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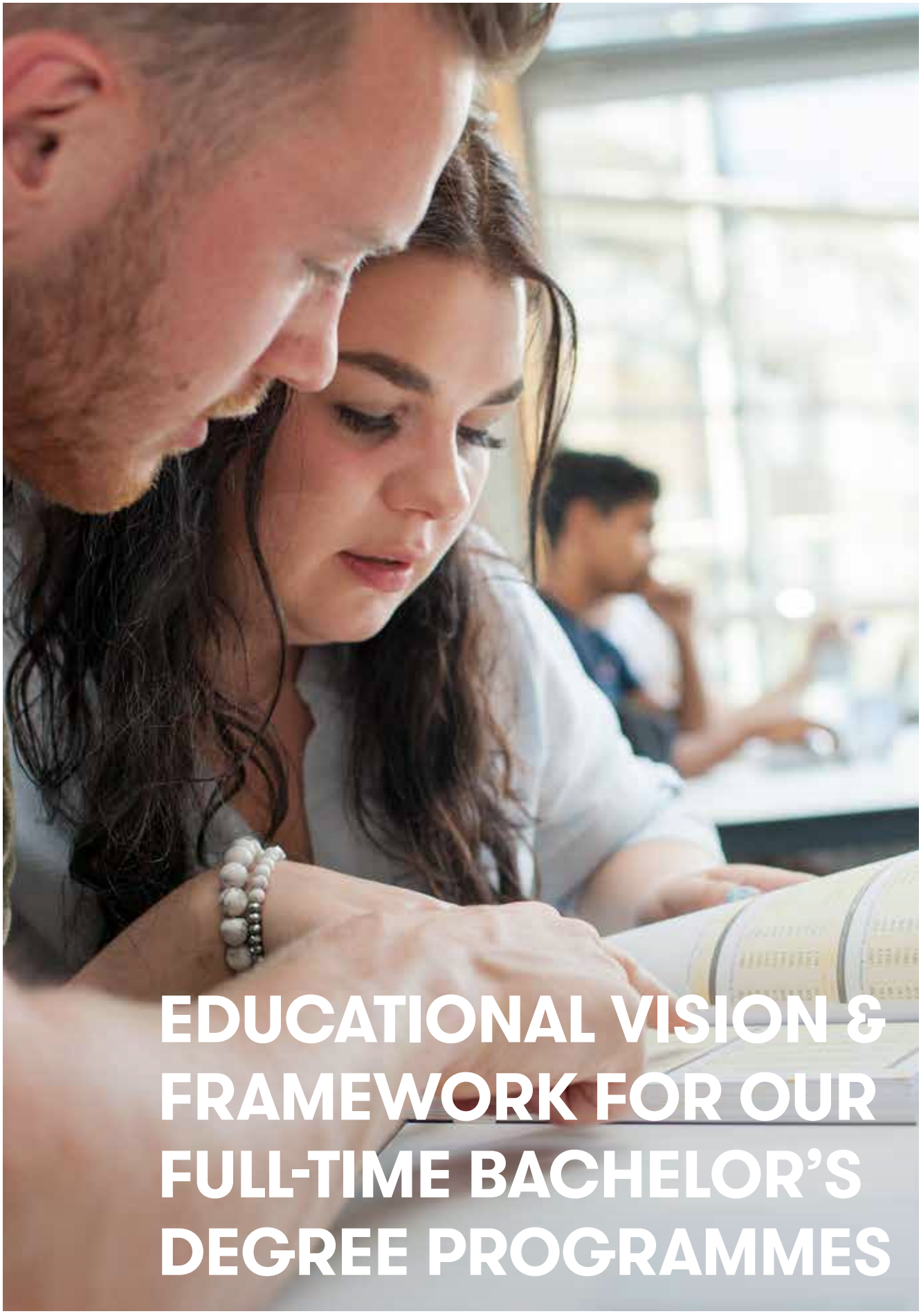
EDUCATIONAL VISION & FRAMEWORK

for our full-time bachelor's degree programmes

THE HAGUE
UNIVERSITY OF APPLIED SCIENCES

MAY 2017



EDUCATIONAL VISION & FRAMEWORK FOR OUR FULL-TIME BACHELOR'S DEGREE PROGRAMMES

Contents

INTRODUCTION

Universities of applied sciences

Degree programmes prepare students for their future. But what does it look like exactly? Of course, we can never be entirely sure, but some developments appear to proceed inevitably. Digitisation and internationalisation are having an increasing impact on social life. Robotisation leads to new and different types of employment, with certain professions even dying out. The learning economy is no longer just about acquiring and applying knowledge, but more about linking expertise to requirements in society. Professionals must be critical, entrepreneurial and inquisitive, and need a global orientation. They must have a moral compass to remain standing in a complex society and to bear responsibility (Netherlands Association of Universities of Applied Sciences, 2015). According to the Netherlands Association of Universities of Applied Sciences, high-quality higher education must therefore contribute to the development of people, the development of the economy and the improvement of mutual relationships.

The differences and transitions between research universities and universities of applied sciences will become smaller and smoother as a result. Although universities of applied sciences are in the professional column and research universities in the academic column, the distinction is not that strict in practice. Universities of applied sciences are already deeply involved in research and are developing into universities of applied sciences that also offer academic bachelors degrees. The applied science bachelors and masters are currently already using the internationally common titles of BA, BSc, MA and MSc. A university of applied sciences student would therefore in due course be able to transfer to an academic research master without any barriers. Conversely, a practically oriented academic student should eventually be able to opt for a professional master's degree at a university of applied sciences. If it were up to the universities of applied sciences, professional doctorates would also become part of universities of applied sciences in the future.

Not the limits of the system should be normative in the future, but the possibilities and opportunities of the students. Individual talent development and customised programmes are leading here. However, it turns out that the relationship between the bachelor standard, the level of incoming students and their academic success (the 'trilemma') is complex. The recently nationally evaluated performance agreements show that academic success is not easy to manage. It is a prolonged process, with various dials having to be turned at the same time without compromising the level of the graduates. The main goal for universities of applied sciences is to get students in the right place together with preparatory education and they make choices that suit them here.

Studying at The Hague University of Applied Sciences

The Hague University of Applied Sciences offers education that is accessible to and feasible for anyone with the right basic qualifications, the will to succeed and the willingness to put in considerable effort. With our degree programmes, we want to get the best out of every student, without unnecessary dropouts or study delays. The student's background should not be a limiting factor in this.

Students enter our university of applied sciences with certain expectations. They chose their degree programmes for a variety of reasons. Some already have a clear picture of the work they would like to do in the future, others are not entirely sure yet or don't know at all. Some deliberately choose The Hague University of Applied Sciences due to our quality or reputation, others because we are nearby. Every student not only carries their expectations with them, but also their previous education, network, sociocultural background, nationality, age, experiences, etc. The Hague University of Applied Sciences has great diversity in that sense. Our students reflect society as a result. But how do we handle this huge diversity of expectations and backgrounds? And how can we use this diversity in a positive way to strengthen our education?

After all, society and the professional field also have expectations regarding graduates of the university of applied sciences. In our globalising knowledge economy

and society, we have a great need for highly trained people with a solid *body of knowledge & skills*, who continue to develop and approach the world with open eyes. We require broadly trained global citizens who can handle the diverse and constantly changing (international) contexts and can make a difference in them. The Hague University of Applied Sciences stands for education that produces such graduates.

The 'journey' of incoming students towards their degree certificates takes place within this challenging context. On the one hand, with the various expectations and backgrounds of the students and, on the other hand, the expectations regarding (and the requirements for the level of) the university of applied sciences graduate. Each degree programme faces the challenge of facilitating this journey in the best way possible. The question we will be answering in this document is: 'What can and should you expect from each degree programme of The Hague University of Applied Sciences in this regard?'

Principles and framework

This document provides a guideline for the journey students make towards their degree certificate with help from knowledgeable, inspired and committed lecturers. The current educational framework has been in place since the 2013/2014 academic year and underwent an interim evaluation in 2015. This showed that the educational framework has had a positive effect, but that things can definitely be improved. More than enough components for this are currently present. We now have the evaluation of the framework, a recent Institutional Plan with clear profiling and ambitions, and specifications of these ambitions in 'compasses' (see Annex 1). We recently evaluated the performance agreements with the Ministry of Education and practice and research has taught us what does and doesn't work in our education. With these components we initiated a process that resulted in this document. The key starting points in that process were:

- Broad involvement of all relevant parties, especially lecturers and students.
- Providing lots of time and space for inspiration and bundling good experiences, points of view and expertise.
- Choices based on educational research.
- Start with thematic divergence (broad and identifying) then convergence (profiling and specifying) into principles and framework.

These starting points made the process highly interesting, challenging and successful for all parties. The intensive, constructive and targeted manner in which lecturers, students, management and staff have worked on developing this document over the past year is absolutely deserving of a compliment. But, as we all know: 'the proof of the pudding is in the eating.' The contents of this document should be a reality within four years. This requires a well-considered and effective implementation strategy as a follow-up step.

Structure

In chapter 1 we will explain which three main principles are leading and what their key characteristics are. We will specify these three principles on page 9. Here we will formulate the framework that applies to every degree programme as design criteria for future education and as a touchstone for existing education. This framework is not without obligation; every degree programme is expected to comply with them within a reasonable period of time[1]. We will substantiate any choices made using relevant research literature.

The groundbreaking work done by John Hattie (2012) served as an inspiring frame of reference here and directed us in our choice for other research literature. John Hattie is a renowned educational scientist from New Zealand who based his meta-analysis on an extensive database with research data from all over the world.

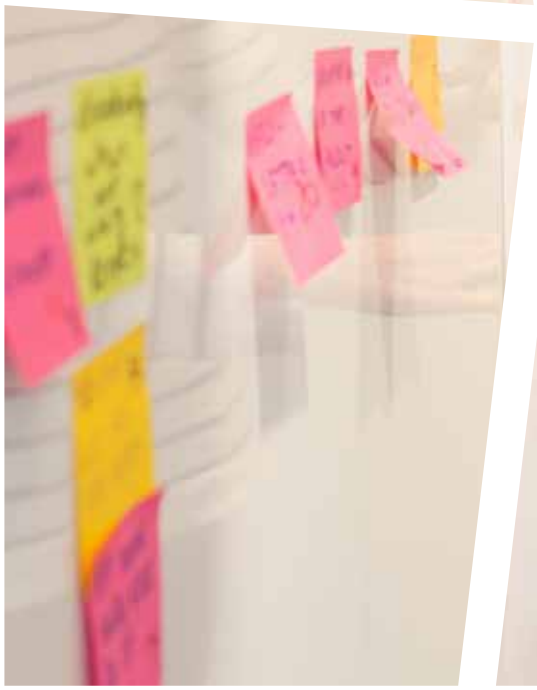
His research broadly led to the insight that the effectiveness of education is promoted by the following:

- Talk more about 'learning' than about 'teaching'.
- Evaluate the effectiveness of a lecturer based on the learning of students.
- A lecturer is a 'change agent'; the success and failures during learning arise from what he as a lecturer does or doesn't do.
- Give students the opportunity to make mistakes.
- Teach students to talk about learning.
- Consider learning to be a difficult job.
- Consider test results to be feedback on the impact you have as a lecturer.
- Lecturers enter into a dialogue, not a monologue.
- Lecturers like a challenge and do not stop 'doing their level best'.
- Lecturers develop positive relationships within the student group and the lecturer team.

1 This will be specified further in an implementation plan.








THREE PRINCIPLES FOR BACHELOR'S DEGREE PROGRAMMES AT THE HAGUE UNIVERSITY OF APPLIED SCIENCES

Every graduate leaves The Hague University of Applied Sciences as a global citizen

Characteristics:

- Global citizenship relates both to professional practice and to personal and social life.
- The development of global citizenship focuses on internationalisation, network building, investigative ability and personal development.
- Global citizens who have graduated from THUAS:
    - reason and act based on an international and intercultural perspective;
    - are curious, critical, analytical, investigative and use valid knowledge;
    - develop and make use of their networks;
    - act on the basis of justice and integrity;
    - can handle uncertainty and bring positive change.
- All of this is integrated in the intended learning outcomes and the education.
- Students are coached in their personal development.

Our education is characterised by inclusiveness

Characteristics:

- We offer equal requirements and equal opportunities for all students. This requires differentiated and varied education without compromising the required level.
- Our education is based on the identification and recognition of the talents, ambitions, learning preferences and driving forces of the individual student.
- Where possible, our education is flexible with regard to these differences.
- We make use of the diversity of our student and lecturer population to strengthen our education.
- Together we create social cohesion and base ourselves on connectedness and tolerance.

Our education is motivational, challenging and feasible

Characteristics:

- Our lecturers, students, researchers and professional field jointly shape relevant and challenging education.
- Our education demands a considerable effort from students and requires that they very regularly and actively study and participate.
- Contact time and independent study strengthen each other.
- *Blended learning facilitates* stimulating, challenging and activating education.
- Students receive suitable support and gradually build up their self-direction after the first year.
- Through a well-considered educational and examination programme, we maximise academic progress and prevent unnecessary dropouts.

1. EVERY GRADUATE LEAVES THE HAGUE UNIVERSITY OF APPLIED SCIENCES AS A GLOBAL CITIZEN

According to Gert Biesta (2012), education has three functions: socialisation, qualification and personal development. Universities of applied sciences not only train people for a profession or professional practice; they also want to give students the right tools for their personal and social life outside of their work. In the vision of the Netherlands Association of Universities of Applied Sciences (2015), graduates from universities of applied sciences are professionally proficient, aware of the latest knowledge and developments, and they have the right skills (qualification). They are involved in society and the people around them, where they find their place in all kinds of social relationships and in democratic citizenship (socialisation). In addition, they are (self-)conscious and independent in their thinking and acting (personal development). The Hague University of Applied Sciences stands for a strong interrelationship between these three functions. They come together as an integrated whole in the concept of 'global citizenship'.

Global citizenship

With our highly diverse student population and metropolitan and international environment, we are on the frontline of a changing society. Every day we experience the impact of various developments, such as globalisation, migration and the creation of (super)diversity. These affect the learning environment and the learning process of the students, and the work and living environment of the graduates.

Both working on a high level and social functioning within this kind of society requires global citizenship. We have specified this concept in our Compass for Global Citizenship (see Annex 1 for WIN [Global Citizenship, Internationalisation, Networking university of applied sciences] compasses). This covers aspects such as the intended learning outcomes, the (formal and informal) curriculum and support. At The Hague University of Applied Sciences, the development of global citizenship focuses on the terms internationalisation, network building, investigative ability and personal and ethical development. We will explain these terms below.

Internationalisation

Internationalisation plays a key role in attaining global citizenship. As a global citizen, you must have knowledge of what goes on in the world and how economies, cultures and groups behave and relate to one another. But knowledge alone is not enough. It's about every student, regardless of their education, really experiencing what globalisation means.

The Hague University of Applied Sciences interprets internationalisation broadly and ambitiously. To us it is important that internationalisation permeates into the capillaries of our university of applied sciences, in terms of strategy, organisation, personnel policy, facilities, networks, etc. Regarding the education itself, the focus is on the internationalisation of the formal and informal curriculum, on the culture and diversity of students. This is about language skills (being able to talk to each other and understand each other), handling cultural differences and gaining international experience. It means that every student will demonstrably gain international experience through education or internships in an international context, preferably abroad. But it also means that we should offer enough language education to achieve the required level of English (at least B2 for Dutch-language degree programmes and C1 for English-language degree programmes). In education, we also use international case studies as much as possible.

Universities of applied sciences advocate an open educational climate, collaborate with foreign institutions and facilitate internships and exchange. Degree programmes with a full English-language curriculum also suit a differentiated range of education at more specialised universities of applied sciences. This leads to a wide variety of contacts with other countries and cultures. Internationalisation also means something else, namely that the world and all the cultural differences and tensions within it enter the university of applied sciences. Every student will have to learn to handle intercultural and sometimes also interreligious differences. This is not only required in order to function as a responsible citizen and a high-level professional, but also to ensure that the university of applied sciences remains a community based on respect, tolerance and the will to learn from one another (Netherlands Association of Universities of Applied Sciences, 2015).

We express the international dimension in the learning outcomes of each degree programme. This usually does not mean that we have to formulate new learning outcomes, but that we internationalise existing learning outcomes.

Networking

Our specification of global citizenship explicitly emphasises openness and connectedness. We train students to become professionals in a very rapidly developing world. One characteristic of their practice is a wide variety of networks. As a networking university of applied sciences, we therefore want to create an open link between education, research and professional practice. We open ourselves up to our environment, allowing us to contribute to social and economic issues in the region. New forms of collaboration offer us an insight into new developments, techniques and needs. The professional field and the knowledge partners structurally join us in thinking about the contents of our degree programmes.

For our graduates, this means that they are aware of the importance of networking for their own employability and for the success and development of organisations. They should know what networks are and how they work. They must learn how to network themselves, move in networked environments and present themselves as 'connected global professionals'. Graduates from The Hague University of Applied Sciences are open and facilitating; they think and operate in a relational and connected manner. These aspects are also expressed in the intended learning outcomes of each degree programme.

Research skills

Investigative ability is essential if you want to achieve changes and innovations in the professional field and in society. As a graduate you must be able to form an opinion based on good and reliable sources and you must be able to distinguish fact from opinion. Students learn to think logically and to recognise links between the various aspects of a question. That encourages their conceptual thinking about finding a solution to practical questions. Investigative ability consists of three parts: an inquisitive attitude, being able to apply knowledge from research and being able to do research yourself.

We must distinguish between research done by research groups and by students. Daan Andriessen (2016) argues to reserve 'practice-oriented research' for research done by research groups and to use the term 'investigative ability' for students. The investigative ability of bachelor students at universities of applied sciences does not necessarily have to lead to knowledge that is new to the world and can be transferred to other contexts. The quality criteria of the profession are also leading, not those of scientific research.

An inquisitive attitude assumes that graduates are observant, curious, cautious and critical, and want to share information. They will not be able to apply research results until they can find their way in (international) scientific resources and professional literature, can assess it, master it and apply it. Being able to do research themselves implies that they can use the research methods that are relevant to their professional practice (including data collection and analysis). The quality requirements applicable here are the requirements that are common for that profession. What's important is that graduates can use their inquisitive attitude to achieve certain professional products.

According to Mirjam Losse (2012), at least five types of professional products can be distinguished: advice, design, end product, action and research. The role of research differs depending on the type of professional product, the common aspect being the methodical working method with which a professional product is developed. All professional methods consist of steps (research cycle) that often have to be repeated several times to answer questions. The close link between developing professional products and doing research favours maximum integration of research into education

Personal development

Global citizenship hinges on the personal development of the student. Global citizens are highly involved in the (diverse) society and the people around them. They must find their place in all kinds of social relationships and in democratic citizenship. This requires the development of a strong sense of self-awareness, of autonomy and self-direction, but also of self-reflection. Initially, this is based on what is familiar and recognisable, then – after looking for alternatives – on new areas. With knowledge of one's own driving forces and ambitions, and by making choices and discovering one's own responsibility. But also by developing a conscious ability to act and by formulating one's own learning requirements.

Additionally, personal development is also about forming a professional identity. Students must feel confident and certain that the desired profession suits them. At the same time, the graduate will also have to be able to handle uncertainty. Professions and (working) conditions change quickly.

We coach every student in this personal development. The coach encourages the student to practise self-reflection, talks about talents and talent development, and challenges and motivates students to find things out for themselves.

The coach is closely involved with the learning and development process of the individual students.

From intended learning outcomes to education

Our graduation profile focuses on global citizenship as a connecting concept, with a lot of attention for international and intercultural orientation, investigative ability, the build-up and use of networks, and personal development. These aspects must be explicitly assessable in the intended learning outcomes of each degree programme. In turn, the intended learning outcomes must be demonstrably covered in education. Together with the professional qualification, they make up the basis for our educational development. Ideally, the stated aspects of global citizenship are covered in an integrated manner. That means: minimising the number of separate subjects/ parts and linking them to the professional context and the professional field for which the programme is intended.

Framework

The following framework applies to our principle that every graduate leaves the university of applied sciences as a global citizen:

1. When developing the curriculum, we start by formulating the desired learning outcomes.

2. The learning outcomes of the degree programme reflect the fact that the Bachelor graduates of The Hague University of Applied Sciences:

- reason and act based on an international and intercultural perspective;
    - They have specific knowledge and skills for performing the profession from an international and intercultural point of view.
    - They have attained the required exit level of language proficiency. For a Dutch-language degree programme: Dutch C1, at least English B2, and for an English-language degree programme: English C1.
    - They have knowledge of and understand local, national and global issues.
    - They understand the interconnectedness and mutual dependency of the various countries and populations groups.
- are curious, critical, analytical and investigative, and use valid knowledge;
- They have an inquisitive attitude: are observant, curious, cautious and critical/analytical.
- They can navigate through the scientific resources and professional literature, and can assess this, master it and apply it if possible.
- They are proficient in the types of research that are common in the performance of the profession and can apply them.
- develop and make use of networks;
    - They are aware of the importance of networking for their own employability and for the success and development of organisations.
    - They know what networks are, how they 'work', how they have to network and how to move in networked environments.
    - They are open and facilitating, think and operate in a 'relational' and 'connected' manner, and are internally and externally oriented.
- act on the basis of justice and integrity;
    - They show an attitude of empathy and respect for differences and diversity.
    - They feel that humankind shares certain values and responsibilities that are based on universal human rights.
- can handle uncertainty and bring positive change.
    - They are self-reflective and self-aware, and take responsibility for their own development and that of their environment.
    - They can handle uncertainty, are decisive, and act proactively and in a results-oriented manner.
    - They effectively and responsibly contribute to a better world, on a local, national and global level.

3. The curriculum has an explicitly defined 'body of knowledge and skills', which includes the basic concepts, terms and theories of the degree programmes and professional field's knowledge domain.

4. The curriculum continues to dovetail with changing national educational and professional profiles.

5. The elements of our global citizenship - including internationalisation, investigative ability, network building and personal/moral development - are covered in education in an integrated manner. In other words: minimising the number of separate subjects/parts and having as much as possible in context.

6. The three WIN compasses (see Annex 1) are leading for the development of our education and the learning environment.

7. Every student demonstrably gains international experience through education or internships in an international context, preferably abroad.

8. We use international case studies and international exchanges as much as possible.

9. Each academic year, we incorporate practical learning and the development of the student's investigative ability following an explicit, constructive line from the first to the fourth year.

10. We actively invite students, researchers and the professional field to participate in the development of our education.

11. We develop our education together. It is owned by a team, not by an individual. Different lecturers can unambiguously cover the same units of study.

12. Outside the curriculum (informal curriculum), we offer students the possibility to develop in a broader sense and to prepare for a working life through additional activities, gatherings and communities.

2. OUR EDUCATION IS CHARACTERISED BY INCLUSIVENESS

The diversity of our student population demands an inclusive approach to education. For The Hague University of Applied Sciences, this means that we need to create a learning environment that recognises diversity, enables the participation of every student, removes obstacles as much as possible and meets the learning needs and preferences of students. Inclusive education takes into account the diversity of previous types of education, cultural and social backgrounds, and experiences and functional disabilities. Students are less capable of learning if they feel excluded or unwelcome. Lecturers and students benefit from an educational culture that recognises differences and embraces principles such as equality, flexibility, integrity and responsibility[2].

Diversity with potential added value

We consider the diversity of our student population to be a challenge with added value for our education. This added value is generated if we create the conditions in which students and lecturers with different backgrounds really get to meet one another. Our varied student population offers enough possibilities for international and intercultural classrooms (Teekens, 2001; Krajewski et al., 2011) and a rich informal curriculum (Leask, 2009). Setting up communities, both inside the degree programme and across degree programmes and faculties, allows us to strengthen the learning and working environment for students and lecturers.

The degree programmes focus on students developing an insight into each other's backgrounds and perspectives. They offer lots of scope for interaction and dialogue, allowing students (and lecturers) to learn from each other, to share their different perspectives and to learn from each other's backgrounds (Arkoudis et al., 2013). Activating and student-oriented education that emphasises collaborative learning are widely viewed as an effective way of encouraging students to study (Haggis, 2006; Haggis & Pouget, 2002; Thomas, 2002). The main challenge is that our lecturers can apply the correct strategies for students for whom the development of collaborative learning is still limited (Madriaga et al., 2007).

Social cohesion and safety

Learning is not only an *individual* process, but also a *social* concept. Collaborative learning makes students learn from and with each other. Learning also means getting to know and appreciating different perspectives on a certain issue, theme or subject. Students should feel free to share their opinions and ideas, their needs and identities. This requires a safe and encouraging environment in which people are open to one another without prejudice, with mutual trust, respect and empathy (Benett, 2011; Benett & Benett, 2004; Harlap, 2008). Safety also means that students know what to expect and what the limits are. Lecturers act as role models in this.

This creates connectedness, both in an academic and social sense. Connectedness encourages students to successfully complete their studies and limits dropouts mainly in the first year (Tinto, 2012). The Hague University of Applied Sciences offers students a stable, safe learning environment where there is scope to learn from and with fellow students and to build long-term relationships. In this way, this connectedness also contributes to the growth of the social capital of students, which is often still limited at the start of the study.

By letting students frequently work together on assignments, a lecturer can strengthen the bond between students (Umbach & Wawrzynski, 2005). Social cohesion is also promoted, among other things, by setting up fixed year groups, through peer tutoring, social activities and facilitating meeting places (Ruis, 2007). A social networking site for the degree programme can be a place where lecturers and students can exchange information (Nedermeijer, 2010). Social media such as Twitter can also increase the involvement of students, leading to better results (Nedermeijer, 2010).

Equal requirements and equal opportunities

The Hague University of Applied Sciences has high expectations for all students and sets the same strict requirements for every student in terms of commitment and exit level. These high expectations for students also create obligations for the university of applied sciences. The university of applied sciences must create a high quality learning environment that helps students and allows them to develop to the required level. The goal is to create a culture that motivates all students to get the best out of themselves. High support means that students receive the support they require to achieve their ambitions and to meet the requirements. This requires lecturers to recognise the specific physical, cultural, academic and personal needs of a student and take them into account.

2 Higher Education Academy, zie https://www.heacademy.ac.uk/workstreams-research/themes/retention-and-success/inclusive-learning-and-teaching

The chances of students increase if expectations are high. An important aspect of this is that the management, the lecturers and the support staff jointly convey high expectations as a team and manage to set the right tone regarding the study culture (Bruijns, Kayzel, Morsch & Ruis, 2014).

Connecting with different talents, learning preferences and ambitions

The Hague University of Applied Sciences stands for equal requirements and equal opportunities for all students. In view of the diversity of our students, this requires differentiated and varied education. Our education should offer enough flexibility and choice to reflect the individual differences between and ambitions of each student. We make no concessions regarding the required high exit level.

We therefore create a conducive learning environment for different types of students and offer scope for accelerated and more in-depth learning where possible. Students can choose between learning routes. We facilitate this through a modular curriculum with clearly defined learning routes. We also offer a choice of assignments and tests. The assignment or test will be the same for all students, but they can choose the context within which or the issue on which they want to work. Diversity in didactics and teaching formats also provides the opportunity to match the learning preferences of students (Ruijters, 2012; Gardner, 1999).

Manon Ruijters (2012) describes learning preferences based on five metaphors: copying, participating, gaining knowledge, rehearsing and discovering. Learning preferences are mainly about the context in which the student learns best. This does not mean that learning can simply be classified into five types. The combinations of preferences lead to an infinite number of different ways of learning. A student with 'discovering' and 'gaining knowledge' as key preferences would, for example, approach things through content, while a student whose leading preferences are 'discovering' together with 'participating' is more likely to learn through a joint search for new meanings and is more focused on interaction than content. Therefore, the learning profile of a student does not consist of just five separate learning preferences. They are patterns of preferences (i.e. no supposedly stable, unchangeable learning styles) that need to be taken into account.

Framework

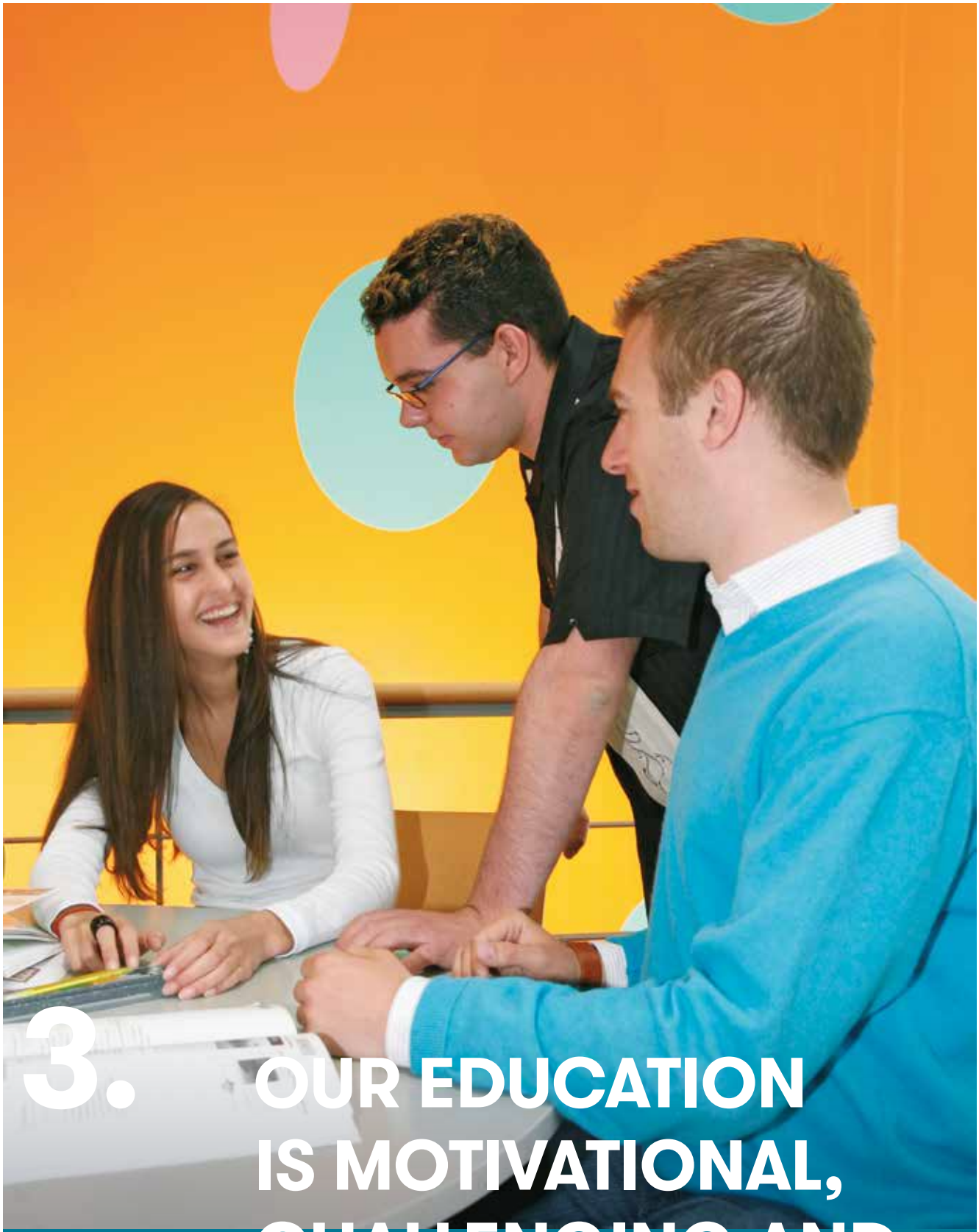
The following framework apply to our principle that our education is inclusive

1. The degree programme deliberately promotes diversity when assigning groups. We make use of diversity through a didactically sound approach to strengthen our education (educational framework per degree programme).

2. Lecturers create a conducive environment and offer scope to enter into a dialogue from different perspectives.

3. Our learning environment is suitable for different types of students and offers room for accelerated and more in-depth learning where possible. Students recognise this flexibility in the programming (learning routes), in assignments and/or didactic teaching formats.

4. Every student can spend 30 - 45 credits on electives and can use them for one or more minors.



3. OUR EDUCATION IS MOTIVATIONAL, CHALLENGING AND FEASIBLE

A student who chooses The Hague University of Applied Sciences is not a blank sheet, but enters with experiences, expectations and talents. It's up to the degree programme to use these experiences and talents, and to develop them further. The education offered at The Hague University of Applied Sciences stimulates, activates and inspires students. Students learn by actively working with knowledge and theory (researching, analysing, solving problems, creating professional products, etc.). Learning is not limited to our school; students also learn in practice, through participation in society and in research projects.

Our curricula show cohesion, clarity and transparency. Students know what is expected from them. This applies especially to the first year. Students' self-direction in their own learning process increases as they progress in their degree programme.

The human brain is not fully mature until someone is about 25 years old. Until that time, the brain still undergoes all kinds of developments. It is therefore indicated by the term 'adolescent brain' (Nelis & van Sark, 2012). When students start their degree programmes, most of them fall into the 'late adolescence' category (16-22 years old). At this age, young people become more self-aware, start to form their own identity more, become less sensitive to group pressure and start to act more responsibly towards themselves and others. They think ahead more, become better at self-reflection, but inadvertently fall back into immaturity on occasion. The learning process of adolescents requires education to provide clarity and structure. The students may be responsible for their own learning process, but they definitely still need adults to encourage them and spur them on in this.

Activating and challenging

Learning does not take place through knowledge transfer, but by acquiring information and giving a meaning to it. It is important that students have time for self-study and that they can use that time effectively. We must encourage students to actively start using knowledge. As experts, the role played by our lecturers is to encourage, to motivate, to direct and to order. They set up contact times in such a way that *quality time* is spent, in which they activate the student and provide feedback on his learning. They connect these activating teaching formats with clear self-study assignments and tests. This makes contact times and self-study a coherent whole and connects them to research and professional practice.

Active teaching formats, such as tutorials and practicals, in which the subject matter is actually used for exercises, promote targeted, in-depth processing of the subject matter. As a result, these forms of education also contribute to better academic progress (Van der Hulst & Jansen, 2002). Active teaching formats also increase the social and academic involvement of students in the study. Feeling at home in the degree programme plays a role in achieving academic success (see also Inclusiveness).

Use of blended learning

Blended learning consists of integrating digital and traditional elements in education, in a learning environment that combines online and offline work.

Good education is created in the interaction between student and lecturer. Good education is shaped 'in the classroom'. But the classroom of the future is different to what it was 10 years ago and students have also changed. New information technology, new media and external forms of education offer new possibilities to acquire information. 'Blended learning' promotes personalised studying in the shape of time-flexible and location-independent learning (within the limits of what can be organised). This suits more personal learning styles (Association of Universities of Applied Sciences, 2015).

To successfully enrich this learning environment, The Hague University of Applied Sciences offers its own approach to blended learning, which fits the educational ambitions and objectives. We use our 'blends' in an integrated matter in our degree programmes to increase the quality of the contact with our student. We are innovating towards online/digital, creating more space in the curriculum for *quality time* with our students.

Application of this 'The Hague Blend' contributes to an optimum learning experience for the student, suited to the (professional) context. That is why every degree programme makes a substantiated choice for a responsible mix of IT tools. Fitting the developments in the professional and educational field ensures that we do not lose sight of the objectives of the university of applied sciences and the degree programme in its application.

To be able to select the right 'Blend', lecturer teams must have a clear picture of the possibilities offered by IT in higher education. Only then will a degree programme be able to include cohesive digital/online solutions in the consideration. We must admit here that the move towards a blended learning environment causes shifts in the role of the lecturers and the working method of students.

Feasible

Our curriculum is set up to ensure that students spend their time and energy on their study at the right time and in the right way. By having a fragmented curriculum with many small parts at the same time, students have to divide their attention over competing activities. The danger of this is that some parts may not receive enough attention. That is why we choose to programme larger units of study, with few competing activities. Here the study load should be evenly distributed over the year, the semester and the week. In this way, we prevent peak loads and invite students to be active all the time.

As the number of (small) units of study increases, the success rate appears to drop. A limited number of large units of study is optimal. A large number of credits per unit makes it more important for the student to meet the requirements. After all, the consequences of failing a major test are greater (Cohen-Schotanus, 2012). In her studies (1996; 2004; Van der Hulst & Jansen, 2002), Jansen demonstrated that fewer subjects scheduled in parallel leads to increased academic progress.

The common scheduling into block periods of 10 weeks is not optimal if tests are only held at the end of the block period. This promotes procrastination among students. This tendency becomes greater if time is set aside for self-study prior to the examinations in the final weeks of the block. If students do not have partial exams and start studying late, this will also lead to competition between parallel subjects for which exams are held at the end of the block (Cohen-Schotanus, 2012; Van der Hulst & Jansen, 2002). By programming partial exams every three to four weeks within a unit of study, students will spend more time studying (time on task) and participation in education will increase. This leads to increased academic success. By cumulatively examining a subject covering ten weeks at three times, the student will repeat the subject matter, causing the knowledge to be retained in the longer term (Bruijns, 2014; Cohen-Schotanus, 2012).

To prevent procrastination, it is better to use the entire academic year for education, with the exception of regular holiday periods, and not to allow any education-free periods that are only filled with examinations and resits (Bruijns, Kayzel, Morsch, & Ruis, 2014).

Degree programmes can encourage academic success by scheduling more contact hours, combined with measures to ensure that students actually attend the classes and actively participate. Measures that, for example, reward students for their involvement and presence, such as a compensation point for the examination, promote academic success (Torenbeek, Suhre, Jansen, & Bruinsma, 2011; Meeuwisse, Severiens & Wensveen, 2011).

Testing and feedback

To ensure that students keep learning and to prevent procrastination, we regularly expect concrete results from them, e.g. by means of a starting exam, a presentation, an assignment or a partial exam. Testing is the most powerful instrument in directing study behaviour and performance. We distinguish formative and summative exams here. We always provide useful feedback on exams taken.

Testing is the most powerful instrument in directing study behaviour and performance (Gibbs, 2010). A good test programme tests knowledge, skills and behaviour to visualise the development of the student into a professional. The transfer of subject matter learned into a professional context and competency development require more than knowledge tests alone. A test programme that is too knowledge-oriented maximises study delays (Gibbs, 2010).

The quality of testing experienced by students is important for academic success. If students know what to expect during a test, if the test properly reflects the unit of study in question and if enough time is available, the academic progress of students will be greater (Bruinsma, 2003). The subject matter tested must match the formal curriculum. If not all the subject matter is tested, this means that there is a 'hidden curriculum'. Calculating students will then focus on the subject matter they expect in the examination and will largely ignore the other matter (Gibbs, 2010).

Providing feedback is a key part of the learning process. All kinds of research shows that good feedback improves the performance of students. Not all feedback appears to be equally effective (Hattie & Timperley, 2007). When providing feedback, the lecturer and the student together reflect on what the student did to achieve a certain objective. According to Wiggins (2012), however, feedback often consists of praise or disapproval, or well-meant advice. That is usually non-productive. It is nice to hear at that time, but contains no information that could lead to improving future performance. Furthermore, there is a risk of students only being extrinsically motivated to an increasing degree rather than using their own motivation and relying on their own regulating ability (Dweck, 2008).

Feedback through testing is the most important factor for increasing learning outcomes (Gibbs, 2010; Hattie, 2012). Interim formative testing contributes to the academic success, depending on the chosen exam format (Bruijns, 2014). Regular feedback leads to regular studying. The further away the test date is, the longer students postpone revision. A good testing programme therefore consists of many feedback moments (Cohen-Schotanus, 2012).

Resits and compensation

We believe that students are allowed to make mistakes and therefore are entitled to resits and compensation. At the same time, research (see frame) shows that the number of resits offered is negatively related to the academic success. We want to find a good balance in this. That is why we are working towards a situation in which a maximum of one resit applies to every exam or partial exam. Passing the exam the first time will be the standard. A student can take no more than five resits in total every academic year. This prevents 'trial & error'. On the other hand, we want to make compensation possible between parts of a unit of study: a five out of ten can be compensated with a seven out of ten.

Do not schedule resits during regular contact periods, as this leads to competition (Jansen, 1996). Holiday periods therefore are the only suitable period in which to schedule resits (Cohen-Schotanus, 2012). Resits have a slowing effect, as the first examination round is viewed as an obligation-free opportunity (Ruijter en Smit, 1995). The more often students have the opportunity to take resits every academic year, the lower the success rate of the degree programme. Having several opportunities for resits makes students prepare less well or more likely to postpone taking the exam until a future opportunity. It leads to an obligation-free environment, resulting in low success rates (Jansen, 2004).

A resit opportunity that is scheduled right after the regular examination enhances procrastination. It makes it appealing to students to use the regular examination as a test examination (Cohen-Schotanus, 2012). Prevent competition between examinations and resits, allowing students to focus their attention (Jansen, 2012). Curricula with examinations spread out over the year have a positive effect on academic progress. Students mainly focus on the next scheduled examination. Examinations scheduled close together compete with each other for the student's revision time (Jansen, 1996; Vos, 1998).

A compensatory programme offers the possibility to greatly reduce the number of resits. This reduces the resit load and limits procrastination (Prins, 2015). Degree programmes with compensation have higher success rates (Van den Berg & Hofman, 2005). The application of a compensatory programme reduces the risk of failing due to a single subject (Prins, 2015). Research shows that compensation does not negatively affect the quality of education (Prins, 2015). As examinations are not perfect measuring instruments, compensatory testing may limit the noise in the measurement (Prins, 2015). One possible measure is introducing limited compensatory examination regulations, in which a five out of ten (but not a four) can be compensated with a seven out of ten, the number of unsatisfactory scores that can be compensated is limited or compensation is only possible within a cluster of subjects (Ruis, 2007; Prins, 2015). In addition, it would be useful to check if compensation is not mainly used for one particular unit of study.

Furthermore, all measures stated in this educational framework (see in particular the framework below under *programming, units of study, support and coaching, teaching formats and contact time, structure and clarity and testing and feedback)* should ensure that students are well-prepared for an examination and will therefore require resits less often. An important aspect of this is the 'high support' (see below) that we will be offering students.

High support

Degree programmes identify and recognise the talent of the student, use what is already present and challenge development. The coach helps students to view themselves using space, serenity and safety, focusing on individual development: a student comes from somewhere and goes somewhere.

Our support goes beyond the one-on-one meetings between student and coach. It is about all the activities and facilities provided through a network consisting of the coach, lecturer (team) and secondary support (student counsellors, academic career counsellors, psychologists, etc.). Here we provide tailor-made solutions to all students in their efforts to successfully complete their studies and to prevent or overcome any study-related problems. Among other things, the quality of this network is visualised in an open dialogue, early identification and a concrete approach to issues that may put academic progress at risk, a barrier-free transfer of students and feedback of signals from secondary support to the degree programme. In addition, third- and fourth-year students can make a good contribution for example through tutoring.

Support for the learning process is highly important (Tinto, 2012). From the time when students start their degree programmes, the study programme should focus on study attitude and commitment. In addition, explicit attention to study skills, e.g. by including time management in the curriculum, may have a positive effect on academic success (Torenbeek, Suhre, Meeuwisse, Severiens, & Wensveen, 2011). Planning behaviour is also a key factor for academic progress (Meerum Terwogt - Kouwenhoven, 1990; Schouwenburg, 1994)

It is important in large-scale learning environments to create a small-scale feeling, for example, by organising mentor groups and peer groups in addition to active teaching formats (Meeuwisse, Severiens, & Wensveen, Tijd om te studeren, 2011; Bruijns, Kayzel, Morsch, & Ruis, 2014; Vooren & Verkuijl-Wieland, 2009).

Binding study advice

The standard of 50 credits for a positive binding study advice in the first year will be applied. If required (with approval from the Executive Board), degree programmes may experiment with a binding study advice of 60 credits. They may only start these experiments if the proposal demonstrates that the framework for challenging, activating and feasible education is being met. This relates to the framework stated on p. 26 regarding: *programming, units of study, support and coaching, teaching formats and contact time, structure and clarity and testing and feedback*. The experiment, approved by the Executive Board, is set up, carried out and evaluated in close consultation with the relevant Degree Programme Advisory Committee before proceeding with its implementation.

The binding study advice is more meaningful if the first year is representative for the rest of the degree programme. Passing the full foundation programme in one year is the standard. As such, mandatory education systems, such as having an attendance requirement and active teaching formats, already filter out insufficiently motivated students (University Committee on Education - Success Rates Working Group, 2009).

Framework

We use the following framework for the principle that our education should be challenging, activating and feasible.

Programming

1. The academic year at our university of applied sciences comprises 2 semesters.
2. We use the entire academic year (excluding formal holidays) for education and plan examinations throughout the year (rather than concentrating them in a final 'education-free' examination period).
3. When structuring the education, we evenly distribute the study load over the semester and the week.

Units of study

4. Each degree programme has at least one integrated unit of study per year in which the various units of study come together.
5. When designing and renewing curricula, we work with units of at least 3 ECTS.

Supervision and coaching

7. Monitoring each individual student is the responsibility of the lecturer team.
8. Every student is coached in his personal development.
9. Third- and fourth-year students are used to show first-year students the ropes regarding organisational and practical matters.
10. During the first year we explicitly focus on study skills, such as time management, prioritising issues, ordering things, summarising, making connections and taking notes.

Teaching formats and contact time

11. The learning environment is activating by offering teaching formats that challenge the student and provide him with feedback on his learning process.
12. The contact time encourages independent study and is activating.
13. The learning environment is activating through the substantiated use of blended learning in a way that suits the objectives of the degree programme.

Structure and clarity

14. Students know what they can expect and when to expect it, thanks to a study guide that is available for every unit of study.
15. Attendance is normal. Making attendance mandatory is an option, but we mainly fill the contact time in such a way that students cannot and do not want to miss it.
16. We make clear arrangements with clear consequences if they are not met.
17. We gradually increase the self-direction of students after their first year.
18. Our timetables remain as stable as possible during a semester.

Testing and feedback

19. Our exam format and contents suit the learning results and learning activities *(constructive alignment)*.
20. Where possible and useful, we test in an *integrated manner*, preferably through assignments aimed at research and professional products.
21. We use regular evaluation/formative assessments during the education period.
22. We always provide useful feedback on exams taken.
23. Our assessment always relates to individual performance; we minimise the opportunity to use the efforts of someone else.

Resits and compensation

24. Every examination can be retaken no more than once. Every student can take no more than five resits in total every academic year. Compensation between the examinations within a unit of study is possible; a five out of ten (a five is a grade between 4.5 and 5.4) can be compensated with a seven out of ten.
25. Resits do not compete with other activities.

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Annex 1 WIN compasses

Compass

GLOBAL CITIZENSHIP

THE HAGUE UNIVERSITY OF APPLIED SCIENCES

Governance, leadership and management

- Management and lecturers provide a good example: 'practice what you preach'.
- Stimulation of a culture of encounters, whereby you enter into dialogue with yourself and others, on a micro, meso and macro level.
- Within each faculty/service department, there will be an internationalisation coordinator, who will handle all incoming requests in this area. In addition to this, there will also be an umbrella steering committee.
- Management is responsible for the integration into policy and annual planning.

Formal curriculum

- Students will be invited to take an active part in the development of the curriculum.
- Students apply the knowledge gained to social and global issues.
- Students are trained to discover, analyse and solve current and future social challenges. Examples include climate change, the refugee crisis, human rights, sustainability and technological innovation.
- Employers expect our graduates to have the ability to explore the major issues of our time from a number of different perspectives.
- The support that our students receive focuses on professional development and personal (or career) coaching. We strive to equip our students with the tools they will need to go through life as involved, aware, critical and inquisitive individuals.
- In each and every degree programme, attention is paid to the development of the so-called 'life skills' - self-management, self-awareness, responsible decision-making, relationship skills and social awareness - through which you will be more confident in your skills and in a position to take action.
- Rather than just being a subject taught at school, the implementation of global citizenship into the curriculum means an adaptation of our teaching methods. In seminars, you will be encouraged to perform critical reflection (through acknowledging conflicting opinions and various perspectives, for example), and you will learn to look at things in various manners and be invited to present yourself and to connect with each other (through a weekly 'circle discussion', for example, or an exchange of ideas). Global citizenship starts with a better understanding of yourself, learning to put yourself in another's shoes and understanding the influence of underlying assumptions and power relations. The result is that you learn not to accept things at face value and to pose questions.
- From transfer of knowledge we go to the development of learning experiences that are often just inside your comfort zone. These are more educational. Students are challenged to collect international and intercultural experiences and to reflect on them.
- We want to connect the academic world more with the outside world.
- Social internships related to current topics and searching for connections with other organisations in The Hague.

Strategy and policy

- A clear, THUAS-wide vision of Global Citizenship in which all parties (such as CSR Netherlands, the De Haagse Doet Project, and the Refugee Task Force) are integrated.
- Collaboration of these in all core documents.

Monitoring, reflection & evaluation

- Development of a qualitative monitoring instrument/guideline for discussions.
- Continual reflection on our vision and actions, both with students and staff on the basis of 0 meeting and developmental goals.
- Attention for W (INK) in R&D interviews

Resources necessary to make it happen

- Organisation must offer space for own initiative, so ideas can spread fast. Global citizenship can also flourish in a sustainable manner if it is ultimately inserted into the system for all people; the organisation is there primarily for moral support.
- Creating sustainable meeting spaces.
- Precondition: time – now they are often after-school initiatives (such as dilemma workshops for lecturers and students are now offered on a voluntary basis).

'Campus Culture' and informal curriculum

- Campus culture provides a sense of belonging, and employees also play an important role, for example through an open-door policy and by making students feel at home.
- Encourage students to organise activities themselves in the ir study associations. These contribute to the development of global citizenship. Stimulate and facilitate student associations which are not associated with just one faculty. Creating a physical space for this can be very helpful.
- Look for connections with other (social) organisations, for example in the form of mini-internships on a voluntary basis.
- The Lighthouse as a place for dialogue, which stimulates critical thinking. Students are at the helm themselves and activities will be offered which connect both to current events as well as the curriculum (partially a part of formal curriculum/ partially informal).

Relevant international partnerships/networks

- Networks at THUAS level, but also about building personal networks of students and lecturers.
- Organisations that play a role in global, cultural issues such as UNESCO, UPEACE, the Anne Frank House, the Tropenmuseum, etc.
- Regional organisations, as well as municipalities, NGOs, knowledge institutions and (international) corporations.

Studentendiversiteit

- Understanding for and acknowledgement of the fact that people have more than one identity. Consciously encouraging to always share more than one story, using and appreciating chances created as a result of the new 'grey area' created.
- Stimulating contact with students and staff from other degree programmes, other countries and other cultures. Experiencing the added value of diversity through, for example, job rotation, buddy systems and themed umbrella gatherings on subjects that are addressed in all degree programmes.
- Using minors as an opportunity to connect the faculties and to give new dimensions to the concept of diversity (promoting internal communication between faculties).

Staff development

- The quality of lecturers determines the success rate. They are also trained in life skills and 'tough conversations'.
- We examine the term 'global citizenship' in different ways, making this an important element of the professional tools that staff are able to draw on. We do this via targeted professionalisation activities, debates and discussions about personal, professional and moral values, for example, and by working on the development of common values. The ultimate object is for staff to understand what the term 'global citizenship' stands for and to start viewing it as important. This enables them to set a good example for their students. Staff awareness and a sense of community are vital to the above. The Human Resource Development Unit plays an important role in the above.
- Staff also develop in terms of awareness; curiosity will result in actions (knowledge - attitude - behaviour). We also stimulate this through informal programmes such as parties and excursions, videos, and the database of best practices.
- We are developing a new, mutual language in which there is no us/them, Dutch/foreign students, but 'our students'.
- Honing the integrated action framework by taking into consideration global citizenship (and internationalisation, networking university of applied sciences and quality) and applying this framework consistently.
- Focus on global citizenship (and internationalisation, networking university of applied sciences and quality) in the selection and integration procedures, both in the reflection of the student population (increasing diversity) as well as in our attitude and the integration programme. Specific focus on increasing diversity at the management level.

Supplemental counselling and support for students

- The personal development plan forms the basis for this. Each student needs something different based on his/her needs. One student may need extra help in the Dutch language, for example, and another may need some support in the area of non-verbal communication.
- We strive for solutions in which students play a role and help others using their skills, stemming from the belief that everyone at The Hague University of Applied Sciences has something to offer.

Compass

THE HAGUE UNIVERSITY OF APPLIED SCIENCES

Critical elements of Internationalisation

1. Rationale and policy or strategy for internationalisation

- An effective and comprehensive policy or strategy for internationalisation linked to the university's vision and values is clearly communicated.
- Is understood by academics and support staff at all levels across the institution as well as academic committee, the Governing Body and external stakeholders.

2. Governance, leadership and management

- Importance and relevance of internationalisation is recognised by the Supervisory and Executive Board and all management, and demonstrated as such across the institution
- Explicit in all key university policies and strategies, incorporated into planning processes, aligned and delivered through normal line management routes
- Key areas to include are positioning and profiling, learning and teaching, research strategies, human resources policy, assessment, subsidies (local, national and international) and facilities

3. Internationalisation of the formal curriculum for all students

- University-wide strategy is translated to internationalized curricula and learning outcomes across the institution – global perspectives and intercultural communication
- Content, pedagogy, assessment processes and graduate outcomes
- Varied international mobility opportunities support the internationalised curriculum e.g. academic study abroad, work placement, group study tours, international volunteering and service learning, demonstrably linked to the desired internationalized learning outcomes and curricula
- Intercultural learning opportunities in multicultural classrooms, within the local community and during internships in multicultural workplaces
- Build international reputation in the field of applied research.

10. Monitoring, reflection, evaluation and review

- Body or individual with overarching responsibility for internationalisation incorporated within management structures
- Report regularly on progress
- Benchmarking of performance
- Continuous enhancement of internationalisation activities and strategy through feedback, reflection and evaluation processes
- Revisions to policy and practice

4. International campus culture and informal curriculum for all students

- An international and multicultural campus culture is evident, well established within the international region of The Hague, including student union clubs, societies and informal gatherings
- Forms the basis of the informal curriculum for all students
- International aspects of university life are celebrated regularly through events, displays and activities which support internationalisation at home
- Students are trained to make full use of the international campus culture to deepen their intercultural competencies

9. Resources follow strategy

- Resource allocation and the engagement of management to ensure that the commitment to integrated internationalisation can be delivered
- Travel and human resources policies support international activities, education and research
- Dedicate support to build and maintain combined partnerships (triple helix)
- Consistent internal and external communication of positioning and strategy

5. Student diversity

- Vibrant diverse international and multicultural student community as active participants in (off) campus life.
- Students valued for the way in which they enrich the classroom and campus culture.

8. Meaningful, broad and deep international partnerships

- Well-maintained and fully utilized (inter) national network of partnerships with universities (applied and research), alumni, industry, research institutes, (local) government, non-governmental organisations and public service organisations.
- Be the leading university in Triple helix (partnerships of universities, industry and government), both in practice and in research, to create innovation and build on global citizenship.

7. Staff development, recognition and reward

- Wide ranging staff development and recruiting programme to support internationalisation, including language and intercultural competence development
- Identification of need along with recognition and reward for engaging in any aspect of the international dimension of university life offered systematically through performance review or appraisal

6. Guidance and support for students outside the classroom

- Effective systems and services provide support to support internationalisation, including language and intercultural competence development
- Promoting and encouraging internationalisation for all students
- Language, cross cultural capability, academic support, relevant advisory and counselling services

Compass

NETWORKUNIVERSITY

THE HAGUE UNIVERSITY OF APPLIED SCIENCES

Strategy
- Adopt THUAS positioning (connected, international)
- Adopt the vision on 'open, connected, sharing, learning'
- Adapt to program-specific strategies for aspects 2-10
- Steer and endorse advancement of 'network' aspects in program
- Set goals, define roll-out, monitoring and evaluation

Governance, Leadership, Management
- Define 'strategies-to-implementation'
- Steer PDCA process
- Constant dialogue, appreciative inquiry from all to all
- Endorse, monitor and evaluate (see Monitoring and Evaluation)

Curriculum
- Networking skills for students
- Flexibility
- Training on the job
- Learning labs
- Innovation platforms
- Synthesize students, lecturers, researchers

Monitoring and Evaluation
- Make all networking efforts 'quantifiable'
- Set base lines, thresholds, goals (outcomes)
- Log activities, contacts, contributions
- Embed into curriculum
- Embed in planning cycles

Campus Culture
- Create and maintain a common 'we' feeling (pride, belonging)
- Establish and support willingness to build and expand networks
- Make successes and role models visible, visualize the network
- Involve and use ANY existing associations
- Facilitate through ANY suitable initiative

Facilitate: people, structures, systems, tools
- PRM: Partnership Relations Management 'thinking' and 'policies'
- One platform (H/Connect)
- 'Matching' skills applied in all the right places
- Helpdesk / front-office / for incoming contacts

Learning 'chain'
- Student-life-cycle 'thinking' and 'policies'
- Connect to professional fields
- Connect to educational fields
  - Dutch VO/MBO
  - Other universities, also internationally
- Connect to alumni
- Engage, include internal networks
- Connect connections

Partnerships
- Deploy active 'Relationship Management' thinking and policies
- Engage, include educational patrnerships
- Rank, classify, update partnerships
- Continuously map partner needs
- Share, connect, visualize

Staff development
- Develop, engance staff networking skills
- Develop, deploy 'Netwerkhogeschool' attitude
- Co-operate across disciplines
- Recruit on networking competencies
- Learning teams
- Lecturer internships

Staff Support
- Facilitate any work mode for networking
- Create, support cross-discipline networking
- Support, enable customized roles
- Lecturer internships
- Make networking efforts 'quantifiable'

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