16.7 | 9.3 | 1.4 | 0.0 | 1.9 | 4.1 | 0.0 | 3.7 |
| | B. Engineering Physics | 72.9 | 66.7 | 61.8 | 10.6 | 5.0 | 9.1 | 8.2 | 18.3 | 18.2 | 3.5 | 6.7 | 5.5 | 4.7 | 3.3 | 5.5 |
| | B. Applied Mathematics | 55.8 | 60.7 | 59.2 | 5.8 | 3.6 | 4.1 | 28.8 | 25.0 | 26.5 | 0.0 | 3.6 | 2.0 | 9.6 | 7.1 | 8.2 |
| | B. Mechanical Engineering | 54.5 | 46.2 | 40.3 | 10.6 | 7.6 | 14.3 | 27.6 | 32.6 | 36.1 | 5.7 | 9.1 | 5.9 | 1.6 | 4.5 | 3.4 |
| | M. Next Level Engineering | - | 0.0 | 0.0 | - | 0.0 | 0.0 | - | 0.0 | 0.0 | - | 57.1 | 64.7 | - | 42.9 | 35.3 |
| | Total | 45.5 | 48.9 | 45.8 | 20.8 | 17.7 | 19.2 | 12.1 | 12.0 | 12.9 | 16.4 | 16.4 | 16.5 | 5.2 | 4.9 | 5.6 |
| Total | | 39.2 | 41.7 | 41.9 | 25.7 | 23.3 | 22.1 | 6.1 | 6.8 | 6.2 | 23.7 | 22.6 | 23.4 | 5.2 | 5.7 | 6.4 |

Appendix 4 Returns

4.1 Propaedeutic phase completed within 2 years for full-time, part-time, and work-study degree programmes combined

| HOOP FIELD | DEGREE PROGRAMME | NUMBER OF GRADUATES AFTER 2 YEARS | | | GRADUATES RATE AFTER 2 YEARS | | |
|-----------------------|--|-----------------------------------|-------|-------|------------------------------|------|------|
| | | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 |
| Economics | B. Accountancy | 36 | 34 | 25 | 36.7 | 36.6 | 28.1 |
| | B. Business Administration | 90 | 80 | 97 | 43.9 | 48.5 | 51.3 |
| | B. Public Administration/Public Management | 67 | 96 | 75 | 35.8 | 48.5 | 44.4 |
| | B. Commercial Economics | 48 | 29 | 37 | 33.3 | 30.9 | 28.0 |
| | B. Communication | 84 | 79 | 95 | 65.6 | 64.2 | 73.6 |
| | B. European Studies | 204 | 184 | 187 | 54.3 | 50.3 | 63.2 |
| | B. Facility Management | 73 | 50 | 89 | 51.0 | 46.3 | 69.0 |
| | B. Finance & Control | 109 | 86 | 83 | 48.2 | 39.4 | 44.4 |
| | B. Human Resource Management | 52 | 59 | 46 | 43.0 | 45.4 | 40.4 |
| | B. Integral Safety Studies | 140 | 158 | 134 | 40.9 | 49.4 | 45.6 |
| | B. International Business | 178 | 182 | 244 | 44.8 | 41.7 | 50.5 |
| | B. Entrepreneurship & Retail Management | 89 | 56 | 70 | 42.2 | 41.5 | 49.3 |
| | Total | 1,170 | 1,093 | 1,182 | 45.4 | 45.8 | 50.2 |
| Behaviour and Society | B. Education Studies | 126 | 106 | 148 | 48.1 | 40.8 | 47.1 |
| | B. Social Work | 126 | 95 | 84 | 38.5 | 32.4 | 31.5 |
| | B. Sports Science | 110 | 116 | 117 | 52.6 | 48.1 | 51.1 |
| | Total | 362 | 317 | 349 | 45.4 | 39.9 | 43.1 |
| Healthcare | B. Skin Therapy | 102 | 105 | 108 | 73.9 | 84.7 | 81.8 |
| | B. Nurse Training | 157 | 137 | 128 | 54.0 | 53.3 | 52.9 |
| | B. Nutrition and Dietetics | 185 | 142 | 160 | 62.5 | 50.9 | 62.7 |
| | Total | 444 | 384 | 396 | 61.2 | 58.2 | 63.0 |
| Education | B. Primary Education Teacher Training | 16 | 18 | 27 | 16.8 | 20.2 | 32.5 |
| | B. Physical Education Teacher Training - Grade One | 63 | 68 | 78 | 25.7 | 30.8 | 36.6 |
| | Total | 79 | 86 | 105 | 23.2 | 27.7 | 35.5 |
| Law | B. Higher Professional Education – Law | 304 | 292 | 370 | 50.2 | 52.0 | 58.2 |
| | Total | 304 | 292 | 370 | 50.2 | 52.0 | 58.2 |
| Technology | B. Applied Data Science & Artificial Intelligence | - | - | 21 | - | - | 50.0 |
| | B. Architecture and Construction Engineering | 51 | 48 | 56 | 32.1 | 32.0 | 38.6 |
| | B. Chemical Engineering | 19 | 30 | 33 | 42.2 | 53.6 | 61.1 |
| | B. Civil Engineering | 17 | 9 | 16 | 30.4 | 23.7 | 43.2 |
| | B. Communication and Multimedia Design | 86 | 92 | 124 | 49.1 | 57.5 | 61.7 |
| | B. Electrical Engineering | 16 | 33 | 18 | 30.2 | 48.5 | 38.3 |
| | B. Higher Professional Education – ICT | 209 | 206 | 224 | 43.9 | 42.1 | 39.8 |
| | B. Industrial Product Design | 88 | 59 | 85 | 52.7 | 48.0 | 59.4 |
| | B. Mechatronics | 33 | 27 | 32 | 23.9 | 23.5 | 31.4 |
| | B. Man and Technology | 41 | 21 | 31 | 57.7 | 46.7 | 54.4 |
| | B. Spatial Development | 16 | 7 | 16 | 35.6 | 23.3 | 45.7 |
| | B. Industrial Engineering and Management | 34 | 33 | 39 | 33.0 | 42.9 | 54.2 |
| | B. Engineering Physics | 35 | 35 | 33 | 34.7 | 39.3 | 38.8 |
| | B. Applied Mathematics | 25 | 20 | 19 | 33.3 | 31.7 | 37.3 |
| | B. Mechanical Engineering | 52 | 49 | 54 | 32.9 | 38.3 | 44.6 |
| | Total | 722 | 669 | 801 | 39.6 | 41.0 | 45.6 |
| Total | | 3,081 | 2,841 | 3,203 | 44.9 | 44.8 | 49.4 |

4.2 Number of graduates from full-time, part-time and work-study degree programmes combined

| HOOP FIELD | DEGREE PROGRAMME | NUMBER OF GRADUATES | | | AVERAGE STUDY DURATION | | |
|-----------------------|--|---------------------|-------|-------|------------------------|------|------|
| | | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 |
| Economics | A.D. Facility Management | 13 | 20 | 13 | 2.23 | 2.45 | 2.77 |
| | A.D. Finance & Control | 11 | 10 | 15 | 4.91 | 4.00 | 4.20 |
| | B. Accountancy | 52 | 61 | 51 | 5.98 | 6.00 | 6.29 |
| | B. Business Administration | 119 | 112 | 109 | 5.13 | 4.88 | 5.05 |
| | B. Public Administration/Public Management | 60 | 87 | 78 | 5.50 | 5.56 | 5.42 |
| | B. Commercial Economics | 95 | 100 | 96 | 5.26 | 5.46 | 5.60 |
| | B. Communication | 131 | 76 | 100 | 4.42 | 4.42 | 4.06 |
| | B. European Studies | 125 | 147 | 183 | 5.14 | 5.31 | 4.92 |
| | B. Facility Management | 117 | 96 | 85 | 4.71 | 4.81 | 4.82 |
| | B. Finance & Control | 118 | 132 | 139 | 5.31 | 5.26 | 5.04 |
| | B. Human Resource Management | 79 | 100 | 97 | 5.11 | 5.60 | 5.43 |
| | B. Integral Safety Studies | 136 | 162 | 174 | 4.93 | 4.83 | 4.78 |
| | B. International Business | 165 | 170 | 205 | 4.95 | 4.99 | 5.03 |
| | B. Entrepreneurship & Retail Management | 91 | 98 | 102 | 5.58 | 5.65 | 5.33 |
| | M. Integral Business Operations | - | 27 | 12 | - | 1.00 | 1.00 |
| | Total | 1,312 | 1,398 | 1,459 | 5.05 | 5.06 | 5.00 |
| Behaviour and Society | B. Education Studies | 88 | 98 | 126 | 4.83 | 4.92 | 4.95 |
| | B. Social Work | 128 | 109 | 125 | 5.19 | 4.98 | 5.43 |
| | B. Sports Science | 111 | 106 | 161 | 4.70 | 4.22 | 3.99 |
| | Total | 327 | 313 | 412 | 4.93 | 4.70 | 4.72 |
| Healthcare | B. Skin Therapy | 92 | 127 | 109 | 4.55 | 4.50 | 4.62 |
| | B. Nurse Training | 146 | 117 | 122 | 4.12 | 4.26 | 4.34 |
| | B. Nutrition and Dietetics | 89 | 109 | 115 | 5.46 | 5.09 | 5.04 |
| | Total | 327 | 353 | 346 | 4.61 | 4.61 | 4.66 |
| Education | B. Primary Education Teacher Training | 61 | 53 | 46 | 5.44 | 5.11 | 6.48 |
| | B. Physical Education Teacher Training - Grade One | 79 | 130 | 142 | 5.25 | 5.39 | 5.58 |
| | Total | 140 | 183 | 188 | 5.34 | 5.31 | 5.80 |
| Law | B. Higher Professional Education – Law | 296 | 279 | 247 | 5.18 | 5.16 | 4.82 |
| | Total | 296 | 279 | 247 | 5.18 | 5.16 | 4.82 |
| Technology | B. Architecture and Construction Engineering | 52 | 51 | 51 | 5.35 | 5.22 | 5.10 |
| | B. Chemical Engineering | 42 | 31 | 27 | 4.76 | 4.35 | 4.67 |
| | B. Civil Engineering | 46 | 37 | 40 | 4.63 | 5.22 | 5.68 |
| | B. Communication and Multimedia Design | 91 | 129 | 138 | 4.47 | 4.70 | 4.60 |
| | B. Electrical Engineering | 39 | 31 | 28 | 5.05 | 5.19 | 5.71 |
| | B. Higher Professional Education – ICT | 225 | 256 | 259 | 5.04 | 5.43 | 5.51 |
| | B. Industrial Product Design | 72 | 120 | 100 | 4.65 | 4.71 | 4.67 |
| | B. Mechatronics | 53 | 46 | 46 | 5.25 | 5.28 | 5.63 |
| | B. Man and Technology | 57 | 53 | 59 | 5.28 | 4.83 | 5.29 |
| | B. Spatial Development | 32 | 31 | 22 | 5.19 | 5.68 | 5.82 |
| | B. Industrial Engineering and Management | 46 | 43 | 59 | 5.26 | 5.40 | 5.47 |
| | B. Engineering Physics | 42 | 40 | 32 | 5.24 | 5.58 | 5.53 |
| | B. Applied Mathematics | 35 | 29 | 33 | 5.31 | 5.48 | 5.21 |
| | B. Mechanical Engineering | 127 | 97 | 106 | 5.20 | 5.46 | 5.70 |
| | M. Next Level Engineering | - | - | 20 | - | - | 1.00 |
| | Total | 959 | 994 | 1,020 | 5.03 | 5.17 | 5.19 |
| Total | | 3,361 | 3,520 | 3,672 | 5.01 | 5.03 | 5.02 |

4.3 Number of dropouts from full-time, part-time and work-study degree programmes

| HOOP FIELD | DEGREE PROGRAMME | NUMBER OF UNIVERSITY DROPOUTS | | | AVERAGE STUDY DURATION | | |
|-----------------------|--|-------------------------------|-------|-------|------------------------|-------|-------|
| | | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 |
| Economics | A.D. E-commerce | - | - | 6 | - | - | 1.83 |
| | A.D. Facility Management | 9 | 2 | 5 | 2.22 | 2.00 | 3.20 |
| | A.D. Finance & Control | 19 | 10 | 23 | 2.79 | 4.40 | 2.87 |
| | Ad Online Marketing | - | - | 4 | - | - | 1.00 |
| | B. Accountancy | 52 | 70 | 59 | 2.46 | 2.57 | 2.75 |
| | B. Business Administration | 120 | 138 | 90 | 3.14 | 2.83 | 3.18 |
| | B. Public Administration/Public Management | 146 | 132 | 98 | 2.60 | 2.28 | 2.86 |
| | B. Commercial Economics | 100 | 111 | 98 | 3.79 | 3.49 | 2.97 |
| | B. Communication | 62 | 74 | 66 | 2.98 | 3.99 | 3.42 |
| | B. European Studies | 230 | 201 | 162 | 2.10 | 2.70 | 2.90 |
| | B. Facility Management | 72 | 65 | 58 | 2.58 | 2.920 | 3.03 |
| | B. Finance & Control | 128 | 132 | 109 | 2.20 | 3.23 | 3.58 |
| | B. Human Resource Management | 91 | 95 | 80 | 3.31 | 2.99 | 3.25 |
| | B. Integral Safety Studies | 181 | 180 | 133 | 2.40 | 2.09 | 2.920 |
| | B. International Business | 217 | 290 | 193 | 2.44 | 2.40 | 2.79 |
| | B. Entrepreneurship & Retail Management | 117 | 114 | 97 | 2.76 | 2.73 | 2.86 |
| | M. Integral Business Operations | - | 2 | 14 | - | 1.00 | 1.07 |
| | Total | 1,544 | 1,616 | 1,295 | 2.63 | 2.74 | 2.98 |
| Behaviour and Society | B. Education Studies | 201 | 214 | 175 | 1.81 | 1.47 | 1.58 |
| | B. Social Work | 234 | 321 | 215 | 2.50 | 2.30 | 2.46 |
| | B. Sports Science | 104 | 91 | 76 | 1.51 | 2.07 | 2.36 |
| | Total | 539 | 626 | 466 | 2.05 | 1.98 | 2.11 |
| Healthcare | B. Skin Therapy | 37 | 27 | 29 | 2.57 | 2.52 | 2.62 |
| | B. Nurse Training | 141 | 168 | 131 | 1.88 | 1.98 | 2.27 |
| | B. Nutrition and Dietetics | 198 | 173 | 161 | 2.20 | 2.23 | 2.22 |
| | Total | 376 | 368 | 321 | 2.12 | 2.14 | 2.28 |
| Education | B. Primary Education Teacher Training | 83 | 74 | 68 | 2.52 | 2.26 | 2.74 |
| | B. Physical Education Teacher Training - Grade One | 152 | 134 | 107 | 2.76 | 2.54 | 2.18 |
| | Total | 235 | 208 | 175 | 2.67 | 2.44 | 2.39 |
| Law | B. Higher Professional Education – Law | 366 | 387 | 293 | 2.56 | 2.66 | 2.61 |
| | Total | 366 | 387 | 293 | 2.56 | 2.66 | 2.61 |
| Technology | B. Applied Data Science & Artificial Intelligence | - | 21 | 26 | - | 1.62 | 1.73 |
| | B. Architecture and Construction Engineering | 109 | 88 | 60 | 1.96 | 1.93 | 1.93 |
| | B. Chemical Engineering | 25 | 24 | 15 | 2.52 | 1.92 | 3.53 |
| | B. Civil Engineering | 20 | 28 | 30 | 2.65 | 2.04 | 1.93 |
| | B. Communication and Multimedia Design | 80 | 94 | 90 | 2.46 | 2.60 | 2.13 |
| | B. Electrical Engineering | 26 | 37 | 35 | 2.50 | 1.97 | 2.54 |
| | B. Higher Professional Education – ICT | 323 | 390 | 302 | 2.51 | 2.34 | 2.56 |
| | B. Industrial Product Design | 68 | 62 | 55 | 2.25 | 2.68 | 2.25 |
| | B. Mechatronics | 68 | 81 | 61 | 1.69 | 2.25 | 1.97 |
| | B. Man and Technology | 22 | 29 | 21 | 2.32 | 2.00 | 1.86 |
| | B. Spatial Development | 23 | 20 | 27 | 3.09 | 3.05 | 2.30 |
| | B. Industrial Engineering and Management | 49 | 49 | 33 | 2.22 | 2.08 | 2.61 |
| | B. Engineering Physics | 60 | 59 | 40 | 1.82 | 2.68 | 2.18 |
| | B. Applied Mathematics | 49 | 47 | 31 | 1.84 | 1.94 | 1.94 |
| | B. Mechanical Engineering | 102 | 79 | 74 | 2.75 | 2.66 | 3.11 |
| | M. Next Level Engineering | - | - | 1 | - | - | 1.00 |
| | Total | 1,024 | 1,108 | 901 | 2.32 | 2.31 | 2.37 |
| Total | | 4,084 | 4,313 | 3,451 | 2.43 | 2.45 | 2.58 |

4.4 Negative binding study advice after 1 year for full-time, part-time andwork-study programmes combined

| HOOP FIELD | DEGREE PROGRAMME | NEGATIVE BINDING STUDY ADVICE | | | NBSA PERCENTAGE | | |
|-----------------------|--|-------------------------------|------|------|-----------------|------|------|
| | | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 |
| Economics | A.D. Facility Management | 8 | - | 1 | 44.4 | - | 5.9 |
| | A.D. Finance & Control | 19 | 1 | 16 | 76.0 | 9.1 | 61.5 |
| | B. Accountancy | 41 | 26 | 29 | 43.6 | 29.2 | 27.4 |
| | B. Business Administration | 100 | 41 | 26 | 60.2 | 21.7 | 16.6 |
| | B. Public Administration/Public Management | 95 | 44 | 33 | 48.0 | 25.9 | 27.0 |
| | B. Commercial Economics | 39 | 31 | 37 | 40.6 | 23.1 | 23.4 |
| | B. Communication | 31 | 14 | 12 | 25.2 | 10.9 | 7.7 |
| | B. European Studies | 138 | 65 | 44 | 37.7 | 22.0 | 17.0 |
| | B. Facility Management | 56 | 14 | 16 | 51.9 | 10.9 | 11.9 |
| | B. Finance & Control | 94 | 55 | 30 | 42.7 | 29.1 | 19.2 |
| | B. Human Resource Management | 61 | 28 | 24 | 46.9 | 24.1 | 24.7 |
| | B. Integral Safety Studies | 121 | 67 | 34 | 37.8 | 22.8 | 12.5 |
| | B. International Business | 275 | 126 | 92 | 63.1 | 26.1 | 22.2 |
| | B. Entrepreneurship & Retail Management | 45 | 32 | 30 | 33.1 | 22.4 | 18.3 |
| | Total | 1123 | 544 | 424 | 46.1 | 22.8 | 18.7 |
| Behaviour and Society | B. Education Studies | 121 | 99 | 90 | 46.4 | 31.2 | 29.2 |
| | B. Social Work | 158 | 116 | 57 | 52.1 | 42.8 | 21.7 |
| | B. Sports Science | 76 | 44 | 13 | 31.5 | 19.2 | 6.6 |
| | Total | 355 | 259 | 160 | 44.1 | 31.7 | 20.9 |
| Healthcare | B. Skin Therapy | 47 | 8 | 1 | 37.9 | 6.1 | 0.8 |
| | B. Nurse Training | 123 | 38 | 34 | 47.9 | 15.7 | 16.7 |
| | B. Nutrition and Dietetics | 105 | 30 | 35 | 37.1 | 11.7 | 15.1 |
| | Total | 275 | 76 | 70 | 41.4 | 12.1 | 12.3 |
| Education | B. Primary Education Teacher Training | 38 | 17 | 15 | 42.7 | 19.5 | 11.4 |
| | B. Physical Education Teacher Training - Grade One | 108 | 44 | 32 | 48.9 | 20.7 | 12.5 |
| | Total | 146 | 61 | 47 | 47.1 | 20.3 | 12.1 |
| Law | B. Higher Professional Education – Law | 280 | 117 | 92 | 49.6 | 18.3 | 15.7 |
| | Total | 280 | 117 | 92 | 49.6 | 18.3 | 15.7 |
| Technology | B. Applied Data Science & Artificial Intelligence | - | 11 | 10 | - | 26.2 | 22.7 |
| | B. Architecture and Construction Engineering | 64 | 39 | 32 | 42.4 | 26.9 | 25.8 |
| | B. Chemical Engineering | 21 | 8 | 2 | 37.5 | 14.8 | 3.8 |
| | B. Civil Engineering | 20 | 6 | 13 | 51.3 | 15.8 | 30.2 |
| | B. Communication and Multimedia Design | 63 | 31 | 41 | 39.4 | 15.4 | 21.7 |
| | B. Electrical Engineering | 18 | 12 | 13 | 26.5 | 25.0 | 26.5 |
| | B. Higher Professional Education – ICT | 149 | 134 | 83 | 30.5 | 23.8 | 16.9 |
| | B. Industrial Product Design | 43 | 17 | 18 | 34.7 | 11.8 | 12.8 |
| | B. Mechatronics | 51 | 30 | 10 | 44.3 | 29.4 | 11.4 |
| | B. Man and Technology | 16 | 7 | 6 | 35.6 | 12.3 | 12.8 |
| | B. Spatial Development | 9 | 6 | 12 | 30.0 | 17.1 | 26.7 |
| | B. Industrial Engineering and Management | 37 | 16 | 11 | 48.1 | 21.9 | 16.7 |
| | B. Engineering Physics | 24 | 13 | 16 | 26.4 | 15.3 | 26.7 |
| | B. Applied Mathematics | 27 | 10 | 9 | 42.9 | 19.2 | 16.1 |
| | B. Mechanical Engineering | 50 | 15 | 16 | 38.5 | 12.2 | 12.1 |
| | Total | 592 | 355 | 292 | 36.1 | 20.1 | 17.8 |
| Total | | 2771 | 1412 | 1085 | 43.2 | 21.6 | 17.5 |

Appendix 5 Accreditation

| Degree programme name | AD/Bachelor/Master | Test | NVAO standards | NVAO decision date | NVAO decision |
|---|--------------------|--|----------------|--------------------|---------------|
| Higher Professional Education - ICT | Bachelor | Accreditation of existing degree programme | Meets all | | Positive |
| Nutrition & Dietetics | Bachelor | Accreditation of existing degree programme | Meets all | | Positive |
| Industrial Product Design - Industrial Design Engineering | Bachelor | Accreditation of existing degree programme | Meets all | | Positive |
| Financial Management and Control | Master | Accreditation of existing degree programme | Meets all | | Positive |
| Industrial Engineering and Management | Bachelor | Accreditation of existing degree programme | Meets all | | Positive |

Appendix 6 Student Support Fund

Profiling Fund for student financial support

Implementation of the Student Support Fund Regulations for financial support to students. The Student Support Fund Regulations consist of two parts; Financial Support for Study Delays due to Special Circumstances and Activities (Chapter 2) and Financial Support for Administrative Activities (Chapter 3).

Profiling Fund becomes the Student Support Fund

Nationwide, from 1 September 2024, the name ‘Profiling Fund’ has been changed to Student Support Fund. This is aimed at increasing awareness of the facility among students as the new name immediately makes it clear who this fund is for.

Student Financial Support SFS (FOS) Committee

The Student Financial Support SFS (FOS) Committee met once every six weeks. The Committee consists of an external chair, a student member and an official secretary.
In 2024, 152 applications were received and processed by the committee.

Applications per faculty

| Faculty | Total | Special circumstances | Administrative activities |
|--------------------------------------|-------|-----------------------|---------------------------|
| Public Management, Law and Safety | 33 | 4 | 29 |
| Business, Finance & Marketing | 15 | 7 | 8 |
| Health, Nutrition & Sports | 17 | 6 | 11 |
| IT & Design | 14 | 6 | 8 |
| Management & Organisation | 15 | 10 | 5 |
| Social Work & Education | 6 | 6 | 0 |
| Technology, Innovation & Society | 52 | 11 | 41 |
| Total number of applications in 2024 | 152 | 50 | 102 |

The Student Support Fund in Figures

- A total of 152 applications were processed in 2024, including 102 applications related to administrative activities and 50 applications relating to special circumstances or activities.
- 144 applications were allowed:
- 44 applications were granted for special circumstances and activities:

| Number | Circumstance |
|--------|--|
| 16 | illness |
| 6 | special family circumstances (including informal care) |
| 8 | pregnancy and childbirth |
| 5 | disability |
| 3 | top-class sport or similar high-level activities |
| 3 | illness combined with special family circumstances |
| 3 | disability combined with special family circumstances |

- A total of 100 applications were granted for administrative activities.
- In 2024, 7 applications for Student Support Fund support were granted to non-EEA students.
- 4 for special circumstances and 3 for administrative activities.
- In 2024, support was granted for top-class sport twice (3).
- 3 applications were rejected, 2 applications were declared inadmissible, 2 applications were put on hold and 1 application was withdrawn.
- The number of applications processed in 2024 (152) is equal to the number of applications in 2023 and significantly higher than the number of applications in 2022 (116).

- The average number of months financial support granted for special circumstances (50) is considerably higher than in 2023 (35) and in 2022 (21). The number of applications processed for financial support for administrative activities (102) is lower than in 2023 (117) but higher than in 2022 (95).
- An average of 10.2 months (310 days) were allocated to Financial Support for Special Circumstances. In 2023, this was 8.4 months and in 2022 9.5 months.
- An average of 4.1 months (125 days) were allocated to Financial Support for Administrative Activities. In 2023, this was 4.5 months and in 2022 4.3 months.
- One objection was filed against a decision from the SFS Committee in 2024. The objection was admissible.
- The hardship clause was not invoked in 2024.

Student Support Fund - applications by circumstance

| | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 |
|---|------|------|------|------|------|------|
| Administrative grants | 102 | 117 | 95 | 92 | 93 | 107 |
| Administrative grants for student associations/organisations | 29 | 37 | 33 | 19 | 25 | 32 |
| Administrative grants for student associations | 69 | 72 | 56 | 64 | 66 | 65 |
| Membership of committees within The Hague University of Applied Sciences | 4 | 8 | 6 | 9 | 2 | 10 |
| Illness | 18 | 8 | 4 | 10 | 7 | 11 |
| Disability | 6 | 7 | 3 | 6 | 7 | 10 |
| Pregnancy and childbirth | 10 | 11 | 7 | 14 | 10 | 7 |
| Special family circumstances | 7 | 2 | 1 | 5 | 7 | 4 |
| Special family circumstances: informal care | 4 | 1 | 1 | 4 | 5 | 5 |
| Top-class sport or similar high-level activities | 3 | 4 | 2 | 2 | 4 | 0 |
| Non-studyability | 0 | 1 | 1 | 0 | 1 | 0 |
| Personal circumstances | 0 | 0 | 0 | 1 | 0 | 0 |
| Illness combined with special family circumstances | 3 | 1 | 1 | 1 | 5 | 1 |
| Illness combined with disability | 0 | 1 | 1 | 0 | 3 | 2 |
| Disability combined with special family circumstances | 3 | 0 | 1 | 0 | 0 | 2 |
| Disability combined with illness combined with special family circumstances | 0 | 0 | 0 | 0 | 0 | 1 |
| Special family circumstances combined with non-studyability | 0 | 0 | 0 | 0 | 1 | 1 |
| Applications rejected | 3 | 9 | 4 | 8 | 14 | 7 |
| Applications declared inadmissible | 2 | 7 | 0 | 0 | 3 | 5 |
| Applications on hold | 2 | 0 | 3 | 0 | 4 | 7 |
| Applications withdrawn | 1 | 0 | 0 | 0 | 0 | 0 |
| Objections | 1 | 1 | 3 | 1 | 0 | 0 |
| Total applications | 152 | 152 | 116 | 131 | 138 | 146 |

Table: applications granted from Profiling Fund 2023

| Description | Number of students | Total value of support granted in € | Average amount of support granted in € | Average duration of support granted |
|--|-----------------------------------|-------------------------------------|--|-------------------------------------|
| Students in situations of force majeure <i>Illness, disability, special (family) circumstances, informal care or non-studyable programmes, etc.</i> | Applications: 47 Granted: 41 | 201,711 | 4,920 | 10.4 months (316 days) |
| Officers of study associations, student associations & committees | Applications: 102 Granted: 100 | 138,752 | 1,388 | 4.1 months (125 days) |
| Other categories ¹ <i>Achievements in sports or culture, financial support to non-EEA students, and others.</i> | Applications: 10 Granted: 10 | 19,405 | 1,941 | 5.9 months (179 days) |

Financial Accountability Student Support Fund

A total amount of € 382,427 was disbursed from the Student Support Fund in 2023. This is € 169,667 more than in 2023 (€ 212,760) and € 195,855 more than in 2022 (€ 186,572).

An amount of € 215,258 was paid out to students who received support from the Student Support Fund on the basis of special circumstances or activities. An amount of € 167,169 was disbursed on the basis of board-related activities.

Application for and payment of financial support often do not take place in the same year. About half of the distributions in an academic year are awarded in the September-December period. These awards mainly concern administrative grants. However, payment of distributions from the Student Support Fund largely takes place after December of that academic year, due to the application processing time and the moment of application. This means that distributions granted in the first half of the 2023-2024 academic year mostly impact the realisation in the 2024 financial year.

For 2025, the amount to be disbursed from the fund is expected to stabilise but this continues to depend on the number of students applying for this scheme. It should be noted that the Student Support Fund is an open-ended scheme for the categories of force majeure and governance.

Explanation

The total number of applications in 2024 (152) is equal to 2023. The number of applications granted on the basis of special circumstances and activities (44) is significantly higher than in 2023 (34). The number of applications granted on the basis of administrative(-related) activities (100) is almost equal to those in 2023 (102).

The average number of months of financial support granted in exceptional circumstances rose in 2024 (10.2) compared to 2023 (8.4). The average number of months of financial support for board-related support was granted in 2024 (4.1) is slightly lower when compared to 2023 (4.5).

In the years before 2023, the total amount disbursed from the Student Support Fund decreased significantly. From € 427k in 2018 to € 212k in 2023. This can be traced to the number of applications granted for financial support for special circumstances, which dropped significantly after 2018. From 63 applications granted in 2018 to 34 applications granted in 2023. The main reason for this are the tightened conditions in the Student Support Fund Regulations of THUAS since the 2017-2018 academic year (maximisation of the number of months of support per academic year and a maximum duration of disbursements from the fund). In addition, many students incurring a delay due to illness or disability appeal to the Education Executive Agency EdEA (DUO) for a one-year extension of the performance-related grant through the Student Counsellor’s Office. This is often sufficient to cover the entire delay, so that eventually no application is filed for use of the Student Support Fund.

In 2024, the number of awards rose to 44. More students are able to find their way to the Student Support Fund. For years, the number of applications granted for board activities has been fluctuating between 90 and 100.

Reintroduction of the Basic Grant

In 2024, the total amount disbursed increased again (€ 382k). This is mainly explained by the higher number of amounts granted for special circumstances support (SSF) (from 34 granted amounts in 2023 to 44 granted amounts in 2024). The amount in months of the average application granted also increased from 8.4 months in 2023 to 10.2 months in 2024. In addition, the basic grant is reintroduced. Since the 2023-2024 academic year, the basic grant in higher education will apply not only to new students, but also to those already studying if they are still entitled to a performance-related grant.

The amount of financial support from the Student Support Fund is equal to the amount of the basic student grant; living away from home or at home, plus any supplementary grant. Students living away from home received a one-off increase in the basic grant of €164.00 per month in the 2023-2024 academic year. In addition, the income limit of the supplementary grant (the maximum parental income to qualify for a supplementary grant) has been raised. This will allow more students to claim supplementary grants. This, in addition to the increase in the number of applications and awards, explains the increase in the total amount of payments from the Student Support Fund.

1 Non-EEA students are also included in the table in applications and support awarded in connection with force majeure situations (granted 1 time) and officers (granted 5 times). Outgoing scholarships to non-EEA students are not within the scope of the SSF Committee and are therefore not included in this report.

Appendix 7 Annual report on practice-oriented research POR (PGO)

Praktijkgericht onderzoek
Format bestuursverslag

Vastgesteld in de Algemene Vergadering van 14 oktober 2022,
bekrachtigd op 13 oktober 2023. Versie 2024



Aanleiding format

Op 14 juli 2022 is door het ministerie van OCW, Vereniging Hogescholen (VH) en Universiteiten van Nederland (UNL) [het bestuursakkoord](#) getekend dat bekrachtigt dat er significant geïnvesteerd wordt in praktijkgericht onderzoek van hogescholen. Deze extra investering wordt door het kabinet gedaan mede op basis van het in 2019 geformuleerde [toekomstbeeld](#) dat OCW samen met Regieorgaan SIA en de Vereniging Hogescholen (VH) heeft geformuleerd over de doorontwikkeling van praktijkgericht onderzoek. Vanaf 2022 komen deze extra middelen voor praktijkgericht onderzoek beschikbaar. In het bestuursakkoord is afgesproken dat de middelen besteed kunnen worden aan drie bestedingsdoelen die nauw aansluiten op de ambities uit [de strategische onderzoeksagenda 2022 - 2025](#) van de VH:

- integratie van praktijkgericht onderzoek in het kennisecosysteem;
- kwantitatieve verduurzaming van praktijkgericht onderzoek;
- kwalitatieve verduurzaming van praktijkgericht onderzoek.

Daarnaast is afgesproken dat hogescholen beter gaan monitoren hoe deze doelen zich ontwikkelen. Om dat op een gestructureerde manier te doen is afgesproken is dat de instellingen verantwoording afleggen over de middelen voor onderzoek via het bestuursverslag. De informatie over onderzoek in de bestuursverslagen van de hogescholen dient als input voor de jaarlijkse monitor die door de VH wordt opgezet. Het doel van deze rapportage is de monitoring van de doorontwikkeling van praktijkgericht onderzoek. Omdat het voor de instellingen niet mogelijk is om de resultaten van de extra middelen te scheiden van de reeds bestaande eerste geldstroom, is gekozen voor het monitoren van alle onderzoeksmiddelen, en niet alleen de extra middelen uit het bestuursakkoord.

Deze werkwijze vervangt de uitvraag die hiervoor jaarlijks apart werd gedaan door de secretaris van de CEKO in het eerste kwartaal van het jaar (monitor praktijkgericht onderzoek). Door het opstellen van een format en het opnemen van de informatie in het bestuursverslag neemt de vergelijkbaarheid van de informatie tussen instellingen toe en hoeft er niet meer op twee momenten gerapporteerd te worden over het praktijkgericht onderzoek. Daarnaast probeert dit format een compleet beeld te geven, waardoor er ook minder extra uitvragen gedurende het jaar hoeven te worden gedaan. Dit format moet worden gehanteerd vanaf het bestuursverslag van 2022. Dit format bestaat uit basis- en keuze-indicatoren. De basisindicatoren zijn verplicht en de keuze-indicatoren kunnen gekozen worden al naar gelang de relevantie per instelling. We vragen u wel om zo compleet mogelijk te zijn bij de keuze-indicatoren. De gegevens en opbouw van dit format moeten gebruikt worden in het bestuursverslag en mag uitgebreid worden en worden omgezet naar eigen lay-out. We vragen u wel om de onderstaande volgorde aan te houden. In het kader van de vergelijkbaarheid en het bouwen van een compleet beeld van het praktijkgericht onderzoek binnen de hogescholen is het belangrijk niet af te wijken van de definities die gegeven zijn.

Dit format is ontwikkeld door de VH in afstemming met OCW. Mochten er nog vragen of onduidelijkheden over dit format en bijbehorende indicatoren zijn, dan kunt u contact opnemen met dhr. Leen Fokker, Sr. Beleidsadviseur Vereniging Hogescholen (fokker@vh.nl).

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Bijlagen

Huidige situatie praktijkgericht onderzoek

In dit hoofdstuk vragen we om een reflectie op de stand van zaken van het praktijkgericht onderzoek. Dit hoofdstuk bestaat volledig uit verplichte basis-indicatoren.

1.1 Strategie en visie

Praktijkgericht onderzoek vervult binnen een hogeschool verschillende functies.

a. Geef kort aan wat de strategie en visie op het praktijkgericht onderzoek binnen uw instelling is van het afgelopen jaar.
Het onderzoek op De Haagse Hogeschool maakt een grote ontwikkeling door. De Centres of Expertise (CoE) bouwen voort op de onderzoeksvisie “Onderzoek versterkt” en op de ambities uit het Instellingsplan 2023-2028 om zich verder te ontwikkelen naar een kennisinstelling met een herkenbaar profiel. Met onze Kennisagenda “Samenwerken aan transities” stimuleren we de ontwikkeling van onze strategische samenwerkingsverbanden en de doorontwikkeling van onze onderzoeksinfrastructuur.

Onze missie: De Haagse Hogeschool levert als kennisinstelling een bijdrage aan een duurzame en rechtvaardige samenleving.

Onze visie: De Haagse Hogeschool ontwikkelt zich door tot een herkenbare kennisinstelling: een hogeschool waar onderzoek, onderwijs en praktijkpartners samenwerken aan rechtvaardig samenleven, duurzame transities en een digitale toekomst.
De 3 belangrijkste doelen hierbij zijn:

1. Profileren. Om meer maatschappelijke impact te maken, profileren we ons onderwijs en onderzoek rond drie thema's. Daarmee vergroten we onze herkenbaarheid als kennisinstelling voor studenten, praktijkpartners en het bredere publiek.
2. Verbinden. Om meer maatschappelijke impact te maken, versterken we de verbinding tussen het onderwijs, het onderzoek en de praktijk. Studenten en docenten zijn betrokken bij het onderzoek, en onderzoekers bij het onderwijs.
3. Ondersteunen. Om meer maatschappelijke impact te maken, verbeteren we de randvoorwaarden voor onderzoek en samenwerking. We zorgen voor een passende organisatiestructuur en ondersteuning voor het behalen van onze ambities

b. Reflecteer op de uitvoering van bovengenoemde strategie in het afgelopen jaar.
De realisatie van de Kennisagenda maakt net de doorontwikkeling van de CoE's deel uit van onze uitvoeringsagenda van het Instellingsplan. Voor de realisatie van de Kennisagenda is in 2024 een meerjarig programma gestart als tijdelijke hulpstructuur voor alle betrokkenen binnen de Haagse Hogeschool om de doelen in de lijn te realiseren. Het programma initieert ondersteunende

activiteiten en coördineert samenhang over de grenzen van organisatieonderdelen heen om de benodigde structuur- en cultuurverandering beter door te maken. Bestaande structuren worden zoveel mogelijk gebruikt om de gezamenlijkheid te waarborgen en de belasting te beperken.

1.2 Onderzoek en thema's

a. Geef in onderstaande tabel aan of en met welke organisatorische eenheden (bijv. lectoraat of Centre of Expertise) uw hogeschool structureel bijdraagt aan kennisontwikkeling op een onderzoeksthema uit de [strategische onderzoeksagenda](#).

| Thema | Draagt uw hogeschool bij aan dit thema? Zo ja, met welke organisatorische eenheid? |
|---|---|
| Gezondheid en Welzijn | Centre of Expertise Health Innovation |
| Onderwijs- en talentontwikkeling ¹ | Centre of Expertise Global and Inclusive Learning |
| Veerkrachtige samenleving: in de wijk stad en regio | Centre of Expertise Governance of Urban Transitions |
| Sleuteltechnologieën en duurzame materialen | Centre of Expertise Mission Zero en Centre of Expertise Digital Operations and Finance |
| Gebouwde omgeving duurzaam en leefbaar | Centre of Expertise Mission Zero |
| Duurzaam transport en intelligentie logistiek | Centre of Expertise Mission Zero en Centre of Expertise Digital Operations and Finance |
| Duurzame landbouw water en voedselvoorziening | Centre of Expertise Digital Operations and Finance |
| Energietransitie en duurzaamheid | Centre of Expertise Mission Zero |
| Kunst en de creatieve industrie | n.v.t. |
| Ondernemen verantwoord en vernieuwend | Centre of Expertise Mission Zero en Centre of Expertise Digital Operations and Finance |
| Veiligheid | Centre of Expertise Cyber Security |
| Toerisme en gastvrijheid | n.v.t. |
| Anders namelijk | |

b. Geef een overzicht van de lectoraten van uw instelling in het jaar van het betreffende bestuursverslag. Als dit overzicht online staat kunt u ook naar de online bron verwijzen.

Het overzicht van de Haagse lectoraten staat op de website:
<https://www.dehaagsehogeschool.nl/onderzoek/lectoraten>

| | | | | | |
|---|---|---|---|---|---|
| CYBER SECURITY • Cyber Security and Safety • Cyber Security & Cyber Crime • Network and Systems • Engineering Cyber Security • Risk Management and Cyber Security | DIGITAL OPERATIONS AND FINANCE • Business Innovation • Robotics • Smart Sustainable Manufacturing • Change Management • New Finance • Smart Sensor Systems • Platformeconomie | GLOBAL AND INCLUSIVE LEARNING • Changing Role of Europe • Sustainable Talentontwikkeling • Filosofie en Beroepspraktijk • Global Learning • Inclusive Education • Multilevel Regulation • Wereldburgerschap • Learning Technology and Analytics • United Nations Studies in Peace and Justice | GOVERNANCE OF URBAN TRANSITIONS • Over Technology • Groestadelijke Ontwikkeling • Jeugdwijk in Transitie • Public Governance • Ruimtelijke Omgeving en de Gebruiker | HEALTH INNOVATION • Data Science • Gezonde Leertijd in een Stimulerende Omgeving • Impact of Sport • Oncologische Zorg • Biomedische en Technologische • Technologie voor Gezondheidszorg • Technologie voor Inclusief Bewegen en Sport • Urban Ageing • Relatiese zorg | MISSION ZERO • Circular Business • Energy in Transition • Designing Value Networks • Future Urban Systems • Publieke Inkoop |
|---|---|---|---|---|---|

¹ NB: het gaat hier specifiek om onderzoek naar onderwijs- en talentontwikkeling en dus niet om een bijdrage aan onderwijs- en talentontwikkeling door middel van onderzoek op de overige thema's.

1.3 Inkomsten

Geef de gerealiseerde inkomsten voor onderzoek aan.

| Aard van de gerealiseerde inkomsten voor onderzoek van dit jaar | | Gerealiseerde inkomsten in K€ in jaar van het betreffende bestuursverslag |
|---|--|---|
| 1 | Inkomsten onderzoek 1 ^e geldstroom* | 16.375 |
| 2 | Inkomsten 2 ^e geldstroom* | 4.200 |
| 3 | Inkomsten 3 ^e geldstroom* | 3.280 |
| 4 | Overige middelen voor onderzoek die niet vallen onder voornoemde categorieën | |
| Totaal budget voor praktijkgericht onderzoek | | 23.855 |

*Zie bijlage 2 voor de definities van de verschillende geldstromen.

Ontwikkeling langs de bestedingsdoelen

De VH en het ministerie van OCW zijn tot drie bestedingsdoelen gekomen²die samenhangen met de ambities uit de strategische onderzoeksagenda en de doelstellingen uit [de beleidsbrief](#) die de minister van OCW in juni 2022 naar de Tweede Kamer stuurde. Dit format is opgebouwd langs deze drie bestedingsdoelen:

- integratie van praktijkgericht onderzoek in het kennisecosysteem;
- kwantitatieve verduurzaming van praktijkgericht onderzoek;
- kwalitatieve verduurzaming van praktijkgericht onderzoek.

In bijlage 1 vindt u een toelichting op deze doelen. Deze bestedingsdoelen sluiten nauw aan op de vier ambities uit de strategische onderzoeksagenda 2022 - 2025 van de Vereniging Hogescholen, namelijk 1) versterken van de verbinding en samenwerking, 2) de zichtbaarheid en toegevoegde waarde van praktijkgericht onderzoek vergroten, 3) het uitbouwen van de kwaliteitscultuur en 4) het versterken van de onderzoekscultuur- en structuur.

Per bestedingsdoel is er een aantal basisindicatoren genoemd welke verplicht zijn om in te vullen³ en een aantal keuze-indicatoren waaruit per instelling een selectie gemaakt kan worden omdat niet alle indicatoren voor elke instelling (even) relevant zijn. Wij willen u vragen om te proberen om zo volledig mogelijk te zijn en de genoemde definities van onderstaande indicatoren nauwkeurig te volgen.

2.1 Integratie in het kennisecosysteem

Het bestedingsdoel ‘integratie in het kennissysteem’ verwijst naar een aantal soorten activiteiten die kunnen worden ingezet om dit doel te bereiken, zoals het aangaan van samenwerkingsarrangementen, netwerk- en consortiumvorming en het ontplooiën van onderzoeksactiviteiten. Het gaat enerzijds over hoe er geïnvesteerd is in de verbinding en samenwerking met de maatschappij en anderzijds hoe er is geïnvesteerd in de zichtbaarheid en toegevoegde waarde van het onderzoek. Dit bestedingsdoel draagt bij aan de eerste twee ambities van de strategische agenda: het versterken van de verbinding en samenwerking van praktijkgericht onderzoek en het vergroten van de zichtbaarheid.

2.1.1 Basis-indicatoren integratie in het kennis-ecosysteem

A. Geef een overzicht van de Centres of Expertise⁴ waar uw instelling eventueel bij betrokken is.

Het onderzoek op De HHs is georganiseerd langs de lijnen van 6 Centres of Expertise die nog in ontwikkeling zijn.

| Centre of Expertise ⁵ | Korte omschrijving Centre of Expertise |
|----------------------------------|--|
|----------------------------------|--|

² De bestedingsdoelen zijn terug te vinden in het bestuursakkoord van juli 2022, op pagina 17.
³ De basisindicatoren werden voorheen uitgevraagd via de monitor praktijkgericht onderzoek. Deze uitvraag komt te vervallen.
⁴ Een hogeschool kan penvoerder of partner zijn in dit CoE. Een Centre of Expertise dient zich altijd te ontwikkelen volgens het [Verenigingskader Centre of Expertise](#).
⁵ Voeg meer rijen toe indien gewenst.

| | |
|--|--|
| Cyber Security (CS) | Het belang van digitale veiligheid is niet meer weg te denken in de wereld waarin we leven. De missie van CoE Cyber Security is het versterken van de cyberveerkracht van publieke en private organisaties die zelf in mindere mate zijn toegerust op cyberdreigingen. |
| Digital Operations and Finance (DOF) | De onderzoekers van CoE Digital Operations & Finance werken aan een ‘economie die deugt’. Met ons onderzoek stellen we bedrijven en ondernemers in staat om met behulp van digitale technologie hun voetafdruk op ruimte, grondstoffen, medewerkers en medemensen te verkleinen. |
| Global and Inclusive Learning (GIL) | Gelijkwaardige kansen voor studenten en professionals creëren en rechtvaardigen. Bij CoE Global and Inclusive Learning onderzoeken we de processen om dat te realiseren. Net als de processen voor het actief bevorderen van inclusief onderwijs en een inclusieve samenleving. |
| Governance of Urban Transitions (GUTs) | Stedelijke ontwikkeling en het besturen van steden vormen een van de grootste uitdagingen van de 21e eeuw. CoE Governance of Urban Transitions heeft de missie om bij te dragen aan een inclusieve stad. |
| Health Innovation (HI) | Hoe zorgen we ervoor dat kinderen in een rolstoel kunnen sporten? Wat hebben ouderen nodig om langer zelfstandig thuis te wonen? En hoe kunnen we mensen helpen sneller te herstellen na een medische ingreep? CoE Health Innovation heeft als missie het geven van een impuls aan sociaal-technologische innovaties ter bevordering van de (positieve) gezondheid van kwetsbare burgers in een grootstedelijke context. Het onderzoek is gevormd rondom de thema's ‘Preventie door voeding en beweging’, ‘Inclusief bewegen en sport’ en ‘Langdurige zorg, wonen en welzijn’. |
| Mission Zero (MZ) | De missie van CoE Mission Zero is: "To empower learners to create a |

| | |
|--|--|
| | sustainable future". In onze visie ontstaat een economie die draait op duurzame energie en herbruikbare grondstoffen en materialen. Ofwel: weg met het gebruiken van nieuwe grondstoffen en niet-duurzame energie. |
|--|--|

B. **Invulling verbinding met de regio.** Geef aan hoe de samenwerking met de regio is vorm gegeven en hoe de samenwerking met de regio het afgelopen jaar is versterkt. Vul dit aan met drie aansprekende voorbeelden⁶.

Project Beethoven
Onder de noemer ‘Project Beethoven’ hebben Rijk en regio Brainport Eindhoven een set activiteiten gedefinieerd opdat: “Nederland een aantrekkelijke vestigingsplaats blijft voor de microchipsector en zijn toeleveranciers”. De door de Haagse ingediende regioplannen binnen het Nationaal Versterkingsplan Microchiptalent zijn grotendeels overgenomen. Voor regio Delft betekent dit een eerste bijdrage van 9.4mln euro in 2025-2026 (de eerste tranche van de subsidie), met het restantbudget tot 43mln gereserveerd voor de vier jaar erna. Ook wordt er voor onze regio 2.8mln euro opzij gezet voor LLO, al vraagt dit in alle regio’s nog nadere uitwerking. Voor De Haagse betekent dit o.a. extra budget voor nieuwe opleidingen (Engelstalige bachelor ICT), extra budget voor internationale wervingen en een onderwijscleanroom. Ook de verkenning naar een hbo-wo techniekpropedeuse is in het Beethoven regioplan opgenomen en krijgt komende periode opvolging. Buiten reguliere activiteiten om heeft deelname aan Beethoven-programma bijgedragen aan een steviger positie in het regionale High Tech-bedrijvennetwerk. Dit sluit heel goed aan bij de trekkersrol die faculteit TIS heeft binnen het TLC Quantum Technologie. De vier onderwijsinstellingen die het plan hebben gemaakt, zitten bij de uitvoering van het Beethoven Regioplan in de stuurgroep, aangevuld met een vertegenwoordiger uit het semicon-werkveld en een vertegenwoordiger van EBZ.

Innovation Quarter
Innovation Quarter is bezig met het ontwikkelen van agenda's voor vijf sleuteltechnologieën, waarbij Zuid-Holland zich op acht technologieën wil blijven richten. Er zal afstemming plaatsvinden met andere regionale ontwikkelingsmaatschappijen (zoals Brainport) voor de resterende technologieën, zoals semicon. Vanuit De Haagse lopen dan ook diverse (onderzoeks- en onderwijs) trajecten en projecten binnen een convenant met IQ. Begin 2025 vindt een IQ-evenement plaats ‘Sectoren in beeld’ waar de sectorplannen voor 2025 worden gepresenteerd. De Haagse is hierbij aanwezig en goed geplaatst om mee te denken over de ontwikkeling van de diverse sectoren en sleuteltechnologieën, door onze betrokkenheid bij Beethoven. Dit zal min of meer als model dienen voor de agenda’s op die sleuteltechnologieën, waar wij de lessons learned kunnen inbrengen voor het belang van de regio Zuid-Holland.

⁶ Maximaal 150 woorden per voorbeeld.

Economic Board Zuid-Holland (EBZ)

EBZ zet zich in voor het vernieuwen, verduurzamen en versterken van de economie en het vestigingsklimaat in Zuid-Holland en is momenteel bezig met het ontwikkelen van een algemeen overkoepelend verhaal om de regio Zuid-Holland te positioneren in relatie tot andere regio's. De inhoud wordt gekoppeld aan de Groeiagenda Zuid-Holland en geladen vanuit de bestaande taskforces (Energietransitie, Digitale economie, Circulaire economie, Human Capital en Technologische industrie). De kracht van de regio zit in cross sectorale thema's, zoals innovatie bij ondernemingsklimaat en binnen het onderwijs, en in Zuid-Holland bestaan veel clusters van bedrijven, kennisinstellingen en talent. Een lobbysucces is recentelijk behaald doordat binnen de EBZ de bedrijven zich achter de kennisinstellingen schaarden en een oproep deden aan de Tweede Kamer om te blijven investeren in internationaal talent voor de specifieke behoeften van de regio Zuid-Holland. De wens van EBZ is om op de aanwezigheid van clusters - campus / eco-systeem / kennis clusters - verhaallijnen te ontwikkelen, om te benadrukken waar Zuid-Holland sterk in is.

2.12 Keuze-indicatoren integratie in het kennisecosysteem

- a. **Aantal lopende convenanten/ samenwerkingsovereenkomsten met derden.**
Hoeveel lopende convenanten/ samenwerkingsovereenkomsten heeft uw instelling met (kennis)partners – bijv. universiteiten, TO2, (KNAW/ NWO)instituten, RKI's en ROM's. Geef hierbij aan met welke (kennis)partners deze samenwerkingen zijn.
De HHs had in 2024 78 centraal geregistreerde samenwerkingsovereenkomsten. Het soort partners is zeer verschillend, omdat de Haagse als brede kennisinstelling een groot aantal faculteiten en lectoren heeft die met verschillende partners samenwerken. Naast de formele samenwerkingsverbanden is we een veelvoud aan (in)formele samenwerkingsverbanden tussen CoE's en lectoren met (kennis)partners en beroepspraktijk.
Een aantal voorbeelden van (kennis)partners zijn: gemeente Zoetermeer, Gemeente Delft, mbo-Rijnland, Hogeschool van Amsterdam, universiteiten TU Delft, Universitair Medisch Centrum Groningen, University of Aruba, Onderwijs regio Haaglanden St. Lucasonderwijs, Universiteit Utrecht, University of Curaçao, Lentiz Onderwijsgroep, Expertisenetwerk Cyberweerbaar Nederland, Stichting Innovatie Energie en Mobiliteit Delft.
- b. **Drie voorbeelden van succesvolle samenwerking met (kennis)partners.**
Beschrijf een aantal succesvolle samenwerkingsverbanden en geef aan waarom deze succesvol zijn⁷.
Medical Delta:
Medical Delta is een transdisciplinair samenwerkingsverband van meer dan 1.000 deelnemers van Erasmus Universiteit, Erasmus MC, TU Delft, LUMC, Universiteit Leiden en vier Zuid-Hollandse hogescholen (De Haagse Hogeschool, Hogeschool Rotterdam, Hogeschool Leiden en Hogeschool Inholland). Samen met bedrijven, zorginstellingen en overheden werken zij aan innovatieve oplossingen voor een duurzame

⁷ Maximaal 150 woorden per voorbeeld.

gezondheidszorg. Dit doet Medical Delta onder meer met transdisciplinaire onderzoeksprogramma's en praktijkgerichte living labs. Medical Delta vormt hiermee de spil van het gezondheidszorg & innovatie ecosysteem in Zuid-Holland en daarbuiten. Recentelijk zijn diverse aanjaagfinancieringen aangevraagd bij Medical Delta voor het oprichten of doorontwikkelen van Medical Delta living labs waar het Center of Expertise Health Innovation bij betrokken is: VIT for Life 2.0; Better in – Better out & Beyond; Data Supported Healthcare & Innovation; Assistive Technology; en Blended Rehabilitation. Deze zijn allemaal gehonoreerd. De Haagse is bij 13 labs en programma's betrokken als penvoerder of als partner (vanuit 3 CoE's). De Haagse is goed vertegenwoordigd in diverse gremia (RvT, directeuren overleg, wetenschappelijke raad, societies).

Zuid-Holland Impact Alliantie (ZHIA):

ZHIA is het kennis- en innovatienetwerk van vier Zuid-Hollandse kennisinstellingen: De Haagse Hogeschool, Hogeschool Inholland, Hogeschool Rotterdam en Hogeschool Leiden. Het netwerk is actief in interne en externe positionering. De bekendheid van het netwerk neemt toe. Steeds meer collega's en externe partners kennen inmiddels het netwerk en weten ZHIA te vinden. Rond thema's als gezondheid zijn succesvolle samenwerkingen ontstaan, als ook rond de ontwikkeling van living labs en het onderwerp MKB en Finance.

Greenport West-Holland

Greenport West-Holland is een zogenoemde triple helix-organisatie. Drie partijen – ondernemers, overheden en kennisinstellingen – werken samen aan een duurzame en vitale toekomst voor het regionale tuinbouwcluster. Er lopen nu Programma's op energie, gezondheid, cybersecurity en leven lang ontwikkelen. Ook vindt aansluiting plaats vanuit De Haagse op het energieplein en health plein binnen het World Horti Center (WHC). De Haagse heeft goede contacten op het gebied van onderwijs met tuinbouwpartners. De aansluiting met het MBO en HBO loopt vooral via het onderwijsproject “meten in de kas en eten uit de kas”. Sander Mertens is als Haagse leading lector o.a. lid van de Stuurgroep Energie Akkoord van de Greenpoort WH. Tevens heeft Royal Flora Holland gevraagd om meer samen te werken op logistiek binnen Katapult, het programma binnen het World Horti Center.

- c. **Overzicht van andere formele en duurzame samenwerkingsverbanden zoals (fieldlabs/ living labs) die voor de onderzoeksstrategie van uw instelling relevant zijn.**
De Haagse Hogeschool kent een divers aanbod van labs. We hebben een lab dat kijkt naar technologische innovaties die een gezonde leefstijl stimuleren. Daarin werken we samen met zorgprofessionals in de regio. Andere labs brengen studenten en mkb'ers met elkaar in contact voor vraagstukken over digitalisering of internationalisering.
Een aantal voorbeelden van de Haagse labs staat in de tabel:

| Labnaam | Verbonden lectoraat |
|--|---------------------------------|
| Ontwikkeling Key Enabling Technology Lab | Smart sensor Systems & fotonica |

| | |
|---|----------------------------------|
| Living lab: niet anders en minder inkopen | Publieke inkoop |
| Data innovation Lab | Data Science |
| Cyber Security Living Lab | Risk Management & Cyber Security |
| Fotonica lab | Fotonica |
| Re/manufacturing lab | Smart Sustainbale manufacturing |
| Medical Delta Living Lab: Blended rehabilitation | Revalidatie en Technologie |
| Opbouw Talent and Learning Centre (in House of Quantum / Quantum Delta) | Smart Sensor Systems & Fotonica |

Het volledige overzicht aan labs is terug te vinden op de website: [De Haagse Labs | De Haagse Hogeschool](#).

- d. **Aantal lectorale redes of onderzoekscongressen georganiseerd door uw instelling.** Geef aan welke voor onderzoek relevante grotere bijeenkomsten er het afgelopen jaar zijn geweest, die hebben bijgedragen aan de verbinding/ integratie van praktijkgericht onderzoek in het kennisecosysteem.

Lectorale redes:

- Intreerede Lector Joke Korevaar - Lectoraat Oncologische zorg
- Intreerede lector Koen Breedveld - Lectoraat Impact of Sport
- Intreerede Lector Liliya Terzieva - Lectoraat Designing Value Networks
- Intreerede Lector Theo Bakker - Lectoraat Learning Technologies & Analytics
- Intreerede Lector Peter Roelofsma - Lectoraat Risk Management & Cyber Security

Onderzoekscongressen en symposia:

- Conferentie 'From Cash to Code' - Exploring Digital Currencies and Crypto
- Event: "Designprincipes voor een duurzame platformeconomie"
- Hackaton - Food Boost Challenge - ISW
- Symposium 'NAH: revalidatie en technologie'
- Symposium 'Internationalisering in de praktijk'
- 'Krachten bundelen voor cyberweerbaarheid'. Samen naar een lokale aanpak van online criminaliteit - Gezamenlijk georganiseerd event van het CCV en Cyberweerbaar NL (SPRONG project waarvan de HHS trekker is)

- e. **Deelname⁸ aan onderstaande aanvragen:**

| | Totaal aantal gehonoreerde aanvragen waarbij uw hogeschool betrokken is als hoofdaanvrager | Totaal aantal gehonoreerde aanvragen waarbij uw hogeschool betrokken is als mede-aanvrager |
|--|--|--|
| Missiegedreven topsectoren- en innovatiebeleid | 17 | 9 |
| Nationale Wetenschaps Agenda | 1 | 5 |

⁸ Deelname aan aanvraag houdt in dat er actief wordt geparticipeerd in het onderzoeksproject en dat er daarvoor subsidie wordt ontvangen. Als er geen aanvragen zijn gedaan, vul dan N.V.T. in. Als er wel aanvragen zijn gedaan maar deze niet zijn gehonoreerd, vul dan 0 in.

| | | |
|---|----|----|
| | | |
| Groeifonds | 0 | 1 |
| Europese onderzoeksprogramma's (o.a. Horizon, Interreg) | 1 | 5 |
| Andere aanvragen met kennispartners... | 23 | 18 |

2.1.3 Overige ontwikkelingen integratie kennisecosysteem

Als u nog andere onderdelen in het bestuursverslag wil verwerken die passen bij het bestedingsdoel 'integratie in het kennisecosysteem', is er uiteraard ruimte om het format uit te breiden met onderdelen die voor de eigen instelling relevant zijn of waar u trots op bent.

2.2 Kwantitatieve verduurzaming en uitbreiding

Dit bestedingsdoel richt zich op de uitbreiding en verduurzaming van de onderzoeksgroepen. Dit bestedingsdoel draagt met name bij aan de vierde ambitie van de strategische agenda: het versterken van de onderzoekscultuur en -structuur.

2.2.1 Basisindicatoren kwantitatieve verduurzaming

Tabel personele inzet⁹

| Categorie* | Totaal aantal (N) | Totaal aantal fte's gemiddeld op jaarbasis |
|---|--|---|
| Lectoren | 38 | 31 |
| Onderzoekers en docent-onderzoekers | 251 | 106 |
| Aantal kandidaten professional doctorate (vanaf 2023) | 2 | 1,4 |
| Promovendi | 37 | 10,09 |
| Postdocs | n.v.t. | n.v.t. |
| Onderzoeks-ondersteuning | 65 | 36 |
| Totaal onderzoeks-personeel | | |
| Aanstelling lectoren | Percentage lectoren met vaste aanstelling: 63% | Percentage lectoren met tijdelijke aanstelling: 37% |
| Gemiddelde omvang aanstelling lector aan de hogeschool (in fte) | 0,82 fte | |
| Aantal lectoren met een (externe) dubbelaanstelling bij | - | |

⁹ Peildatum 31 december van het jaar.

| | |
|--|--|
| bedrijfsleven, universiteit of ander instituut ¹⁰ | |
|--|--|

*Zie bijlage 3 voor de definities van de categorieën.

2.2.2 Overige ontwikkelingen kwantitatieve verduurzaming en uitbreiding

Als u nog andere onderdelen in het bestuursverslag wil verwerken die passen bij het bestedingsdoel ‘kwantitatieve verduurzaming en uitbreiding’ is er uiteraard ruimte om het format uit te breiden met onderdelen die voor de eigen instelling relevant zijn of waar u trots op bent.

2.3 Kwalitatieve verduurzaming en uitbreiding

Voor het derde bestedingsdoel ligt de nadruk op de uitbreiding van de kwaliteit van praktijkgericht onderzoek. Dit bestedingsdoel richt zich op de derde en vierde ambities van de strategische agenda: het versterken van de kwaliteitscultuur en het versterken van de interne onderzoekscultuur/-structuur.

2.3.1 Basisindicatoren kwalitatieve verduurzaming

24 Kwaliteitszorg praktijkgericht onderzoek

| Naam gevisiteerde onderzoekseenheid | Beoordeling op de 4 standaarden | Eindbeoordeling | Samenvatting belangrijkste aanbevelingen of andere opmerkingen waar relevant |
|-------------------------------------|---------------------------------|-----------------|--|
| Geen | | | |
| | | | |

De Haagse Hogeschool streeft naar kwalitatief hoogwaardig en maatschappelijk relevant onderzoek. Om dit te waarborgen, is er een PDCA-cyclus voor onderzoek. De **midterm review** is een interne audit die halverwege de zes-jaarlijkse externe beoordelingscyclus van een CoE plaatsvindt. Tijdens deze review wordt de voortgang geëvalueerd aan de hand van de standaarden uit het Brancheprotocol Kwaliteitszorg Onderzoek (BKO) 2023-2028, en worden aanbevelingen geformuleerd voor verdere ontwikkeling. In 2024 hebben twee midterm reviews plaatsgevonden, bij CoE Health Innovation en bij CoE Mission Zero. Bij beide is de noodzaak benadrukt om impactindicatoren duidelijk te definiëren en actief te monitoren. Ook is de behoefte naar voren gekomen om de onderzoeksinfrastructuur voor praktijkgericht onderzoek te versterken. Aan beide wordt op instellingsniveau beleid en ondersteuning ontwikkeld, maar er is ook op CoE-niveau aandacht nodig. De handreiking uit 2023 ter ondersteuning van de midterm review is in 2024 verder verfijnd op basis van best practices en lessons learned uit de recente reviews.

De **Centre Peerreview** is sinds 2024 een nieuw onderdeel van onze kwaliteitszorgcyclus. In 2025 vindt onze eerste Centre-Peerreview plaats, voor CoE Cyber Security. Momenteel wordt een planning opgesteld, zodat alle overige CoE's uiterlijk in 2028 een Centre-Peerreview hebben ondergaan.

¹⁰ Deze lectoren met dubbelaanstelling zijn dus onderdeel van de hierboven opgegeven totaal aantal lectoren.

14 Praktijkgericht onderzoek format bestuursverslag

Er zijn in 2024 geen **onderzoeksvisitaties** geweest. De visitatie van Cyber Security, die oorspronkelijk gepland stond voor 2025, is vanwege beperkte capaciteit bij Hobéon verplaatst naar januari 2026. Ook de visitatie van GUTs, aanvankelijk gepland voor 2025, is uitgesteld tot het najaar van 2026 vanwege verschillende omstandigheden.

A. Voorbeelden

Geef drie voorbeelden van relevante bijdragen van het afgelopen jaar aan de verbinding tussen het praktijkgericht onderzoek en de beroepspraktijk en drie voorbeelden van succesvolle bijdragen van praktijkgericht onderzoek aan het onderwijs en geef aan waarom deze succesvol zijn¹¹.

Voorbeelden succesvolle bijdrage praktijkgericht onderzoek aan het onderwijs:

- In het **project Westlandse onderwijsBooST** ontwerpen en onderzoeken we een onderwijsconcept voor *Challenge-Based Learning* dat bijdraagt aan het opleiden van flexibele, samenwerkende, toekomstgerichte professionals. In de eerste pilot (sept. 2024 - jan. 2025) werkten studenten Food & Lifestyle (MBO Westland) en Voeding & Diëtetiek (De Haagse Hogeschool) gezamenlijk aan vier projecten die het voedingsbeleid van twee Westlandse kinderopvangcentra, Kwest en Okidoki, concreet maken: een toolkit voor culturele diversiteit, een educatief boerderijprogramma, een film over traktatiebeleid en een gezonde bestellijst voor pedagogisch medewerkers. Dit smaakt naar meer en krijgt komend schooljaar een vervolg.

- **Rolstoelonderzoek met impact op zowel sport als onderwijs:** Binnen ons rolstoelsportonderzoek spelen studenten een cruciale rol. De Haagse Hogeschool ontwikkelde een methode om met sensoren rolstoelprestaties (snelheid, afgelegde weg, rotaties, etc.) in real-time te analyseren en in livestreams weer te geven. Studenten helpen bij de doorontwikkeling en passen de methode toe in de sportpraktijk, zodat innovatie direct de sport bereikt. Ze voeren metingen uit op grote toernooien, zoals het WK en EK rolstoelrugby, EK rolstoeltennis en EK rolstoelbasketbal. Daarbij begeleiden ze atleten, verwerken data en vertalen inzichten naar de praktijk. Dit biedt hen een unieke kans om op het hoogste sportniveau actief te zijn en draagt bij aan de professionalisering van de rolstoelsport. Naast toernooien ondersteunen studenten Nederlandse rolstoelatleten tijdens trainingen, waar ze coaches helpen bij het optimaliseren van trainingsprogramma's. Zo heeft ons onderzoek impact op zowel sport als onderwijs: studenten doen waardevolle praktijkervaring op en helpen tegelijkertijd de rolstoelsport vooruit met innovatieve technologieën.

- Studenten van de **Minor Niemand Buitenspel** werkten samen met de KNSB aan praktijkgericht onderzoek naar protheseschaatsen. Dit leidde o.a. tot een succesvolle prothese schaatsdag, waar mensen met een prothese de kans kregen om veilig en met begeleiding te schaatsen.

Het onderzoek richtte zich op de mogelijkheden van protheseschaatsen. De verkregen inzichten werden direct toegepast in de voorbereidingen en tijdens het evenement.

De dag was een groot succes. Deelnemers waren enthousiast over de unieke ervaring. Ook de KNSB benadrukte de waarde van samenwerking met studenten en hoe praktijkgericht onderzoek bijdraagt aan innovatie.

¹¹ Maximaal 150 woorden per voorbeeld.

15 Praktijkgericht onderzoek format bestuursverslag

- Binnen de verschillende ALO's is momenteel weinig aandacht voor het Jonge Kind. De opbrengsten van **het Start(V)aardig onderzoek** zullen geïmplementeerd worden in het curriculum van de verschillende ALO's. Iedere ALO vult dit op een eigen manier in variërend van onderwijs voor studenten in de propedeuse tot het inrichten van profileringsruimte voor studenten ambiëren na de opleiding in het PO actief te zijn. De HALO kiest ervoor om studenten in de eindfase van de studie zich te laten profileren in het jonge kind. Dit krijgt gestalte in het nieuwe curriculum ('26/'27).

- **DASH (Data Driven Support and Advice Hub)** van lectoraat Learning Technology and Analytics. DASH, een onderzoeksproject in de lijn 'Learning Analytics' ondersteunt studenten bij toetsvoorbereiding door formatieve toetsdata uit Brightspace te analyseren. Op basis hiervan geeft DASH gerichte aanbevelingen. Dit project heeft binnen De Haagse Hogeschool geleid tot een samenwerkingsverband met Institutional Research & Analytics, de productowner Brightspace en functioneel beheer van de dienst OKC. Gezamenlijk zijn afspraken gemaakt over dataverwerking, opslag, analyse en verantwoord gebruik van data. De onderzoekers werken hierin samen met een informeel learning analytics-netwerk, waaronder Npuls, TU Delft en Hogeschool Utrecht. In samenwerking met de Expertgroep AI van De HHs ontwikkelde DASH een machine learning-model dat op basis van quizresultaten de kans op een positief toetsresultaat voorspelt. Daarnaast worden een online tool en onderzoeksmaterialen over Explainable AI ontwikkeld in samenwerking met New Designers. Deze materialen worden getest in een pilot bij de opleiding Voeding en Diëtetiek. Het project wordt uitgebreid besproken in het Learning Analytics Magazine II van Npuls, in het artikel [Insights from the Field: Interviews on Student-Facing Learning Analytics](#).

- **Leergang Grip op Europa** van lectoraat Changing Role of Europe. Ontwikkeling van EU-leergang Grip op Europa voor De Hage Hogeschool PRO. De nieuwe praktijkleergang Grip op Europa is ontworpen voor professionals die in hun werk bij publieke of private organisaties te maken krijgen met de Europese Unie. In vijf hands-on sessies stoel je op oude inzichten en nieuwe wijsheden en pas je die direct toe op jouw professionele praktijk. Je put hiervoor uit inzichten en benaderingen in de academische literatuur die helpen om processen van meerlagig bestuur (multilevel governance) beter te begrijpen en te analyseren. Na afronding van de leergang heb je inzicht in de variabele invloed van de Europese Unie op diverse beleidsterreinen en op de bestuurlijke context via verschillende kanalen. Je weet dan hoe je de positie van jouw organisatie in het EU-krachtenveld kunt bepalen en welke kansen de EU biedt. Je bent dan in staat om interne uitdagingen en kansen te identificeren om zo het EU-bewustzijn en de Europeanisering binnen jouw organisatie te vergroten. Je beheerst aan het einde van de opleiding strategieën en tools om EU-beleid effectief te beïnvloeden en je kunt je lobbyvaardigheden toepassen in praktijksituaties. Verder heb je een diepgaand begrip gekregen van EU-financiering en kun je succesvolle subsidieaanvragen indienen voor jouw projecten. Ten slotte zie je na je opleiding het belang van EU-beleidsimplementatie en heb je de vaardigheden ontwikkeld om dit effectief toe te passen binnen jouw organisatie of sector. [Leergang Grip op Europa opleiding | Module](#)

Voorbeeld verbinding tussen het praktijkgericht onderzoek en de beroepspraktijk:

- Veel jongeren (12-24 jaar) in Nederland eten te veel en ongezond, terwijl hun groente- en fruitconsumptie achterblijft. De **Food Boost Challenge**, mede ontwikkeld door De Haagse Hogeschool, brengt stakeholders – inclusief jongeren zelf – samen om dit te veranderen. De Food Boost Challenge is participatief actieonderzoek en volgt vijf fases: situatie-analyse, ideevorming, co-creatie, prototypebeleving en implementatie. Inmiddels loopt de derde landelijke editie. Mbo-, hbo- en wo-studenten onderzoeken oplossingen en testen prototypes bij jongeren. In co-creatie met externe partners (onderwijs, overheid, NGO's, industrie) ontstaan innovaties op het gebied van technologie, marktkanalen, productontwikkeling en een gezonde eetomgeving. Sinds 2021 leidde dit tot 45 concepten en 30 prototypes, waarvan twee verder worden ontwikkeld in pilots. Ook op Curaçao wordt de Food Boost Challenge aanpak toegepast voor het bevorderen van de leefstijl van jongeren. Naast impact op eetgedrag en voedselomgeving biedt de aanpak voor alle partijen extra voordelen zoals netwerkuitbreiding, persoonlijke groei en versterking van samenwerking.

- **PD project: Haaglandse beweegzorg, een soepele reis!** Hoe kunnen stakeholders die betrokken zijn bij de beweegreis van revalidanten hun aanpak veranderen om mensen in de regio Haaglanden na een intensief revalidatietraject bij Basalt optimaal te ondersteunen?

- Een van de opbrengsten van het **SIA Raak project 'Start(V)aardig'** (een consortium van meerdere hogescholen waarbij de HHs penvoerder is geweest), is dat we een LLO module voor het Jonge Kind in beweging hebben ontwikkelt. Het doel van deze module is om professionals in het werkveld (docenten LO, groepsleerkrachten in het PO, buurtsportcoaches) helpen bij het verzorgen van kwalitatief nog betere lessen bewegingsonderwijs voor kleuters (groep 1 en 2). Vanaf september leren professionals tijdens 6 bijeenkomsten meer te weten te komen over thema's als *samen* bewegen, *leren* bewegen, *betrokken* bewegen, *bewegen in verschillende contexten*.

- **Become GLOCAL Bootcamp** van lectoraat Global Learning. In 2024 and 2025, six Chilean, Colombian, Spanish and Dutch universities joined forces with local industries across their regions in the BecomeGLOCAL project. In this project, we aim to equip students, academics AND professionals with skills and mindsets they need to thrive in the glocal (local and global) workplace through the development of joint employability courses.

On 3 July, academics from all six universities and industry partners representing employers in all regions gathered for a co-creation bootcamp. After an inspiring opening by glocal entrepreneur Jhonatan Bringas, we embarked on an intensive, facilitated co-design session, in which teams (5 academics, 2 industry partners, 2 students) developed concrete proposals under high time pressure.

<https://becomeglocal.com>

B. Functiehuis

Zijn er dit jaar activiteiten gedaan voor de doorontwikkeling van het onderzoeksfunctiehuis en wat zijn dat voor activiteiten? Denk bijvoorbeeld aan activiteiten zoals: functie omschrijvingen aanscherpen, bieden van steun voor professionele ontwikkeling van een onderzoeker, meer functies of posities bieden op onderzoek, carrièreperspectieven bieden voor een onderzoeker binnen de instelling etc.

Als toevoeging op het functiehuis is eind 2024 een functiereeks voor onderzoekers opgesteld in samenwerking met functiewaarderingsspecialist Leeuwendaal. Deze functiereeks betreft onderzoeksfuncties in de salarisschalen

10 t/m 13 conform cao-hbo. Na toekomstige besluitvorming en implementatie vormt de functiereeks onderzoek met de reeds bestaande functiereeks voor lectoren het loopbaanpad op gebied van onderzoek binnen De Haagse. De functiereeks voor lectoren is eind 2024 inhoudelijk geactualiseerd, welke na besluitvorming in 2025 zal worden toegepast.

C. Diversiteit en inclusie binnen onderzoek

Welke activiteiten zijn dit jaar ondernomen voor het stimuleren van diversiteit en inclusie van het onderzoekspersoneel, denk bijvoorbeeld aan het opstellen van een Gender Equality Plan of het instellen van plan voor kansengelijkheid etc. Het CvB van De Haagse Hogeschool heeft in 2022 een Gender Equality Plan (GEP) vastgesteld. Dit plan is terug te vinden op onze website: [Gendergelijkheidsplan \(dehaagsehogeschool.nl\)](#). In het GEP is een specifieke paragraaf opgenomen over diversiteit en inclusie binnen onderzoek. Onze lector Inclusive Education heeft meegeschreven aan het plan. Daarnaast is ‘Een inclusieve community’ 1 van de 4 strategische thema’s in ons instellingsplan. De Haagse zet zich in op het bevorderen van een inclusief leer- en werkklimaat voor haar medewerkers en studenten. Belangrijke inspanningen op dit thema in 2024 waren het houden van inclusiesessies ter bevordering van een inclusieve werk- en leeromgeving. Verder is ook een intern D&I-netwerk (vertegenwoordigers van personeel, onderwijs en onderzoek) opgericht. Dit netwerk biedt medewerkers onder andere een safe space om ervaringen uit te wisselen. Het informeert over de ondersteuning die de hogeschool kan bieden. Andere mijlpalen zijn het vaststellen van beleid om rekening te houden met bijzondere, religieuze en culturele dagen bij het plannen van toetsen, dialoogsessies over maatschappelijke gebeurtenissen en deelname aan de monitor sociale veiligheid. Deze initiatieven dragen bij aan het creëren van een inclusieve hogeschool voor verschillende communities waarin iedereen zich gewaardeerd voelt.

2.4.1 Keuze-indicatoren kwalitatieve verduurzaming

U kunt kiezen welke indicatoren voor uw instelling relevant zijn. Wij willen u wel vragen om te proberen om zo volledig mogelijk te zijn en de genoemde definities van onderstaande indicatoren nauw te volgen.

- a) **Professionaliseringsactiviteiten personeel.** Welke activiteiten zijn ondernomen om het onderzoekspersoneel te professionaliseren (zoals trainingen)?

Het CTL ontsluit en ontwikkelt activiteiten samen met lectoraten en andere partners. Voor pre-PhD onderzoekers, startende en senior docent-onderzoekers, lectoren en projectleiders zijn leerarrangementen beschikbaar binnen en buiten de hogeschool. Daarbij is er ook ruimte voor maatwerk en individueel advies. Als standaard aanbod zijn er leergangen, leernetwerken en trainingen. Afgelopen jaar is onder andere ingezet op:

- **Leergang ‘Bouwstenen voor succesvol praktijkgericht onderzoek’.** Deze leergang is gericht op senior onderzoekers met een ‘inverdienopdracht’, o.a. om subsidies te realiseren. De leergang bestaat uit vijf modules die de onderzoekscyclus volgen: projectvoorstel,

strategische netwerkvorming, vraagarticulatie en doorwerking, onderzoeksplan en projectleiderschap. De leergang wordt jaarlijks uitgevoerd in een samenwerkingsverband met 14 hogescholen en Regieorgaan SIA.

- **Leergang ‘Co-creëren, ontwerpen en financieren van praktijkgericht onderzoek’.** Het CTL heeft samen met de Funding Support Office en lectoren een *light* en *incompany* variant ontwikkeld van bovengenoemde leergang. Tijdens de leergang professionaliseren (docent-) onderzoekers zich in het opzetten van subsidieaanvragen waarin alle elementen van het in co-creatie ontwerpen, plannen, financieren en uitvoeren van praktijkgerichte onderzoekprojecten aan bod komen. Na het volgen van deze leergang heeft de deelnemer: 1) inzicht in de te nemen stappen om zelfstandig een succesvolle subsidieaanvraag te doen, 2) inzicht in het ecosysteem rondom het eigen project en 3) zicht op de impact en doorwerking van het eigen project.
- **PhD netwerk.** Dit is een leernetwerk voor medewerkers die zich oriënteren, voorbereiden of al enige tijd actief zijn in een PhD traject.
- **Masterclass ‘Rules & Regulations for Researchers’.** In deze masterclass maken deelnemers in 90 minuten een tour langs de nieuwe wet- en regelgeving die voor het ontwerpen, data verzamelen, analyseren en rapporteren van onderzoek belangrijk is. Denk aan auteursrecht, privacy AVG, open acces, BKO voor praktijkgericht onderzoek en de Nederlandse Gedragscode Wetenschappelijke Integriteit.
- **Training ‘Communiceren over je onderzoek’.** Deze training geeft (docent-) onderzoekers handvatten om de communicatie rondom het eigen onderzoek op een gestructureerde manier aan te pakken. Er wordt ingezoomd op hoe je als (docent-) onderzoeker de juiste mensen bereikt en betreft en daarmee doorwerking en impact kunt realiseren.
- **Training ‘Presenteren en pitch je onderzoek in het Engels’.** Tijdens deze training leert een deelnemer hoe het eigen onderzoek in het Engels in één minuut gepitcht kan worden en hoe een overtuigende presentatie over het onderzoek voor internationaal publiek kan worden gehouden. Het Taalcentrum-VU is de trainingspartner voor deze training.

- b) **Wat heeft uw instelling gedaan aan Open Science activiteiten**, zoals: deelname aan Publinova, aandeel open access in de publicaties (of andere producten van onderzoek), aandeel datasets die volgens de FAIR principes toegankelijk zijn, ontwikkeling publicatiebeleid of andere vormen van open science?

De Haagse hogeschool heeft verschillende initiatieven ondernomen om Open Science te bevorderen en toegankelijker te maken. Een belangrijk onderdeel hiervan is het faciliteren van Open Access publiceren. Dit wordt gerealiseerd door het proces van het vaststellen van auteursrechten te ondersteunen, en publicaties beschikbaar te stellen via platforms zoals de HBO Kennisbank en Publinova. Daarnaast moedigt de hogeschool onderzoekers aan om hun onderzoeksdata, code en software te delen. Dit gebeurt onder andere door het aanbieden van begeleiding door datastewards, die gesprekken voeren over Research Data Management.

In het kader van het delen van onderzoeksdata heeft De Haagse hogeschool een pilot uitgevoerd voor het deponeren van data in DANS, gefinancierd door zowel NWO (indirect) als SURF (direct). Deze pilot

heeft geresulteerd in een gestroomlijnd proces voor het deponeren van data en een formele overeenkomst met DANS.
Om draagvlak bij onderzoekers te creëren en hen verder te ondersteunen in hun Open Science activiteiten, organiseert de Haagse hogeschool trainingen en workshops over diverse aspecten van Open Science. De bibliotheek speelt hierbij een centrale rol door het aanbieden van *libguides* en advies over Open Access, FAIR data en andere relevante onderwerpen. De Bibliotheek biedt e-learningen aan voor onderzoekers, gericht op belangrijke aspecten van Open Science, zoals Open Access en Research Data Management, inclusief het delen van onderzoeksdata volgens de FAIR-principes.

- c) **Aanwezigheid onderzoeksinformatiesysteem.** Geef aan of uw instelling een onderzoeksinformatiesysteem heeft waarmee op een centrale plek en op een eenduidige manier onderzoeksinformatie wordt vastgelegd en beschikbaar gemaakt (ja/ nee).
De Haagse heeft geen onderzoekinformatiesysteem. Om de onderzoekoutput (publicaties, onderwijsmateriaal, etc.) vast te leggen wordt SharePoint gebruikt. Wel is aangehaakt bij de landelijke ontwikkeling van SURF rondom MORIS.
- d) **Aanwezigheid datamanagementsystemen.** Geef aan of uw instelling een datamanagementsysteem heeft (ja/ nee).
De Haagse Hogeschool werkt met Research Drive – een veilige dataopslag tijdens een onderzoeksproject. Ook is al eerder de infrastructuur voor research data management (RDM) volledig in positie gebracht. De hogeschool voldoet daarmee aan de verplichtingen vanuit de Gedragscode Wetenschappelijke Integriteit en de vereisten van subsidieverstrekkers van onderzoeksgelden. Daarnaast zijn er ‘research datastewards’ actief bij de hogeschoolbibliotheek voor de inbedding en professionalisering van de omgang met onderzoeksdata. Datastewards ondersteunen onderzoekers onder meer bij het schrijven van research data management-plannen en het gebruik van de Research Drive.
- e) **Medezeggenschap onderzoek binnen de instelling en/of onderzoekers betrekken bij strategie en beleidsvorming.** Wat heeft uw instelling dit jaar gedaan om de medezeggenschap op het terrein van onderzoek binnen uw instelling te bevorderen? Of onderzoekers beter te betrekken bij beleidsvorming.
De Haagse Hogeschool kent een deelraad van de medezeggenschap voor CoE's, bestaande uit drie leden. Deze raad heeft een formele rol in het beoordelen en vaststellen van de jaarplannen van alle CoE's. Daarnaast is gesproken over het inrichten van een vaste zetel vanuit het onderzoeksdomein in de centrale medezeggenschap (hogeschoolraad). Tot op heden is dit nog niet tot stand gekomen.
In de uitvoering van de kennisagenda en de totstandkoming van het lectoraatsportfolio heeft de medezeggenschap een beperkte rol. In 2024 zijn er een tweetal sessies georganiseerd over de governance van onderzoek op de HHs. Deze sessies zijn goed bezocht door onderzoekers, docenten, lectoren en medewerkers van diensten.

242 Overige ontwikkelingen kwalitatieve verduurzaming

Als u nog andere onderdelen in het bestuursverslag wil verwerken die passen bij het bestedingsdoel ‘kwalitatieve versterking en verduurzaming’ is er uiteraard ruimte om het format uit te breiden met onderdelen die voor de eigen instelling relevant zijn of waar u trots op bent.

Bijlagen

Bijlage 1 Bestedingsdoelen

| |
|---|
| A. Integratie in het kennisecosysteem Onder dit bestedingsdoel kunnen de extra middelen <i>bijvoorbeeld</i> worden ingezet voor: <ul style="list-style-type: none">Opzetten of onderhouden samenwerkingsarrangementen als Centres of Expertise, living labs en fieldlabs;netwerk- en consortiumvorming en verbinding en afstemming met andere partijen in het kennis- en innovatie-ecosysteem (onder andere bedrijfsleven, publieke instellingen, universiteiten en TO2);ontplooien van onderzoeksactiviteiten, inclusief consortiumvorming en doorwerking etc. |
| B. Kwantitatieve verduurzaming en uitbreiding Onder dit bestedingsdoel kunnen bijvoorbeeld de extra middelen <i>bijvoorbeeld</i> worden ingezet voor: <ul style="list-style-type: none">loon voor onderzoekspersoneel;voor zover van toepassing de opleiding en begeleiding van het onderzoekspersoneel;overige kosten die noodzakelijk zijn voor het goed kunnen functioneren van een onderzoeker zoals materiële zaken, generieke overhead die nodig zijn voor het doen van onderzoek, verzekeringskosten en deelname aan bijeenkomsten etc. |
| C. Kwalitatieve verduurzaming en uitbreiding Onder dit bestedingsdoel kunnen de extra middelen <i>bijvoorbeeld</i> worden ingezet voor: <ul style="list-style-type: none">het ontwikkelen en uitvoeren van kwaliteitszorg praktijkgericht onderzoek (inclusief peer review en het ontwikkelen en uitvoeren van training voor hbo-personeel op alle aspecten rond onderzoek en verantwoorde onderzoeksbeoefening);het ontwikkelen en onderhouden van het functiehuis voor praktijkgericht onderzoek (met aandacht voor erkennen en waarderen en voor diversiteit en inclusie), bijvoorbeeld ontwikkeling Professional Doctorate;Open science activiteiten, zoals Publinova, opzetten van (data) infrastructuur voor het verantwoord doen van onderzoek (onder andere (zorgplicht) wetenschappelijke integriteit etc. |

Bijlage 2 Toelichting op geldstromen

| | |
|---------------------------------|--|
| 1^e geldstroom | Middelen voor onderzoek die in enig jaar besteed zijn vanuit de reguliere bekostiging (<i>lump sum</i> OCW). Afhankelijk van het door de hogeschool opgestelde onderzoeksbeleid kan het bedrag kan afwijken van het O&O deel in de lumpsum. |
| 2^e geldstroom | Middelen voor onderzoek die in dit jaar door zelfstandige publieke organisaties (bv. NWO, Regieorgaan SIA, ZonMW) zijn uitgekeerd en zijn verworven in nationale/internationale competitie. Het betreft hier niet het gehele budget van een meerjarig onderzoeksproject maar de middelen die in dit jaar binnen het meerjarig project zijn uitgekeerd. In het geval de hogeschool penvoerder is van een consortium betreft het hier niet het gehele consortium-budget maar slechts het onderdeel van het budget waarvoor de hogeschool uitvoeringsverantwoordelijkheid heeft. Het betreft hier zowel nationaal als internationaal toegekende middelen. |
| 3^e geldstroom | Middelen voor onderzoek die in dit jaar zijn uitgekeerd op basis van een contract met een opdrachtgever voor het uitvoeren van praktijkgericht onderzoek. Het betreft hier niet het gehele budget van een meerjarig onderzoeksproject maar de middelen die in dit jaar binnen het meerjarig project zijn uitgekeerd. In het geval de hogeschool penvoerder is van een consortium betreft het hier niet het gehele consortium-budget maar slechts het onderdeel van het budget waarvoor de hogeschool uitvoeringsverantwoordelijkheid heeft. Het betreft hier zowel nationaal als internationaal toegekende middelen. |
| Overige middelen | Middelen voor onderzoek die in enig jaar zijn uitgekeerd en die niet vallen onder de hiervoor genoemde categorieën. Indien relevant dan gaarne deze middelen kort specificeren in de toelichting. |

Bijlage 3 Toelichting op personeel

| | |
|--------------------------|--|
| Algemeen | <ul style="list-style-type: none">De personele inzet m.b.t het onderzoek heeft betrekking op alle onderzoeksactiviteiten die deel uitmaken van de onderzoekslijnen, onderzoeksprogramma's en onderzoeksprojecten waarbij direct of indirect een of meer lectoren betrokken zijn.De personele inzet m.b.t het onderzoek heeft betrekking op het personeel dat een vast of tijdelijk dienstverband heeft bij de hogeschool en eventueel de daaraan gelieerde rechtspersonen. Daarnaast heeft de personele inzet betrekking op gedetacheerde medewerkers vanuit externe organisaties die betrokken zijn bij de uitvoering van het onderzoek. Bovendien heeft de personele inzet betrekking op medewerkers die op declaratiebasis hun medewerking verlenen aan de uitvoering van het onderzoek.Een medewerker die onderzoek verricht bij meer dan één hogeschool mag in absolute zin bij al deze hogescholen worden opgevoerd; zijn of haar fte's dienen echter naar realiteit over de hogescholen te worden verdeeld.De vier categorieën medewerkers sluiten elkaar uit. |
| Lectoren | Het aantal lectoren dat als zodanig een vaste of tijdelijke aanstelling heeft bij de hogeschool als ook de lectoren die via detachering of op declaratiebasis werkzaamheden verricht bij de hogeschool. Associate lectoren of vergelijkbare functies worden geteld bij de categorie docenten en andere onderzoekers. De fte's hebben zowel betrekking op de totale aanstelling bij de hogeschool en kunnen dus betrekking hebben op onderzoekstaken, onderwijstaken en overige taken. |
| Docenten en onderzoekers | Alle medewerkers die geen lector zijn maar wel inhoudelijke onderzoeksactiviteiten verrichten die onderdeel uitmaken van een onderzoeksprogramma of -project, waarbij een of meer lectoren zijn betrokken. Promovendi worden hier niet geteld maar dienen ondergebracht te worden bij de categorie 'Promovendi'. Bij het aantal fte's alleen de fte's tellen voor zover deze betrekking hebben op de uitvoering van de onderzoekstaken (en dus niet de eventuele onderwijstaken). |
| Promovendi | Het aantal promovendi dat promotieonderzoek uitvoert dat gelieerd is aan de onderzoekslijnen, onderzoeksprogramma's en onderzoeksprojecten van de hogeschool. Bij het aantal fte's alleen de fte's tellen voor zover deze betrekking hebben op de uitvoering van het promotieonderzoek (en dus niet op de eventuele onderwijstaken). |
| Professional Doctorate | Een PD-kandidaat is een deelnemer aan een individueel onderzoeks- en leertraject binnen een professional doctorate programma aan een hogeschool. |
| Post doc | Een hbo post-doc is een werknemer aan een hogeschool met een afgeronde doctoraatsopleiding die op basis van een tijdelijke aanstelling werkt aan een op voorhand opgesteld onderzoeksplan. Een hbo-postdoc besteedt de helft van zijn of haar tijd aan het geven van onderwijs en de andere helft aan het doen van onderzoek om zo de verbinding tussen onderwijs en onderzoek van de hogeschool te versterken. |
| Ondersteuning | Alle medewerkers die ondersteunende werkzaamheden verrichten voor de uitvoering van het onderzoek (secretarieel/administratief/organisatorisch) maar niet als lector, (docent)onderzoeker of promovendus. |

Appendix 8 Participation Elections 2024

| Election data | 2024 | | 2023 | |
|--|---------|-------|---------|-------|
| | Student | Staff | Student | Staff |
| Number of vacant seats on the participation councils | 94 | 94 | 120 | 131 |
| Number of candidates | 171 | 86 | 220 | 118 |
| Number of election districts | 57 | 64 | 55 | 62 |
| Number of districts with vacant seats | 48 | 49 | 52 | 59 |
| Number of districts with elections | 21 | 11 | 29 | 12 |
| Number of districts without elections | 36 | 53 | 26 | 50 |

| Voting figures | Total | | 2024 | | 2023 | |
|--------------------------------------|--------|--------|---------|--------|---------|--------|
| | 2023 | 2022 | Student | Staff | Student | Staff |
| Number of persons with voting rights | 35,444 | 54,844 | 33,299 | 2,145 | 52,314 | 2,530 |
| Number of votes cast | 3,005 | 4,160 | 2,045 | 960 | 2,920 | 1,240 |
| Turnout percentage | 8,50% | 7,60% | 6,10% | 44,80% | 5,60% | 49,00% |

| Faculty of BFM | | | | | | | | |
|--|-----------------------|-------|-------------------------|-------|----------------------|-------|---------|-------|
| Electoral district | Total number of seats | | Vacant during elections | | Held after elections | | Vacant | |
| | Student | Staff | Student | Staff | Student | Staff | Student | Staff |
| General Council | 2 | 1 | 0 | 0 | 2 | 1 | 0 | 0 |
| Faculty Council | 6 | 6 | 3 | 1 | 6 | 6 | 0 | 0 |
| Degree programme committees: | | | | | | | | |
| Accountancy | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 1 |
| Commercial Economics + A.D. Online Marketing | 3 | 3 | 3 | 3 | 3 | 1 | 0 | 2 |
| Finance & Control + A.D. Finance & Control | 3 | 3 | 3 | 2 | 3 | 3 | 0 | 0 |
| International Business | 4 | 4 | 2 | 1 | 4 | 4 | 0 | 0 |
| Entrepreneurship & Retail Management | 3 | 3 | 2 | 1 | 3 | 3 | 0 | 3 |
| Masters BFM* | 3 | 3 | | | | | 0 | 1 |

*Because of the specific population, a different composition method is used for the master's degree programmes than for elections.

| Faculty of PMLS (BRV) | | | | | | | | |
|---|-----------------------|-------|-------------------------|-------|----------------------|-------|---------|-------|
| Electoral district | Total number of seats | | Vacant during elections | | Held after elections | | Vacant | |
| | Student | Staff | Student | Staff | Student | Staff | Student | Staff |
| General Council | 2 | 1 | 0 | 0 | 2 | 1 | 0 | 0 |
| Faculty Council | 6 | 6 | 5 | 4 | 6 | 6 | 0 | 0 |
| Degree programme committees: | | | | | | | | |
| Public Administration / Public Management | 2 | 2 | 1 | 2 | 2 | 0 | 0 | 2 |
| – Public Administration / Public Management | 2 | 2 | 1 | 1 | 2 | 1 | 0 | 1 |
| – English Stream: IPPL | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 |
| Higher Professional Education - Law: | | | | | | | | |
| – Higher Professional Education - Law | 2 | 2 | 1 | 1 | 2 | 2 | 0 | 0 |
| – English Stream: Law | 2 | 2 | 2 | 1 | 2 | 2 | 0 | 0 |
| Integrated Safety Management | | | | | | | | |

| | | | | | | | | |
|--------------------------------|---|---|---|---|---|---|---|---|
| - Integrated Safety Management | 2 | 2 | 1 | 1 | 2 | 1 | 0 | 1 |
| - English Stream: SSMS | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 2 |

| Faculty of HSN (GVS) | | | | | | | | |
|--|-----------------------|-------|-------------------------|-------|----------------------|-------|---------|-------|
| Electoral district | Total number of seats | | Vacant during elections | | Held after elections | | Vacant | |
| | Student | Staff | Student | Staff | Student | Staff | Student | Staff |
| General Council | 2 | 1 | 1 | 0 | 2 | 1 | 0 | 0 |
| Faculty Council | 6 | 6 | 5 | 6 | 5 | 6 | 1 | 0 |
| Degree programme committees: | | | | | | | | |
| Skin Therapy | 3 | 3 | 1 | 1 | 3 | 3 | 0 | 0 |
| Secondary education teacher Grade 1 Physical Education | | | | | | | | |
| PhETT (HALO) | 2 | 2 | 1 | 1 | 2 | 2 | 0 | 0 |
| PrETT (PABO)/PhETT (HALO) variant | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 |
| Man and Technology | 3 | 3 | 3 | 0 | 0 | 3 | 3 | 0 |
| Nurse Training | 3 | 3 | 2 | 3 | 0 | 3 | 3 | 0 |
| Sports Science | | | | | | | | |
| Sports Science | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| English Stream: ISPM | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 |
| Nutrition and Dietetics | 3 | 3 | 1 | 1 | 2 | 3 | 1 | 0 |

| Faculty of ITD | | | | | | | | |
|--|-----------------------|-------|-------------------------|-------|----------------------|-------|---------|-------|
| Electoral district | Total number of seats | | Vacant during elections | | Held after elections | | Vacant | |
| | Student | Staff | Student | Staff | Student | Staff | Student | Staff |
| General Council | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 |
| Faculty Council | 6 | 6 | 2 | 4 | 6 | 6 | 0 | 0 |
| Degree programme committees: | | | | | | | | |
| Applied Data Science & Artificial Intelligence | 3 | 3 | 2 | 2 | 3 | 1 | 0 | 2 |
| B. Communication Multimedia Design | 3 | 3 | 2 | 3 | 3 | 3 | 0 | 0 |
| Higher Professional Education - ICT | 4 | 4 | 1 | 3 | 4 | 2 | 0 | 2 |
| Masters ITD* | 2 | 2 | | | | | 0 | 0 |

*Because of the specific population, a different composition method is used for the master's degree programmes than for elections.

| Faculty of M&O | | | | | | | | | |
|--|-----------------------|-------|-------------------------|-------|----------------------|-------|---------|-------|---|
| | Total number of seats | | Vacant during elections | | Held after elections | | Vacant | | |
| Electoral district | Student | Staff | Student | Staff | Student | Staff | Student | Staff | |
| General Council | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | |
| Faculty Council | 6 | 6 | 3 | 0 | 6 | 6 | 0 | 0 | |
| Degree programme committees: | | | | | | | | | |
| Business Administration | 3 | 3 | 2 | 0 | 2 | 3 | 1 | 0 | |
| Communication | 3 | 3 | 3 | 2 | 3 | 3 | 0 | 0 | |
| European Studies | 4 | 4 | 2 | 2 | 4 | 4 | 0 | 0 | |
| Facility Management + A.D. Facility Management | 3 | 3 | 2 | 0 | 3 | 3 | 0 | 0 | |
| Human Resource Management | 3 | 3 | 1 | 3 | 1 | 2 | 2 | 1 | |
| Master Organisation Coaching* | 2 | 2 | | | | | | 1 | 1 |
| Master International Communication Management* | 2 | 2 | | | | | | 2 | 2 |
| Master Integral Business Operations* | 2 | 2 | | | | | | 0 | 1 |

*Because of the specific population, a different composition method is used for the master's degree programmes than for elections.

| Faculty of SWE | | | | | | | | |
|------------------------------------|-----------------------|-------|-------------------------|-------|----------------------|-------|---------|-------|
| Electoral district | Total number of seats | | Vacant during elections | | Held after elections | | Vacant | |
| | Student | Staff | Student | Staff | Student | Staff | Student | Staff |
| General Council | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 |
| Faculty Council | 6 | 6 | 6 | 2 | 4 | 5 | 2 | 1 |
| Degree programme committees: | | | | | | | | |
| Primary Education Teacher Training | | | | | | | | |
| PrETT (PABO) | 2 | 2 | 1 | 1 | 2 | 2 | 0 | 0 |
| PrETT (PABO)/PhETT (HALO) variant | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| Education Studies | 3 | 3 | 1 | 2 | 3 | 2 | 2 | 1 |
| Social Work | 4 | 4 | 2 | 2 | 2 | 3 | 2 | 1 |

| Faculty of TIS | | | | | | | | | |
|---|-----------------------|-------|-------------------------|-------|----------------------|-------|---------|-------|---|
| | Total number of seats | | Vacant during elections | | Held after elections | | Vacant | | |
| Electoral district | Student | Staff | Student | Staff | Student | Staff | Student | Staff | |
| General Council | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | |
| Faculty Council | 6 | 6 | 3 | 2 | 6 | 6 | 0 | 0 | |
| Degree programme committees: | | | | | | | | | |
| Architecture and Construction Engineering | 3 | 3 | 3 | 2 | 1 | 3 | 2 | 0 | |
| Process and Food Technology | 3 | 3 | 1 | 2 | 3 | 1 | 1 | 2 | |
| Civil Engineering | 3 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | |
| Electrical Engineering | 3 | 3 | 3 | 1 | 0 | 2 | 3 | 1 | |
| Industrial Product Design | | | | | | | | | |
| Industrial Product Design | 2 | 2 | 2 | 2 | 2 | 1 | 0 | 1 | |
| English Stream: IDE | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | |
| Mechatronics | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 0 | |
| Spatial Development | 3 | 3 | 2 | 1 | 3 | 2 | 0 | 1 | |
| Industrial Engineering and Management | 3 | 3 | 2 | 1 | 3 | 2 | 0 | 1 | |
| Engineering Physics | 3 | 3 | 2 | 2 | 3 | 3 | 0 | 0 | |
| Applied Mathematics | 3 | 3 | 2 | 1 | 3 | 3 | 0 | 0 | |
| Mechanical Engineering | 3 | 3 | 1 | 3 | 3 | 0 | 0 | 3 | |
| Master Next Level Engineering* | 2 | | | | | | | 2 | 2 |

*Because of the specific population, a different composition method is used for the master's degree programmes than for elections.

| Central Services | | | | |
|--------------------|-----------------------|-------------------------|----------------------|--------|
| Electoral district | Total number of seats | Vacant during elections | Held after elections | Vacant |
| | Staff | Staff | Staff | Staff |
| General Council | 3 | 2 | 3 | 0 |

| Service Council | | | | |
|--|-----------------------|-------------------------|----------------------|--------|
| Electoral district | Total number of seats | Vacant during elections | Held after elections | Vacant |
| | Staff | Staff | Staff | Staff |
| Business Operations & Control Service BA&C (B&C) | 1 | 1 | 1 | 0 |
| Office of the Board OB (BZ) | 1 | 1 | 1 | 0 |
| Facilities & IT Service (F&IT) | 2 | 2 | 2 | 1 |
| Human Resource Management Service | 1 | 1 | 1 | 0 |
| Education, Knowledge & Communication Service EK&C (OK&C) | 2 | 0 | 2 | 0 |

| Centres of Expertise Council | | | | |
|------------------------------|-----------------------|-------------------------|----------------------|--------|
| Electoral district | Total number of seats | Vacant during elections | Held after elections | Vacant |
| | Staff | Staff | Staff | Staff |
| Centres of Expertise Council | 3 | 2 | 3 | 0 |

Appendix 9 Reflection on Quality Agreements Participation

Reflection Report General Council Quality Agreements Spending 2019-2024 The Hague University of Applied Sciences

Tuesday, 06 May 2025

This reflection report offers a brief review of the spending of the quality funds (study advance funds) within The Hague University of Applied Sciences during the period 2019-2024. In summary, the conclusion is that the spending of the funds has contributed to quality improvement within THUAS, although the success and enthusiasm about the (use of) the funds seems to vary greatly between faculties and degree programmes. Various stakeholders, including the General Council, faculty councils and programme committees, have been involved in the planning concerning the deployment of resources. Criticism is also voiced. For example, on the coherence between activities, on the connection to existing (degree programme) plans, on increasing workload, on monitoring and assessing the results of the activities, and also on the extent to which initiatives can be sustainably secured after 2024.

Background and Context

The quality agreements were created in response to the abolition of the basic grant in 2015, with the funds released being used to improve quality in higher education. The plan submitted by The Hague University of Applied Sciences was initially assessed as insufficient by the NVAO in 2020, but this was rectified and approved in 2021. This illustrates the learning curve THUAS has gone through in implementing and monitoring the quality agreements. Throughout the process, the participation bodies played a monitoring and advisory role, in line with the requirements set by the Ministry of Education, Culture and Science.

Spending Within Thematic Frameworks

The quality funds were spent within the six nationally defined themes, with The Hague University of Applied Sciences placing its own emphases. The funds have been used for both THUAS-wide initiatives and faculty-specific projects. In general, the participation process at the central level was better than the process within the faculty councils.

1. More intensive and small-scale education

Within this theme, investments have been made in reducing working groups and intensifying support within education. The faculties have placed different emphases in this regard. The overall picture is that most of the intentions have been realised. Full realisation was not achieved in a few faculties, mainly due to challenges in recruitment. Involvement was point of criticism in the planning of this theme; not so much the involvement of participation bodies, but rather the active participation of education teams and faculty offices in making the plans. As a result, support and carrying capacity has not always been optimal in the plan implementation.

2. More and better support for students

The funds have been used to strengthen study career coaching and appoint student psychologists and student counsellors, including for counselling and psychological support. This contributed to improved support for students; this was specifically valuable during the COVID pandemic. In addition, faculties have made additional investments in programmes and services that fit their own context. The participation bodies contributed to the practical implementation.

3. Study success

Investment in study success has led to improvements in progression rates and study yields, with a particular focus on specific target groups such as first-generation students and students with a migration background. The approach is deliberately differentiated by faculty to do justice to different student populations and needs from different degree programmes.

4. Educational differentiation

Investments have been made in broadening the range of available education, including minors, honours programmes and international pathways. This has provided students with more options to tailor education to their needs. The participation bodies have contributed ideas for the development of new forms of education.

5. Good and appropriate educational facilities

The investments in educational facilities has helped modernise learning environments, with a specific focus on digitisation and flexibilisation. This was accelerated by the pandemic, during which investments were made in particular in digital infrastructure. The General Council ensured that these investments actually benefited the primary educational process.

6. Further professionalisation of lecturers

Further professionalisation of lecturers was addressed both centrally and decentrally, with a focus on digital didactics, assessment and feedback, and supervision of various student groups. Whether these investments have contributed to the improvement of education quality and the innovative capacity of lecturer teams is difficult for many faculty councils and programme committees to assess.

Financial accountability

Financial accountability took shape by means of the rendering of account in the regular planning & control cycle, with the participation bodies primarily being involved at the time of plan formulation and budgeting. The second half of the period shows a shift from temporary projects to more structural embedding in mainstream education. This raises questions about the sustainable assurance of the initiatives after 2024.

Involvement of participation bodies

The (decentralised) participation bodies played a role in all phases of the quality agreements, from planning to monitoring and adjustment, but this role was sometimes too limited or shaped in too short a time. The General Council reflected annually on progress and implementation, and worked constructively with faculty councils to get a full picture of decentralised spending and impact.

Future prospects

The experience of the 2019-2024 quality agreements gives us valuable information for future policy choices. The General Council pays particular attention to the following points:

1. The importance of formulating clear (measurable) targets at the start of initiatives such as the quality funds
2. The added value of a good balance between central frameworks and decentralised interpretation
3. The importance of continuous involvement of participation bodies, not only for consent purposes but also to monitor and tighten policies
4. The challenge of sustainability: how can temporary funds lead to structural quality improvement? Now that THUAS has entered a period of financial cuts, how do we prevent improvements from being undone?
5. The need for a close link between quality agreements and regular quality assurance

Conclusions

The spending of study advance funds within The Hague University of Applied Sciences has contributed the improvement of the quality of education, although it was often difficult for the participation bodies involved to measure whether the plans led to the desired results. Participation bodies have been able to make an active contribution to the formation of plans, although this seems to have been more visible at the central level than at the decentralised level.

Reflection of the General Council on process and use of Study Advance Funding 2024

12 May 2025

The picture of the process and distribution of the Study Advance funds as painted by the management is generally echoed by the participation bodies. The dialogue with various participation bodies has been constructive. Sub-committees and degree programme committees have been involved in the process and an overview has been made of the implemented plans. In addition, several sub-committees have also been proactively kept informed about the use of funds during the year, but this does not apply in the same extent to all faculties.

The study advance funds have resulted in extra time and attention paid to the defined objectives. In this respect, several sub-committees did comment that the exact impact, for example on extra capacity, was not always measurable or felt within teams.

There have been no major problems in the process. However, several participation councils commented on both the process and its impact on the work floor. The most common ones are:

- 1. The sub-committees have been involved, but involvement of education teams or faculty offices was not a given. This has affected support for the plans and the (proper) connection of initiatives to those already in place.
- 2. Within employees' available time slots, it proved to be regularly difficult to find space to implement the plans.
- 3. The intended goals and effects (are the initiatives successful?) are and were not always clear to involved sub-committees.
- 4. Participation bodies were involved in plan-making, but were often sidelined in the monitoring, evaluation and adjustment of plans. Evaluation of outcomes is rated as insufficient by several sub-committees.

Finally, the most important comment: with the disappearance of NPO funds, the main question is whether the impact and quality improvement is a lasting effect. Several sub-committees are not convinced of this, especially given the current contracting framework.



Appendix 10 Appeals and Objections, by Topic

In calendar year 2024, the Examination Appeals Board EAB (CBE) received **649** notices of appeal. The Disputes Resolution Committee DRC (GAC) received **49** notice of appeal.
In the previous calendar year (2023), 785 and 88 appeals and objections were received, respectively.

Examination Appeals Board EAB (CBE)

Students filed appeals against the following decisions:

| | |
|---------------------------------------|-----|
| • BSA | 200 |
| • Examinations | 128 |
| • Grades assessment of examinations | 183 |
| • Internship graduation | 63 |
| • Measure | 29 |
| • Minors | 38 |
| • Other | 6 |
| • Admission Committee | 2 |

As regards the 649 appeals filed:

| | |
|--|-----|
| • Declared inadmissible, appeals not completed in time | 68 |
| • Student acquiesces in decision | 35 |
| • Withdrawn by student | 164 |
| • Withdrawn by student based on settlement offer | 245 |
| • Withdrawn by student based on defence | 38 |
| • Appeal settled after hearing | 2 |
| • Appeal declared unfounded | 44 |
| • Appeal declared founded | 22 |
| • Appeal inadmissible after hearing | 11 |

At the time of writing this annual report, 20 appeals are still pending.

Council of State

A total of 11 students have filed an appeal against a decision of the Examination Appeals Board with the Council of State CoS (RvS).

The outcomes of these cases are as follows:

| | |
|-----------------------|---|
| Qualified | 1 |
| Declared founded | 1 |
| Declared unfounded | 5 |
| Declared inadmissible | 1 |

During the preparation of the annual report in calendar year 2024, three cases are still pending before the Council of State.

Disputes Resolution Committee DRC (GAC)

Students filed objections against the following decisions:

| | |
|---------------------------------------|----|
| • Tuition fees | 13 |
| • Student Financial Support Committee | 3 |
| • Erasmus grant | 4 |
| • Enrolment in degree programmes | 13 |
| • Momi | 12 |
| • Order measure | 1 |

| | |
|----------------|---|
| • Disenrolment | 0 |
| • Internship | 2 |
| • Other | 1 |

As regards the 49 appeals filed:

| | |
|---|----|
| • Declared inadmissible, appeal not supplemented in time | 5 |
| • Student acquiesces in decision | 1 |
| • Withdrawn by student | 5 |
| • Withdrawn by student based on settlement offer | 12 |
| • Withdrawn by student based on defence | 4 |
| • Objection settled after hearing | 3 |
| • Objection declared unfounded | 10 |
| • Objection declared founded | 1 |
| • Objection inadmissible by Disputes Resolution Committee | 0 |

At the time of writing, 8 objections are still pending.

Council of State

A total of 11 students have filed an appeal against a decision of the Examination Appeals Board with the Council of State CoS (RvS).

The outcomes of these cases are as follows:

| | |
|--------------------|---|
| Declared unfounded | 1 |
|--------------------|---|

During the preparation of the annual report in calendar year 2024, one case was still pending before the Council of State.

Student complaints (other than about undesirable behaviour)

Student complaints are handled by or on behalf of the faculty director of the degree programme the student is enrolled in. If a complaint is directed against a faculty director, the Executive Board handles the complaint. The procedure for handling complaints is laid down in the Student Charter.

Students filed 74 complaints in the year under review (96 complaints were filed in 2023). Complaints related to matters like graduation and support, entering grades, lecturer/examination board, examinations and graduation delays. Of the cases filed, a settlement agreement was reached in ten cases (mainly in light of poor counselling and study delays).

As regards the 96 complaints:

| | |
|-------------------------------------|----|
| • Declared inadmissible | 15 |
| • Settled with settlement agreement | 10 |
| • Settled with the student | 4 |
| • Withdrawn by student | 10 |
| • Declared founded | 6 |
| • Declared partly founded | 7 |
| • Declared unfounded | 17 |

At the time of writing this annual report, 5 appeals are still pending.

Appendix 11 Executive Board members ancillary positions

| Dr E.M. (Elisabeth) Minnemann – EB chairperson | Drs A. (Arend) Hardorff - EB member | J. (Hans) Nederlof RC– EB member |
|--|--|--|
| Board member of the Economic Board The Hague | Chairperson of the Supervisory Board of Het PON/ Telos Brabant | Board member Studielink, Association of Universities of Applied Sciences |
| Board member of the Programme Management of Health Campus The Hague | Member of the (core) sub-committee Brabant C Fund of the province of North Brabant | Member sub-committee Funding and Digitisation, Association of Universities of Applied Sciences |
| Board Member of the Draper Richards Kaplan Foundation | Member of Bestuurscommissie Onderwijs (Governing Committee of Education), Vereniging Hogescholen (Association of Universities of Applied Sciences) | Member of the OCW Information Department, on behalf of Vereniging Hogescholen (Association of Universities of Applied Sciences) |
| Board member of dCypher | Chairperson of the administrative consultation IT Verband Zuid-Holland | Integral Safety Focus Group, Association of Universities of Applied Sciences |
| Member of Economic Board Zuid-Holland | Member of Economic Board Zoetermeer | Member of steering group allocation 2nd tranche temporary contraction funds OCW, Association of Universities of Applied Sciences |
| Vice chairperson of the National Committee on the Code of Conduct in Higher Education, Association of Universities of Applied Sciences | Chairperson of the board of Youth Knowledge Network Haaglanden | Member of the DUWO advisory council (unpaid) |
| Chairperson of the Supervisory Board of Medical Delta | Member of the Regional Educational Consultation of The Hague and Surroundings | Member of administrative think tank Digital Transition, SURF |
| Chairperson of the Zuid-Hollandse Impact Alliantie (South Holland Impact Alliance) | | |
| Member of the Good Governance Committee, Association of Universities of Applied Sciences | | |
| Board member of Universities of Applied Sciences Netherlands (UAS NL) | | |

Appendix 12 Abbreviations used

| Abbreviation | Definition | | |
|-----------------|---|-----------------------|---|
| AC | Audit Committee | MD | Management Development |
| AD | Associate Degree | M&O | Management & Organisation (faculty) |
| AI | Artificial Intelligence | MT | Management Team |
| (G)AI | (Generative) Artificial Intelligence | NEP (NPO) | National Education Programme |
| AOV | Arbeidsongeschiktheidsverzekering (Invalidity Insurance) | NSS (NSE) | National Student Survey |
| AOW | Algemene Ouderdomswet (General Old Age Pensions Act) | AONF (NVAO) | Accreditation Organisation of the Netherlands and Flanders |
| AVG (GDPR) | Algemene Verordening Gegevensbescherming (General Data Protection Regulation) | DRC (NWO) | Dutch Research Council |
| BA | Bachelor's degree programme | SMS (OBP) | support and management staff |
| B&C | Business Operations & Control (service) | DPC (OC) | degree programme committee |
| BDC | Basic Didactic Competence | ECS (OCW) | (The Ministry of) Education, Culture & Science |
| BFM | Business, Finance & Marketing (faculty) | EER (OER) | Education and Examination Regulations |
| CER | company emergency response team member | AEP (OJP) | annual education plan |
| EBQ (BKE) | Examination Basic Qualification | EK&C (OK&C) | Education, Knowledge & Communication (service) |
| SPQR (BKO) | Sector Protocol for Quality Assurance in Research | EP (OLP) | Education Plan |
| PMLS (BRV) | Public Management, Law and Safety (faculty) | TS (OP) | teaching staff |
| (n)BSA | (negative) binding study advice | PT (OV) | Public transport |
| OB (BZ) | Office of the Board (service) | P&C cycle | planning and control cycle |
| CBA (CAO) | collective bargaining agreement | PD | Professional Doctorate |
| CarE | Caribbean Empowerment Network | PDCA | Plan Do Check Act |
| HEEC (CDHO) | Higher Education Efficiency Committee | PR (PGO) | Practice-oriented research |
| CBI (CGI) | Criterion-Based Interviews | PhD | Doctor of Philosophy |
| CISO | Chief Information Security Officer | SS (PIL) | salaried staff |
| CMT | Crisis Management Team | NSS (PNIL) | non-salaried staff (NSS) |
| COIL | Collaborative Online International Learning | R6 | the six major Randstad universities of applied sciences |
| CPI | Consumer price index | RAP | Regional Ambition Plan |
| CTL | Centre for Teaching and Learning | RDM | Register Digital Marketing |
| EB (CvB) | Executive Board | RA&E (RI&E) | Risk Assessment and Evaluation |
| D&I | Diversity & Inclusion | SB (RvT) | Supervisory Board |
| DER (DAM) | Decentralised Employment Resources | SDG | Sustainable Development Goals |
| DANS | Data Archiving and Networked Services | SEA | Strategic Education Alliance |
| MC (DB) | Managing Committee | IAF (SIA) | Innovation Alliance Foundation (Stichting Innovatie Alliantie) |
| DCC-PR (DCC-PO) | Digital Competence Centre for Practice-oriented Research | ESQ (SKE) | Examination Senior Qualification |
| SE (DI) | Sustainable employability | CS (SOM) | customised studying |
| DMP | data management plan | SPOC | Single Point of Contact |
| DPIA | Data Protection Impact Assessments | SAF | Study advance funds |
| PT (DT) | Part-time degree programme | SWE | Social Work & Education (faculty) |
| WS (DU) | Work-study degree programme | TIS | Technology, Innovation & Society (faculty) |
| EdEA (DUO) | Education Executive Agency | NDPA (TNO) | New degree programme assessment |
| EAC | Ethics Advisory Committee | UASNL | Universities of Applied Sciences Netherlands |
| EAIE | European Association of International Education | AUAS (VH) | Association of Universities of Applied Sciences |
| eNPS | employee Net Promoter Score | VICP (VIS) | Virtual international collaborative projects |
| ER | exception reporting | UN | United Nations |
| SI (ERD) | Self-insurer | CAUB (VPOO) | Confidential Advisor for Undesirable Behaviour |
| DPO (FG) | Data Protection Officer | FT (VT) | Full-time degree programme |
| SFS (FOS) | Student Financial Support | WGA | Werkhervatting Gedeeltelijk Arbeidsongeschikten (Return to Work (Partially Disabled Persons) Regulations) |
| FTE | Full-time equivalents | WIB | Wet internationalisering in balans (Internationalisation in Balance Act) |
| F&IT (FZ&IT) | Facilities & IT (service) | WNT | Wet Normering Topinkomens (Executives' Pay (Standards) Act) |
| OC (GO) | Organised Consultation | WW | Werkloosheidswet (Unemployment Act) |
| GSCh | Global Strategy and Community hub | SHIA (ZHIA) | South Holland Impact Alliance |
| HNS (GVS) | Health, Nutrition & Sports (faculty) | ZW | Ziekwetwet (Sickness Benefits Act) |
| HPE (HBO) | higher professional education | | |
| HCTL | The Hague Centre of Teaching and Learning | Faculty of BFM | Business, Finance & Marketing |
| GC (HR) | General Council | Faculty of PMLS (BRV) | Public Management, Law and Safety |
| HRM | Human Resource Management (Service) | Faculty of HNS (GVS) | Health, Nutrition & Sports |
| ISO | Information Security Officer | Faculty of ITD | IT & Design |
| ITD | IT & Design (faculty) | Faculty of M&O | Management & Organisation |
| CoE (KC) | centre of expertise | Faculty of SWE | Social Work & Education |
| KPIs | key performance indicators | Faculty of TIS | Technology, Innovation and & Society |
| LLL (LLO) | Lifelong learning | | |
| COS-cv (LOB-cv) | Career Orientation and Support COS (LOB) resume (cv; curriculum vitae) | B&C Service | Business Operations & Control |
| R&APS (M&AV) | Reporting and Advice Point for Safety | OB (BZ) Service | Office of the Board |
| Ma | Master's degree programme | F&IT (FZ&IT) Service | Facilities & IT |
| SSVE (MBO) | senior secondary vocational education | HRM Service | Human Resource Management |
| | | EK&C (OK&C) Service | Education, Knowledge & Communication Service |

Appendix 13 HRM

The core of lecturer professionalisation within HRM is formed by a number of programmes made available to lecturers by The Hague Centre for Teaching & Learning (hereinafter HCTL). These mainly consist of certified programmes aimed at lecturer qualifications at various levels. In the year 2024, examination boards have tightened regulations to ensure the assessment expertise of examiners. The certified HCTL training courses are the standard for lecturer professionalisation within THUAS. For members of the examination board, the Senior Examination Qualification SEQ (SKE) is mandatory in addition to certification for the Exam Board Course EBC (LEC). The criterion-based interview certificate (as an assessment format) is required more and more often by degree programmes. In addition to developments in testing and assessment, the HCTL has also recalibrated the Foundation Course Didactic Competence FCDC (BDB) in 2024 and the number of customisation requests is increasing.

Basic Examination Qualification (BEQ)

As of academic year 2024-2025, all examination boards of bachelor’s degree and associate degree programmes within THUAS must, as a matter of principle, follow the reformulated central appointment rules for examiners and will thus be following the designation of examiner A/B or C. As a result, there is more demand for certification training (Criterion Based Interviews Basic Competence CBI (CGI), assessing professional products and BEQ). A total of 84 staff members attained the BEQ certificate.

KPIs
At the end of 2024, 84.4% percent of the permanent lecturers (scales 11, 12, 13) had the Basic Examination Qualification BEQ (BKE). At the end of 2023, 79 percent of the permanent lecturers (scales 11, 12, 13) had the Basic Examination Qualification BEQ (BKE). This is an increase of 4.5%. With this, the KPI of 80% was achieved.

Criterion-based Interviews
In 2024, 51 lecturers obtained their certificates for the basic Criterion Based Interviewing CBI (CGI) qualification. In 2023, 18 lecturers obtained these certificates. More lecturers (150+) participated in the training. The need in the organisation for CBI training and attainment of this certificate is increasing. In 2024, the HCTL also offered two open enrolments. We will continue to programme these open enrolments in 2025.

Assessing Professional Products Basic Competence APP (BB) training

In 2024, 25 teachers obtained certificates in a customised training course on assessing professional products (APP); certificates were not desired everywhere, so the number of participants was higher. In 2024, this training was also provided in English. We see that many external staff, who are linked to degree programmes as assessors, attend this training.

Foundation Course Didactic Competence FCDC (BDB)

The recalibration of the Foundation Course Didactic Competence FCDC (BDB) programme started in December 2023. The previous programme dated back to 2023. The new FDCD was shaped by lecturer-trainers from the HCTL and lecturer-trainers from various degree programmes of The Hague University of Applied Sciences. The programme has a programmatic design that focuses on formative action. This is in line with the latest educational developments in higher education and in line with the educational vision and strategic plan 'Onderzoekend Leren met Impact' (Investigative Learning with Impact; 2023-2028). The first three groups started in September 2024, including one English-language group for the FCDC. By 2024, 112 employees will have obtained their FCDC programme certificate. As a result of the recalibration of the FCDC, a transitional arrangement is in force since September 2024, for lecturers who started the FCDC before February 2024 (end of summer 2024) but have not completed it to date. The transitional arrangement is valid until 1 October 2026. After this period, lecturers who have not yet completed their FCDC will have to complete the FCDC in the new format as part of the

transitional arrangement.

Independent Study IS (EVC) and Reflective Practice Assignment RPA (RPO)

In 2024, a pilot has been running at the primary education teacher-training programme for people with a background in education to attend an IS track. Based on this pilot, two tracks have been set up, for teachers with a background in education. Participants can apply for the RPA route through the Certification Committee. By 2024, 24 teachers will have completed this RPA and thus obtained exemption for the FCDC. Two participants completed an IS track.

KPIs
At the end of 2024, 81.1% percent of the permanent lecturers (scales 11, 12, 13) held the Foundation Course Didactic Competence FCDC (BDB) qualification. By the end of 2023, this percentage was 77.4% of permanent lecturers (scales 11, 12, 13). Compared to 2023, this percentage has increased by 3.7%. With this, the KPI of 80% was achieved. In the academic year 2024-2025, because of the decline in new lecturers due to the vacancy freeze, the number of groups starting this programme declined by 2. The number of FCDC groups is thus decreasing.

Didactic Competence Senior Qualification DCSD (SDB)

The Didactic Competence Senior Qualification DCSD (SDB) course was started once during the year under review, with a group of 12 participants.

Customised tracks

By 2024, the number of customisation requests from degree programmes has increased. Degree programmes now know how to contact us if they are interested in team training on CBIs, APP, calibration on assessments, didactic coaching, but also in the area of programme design and formative action. These team tracks are intensively supervised. It leads to great team coaching programmes that combine learning and development of the degree programme.

Colophon

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