

Annual Report and Financial Statements

Directors' Report and
Financial Statements

2025

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Annual Report and Financial Statements 2025

**Directors' Report
and
Financial Statements**

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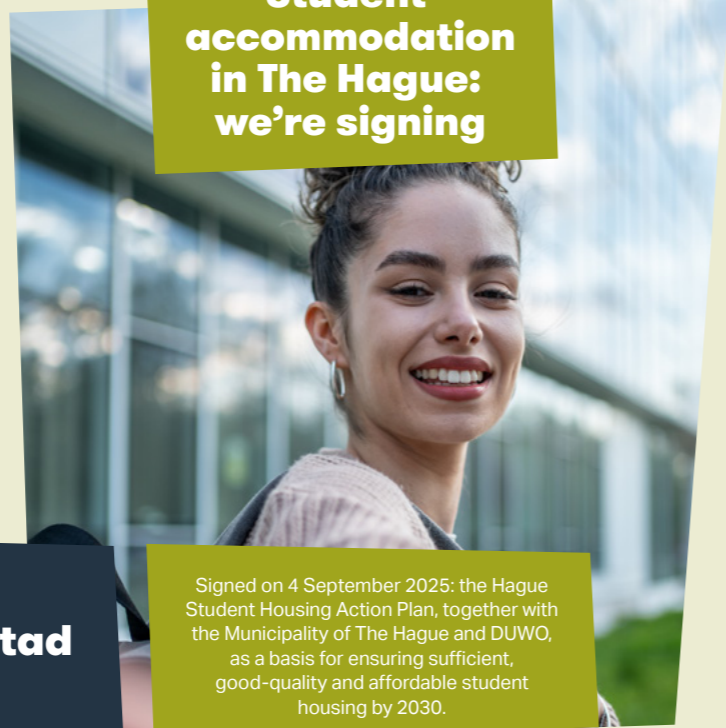
Highlights of 2025



Stronger research positioning

By aligning the portfolio of research groups more closely with the knowledge agenda and external expectations, we are strengthening our impact, our collaboration with the professional field, and our access to new research funding.

Student accommodation in The Hague: we're signing

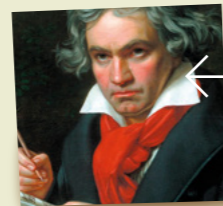


Signed on 4 September 2025: the Hague Student Housing Action Plan, together with the Municipality of The Hague and DUWO, as a basis for ensuring sufficient, good-quality and affordable student housing by 2030.

Once again the best major Randstad university of applied sciences



THUAS was once again ranked as the best major university of applied sciences in the Randstad. All nine accreditations and New Degree Programme Assessments were successfully completed in 2025.



Beethoven Talent Plan: training engineers for the chips the future

Subsidy for semiconductor education. The Applied Computer Science degree programme started with a higher intake than expected. Semiconductor track launched at Next Level Engineering. Cleanroom in Delft opened in early 2026.

The social safety programme has been rolled out further, including training sessions for first-year students and study career coaches/student coaches. The Support and Complaints Structure has been reviewed and recommendations are being implemented. The 'Building One Community Together' campaign was launched. Subsidy awarded via the Social Safety Steering Group.

Social safety and inclusion



Students more satisfied across all priority

Rising levels of satisfaction with lecturers, assessment, academic challenge, and internationalisation.

Lower drop-out rates - greater student success

Dropouts rate after year 1 has fallen to

34,5%
(pre-pandemic: 38%)

The BSA rate has risen to

57,0%
for the 2024 cohort

Average number of credits earned in the first year:

48,2

THUAS in a Nutshell

3.883
NUMBER OF GRADUATES



SATISFACTION

3.68
students (1-5 scale)

4 BRANCHES
3 CITIES
DEN HAAG
DELFT
ZOETERMEER

6 KNOWLEDGE CENTERS WITH
37 LECTURERSHIPS

624
AWARDED INTERNATIONAL SCHOLARSHIPS



>100
BACHELOR AND AD EDUCATION COURSES

DIVIDED ACROSS FACULTIES

7



SICK LEAVE
5,6%



2.456
EMPLOYEES WITH
65
NATIONALITIES

1.904
FTE



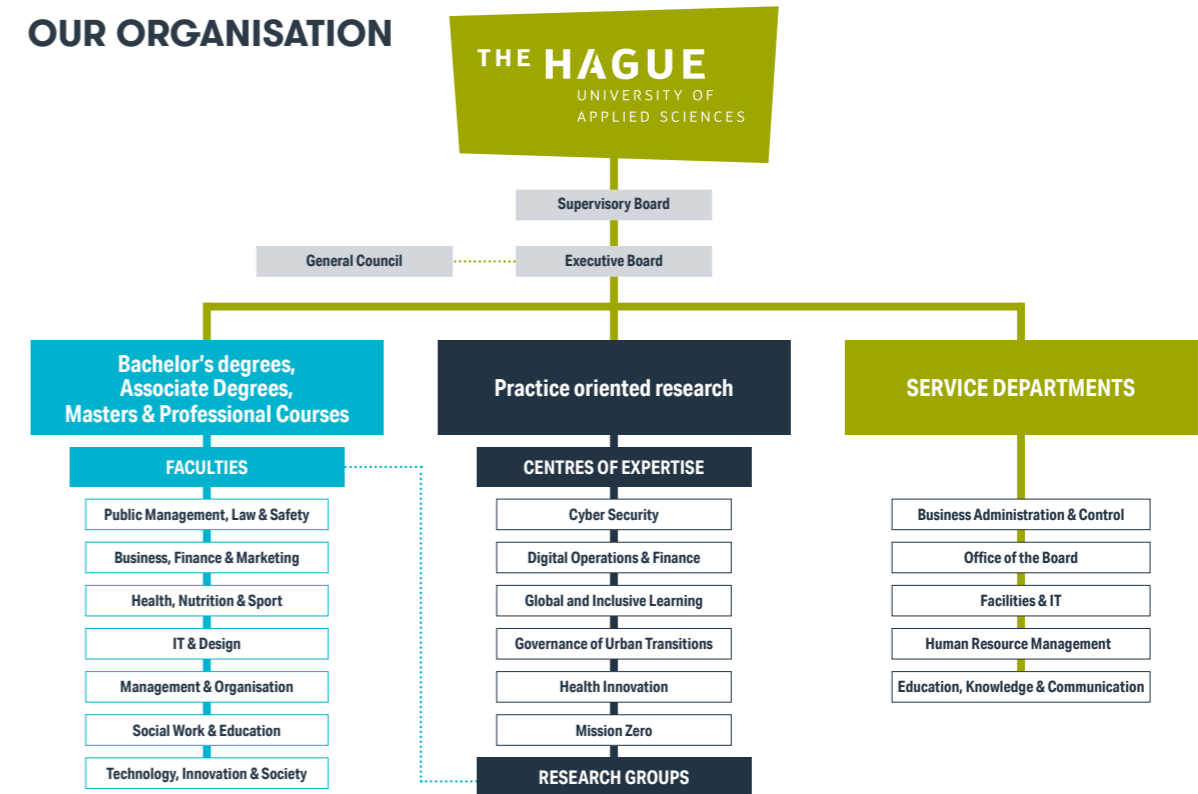
23.993
STUDENTS WITH
121
NATIONALITIES





Organisation Chart

OUR ORGANISATION



Chapter 1

Administrative Introduction by the Executive Board



On track with the implementation of our Strategic Plan

In 2025, despite financial pressures, political uncertainty, and social tensions, we at THUAS were able to stay on track with the implementation of our Strategic Plan 2023–2028, 'Inquiry-based learning with impact'. During the year under review, we further translated our strategy into tangibly improved student experiences, the growth of our practice-oriented research, and a strengthening of our positioning in society. Below, we outline the key results and their implications for the future development of our university of applied sciences as a knowledge institute.

High-quality Education and Research

The continued implementation of our educational vision - our educational philosophy - took centre stage in 2025. Degree programmes worked to define clear learning outcomes and strengthened the links between the curriculum, assessment, and student support. In doing so, we have continued to work on education that better prepares students for a complex and ever-changing professional environment.

Student satisfaction showed a positive trend and remained above the target level. Students rated the quality of education, support, and relevance to professional practice more highly than in previous surveys. Academic success also showed a positive trend, with fewer students dropping out in the first year and more credits earned. The fact that The Hague University of Applied Sciences has once again been rated as the best large university of applied sciences in the Randstad area confirms the effectiveness of these quality initiatives. We'll keep setting the bar high.

We have expanded our educational portfolio in a targeted manner, with new bachelor's degree, associate degree, and master's degree programmes. By doing so, we are responding to regional and societal needs, particularly in the technical and digital sectors.

In 2025, practice-oriented research had grown in scope, external funding, and significance. The rise in research income and European grants underpins the confidence in our Centres of Expertise. As we continue to develop our research agenda and Centres of Expertise, we are building robust research communities that bridge the gap between education, research, and professional practice. The expansion of professional doctorate programmes contributes to the further professionalisation of research in higher professional education.

Collaboration and Positioning

We fulfil our social mission in close collaboration with external partners. In 2025, we were able to further expand and strengthen our regional, national and international networks. Through the Beethoven programme, we are making targeted investments in technical education and contributing to regional innovation. In doing so, we are strengthening both our social impact and the connection to the labour market. Initiatives relating to AI and digitalisation - including the Hague Applied AI Campus and the AI Acceleration Agenda - are strengthening the links between education, research, and professional practice. At the same time, technological development calls for the careful management of quality, public values, and knowledge security.

THUAS is located close to many international companies and organisations. This context places specific demands on our external positioning. By joining the UNINOVIS European University Alliance, a network of eight European institutes for higher education, we have taken the next step in our international positioning. As such, internationalisation is also a means of enhancing the quality of education and research, and of preparing students for a career in an international context.

Sustainability, Inclusion and Social Safety

In education and research, we explicitly link sustainability with justice and inclusion. Our rise in the SustainaBul rankings confirms that we are moving in the right direction, making sustainability an increasingly integral part of our education, research, and business operations.

An inclusive and socially safe working and learning environment is a key prerequisite for continued positive development. By 2025, we will have taken further steps to strengthen support structures, combat internship discrimination, and promote social safety. The majority of our students and staff who took part in the survey perceive THUAS as a safe and inclusive environment.

At the same time, inclusion and social security remain an ongoing undertaking. In a diverse and dynamic community, this requires a constant focus.

Social Context and Management Decisions

The social and political context remained uncertain in 2025 as well. Geopolitical tensions and the ongoing violence in Ukraine and the Middle East are having a profound impact on our community. As a learning environment and home to a diverse body of students and staff, we see it as our responsibility to facilitate even the difficult conversations and to make room for different perspectives, even when they clash.

Alongside this geopolitical unrest, financial uncertainty was also beginning to emerge. The uncertainty surrounding the funding of higher education also affects our university of applied sciences. Through the Association of Universities of Applied Sciences (Vereniging Hogescholen), we have been campaigning for greater focus on structural investment in higher professional education and practice-oriented research. At the same time, new societal challenges are emerging, including those relating to digitalisation, resilience, and defence. In 2025, we further explored our role in this area - from the perspective of our responsibility as a public knowledge institution - and looked into matters like the range of education in the field of defence and at how our research could contribute to the digital transition.

Organisation and Financial Responsibility

We remain committed to investing in an agile and future-proof organisation. In 2025, we have taken further steps towards improving the efficiency and digitalisation of our support processes. Our financial position is stable, but the structural pressure on funding requires us to continue to prioritise and allocate resources carefully. For us, financial responsibility is not limited to cost control, but also includes creating room for quality and innovation.

In Conclusion

The commitment of our staff, students and external partners is defining for 2025. In a year marked by uncertainty, they have made a significant contribution to stability, quality, and innovation. We are grateful for that.

We remain committed to our core mission: educating professionals and developing knowledge that contributes to a just and sustainable society. With this responsibility in mind, we are continuing on our course with great confidence.

We remain Curious, Connected, Caring and Committed.

With pride and gratefully,

Elisabeth Minnemann, Hans Nederlof and Arend Hardorff



Chapter 2

Our Ambitions

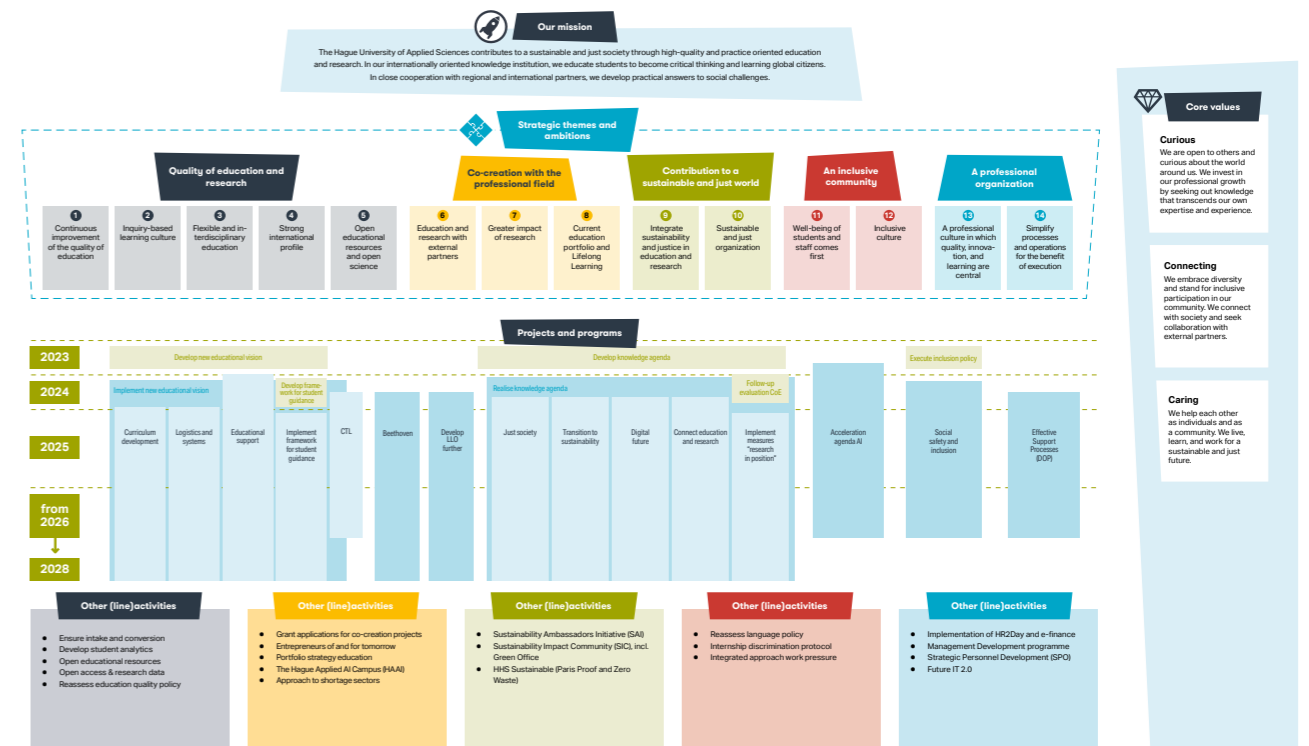


In the Strategic Plan 2023– 2028 'Inquiry-based learning with impact', The Hague University of Applied Sciences set a course focused on high-quality education and research, combined with a flexible organisation that can respond effectively to changing circumstances. The institutional plan sets out four strategic themes, each with its own ambitions. In 2025, it has been three years since our official launch on 1 January 2023.

In 2025, the focus was on the continued implementation and further development of the change agenda. New strategic plans, such as the Hague Applied AI Campus (HAAI) and the Beethoven South Holland Talent Plan, were further developed and embedded. In addition, we also implemented efficiency improvements through the Targeted Support Processes (TSP) programme. At the same time, the focus remained firmly on the university of applied sciences' core tasks: high-quality education and research, a supportive and inclusive community, and sound business management.

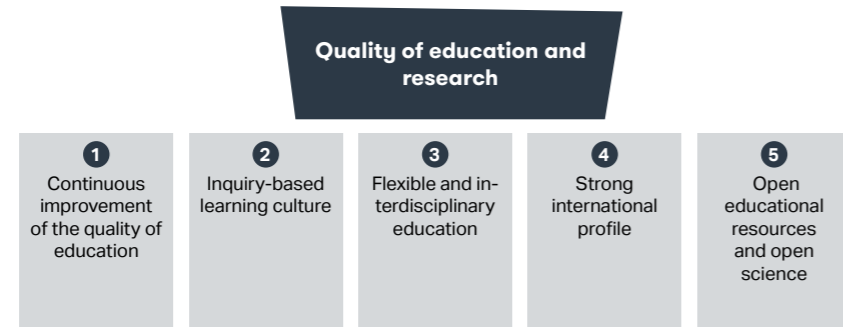
The Hague University of Applied Sciences puts its ambitions into practice by linking the quality of education and research with co-creation with the professional world, a modern and up-to-date range of study programmes, and an inclusive community. In 2025, significant progress was made in all these areas, enabling the university of applied sciences to further fulfil its social role and consolidate its direction for the coming years.

Implementation agenda: Inquiry-based learning with impact 2023-2028



2.1 Quality of Education and Research

In 2025, The Hague University of Applied Sciences made significant progress on several fronts in the further development and strengthening of its education and research. The implementation of the educational philosophy formed the central framework for this: all faculties have begun developing learning outcomes and curriculum blueprints, supported by the Educational Design Support teams (EDST's) and the Centre for Teaching and Learning. At the same time, a comprehensive quality policy was launched, based on ownership, data-driven working, and a strong quality culture. In the field of research, the themes from the knowledge agenda have been further developed, and the link between education and research has been strengthened through collaboration between the faculties and centres of expertise via partner councils (refer to Section 2.2).



2.1.1 Educational Philosophy

The 'Implementation of the Educational Vision' programme is ongoing across all degree programmes. All faculties began developing learning outcomes and curriculum blueprints in 2025. The 'pioneer' programmes (degree programmes starting year 1 in 2026) were the first to begin developing their education. Our education will soon offer scope for personalised learning pathways, and the THUAS key themes will be reflected across all curricula: inclusion, sustainability and justice, internationalisation, and co-creation with the professional field. In addition, work began on updating policies and systems.

Experts from various fields of expertise supported the faculties in implementing their educational vision. We deploy these experts on a flexible basis to support the degree programmes in adapting their curricula. The THUAS Centre for Teaching and Learning (see below) is responsible for knowledge retention and sharing in the context of support services. In addition, we developed an enhanced range of professional development education.

In the field of educational logistics and IT systems, we finalised the design of Osiris to support the new curriculum during the year under review. This enabled us to start developing structural functionality around the learning outcomes in Osiris. In addition, we worked on process standardisation and sustainable timetabling and planning as the foundation for flexible and interchangeable education.

Finally, we adapted the governance framework with an eye to implementing the educational vision for the next phase: developing educational modules and actually providing education in line with the principles of the Educational Vision.

2.1.2 Centre for Teaching and Learning (CTL)

All Dutch educational institutions are committed to establishing a Centre for Teaching and Learning through the Npuls programme. At this Centre, we combine our support services for education in the areas of innovation, IT and professionalisation. This enables us to integrate innovation more effectively into our education and further improve its quality. The THUAS CTL facilitates the implementation of the educational vision and serves as a portal for degree programmes with common educational questions. Professional development opportunities are available via the THUAS CTL for the education of change-makers and to implement our educational vision.

At the end of 2025, the educational labs and materials have been incorporated into the THUAS CTL. These 'teaching and learning labs' provide valuable educational advice on key educational themes: the quality and development of assessments, language-aware education, student support and coaching, and blended education. We are constantly updating the toolkit for implementing our educational vision, to ensure it remains up to date.

Finally, we are working hard to ensure that developments in the field of AI are given their rightful place in education. E-learning participation remained high in 2025, and the AI expert team and the AI Hub ran several pilot projects to experiment with AI in education. The AI Hub helps lecturers and other colleagues deal with AI, and ensures that we keep an eye on the rapid developments taking place in this field.

2.1.3 Quality Policy

In 2025, we continued to work on a new comprehensive quality policy for education and research. A policy that aligns with our institutional plan, our educational philosophy, and the knowledge agenda: a learning organisation in which ownership, data-driven working, and constructive dialogue are central. This with a strong culture of quality as the foundation for this way of working, and a clear set of quality tools to support it.

During the year under review, we successfully completed all accreditation processes, both for education and for research. This also applies to all '*Toetsen Nieuwe Opleiding*', the new degree programme assessments. This means that the programmes at The Hague University of Applied Sciences meet the basic quality standards and are eligible for accreditation. In 2025, peer review panels had visited nine degree programmes. They carried out the assessment of existing courses (refer to Appendix 5 for an overview). All the assessments were positive; the programmes achieved a satisfactory score on every NVAO standard. The accreditation reports present a consistent picture across the four NVAO standards. The degree programmes are effective in aligning the intended learning outcomes with national frameworks and the needs of the professional field (Standard 1). They provide a coherent, practice-oriented learning environment with dedicated and expert lecturer teams (Standard 2). The assessment process is generally well organised, with clear criteria and active assurance by means of assessment and examination boards (Standard 3). The learning outcomes achieved are predominantly of the required standard and relevant to the professional field (Standard 4). The main areas of improvement are translating the institution's profile more explicitly into education and assessment, further ensuring consistency and studyability, reducing the pressure of assessments and increasing transparency in assessment, and strengthening and better documenting the quality and assessment of graduation projects.

The centres of expertise also successfully passed the quality assessments. In 2025, a single mid-term review was carried out at the Centre of Expertise for Digital Operations & Finance. The panel noted that significant progress has been made in terms of visibility, including via the expansion of the labs and the positioning of the AI Expertise Centre. At the same time, the panel emphasised the need for the Centre of Expertise to combine varied areas of expertise and research methods through a shared narrative and to work towards a more specific focus. The need to systematically evaluate the impact of projects and collaborations with external partners was also highlighted.

In addition, two centre peer reviews were held in 2025, for the Centre of Expertise for Cyber Security and the Centre of Expertise for Global & Inclusive Learning. In these, the focus was on development issues relating to governance, collaboration within the centres of expertise, and their profiling. The reviews highlighted the clear research agendas and societal relevance as key strengths. Strengthening public-private collaboration for co-creation, formulating a long-term vision, and positioning - both within and outside of THUAS - emerged as key areas for the further development of the centres of expertise.

2.1.4 Inflow, Market Share and Conversion Rate

Over the past years, we have invested in improving our marketing strategy. These investments bore fruit in various ways:

In 2025 (week 42), The Hague University of Applied Sciences saw a slight increase (+0.8 per cent) in enrolment figures compared with 2024, bucking the trend among the major universities of applied sciences in the Randstad and the broader demographic trend. A total of 7,442 students enrolled, which is 58 more students than in 2024. As a result, The Hague University of Applied Sciences' market share within the greater Randstad area rose to 14.3 per cent (+0.6 per cent). This growth is particularly evident in flexible learning formats, such as work-study and part-time programmes (bachelor's and

associate degrees). This growth underscores the social and labour market relevance of our education, which is increasingly aligned with the needs of employees, employers, and regional partners.

In 2025, THUAS achieved a conversion rate of 36.5 percent. This means that 36.5 percent of the prospective students who applied for a degree programme actually enrolled in that programme. This conversion rate was higher than in 2024 (34.8 percent).

The conversion rate of THUAS is lower than the average conversion rate of the major Randstad universities of applied sciences. The relatively high share of international students is a major cause in this (1,372 in absolute figures). 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 remained stable at 17.6 percent, while for Dutch students this rate improved to 48.1 percent.

In 2025, 371 candidates took the 21+ test. Of them, 192 candidates passed, after which 163 candidates ultimately enrolled in a degree programme at The Hague University of Applied Sciences. This number is slightly lower than in 2024 (171 enrolments).

Transferring to Higher Professional Education

The H/Overstap programme has formally concluded in 2025. The aim of the H/Overstap programme was to work with secondary schools (the so-called 'supplying schools') to help prospective students make a more successful transition to higher professional education. The initiatives developed have now been largely embedded sustainably within The Hague University of Applied Sciences and among our partners. This has laid a solid and sustainable foundation for regional cooperation on the progression of students from secondary education and senior secondary vocational education to higher professional education.

The collaboration with Spirit4You (S4Y) has been strengthened further. S4Y is a successful platform that supports schools in improving the transition to senior secondary vocational education and to higher professional education. This platform has developed into a stable, effective network that has been further professionalised. Due to financial developments in higher education, securing multi-year funding is a challenge. Accordingly, the Executive Board decides annually, in consultation with S4Y, on the continuation of activities.

The Career Centre remains available. At the same time, we are not investing any further in its development. From 2026, Rotterdam University of Applied Sciences will take over the funding. The earlier decision to discontinue school visits for secondary school pupils in year 4 of senior general secondary education remains unchanged. The exemption for prospective students from the Caribbean Netherlands under the Strategic Education Alliance (SEA) remains in force; we successfully continued these visits in 2025. The Hague University of Applied Sciences continues to participate in steering groups and advisory panels, ensuring that the link between practice and policy remains strong. This commitment is reviewed annually.

The Versterking Aansluiting Beroepsonderwijskolom project (VABOK; 'Strengthening Alignment in the Professional Education Column') remains a key pillar. The first two phases have been successfully implemented within the faculties of Social Work & Education (SWE), Health, Nutrition & Sport (HNS) and Technology, Innovation & Society (TIS). In 2025, a third phase was given to the Faculty of Governance, Law & Security (GLS). The steering group has been set up and the working groups will begin their work in January 2026. Assurance within the faculty is currently under development and is progressing well.

Our participation in study choice fairs at schools for senior secondary vocational education was a new activity in 2025. We took part in four pilot fairs, which attracted a great deal of interest from students. We will continue with this approach. In secondary education, we have made progress with broad-based grants that focus on fields of study and subject areas. This is in line with the trend of students first exploring a wide range of options before choosing a specific course, which is a development that increases the likelihood of a successful transition.

2.1.5 Student Success

At THUAS, student success means than just attaining a degree certificate. Academic success is an important foundation. 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 realise this in close cooperation with regional and international partners. Our educational philosophy focuses on the transitions in the world around us and on the skills students need to be successful in these transitions. These skills are central to the development of our education. From the 2026-2027 academic year onwards, we will be replacing the binding study advice with personalised learning pathway advice, in line with this vision. A resolution on this matter was adopted by the General Council in 2025. Moreover, students also acquire skills outside education, for example in the form of internships, administrative positions, stays abroad, as well as through side jobs and informal care. These all contribute to their personal and professional development.

Analysis of our Education, Successes Achieved, and Equality of Opportunities

We analyse several quantitative indicators to assess the success of our education. 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 students who incur delays in their studies or take longer than nominally expected to complete their studies. The Learning Technology & Analytics (LTA) Research Group conducts additional research on the equality of opportunities our students experience in their access to the study programme, degree attainment, and their success in the labour market or in further education.



Trends and Analyses

In 2024, student success rates in the propaedeutic year had returned to pre-pandemic levels. In 2025, this positive trend continued in terms of dropout rates after the first year, the BSA rate (proportion of students receiving a positive advice after one year), and the average number of credits earned by the end of the first year. The impact of COVID on student success in the main phase seemed to become visible last year in the graduation rate of re-enrollees, which dropped further in 2025. The number of students experiencing a delay in their studies and long-term students has decreased.

2.1.5.1 Propaedeutic Phase

The dropout rate after one year refers to students who do not attain their propaedeutic certificate at the end of the first year, and leave the programme. During the COVID-19 pandemic, students did not receive a binding study advice (BSA) at the end of their first year. The intake in 2022 showed an increase in dropout rates by the end of year 1. By 2024, a decline in dropout rates was already evident. This decline continued in 2025, reaching 34.5 per cent. By way of comparison: in 2018, which was the last pre-COVID cohort, the dropout rate was 38 per cent.

The BSA rate rose further in 2025. The post-COVID rise began with the 2022 cohort (49.9 per cent). In 2025, the 2024 cohort had achieved a BSA rate of 57.0 per cent. This was 52.1 percent for the last pre-COVID cohort (2018). The average number of credits over the entire year rose further to 48.2. In 2023, the number of credits had already returned to pre-COVID levels.

The binding study advice has a significant impact on study progress and dropout rates. It also relates to inclusion and to our social responsibility as a university of applied sciences. From the 2026-2027 academic year onwards, the binding study advice will be replaced by a personal learning pathway advice. This model is more in line with our educational vision and has been shown to be more inclusive. We hope that this will reduce dropout rates and enable more students to graduate from THUAS. We will monitor the impact of this closely.

Because education varies between degree programmes, it is crucial to examine and draw conclusions for degree programmes separately. That is why there is 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 by providing educational advice where this adds value. For example, we identify stumbling blocks and locate other bottlenecks in degree programmes. The LTA Research Group conducts research into student intake in order to gain a better understanding of the composition of cohorts. Using these results, degree programmes can better tailor their support and education to their different groups of students.

Internal Switchers

Some of the students who dropped out switched to another degree programme at THUAS (the so-called 'internal switchers').

The percentage of internal switchers stood at 7.6 per cent in 2025. In the two preceding years, this figure was slightly higher at 8.1 per cent. In 2025, we developed a dashboard that provides degree programmes with insight into switcher flows: which programmes are switchers transferring to, and which programmes are they transferring from? This will enable us to tailor our education and support more effectively to the student population.

2.1.5.2 Graduation Rate

The graduation rate for re-enrollers (nominal + 1 year, for four-year degree programmes) has risen to 48.2 percent in 2025. This indicates that the rate is recovering following the decline to 47.3 per cent in 2024 (2019 inflow).

We see a similar trend in the proportion of students who re-enrol and graduate nominally. For the 2020 intake, this proportion rose to 30.4 per cent, following a decline to 28.9 per cent in 2024.

The degree yield for re-enrollers from the 2019 intake – and possibly later years – may have been influenced by to the postponement of the binding study advice. As a result, some students only dropped out after two years.

In 2025, the decline in the number of students experiencing a delay in their studies (nominal + 1 year) continued: after standing at 10.0 per cent in 2024, this figure stood at 8.0 per cent in the year under review. We saw a similar decline among long-term students in 2025 as well. The number of long-term students (nominal + 2 years or more) fell to 12.2 per cent in 2025, down from 13.1 per cent in 2024 following a steady rise.

2.1.5.3 Student satisfaction

National Student Survey

The National Student Survey NSS (NSE) provides valuable insights into the performance of our degree programmes. During the year under review, our students' satisfaction with their degree programmes and education increased: the overall score was 3.68, compared with 3.63 in 2024. This means that our students are once again the most satisfied of all comprehensive universities of applied sciences in the Randstad. This also applied to the four themes given particular attention across THUAS in 2024 and which showed a positive trend in 2025: lecturers, assessment, challenges and commitment, and internationalisation.

When looking at the theme of challenges and commitment, it stands out that the score for 'usually well-prepared for class' lagged behind the other areas. An analysis of the figures shows that this was more prevalent among first-year students than among those in higher years. This is consistent with the experience of degree programmes: that students are attending fewer classes, seem to be questioning more often whether the class offers any added value, whether there is any urgency to participate, and whether preparing for class is important.

Three new national questions on well-being have been included in NSE 2025. The question of whether the course pays sufficient attention to student well-being was assigned a score of 3.32. The students did know where or who to turn to regarding their well-being (3.53). Just over a quarter of students (28.3 per cent) always or often felt under too much pressure to perform academically.

THUAS has chosen practice-oriented research as its new priority area for 2025. Students reported being satisfied with both the theoretical and practical aspects of practice-oriented research.

The institution's own questions regarding options, tailored to the theme of personalised learning pathways in the educational vision, were another new addition. Students were satisfied with the information provided by degree programmes regarding the opportunities to make their own choices, with the support offered in making those choices, and with the extent to which the options available matched the students' needs and preferences.

When NSE 2025 was published, we prepared educational recommendations for all themes, aimed at degree programmes wishing to address a particular theme. Among other things, the degree programmes have been provided with guidelines on how to translate the NSE results into concrete actions to improve their education. An overview has also been published showing the relationship between the NSE questions and the questions from the 100 Days Survey, as well as the five characteristics of the educational vision.

100 Days

At The Hague University of Applied Sciences, we believe it is important to know how new students experience the university. The 100 Days at The Hague University of Applied Sciences Survey is a conducted to take stock of first-year students' experiences following their first hundred days at their new degree programme. The questions asked are closely linked to academic progress and student success. The answers to these questions can give an indication of the extent to which we have been able to achieve the objectives set out in our strategic plan. Accordingly, the outcomes for each individual degree programme provide important insight into the beginning of their student journey. This enables us to continuously improve this process and strengthen bonding with our institution.

The 2024-2025 survey had a response rate of 29 per cent. Scores were exclusively significantly higher compared with the previous year; there were no lower scores. The scores were often higher than those of students at other major universities of applied sciences in the Randstad, with a significant outlier in the 'education and lecturers' category. This was partly driven by our international students.



With regard to student well-being, the students themselves reported that they had experienced less academic pressure in 2025. The score is actually higher than in the R6 benchmark (Leiden University of Applied Sciences, Rotterdam University of Applied Sciences, Utrecht University of Applied Sciences, Amsterdam University of Applied Sciences, InHolland University of Applied Sciences, and The Hague University of Applied Sciences).

Bonding (with fellow students, lecturers and the course) was the exception to the positive picture. Our students consistently scored lower than other students in the R6 benchmark, particularly in terms of bonding with lecturers. The scores on bonding remained unchanged in 2025. This meant they were still below the R6 benchmark.

Finally, it is worth noting that group work, timetabling, and the way in which lecturers delivered lessons received higher scores.

2.1.5.4 Study Choice Coaching

In 2025, too, many students once again reconsidered their choice of study. In total, 230 current students received extra support in finding a more suitable study programme. In addition, 25 prospective students took part in an individual study choice process. The workshops attracted 120 participants, both prospective and current students, who took a decisive step forward in their selection process.

2.1.6 Strengthened International Profile

In 2025, The Hague University of Applied Sciences took further steps to strengthen and implement its revised internationalisation policy. Against a backdrop where national legislation, political debates, and budget cuts had a lasting impact on higher education, a conscious decision was made to adopt a course centred on quality, positioning and strategic focus. Internationalisation is not an end in itself, but a means of improving the quality of education and research, preparing our students for an international professional environment, and increasing our social impact.

A second interim monitoring of the implementation of the recalibrated policy took place during the year. During meetings with the faculties, the FSO and the centres of expertise, participants jointly looked back on progress and prioritisation within the five strategic themes. Particular attention was paid to embedding internationalised learning outcomes within the educational vision, and to alignment with knowledge security and strategic relationship management. Travel safety policy has also been revised and the processes have been professionalised, with a digital help-desk and a dedicated HR contact forming part of a comprehensive approach.

In 2025, THUAS positioned itself strongly in the debate on internationalisation, both regionally and nationally. In collaboration with the Economic Board of South Holland and the City of The Hague, we have focused on retaining international talent in the region. We played an active role in public affairs activities and PR activities opposing the proposed cuts under the Balanced Internationalisation Act BIA (WIB; the Wet internationaliseren in balans). Although not all budget cuts were reversed, THUAS played a visible and constructive role in the discussions on accessibility, quality and labour market relevance.

In 2025, internationalisation was further integrated into the curriculum. Across our university, we carried out 64 COIL and virtual collaboration projects, spread across seven faculties and 23 degree programmes. This enabled us to reach over 2,100 students. More than 70 lecturers were involved in this. Students worked with partners from 31 countries, including Ukraine, on current social issues. Work was also carried out on preparing the national COILectiVE NL network in consultation with Nuffic. Internationalisation within the curriculum thus evolved from individual initiatives into a university-wide focus on educational quality.

Within various faculties, the international experience has been systematically integrated into the curriculum. THUAS has strengthened its cooperation with partners in Curaçao and Indonesia. In addition, we carried out a further review of the range of English language courses on offer, partly with a view to the accessibility and quality of our English-taught education.

The Hague Pathway College (THPC) is of strategic importance, not only for attracting strong students, but also for reinforcing our ambition to be an inclusive and internationally oriented knowledge institution. By broadening access for talented students from outside the EEA, THPC contributes to a diverse learning environment in which students with and from different cultural backgrounds learn and grow into critically thinking global citizens. THPC accounts for around 50

per cent of our student intake from outside the EEA. The contract with Navitas has been extended to include the new Applied Computer Science and Electrical and Electronic Engineering bachelor's degree programmes. This initiative addresses regional labour market issues, as outlined in the Beethoven programme.

In the field of mobility, significant progress has been made in process optimisation and contract management. The Erasmus+ operational process has been updated, with positive progress made in terms of compliance and administration. In 2025, 20 non-EU and 247 EU contracts were renewed via Erasmus Without Paper. In addition, 58 students were selected for university-wide exchange programmes.

From 1 November 2025, we will be publishing university-wide exchange opportunities centrally on our intranet. We have reviewed the processes designed to improve transparency and accessibility. Two scholarship schemes (NL Scholarship and WCTS) have also been updated. We began exploring the opportunities that the NWO Tulpfonds can offer our students.

In close consultation with the faculties, we also began preparations for the contract renewals in 2026. Our aim is to further refine the quality and strategic focus of our partner portfolio. This professionalisation of mobility and partner management contributes to a more selective and strategically aligned international network, in line with our profile and our quality objectives.

International Office

The International Office (IO) facilitates a smooth start for both incoming and outgoing students. In addition, the IO is 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 international experience, whether physically, online or through blended learning. Every year, THUAS welcomes almost six hundred incoming students from partner institutions worldwide. For exchange students, international first-year students, and master's students, THUAS guarantees a supply of more than 600 rooms and studios. We also offer students financial support through various scholarships.

In 2025, we saw a slight decline in the total number of scholarships awarded. This was due to a slight decline in applications, particularly for internships. The number of participants in the Erasmus Blended Intensive Programmes (BIPs) increased again, from 71 in 2024 to 83 in 2025. These BIPs contribute to the inclusiveness of THUAS by making international mobility more accessible.

The following is an overview of the scholarships awarded for stays abroad in 2025:

Scholarships:	2025	2024	2023	2022	2021
Total	624 incl. BIP	676	497	403	125
Erasmus Studies	256	247	230	204	81
Erasmus Internship	37	81	62	44	24
Erasmus Blended Intensive Programmes (BIP)	83	71	30		
NL Scholarship (formerly Holland Scholarship)	60	60	43	36	10
Hogeschoolfonds (University Fund)	182	207	131	116	6
VSB Fund	4	4	1	3	4
Hopjes Fund	-	2	-	-	-
World Citizen Talent Scholarship	1	3			
Susana Menendez - Bright Future Scholarship	1	1			

2.2 Co-creation With the Professional Field

In 2025, The Hague University of Applied Sciences consolidated its position as a regional and international knowledge partner. Through co-creation, we put a number of ambitions from our Strategic Plan into practice by collaborating with external partners on education and research, ensuring that our research has a greater societal impact, and developing a contemporary education portfolio within the context of lifelong learning.

In 2025, we took our co-creation efforts a step further, moving from project-level collaboration to strategic ecosystem participation. Through strategic choices in our partnerships, enhanced relationship management, and alignment with our educational vision and knowledge agenda, we have worked on a lasting impact in the region and beyond.



Professionalising strategic relationship management

In 2025, we further refined the stakeholder mapping model so that we could better understand the growing complexity of external partnerships and manage these more strategically.

We systematically incorporated external relationships as end users into the ongoing development of the CRM system. The ethical actionable framework for external cooperation has been recalibrated and adopted. By doing so, we have ensured that our partnerships are not only strategically relevant, but also align with our public values and social mission.

Public affairs and advocacy

As a public knowledge institution, The Hague University of Applied Sciences took an active role in the national debate on higher education, internationalisation and investment in key technologies in 2025. Our efforts within the Association of Universities of Applied Sciences and regional networks helped bring about changes to the draft legislation on internationalisation and the mitigation of budget cuts.

2.2.1 Knowledge Agenda

In its Knowledge Agenda, THUAS has identified three themes on which it wishes to have a greater impact: just coexistence, the transition to sustainability, and the digital future. In 2025, the centres of expertise have taken the lead in expanding our research activities over the coming years. Among other things, we are developing a fairness index to enable us to compare organisations in terms of the fairness of their policies and working methods; we are investing in Greenport Westland, and we are establishing two new research groups in the field of cyber security. These themes are also helping to bring greater focus to our education portfolio. Accordingly, the envisioned new master's degree programmes will explicitly reflect one of these themes.

The Knowledge Agenda Implementation Programme coordinates efforts to improve the preconditions for researchers and to foster collaboration between education and research. For example, the job classification series for researchers and lecturers have been recalibrated, each centre of expertise has drawn up a strategic staff development plan, and it has been decided to expand the capacity of the Funding Support Office. In addition, a partner council has been set up for each centre of expertise. In this council, the leading lector and faculty directors discuss the strategic development of education and research in relation to the remit of the centre of expertise.

2.2.2 Positioning within international networks

Participation in a European University Alliance under the European Universities Initiative (EUI) marked a new phase in The Hague University of Applied Sciences' international positioning. Alliances with and between European universities are not project-based efforts, but strategic, multi-year partnerships aimed at the structural integration of education, research and innovation. By joining the UNINOVIS European University Alliance as a full member in September 2025, The Hague University of Applied Sciences took a strategic step towards strengthening its international standing. Following the decision taken before the summer, the duties were allocated within the organisation. The alliance focuses on the social use of data and provides a platform for structural collaboration with European partners. From late 2025, we began exploring the first avenues of collaboration, including in the areas of our range of educational programmes and our research activities. Participation in UNINOVIS supports the realisation of the ambitions set out in the 2023–2028 Strategic Plan 'Inquiry-based learning with impact' through joint curriculum development, the development of microcredentials, research collaboration, and student and staff mobility. This will accelerate the institutional development of THUAS. In this way, the institutional development will be more firmly embedded within a European knowledge and innovation ecosystem. We have thus laid a solid foundation for further substantive participation in educational and research activities within the alliance.

We have also stepped up our involvement in other international networks. Within Universities of Applied Sciences Netherlands (UASNL), The Hague University of Applied Sciences took on an active and leading role in 2025. Through joint positioning, advocacy and representation in Brussels, we helped to strengthen the position of practice-oriented research at universities of applied sciences across Europe.

Our collaboration in Indonesia was further strengthened through our participation in the NL Knowledge House working mission to Indonesia, our attendance at the WINNER 2025 conference, and our visits to various partners. In addition, we strengthened our ties in South Africa, including through thematic cooperation on renewable energy, waste and waste water management, and AI.

By taking part in national and European events, including the Erasmus+ Higher Education Day and panels on knowledge security, we have been able to further develop our professional expertise and have helped to strengthen The Hague University of Applied Sciences' position on the international stage.

At the EAIE Annual Conference in Gothenburg, a member of the Executive Board spoke about the role of universities of applied sciences in times of polarisation and democratic pressure. He did so during the Leadership, Strategy & Policy Spotlight session. His speech focused on ethical partnerships, academic freedom and democratic literacy. In doing so, THUAS reaffirmed its international profile as a knowledge institution that actively reflects on its social responsibility.

Internationalisation has led to a number of tangible results within research. Two Horizon grant applications were submitted, including one on policy for the elderly in collaboration with WHO-Europe and our Urban Ageing lector (Centre of Expertise for Governance of Urban Transitions). One of the researchers within the Research Group for Global and Inclusive Learning received a doctoral research grant from the European Association for International Education (EAIE) for research on internationalisation in the curriculum.

These results underscore the fact that internationalisation in research not only enhances the institution's reputation, but also makes a direct contribution to The Hague University of Applied Sciences' social relevance and ability to secure external funding. The international visibility of our research continued to grow. Among other things, the GAATO initiative was included in the Forbes Top 100 Inclusive Innovations. In addition, Joost van Hoof has once again been ranked among the top 2 per cent of the most influential researchers in the Stanford–Elsevier list.

2.2.3 Strengthening regional ecosystems

In 2025, we placed a strong emphasis on structural collaboration within local and regional ecosystems. This collaboration focused on healthcare, the energy transition, digitalisation and key technologies. Through partners such as the South Holland Impact Alliance, the Central Innovation District within the Municipality of The Hague, Economic Boards, hospitals and local authorities, we have brought education, practice-oriented research and societal challenges closer together.

Among other things, the partnership with Haaglanden Medical Centre was formalised for several years in the form of a joint knowledge agenda (2025–2030). The Innovation Lab with Haga Hospital has been scaled up. This has now developed into a structured learning environment in which students contribute to practical innovations in healthcare. In Delft-West and Laak, we have expanded on our living labs as sustainable forms of collaboration that bring together education, research and area development. This development marked a shift from project-based collaboration to sustainable partnerships with shared objectives.

Zuid-Holland Impact Alliantie (South Holland Impact Alliance)

The Zuid-Holland Impact Alliantie (ZHIA; South Holland Impact Alliance) is a powerful knowledge and innovation network comprising four universities of applied sciences: The Hague University of Applied Sciences, Leiden University of Applied Sciences, InHolland University of Applied Sciences, and Rotterdam University of Applied Sciences. Together, we use our practice-oriented research to tackle social and technological challenges, both in South Holland and beyond. We always conduct our research in close collaboration with the professional field. The ZHIA organised a joint workshop entitled 'Actie in de Delta' (Action in the Delta) in collaboration with Medical Delta and the Leiden-Delft-Erasmus Universities (LDE). The aim was to launch an action plan for a healthier South Holland. In addition, two Medical Delta lecturers were appointed. We are now collaborating within the ZHIA on a wide range of MD programmes and living labs. We are doing this through four clusters focusing on the themes of healthcare, prevention, transformation, and sustainability & greening. By pooling our resources across three key areas, we can carry out even more and better research.

The ZHIA Impact Fund supports research collaboration through catalyst funding. During the year under review, two of our projects were awarded catalyst funding totalling €75,000. These projects led to new partnerships within the universities of applied sciences. In this way, the ZHIA provides practical solutions to the challenges, both of today and tomorrow.

The ZHIA is strengthening regional cooperation through the South Holland Growth Agenda. Around ninety partners are involved in this collaborative effort. During the year under review, new research partnerships were established in areas such as health, sustainability, AI, and data science. This was made possible in part thanks to the ZHIA Impact Fund and partners such as Medical Delta, universities, and university medical centres. Through conferences, workshops and serious gaming sessions, the ZHIA brings together researchers and industry partners to develop impact projects and prepare successful applications for European funding.

In 2025, the ZHIA continued to develop its organisation. The focus was on strengthening key content areas, improving research support, and raising the institution's profile. The alliance also strengthened relations with stakeholders and succeeded in raising the profile of the organisation's impact in the region. The ZHIA worked actively on its positioning, both internally and externally. As a result, the network gained greater recognition. More and more colleagues and external partners now know how to reach the ZHIA. The ZHIA proposal developed for external stakeholders and lecturers played a key role in this.

As agreed, the ZHIA chair passed from The Hague University of Applied Sciences to Leiden University of Applied Sciences on 1 January 2025. As part of the network, we can strengthen our research profile and our identity as a knowledge institution. The Hague University of Applied Sciences will continue to provide the programme manager.

Hague Applied AI Campus (HAAI)

By 2025, the Hague Applied AI Campus (HAAI) had further developed into a regional platform for applied AI. Together with ROC Mondriaan, Leiden University and Delft University of Technology, we worked on jointly positioning and consolidating our range of educational and lifelong learning programmes.

In 2025, the programme-based collaboration, position paper and initial project lines were finalised. Concrete pilot projects will begin in 2026, co-funded by the province and the municipality. The HAAI strengthens our position within the AI ecosystem and brings together education, research and the professional sector to address digital transition challenges.

Beethoven Talent Plan: strengthening the system in key technologies

The Hague University of Applied Sciences is a system partner and the lead organisation for the Beethoven South Holland Talent Plan. In 2025, we have been able to consolidate those roles within Beethoven. We played a leading role within the Human Capital programme. Beethoven is part of the National Microchip Talent Strengthening Plan and focuses on strengthening the technical labour market in the region. In 2025, we have been able to take the following key steps:

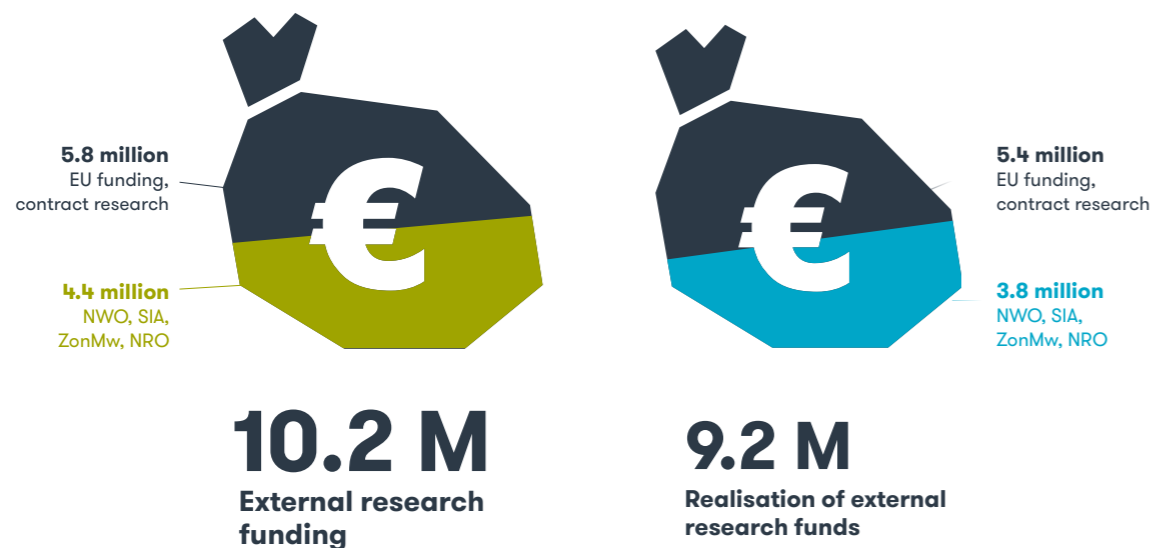
- The English-taught Applied Computer Science Bachelor’s Degree Programme got off to a flying start and saw higher intake numbers than expected.
- As part of the Next Level Engineering Master’s Degree Programme, we introduced a specific specialisation in semiconductors.
- We began developing the Electrical and Electronic Engineering Bachelor’s Degree Programme.
- We prepared an educational cleanroom in Delft; this is intended to become a shared learning environment for students in senior secondary vocational education, higher professional education and university education.

In addition, the launch of the Semicon Learning Point (SLP) marks the start of a new phase focused on lifelong learning. With a budget of €1.8 million allocated, we are working with industry partners to develop a flexible and modular range of educational courses for the semiconductor sector. In this way, we are strengthening the link between initial education, further training and retraining, and regional labour market demand.

Beethoven also plays a key role in tackling major challenges such as retaining international talent and student accommodation. In collaboration with regional partners, THUAS successfully worked on a regional student housing agenda during the year under review. Beethoven highlights the role of THUAS in linking educational development to economic transitions and regional leaps in scale.

Grants and other external income for research

In 2025, The Hague University of Applied Sciences secured approx. €10.2 million in multi-year external funding for research. This includes an amount of €4.4 million from the second flow of funds, with contributions from NWO, SIA, ZonMw and NRO. In addition, the third-flow funding secured amounted to €5.8 million, of which €2.4 million originates from contract research. In 2025, the realised deployment of external research funding amounted to €9.2 million: €3.8 million from the second flow of funds and €5.4 million from the third flow of funds.



The external funding from these second and third flows enables The Hague University of Applied Sciences to further increase its scientific and social impact. Among other things, these funds enable researchers to better develop and test proof-of-concepts, expand research capacity, purchase research equipment, and share knowledge. To further increase funding from the second and third flows, we have explored how we can adapt the internal procedure relating to the research group portfolio and the associated renewal applications. The aim is to link the process more closely to the strategic choices set out in the Knowledge Agenda and to ensure it is better aligned with the expectations of external partners and funding bodies. By doing so, we aim to further enhance the quality, coherence and flexibility of the portfolio. By establishing clearer and more transparent assessment criteria and ensuring greater predictability in decision-making, we are not only strengthening internal cohesion but also enhancing the external standing of our research groups. These steps shift the focus from recalibration to sustainable embedding and further development. This serves three purposes. The research group portfolio makes a visible and recognisable contribution to societal challenges in the long term as well. The portfolio becomes more attractive to the industry, encouraging them to work with us. It puts us in a stronger position to attract external research funding.

2.3 Range of Education and Portfolio

Range of Education

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 in cooperation with other institutions, in line with decision of the Association of Universities of Applied Sciences to jointly and purposefully develop and manage the national portfolio of higher education programmes.

The agreement is to approach this by considering it from three perspectives: the students, the industry, and society. In 2025, based on the Association Framework for Portfolio Management (October 2025), we worked closely with the major universities of applied sciences in the Randstad region to prepare for the regional consultation forum.

To keep pace with developments in the student and labour markets, we regularly update our range of education on offer. The development of our education portfolio - on the basis of the educational vision and the development of lifelong learning education - are part of the implementation agenda of our Strategic Plan. In 2025, this was shaped particularly through the planned expansion of our master’s degree portfolio. In September 2025, the Sustainability Transitions Master’s Degree Programme was launched in both full-time and part-time formats. The Data-Driven Business Master’s Degree Programme will start in February 2026, whilst the AI Translation Master’s Degree Programme, the Human Capital Innovation Master’s Degree Programme, and the Transition to Health and Wellbeing Master’s Degree Programme will start in 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 the existing Public Procurement Research Group is also linked.

In addition to our cross-sectoral master’s degree programmes, we are also ensuring that the rest of our educational portfolio remains socially relevant by launching five new programmes or programme variants that contribute to our broad-based profile. A full overview of our range of programmes on offer can be found in Appendix 2: Our Degree Programmes.

At the same time, we are working to improve the efficiency of degree programmes with relatively low intake numbers by exploring how we can leverage our scale by sharing learning outcomes (and the associated education and assessment) across multiple programmes. This is in line with the principles of the THUAS Educational Vision.

With the amounts received under the Beethoven Talent Plan, we are also working on new degree programmes in the technical field. By doing so, we are addressing this shortage in the labour market. This applies, for example, to the Microchip Technology Track within the Next Level Engineering Master’s Degree Programme, which began in 2025. We are very active in the field of technology and AI, e.g. through our involvement in the Hague Applied AI Campus (HAAI), alongside ROC Mondriaan, Leiden University and Delft University of Technology. This will significantly strengthen digital and social resilience and enable us to share knowledge and skills relating to AI at a regional level. Along other things, we offer lifelong learning education here and have set up AI workshops.

Research Group Portfolio

In 2025, we continued on the course we had set in 2024 with regard to the 'Collaborating on Transitions' knowledge agenda. During the year under review, our focus was on reassessing and repositioning our research group portfolio. By doing so, we aim to strategically strengthen and embed the key THUAS themes of a just society, the transition to sustainability, and the digital future. The reallocation of thematic funding was a key step in this development, which this time was awarded to us on a multi-year basis. This provides our centres of expertise and, in turn, our research groups with greater stability and scope to invest sustainably in research lines, team development and external collaboration within the three overarching themes.

In 2025, three research groups were extended and two research themes from previously discontinued groups were incorporated into existing research groups. This ensured continuity, and we also made a conscious decision to further develop key content areas within the portfolio. The planned expansion of the Centre of Expertise for Cyber Security took shape in 2025 with the preparation of a new research group: Legal Aspects of Cyber Security (starting on 1 January 2026). At the same time, the Centre of Expertise for Global and Inclusive Learning was working to develop a clearer and more robust profile and direction, so as to place greater emphasis on its mission within education, research and society.

2.4 Sustainable and Just World

As an international knowledge institute with a diverse community, strong regional embedding and a wide range of faculties and centres of expertise, we contribute to a sustainable and just world together with our support services. In doing so, we deploy all facets of the university of applied sciences: education, research, our buildings, our operations and in our daily activities. We do this using the focal points listed 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.

2.4.1 From Programme to Line

In 2025, we have been able to take the implementation of sustainability and equity a step further, moving from a programmatic approach to embedding these principles within the line. The faculties, centres of expertise, and support services are responsible for implementation. As a result, sustainability and equity became an integral part of our operational practice.

The approach focuses on the three interrelated priorities set out in Section 2.4.

We have set specific milestones in order to monitor progress systematically. These serve as a framework for assessing the annual plans. They show the extent to which we have systematically embedded sustainability in our education and research, as well as in our day-to-day operations. The annual plans for 2026 have been analysed using these milestones, with a focus on operationalisation, ownership and measurable results. This approach strengthens internal governance and is consistent with external assessment frameworks.

The monitoring of these milestones is incorporated into the regular PDCA cycle and acts as input for management decision-making.

Structural integration in education

In line with its educational vision, The Hague University of Applied Sciences has developed a roadmap for integrating our strategic themes - such as internationalisation, sustainability and equity, inclusion and co-creation - into all our degree programmes. We embed the theme of sustainability systematically into learning outcomes, curriculum design, teaching methodology, and assessment. We expect graduates to be able to demonstrate how they analyse sustainability transitions within their field and how they anticipate them.

Embedding in research and portfolio development

During the year under review, we were able to further strengthen the link between education and research. A key step was the development of the aforementioned cross-disciplinary Sustainability Transitions Master's Degree Programme, initiated by the Mission Zero Centre of Expertise in collaboration with degree programmes and research groups. This degree programme trains professionals to make practical contributions to complex sustainability issues.

Our research groups also play an active role in social change. For example, the New Finance Research Group is investigating the impact of the CSRD directive on SMEs and is helping businesses to improve transparency and sustainability reporting. The Smart Sustainable Manufacturing Research Group develops circular innovations, including applications for the reuse of local plastic waste. Through the European EDUPED project, we are working on developing a PED approach for our campus. PED, 'positive energy district', refers to an urban area that generates more renewable energy than it consumes on an annual basis. Through these initiatives, we are strengthening our role as a knowledge partner in regional and international transitions.

2.4.2 Education for Sustainable Development (ESD) and Professionalisation

From the perspective of Education for Sustainable Development, education is the key to progress across all global development goals. ESD teaches people to make informed decisions and take action, both individually and collectively, in order to bring about social change and protect the planet. In 2025, we strengthened Education for Sustainable Development (ESD) at The Hague University of Applied Sciences by organising Groene Peper on 23 May, the annual national sustainability event for the education of the future. The central theme of this event, hosted by THUAS, was 'What is Justice in Transitions?'. Inspiring interactive workshops and sessions were organised, and there was an opportunity to share knowledge with colleagues. During Groene Peper, explicit attention was paid to themes such as collective responsibility, creativity and design in transition processes, equity within educational institutions, and the role of ecosystems and biodiversity in the transition agenda. This event highlighted THUAS' role as a knowledge partner in the City of Peace and Justice, whilst also reinforcing the view that sustainability, equity and inclusion are inextricably linked.

As part of our professional professionalisation efforts, we have developed two tracks based on the UNESCO framework for ESD, inspired by the values of the Earth Charter. We developed these tracks - Educators within Transitions and Sustainability on Sneakers - in 2025. They will be implemented as a pilot in 2026. They focus on strengthening the pedagogical and cultural integration of sustainability into educational practices and promote a shared understanding of sustainability and transition processes among staff.

2.4.3 Sustainable and Just Operations

Sustainability is also an integral part of our business operations. The Paris Proof project, launched in 2023, aims to make the main campus on Johanna Westerdijkplein more sustainable. The selected solution is in the engineering phase and is being integrated into the Multi-Annual Maintenance Plan. The ambition goes beyond mere energy reduction and positions the campus as a testing ground for education, research, and collaboration on energy transition, grid congestion, and climate adaptation.

In 2025, we took further steps to monitor our impact:

- The CO₂ scan has been carried out.
- The scope 3 footprint has been fully mapped out.
- The Socially Responsible Procurement Report (2023–2024) has been finalised.
- Energy consumption is falling, although costs remain an issue due to market developments.
- Waste reduction is being given extra attention; at present, 31 per cent of waste still consists of general waste.

THUAS encourages staff to adopt sustainable travel and commuting options through its travel and commuting policy and to monitor their travel habits. In addition, we are working on smart building optimisation and on making our processes more sustainable.

2.4.4 Community and Regional Impact

Sustainability and equity are not merely institutional ambition. They are a collective task that we work on both within and outside the university of applied sciences. The Green Office, a student-run platform, organised various activities in 2025 to raise awareness and encourage behavioural change. This included, amongst other things:

- Trash Walks, in collaboration with Zero Waste projects and the Mission Zero Centre of Expertise;
- Sustainable Monday, featuring workshops on upcycling and circular practices;
- Food market on Sustainable Tuesday (2 September), which actively involved students and staff in making concrete sustainable choices.

The Green Office is also building a network of sustainability volunteers within the faculties and is working with researchers to strengthen sustainability in education and research. The activities of the Green Office contribute to a sustainable campus culture and strengthen bonding between students, staff, and external partners on issues such as waste prevention, energy and behavioural change.

Externally, THUAS works with partners to deliver equitable and sustainable area developments. One of these is the partnership with Energiegelijk Laak on an inclusive energy transition in the Laakkwartier, aimed at reducing energy poverty, strengthening climate resilience, and involving residents in sustainable solutions. On 14 April, we signed a joint declaration of intent to this effect, ensuring that education, practice, and social impact go hand in hand.

In 2025, The Hague University of Applied Sciences also became part of the '100 Circular Players in South Holland', a network of organisations working together to accelerate the circular economy in the region. In doing so, we are strengthening our role as a knowledge partner within regional circular networks and linking education and practice-oriented research to concrete societal transitions.

2.4.5 Performance in the National Rankings

In 2025, THUAS once again took part in the SustainaBul national sustainability ranking. According to the SustainaBul 2025, THUAS has developed a strong and integrated sustainability vision, for which it achieved the maximum score. The collaboration with the local community through practice-oriented research was well received, as was our commitment to professional development, including through the Regenerative Pedagogy Course.

At the same time, the ranking shows that further structural embedding is needed in the areas of professionalisation policy, curriculum development, pedagogy, and business operations. In the national rankings, THUAS has risen from 21st to 17th place.

In 2025, sustainability and equity were integral parts of our governance, educational development, research, and business operations. The challenge for the coming years lies in improving measurability, ensuring structural professionalisation, and accelerating the delivery of concrete impact in our region. In doing so, we are taking further steps towards becoming a just, future-proof, and climate-conscious knowledge institution.

2.5 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 was in full swing in 2025.



2.5.1 Connection with our Community

Being connected to our community is vital for the wellbeing of students and staff members. We make diversity and inclusion the norm by actively, intentionally, and thoughtfully embedding it in our education, research, and our mutual relations. THUAS offers a learning and working environment that helps students and staff to overcome obstacles and caters to a wide range of wishes and needs.

We have actively worked to foster an inclusive community by, among other things, setting up various diversity networks comprising staff and students who help to promote connection and equality within the organisation. These networks, such as the LGBTQ+ Network and the Neurodiversity Network, provide a meeting space, a place for mutual support and sharing experiences. In 2025, these networks met several times to discuss topics such as awareness, accessibility, and inclusive education.

We also organised a number of meaningful events, such as International Women's Day in collaboration with the Women's Network, an Iftar, Neurodiversity Day, The Hague Pride in collaboration with students, Keti Koti and Purple Friday. We also celebrated Diversity Week and raised awareness of various topics such as neurodiversity, inclusive education, and inclusive living, this in collaboration with the Municipality of The Hague.

During the year under review, we organised several THUAS-wide dialogue sessions, where students and staff engaged each other with in discussions on current issues impacting our community. In 2025, the second and third sessions of the Broad Dialogue also took place. In it, lecturers and students explored how topics such as racism, diversity and inclusion can be discussed constructively in the classroom. The dialogue provided opportunity for reflection and offered practical insights, and has helped to foster an educational environment in which differences are not avoided but are addressed in a professional manner.

At THUAS, we place great importance on enhancing inclusion and diversity by actively collaborating with national and regional partners. By 2025, we will have further expanded and strengthened our relationships with various organisations. Key partners include the Advisory Committee on Diversity and Inclusion in Higher Education and Research (DIHOO), the National Coordinator for Racism and Discrimination, the Centre of Expertise for Inclusive Education (ECIO), the Centre of Expertise for Diversity Policy (ECHO) and the Municipality of The Hague. These partnerships enable us to exchange knowledge and best practices, set up joint projects and continuously improve our policies, so that we can ensure an inclusive and accessible learning environment for all our students.

2.5.2 Social Safety and Inclusion Programme

Social security and inclusion remain key priorities. Through the Social Safety programme, we are working to create a socially safe learning and working environment for students and staff. Our focus is on four key areas:

1. Developing skills and competencies

We support staff and students in recognising and addressing undesirable behaviour (inappropriate behaviour). By offering training courses, we reduce hesitation to take action and encourage preventive action.

2. Strengthening the role of management

Managers play a key role in enabling accessibility around social safety. By setting a good example and making it easier to come forward, they encourage people to report incidents when necessary.

3. Improving reporting structures and aftercare

We are building confidence in reporting and complaints procedures through clear processes, effective support and protection against reprisals.

4. Raising awareness and improving discoverability

Through targeted communication and accessible support, we are making information on social safety more visible and accessible.

With this approach, we have worked on a culture in which everyone feels safe and heard. The programme was continuously adjusted in response to feedback from within the organisation. During a routine visit by the Labour Inspectorate in early 2025 in the context of psychosocial workload, this topic was also addressed. This is also a topic of discussion with the trade unions.

Support and Complaints Structure

Surveys showed that employees and students find it difficult to find the correct place to turn to for their complaint or support needs. We therefore investigated how the quality, awareness and visibility/accessibility of the support and complaints structure could be improved. This ultimate goal of this investigation was to increase the willingness to report among students and employees and to provide better support in complaints, reports, or requests for support. The sub-project around the accessibility and quality of the support and complaints structure resulted - in the summer of 2025 - in an advisory report, which was adopted by the Executive Board. Work on implementing the proposed improvements began immediately after the summer. To improve the provision of information, we launched a new external webpage and set up an intranet page where all relevant information is brought together. In addition, we submitted a grant application to the Ministry of Education, Culture and Science for, among other things, a lecturer support team, staff networks and an AI chatbot.

To further enhance transparency and equality before the law, the Legal Affairs department set up an intranet page containing model agreements, manuals, and legal memos. This made relevant information easily accessible. In this way, we helped to ensure that policies were applied consistently throughout the organisation.

'Building One Community Together' Campaign

The internal campaign 'Building One Community Together' launched in September of 2025, centred around the idea that a safe, inclusive learning and working environment is something we build together. The campaign aligns with THUAS' four core values – Curious, Connected, Caring and Committed – and is visible throughout the buildings through posters, digital screens and other communication tools. All communications refer to an intranet page with additional information.

Internship Discrimination Framework for Action

The Internship Discrimination Actionable Framework was adopted in early 2025. This sets out the procedure we must follow when a report of discrimination or other undesirable behaviour is received. With this actionable framework, we took a further step during the year under review in our joint efforts to actively combat discrimination and other forms of undesirable behaviour in all their forms, and to ensure an inclusive learning environment for all students.

THUAS implemented the Internship Discrimination Actionable Framework by announcing it, offering workshops and training courses, and collaborating with other institutions in the region on the 'THUAS Approach to Equal Internship Opportunities'. Together with internship coordinators and relevant staff members, we were able to successfully complete the 'Work Placement Discrimination' learning pathway in 2025. A follow-up meeting was held for internship coordinators.

Cultural Diversity Barometer

In 2025, THUAS once again took part in the Cultural Diversity Barometer organised by Statistics Netherlands (CBS). This nationwide survey provides large organisations with insight into the cultural diversity of their workforce. The results show that 64 per cent of our staff have a Dutch background, 11 per cent a European background, and 25 per cent a non-European background.



Compared with 2020, cultural diversity within the university of applied sciences has increased. We cannot compare the figures for 2020 directly with those for 2025. This is because Statistics Netherlands (CBS) now uses terminology different from the term 'migration background' as used in 2020. But the trend is clear: THUAS has become more culturally diverse. Nevertheless, further efforts are needed. This is as the figures also show that the diversity of our workforce does not yet accurately reflect the diversity of the student population and the region. Furthermore, the differences between faculties, services, and job grades require specific attention in terms of policy and implementation.

Social Safety Training Courses

Training course attendance for the training courses in the Social Safety for Employees menu was high in 2025. Already in the first quarter alone, 110 managers and other employees had registered. In addition, twelve different faculty and service teams attended a training from the menu collectively, as a team.

The training courses organised in 2025 on sexual transgressive behaviour for lecturers and other staff members were well received. The evaluation highlighted a number of areas for improvement. We have taken these into account in the further development. A training course on this topic is now also available for students, developed as part of the 'Social Safety' programme. In addition, we offered the 'Active Bystanders' training course again in December.

Professionalisation

The Inclusion Office gave presentations during the onboarding of new staff. In this way, THUAS raises awareness of the theme of inclusion from their very first day at work.

In 2025, THUAS, the Municipality of The Hague and the Economic Board of South Holland joined forces to organise the conference 'From Shortage to Opportunity'. This conference took place on Thursday the 15th of January 2026. During this conference, the speakers explored with the attendees how inclusion can help address staff shortages and what we can learn from innovative solutions. This conference thus marked the next step in our journey towards equality of opportunity.

2.5.3 Student Wellbeing

At the national level, THUAS made a clear commitment during the year under review to promoting student wellbeing. A member of the Executive Board joined Queen Máxima at the launch of the Resilience Coalition. This broad movement for student wellbeing aims to systematically improve students' mental health and resilience. The launch took place during a working conference on the 10th of June 2025 at Noordeinde Palace. More than a hundred representatives from the education sector, government, and civil society organisations gathered there to explore joint solutions. In doing so, The Hague University of Applied Sciences underscored its active contribution to the national debate on student wellbeing. This commitment is in line with our broader ambition to embed well-being, social safety, and equality of opportunity within our policies, leadership and culture on a structural basis.

Campus

In 2025, students took part in a wide range of social and sporting activities every week, organised for and by students. The number of study and student (sports) associations has grown again. At the same time, the number of sports subscriptions saw a slight decline: from 922 in 2024 to 912 in 2025. The relocation of indoor sports to the Zuiderpark Sports Campus and The Hague University of Applied Sciences' weekend closure limit opportunities for student sports. International students, in particular, make active use of the sports facilities.

A strong introduction period remains of great value in terms of student bonding, academic success, and the profile of The Hague University of Applied Sciences. In 2025, the introduction took place in week 0 for the first time. Around half of the degree programmes actually started (in part) this week. From the coming academic year, all degree programmes will be aligned with this approach, ensuring that central and decentralised activities complement one another more effectively and contribute to a consistent annual schedule.

Through the Student & City platform - a partnership between The Hague City Council and educational institutions in The Hague - we continued our work in 2025 to create an attractive environment for students in this rapidly growing city. The platform focuses on issues such as student wellbeing, accommodation, and study society life. It also organises joint events such as the student area at the Liberation Festival and introduction activities for all students in The Hague.

THUAS is a member of the Student Housing Task Force, which was established in 2022 by the Municipality of The Hague, educational institutions, and the student housing provider DUWO. In 2025, the Task Force continued to work on solutions to reduce the shortage of student accommodation in the short term. In addition, THUAS is working within the Task Force to ensure consistent communication and provide clear information on accommodation to prospective students. On 4 September 2025, THUAS was one of the signatories to the The Hague Student Housing Action Plan. In doing so, The Hague's educational institutions, the municipality, and DUWO have laid a solid foundation for sufficient, high-quality, and affordable student accommodation by 2030.

Student Facilities

In 2025, we have made one improvement to student facilities: we are publishing the timetables for a number of degree programmes earlier than usual. This provides students with more structure and less stress, making it easier for them to coordinate their work and study commitments.

From the 2025-2026 academic year, The Hague University of Applied Sciences' commitment to inclusion will also be reflected in its assessment timetables. When scheduling tests, we take religious holidays and commemorative days into account as far as possible.

Overview of core KPIs (as in the university of applied sciences monitor, visualisation)

Core KPIs 2025

target value realisation

Overall student satisfaction



Earn-in capacity



% drop-out in first year



SustainaBul Score



Conversion rate



NSE inclusive community



Market share



eNPS of employees*



*eNPS was not measured in 2025. -4 is 2024 score

Chapter 3

Operations



3.1 People and Organisation

The ongoing developments in society and education continued to influence our employees' work and wellbeing in 2025. The commitment to wellbeing, social safety, professionalisation, and leadership has helped to create a pleasant and sustainable working environment in which employees feel valued and supported. The professional development of staff took centre stage in this. In this way, they actively contribute to the realisation of the educational vision and the knowledge agenda.

3.1.1 Learning From and With One Another

The willingness to learn from and with one another within a professional working culture requires commitment on the part of employees. Professionalisation requires a solid foundation. That is why we have focused on creating a coherent and carefully designed employee journey, supported by (digital) HR processes ranging from recruitment and onboarding to development, transfer, and outflow. This provides employees with opportunities for personal and professional development and fosters a culture of learning, reflection, and improvement. It also gives managers the freedom and tools to focus on professional and personal development, to have meaningful conversations, and to provide teams with the best possible support in their growth and performance.

To ensure these processes are future-proof, efficient, and transparent, we took significant steps in 2025 towards the digitalisation of HRM processes through the implementation of HR2day and the optimisation of the Ubeeo recruitment system. In addition, during the year under review, we introduced the certificate of conduct (VOG) within our organisation. This certificate is now mandatory upon starting employment.

Leadership in position

It is essential that managers are able to continue to perform their duties effectively, even in an ever-changing and complex environment. We therefore developed and introduced a new leadership vision in 2025. The further implementation and development of the leadership vision will take shape in 2026.

Leadership vision

As a leader at The Hague University of Applied Sciences, you work in a vision-oriented manner and create a stimulating, results-oriented and inclusive environment that revolves around high-quality education and research. You inspire and facilitate your team to get the best out of themselves. Together with your team and others, you work on the foundation of mutual trust and professional responsibility to create a culture in which quality, innovation and learning are central. You embody good employment practices, take responsibility, demonstrate courage and style flexibility in different contexts. Reflection, openness and a curious attitude characterize your leadership. You encourage feedback and help each other move forward with a continuous focus on development.

Connective leadership

Connecting

You facilitate a professional culture with a focus on quality, innovation, mutual trust and learning. You embrace diversity and stimulate participation within an inclusive and safe culture. Together, you ensure that everyone feels welcome. You embody good employment practices and utilize the expertise of others. You ensure the connection between education and research is at the center. You and your team actively seek connections with the professional field and society and collaborate with other teams, internal partners* and external partners. Together you create opportunities for personal development. Through your involvement, you help each other move forward and work together toward sustainable societal progress.

Results-oriented leadership

Committed

You possess strategic skills, affinity with the content and work transparently and vision-oriented. Based on that vision, you provide direction, set realistic goals, show courage, engage your team and achieve results. In your decision-making and actions, you work determinedly toward sustainable societal progress while keeping in mind: "How does this benefit our students and society?". You create space for different perspectives within and between teams and ensure understandable and transparent decision-making based on fairness and integrity. Thanks to your agility and decisiveness, you make appropriate adjustments and respond effectively to internal and external changes within THUAS. This stimulates your team's ability to change and encourages them to work together to achieve sustainable progress step by step.

Development-oriented leadership

Curious & Caring

You lead by example, you are visible, identify qualities and have the ability to reflect (on oneself). You use your style flexibility in relation to your colleagues, situations, approach and communication. You encourage personal leadership to ensure employees take initiative, ownership and demonstrate self-reliance, curiosity and solution-oriented skills. This allows your employees to make the most of their talents and qualities to achieve joint and personal development. You build a feedback culture in which giving and receiving feedback is self-evident and where there is space to learn from both successes and setbacks. In this way you strengthen professional responsibility and continuous development – with an eye for the well-being and resilience of your team(s).

* Like the participation council and the connection education and research

Management Development Programme

In the Management Development Programme, all managers at THUAS train their leadership skills. In 2025, we have completed the MD programme and, as a follow-up to this, launched a peer review scheme, amongst other initiatives. Participants find the programme intensive and inspiring, with plenty of opportunity to learn from and with one another in study groups. In addition, we have been working on a design for a more compact version of the MD programme for staff in other positions, such as senior lecturers.

Leadership conferences

In 2025, two leadership conferences were organised to support managers in their professional development as leaders and to strengthen their role within the university of applied sciences. The first conference focused on the link between education and research. The attendees drew inspiration from case studies from other universities of applied sciences to stimulate internal discussion. The second conference focused on the new leadership vision mentioned above.

Career Centre

The Career Centre is the central location for THUAS employees for support in their careers. It offers employees the opportunity to take on new challenges, make the most of their talents, or explore other roles within or outside THUAS. The Career Centre supports employees who are considering a change in scenery for a while, who wish to make use of other skills, or who want to explore which other roles or tasks might suit them. Anyone who wishes to return to work in a different role, or whose contract is coming to an end, is also welcome. The Career Centre offers support in a variety of ways: practical advice on job applications and networking, helping students to draft their resumes and prepare for job interviews, and offering guidance on their career pathways both within and outside THUAS. In 2025, the Career Centre supported around 120 staff members with their career-related queries.

THUAS Dialogue

THUAS Dialogue is the annual performance review between an employee and their direct manager. During this meeting, they discuss the performance of the employee and the team of which they are a member. Professional development takes centre stage in this process. Together, they set development targets for a four-year period. This enables the employee to focus on their personal development and their contribution to the organisation. During the year under review, we recorded the interviews in the HR2day digital HR system for the first time. This has enabled us to reduce the administrative workload and has marked a significant step forward in consolidating information. We have also updated the policy documents underpinning the THUAS Dialogue. This concerns the 'Regulations on Performance, Development and Review' and the methodology for the Dialogue set out in the 'THUAS Dialogue: Valuable and Tailored' document.

3.1.2 Professional Culture

By learning from one another and working together, we foster a culture of continuous development and innovation. Learning from students and colleagues is deeply ingrained in the culture of The Hague University of Applied Sciences. The sharing of knowledge and collaboration drive mutual growth. Faculties and services have drawn up their own professional development plans for 2026, partly based on input from Strategic Staff Development (SPO). By investing in the development of staff and managers in a targeted way, we can make the most of their talents. Appendix 11 provides an overview of the professionalisation opportunities available to lecturers and researchers.

AI Training Courses

The AI training courses enable employees to use artificial intelligence responsibly and effectively in their work. In 2025, THUAS developed the following AI training courses for lecturer teams: AI & Learning Outcomes, AI & Assessment, and AI Playground. We will make the AI Playground training course available to all employees in 2026.

In addition, the Generative AI (EduGenAI) pilot has been developed. As part of this pilot, we provided AI training to around 200 participants. In doing so, we have focused on the responsible use of generative AI (GenAI) in education, research, and support processes. The aim is to gain insight into the impact of GenAI on productivity, work quality, and user experiences.

Commitment to Professionalisation

In the Collective Bargaining Agreement for Higher Professional Education CBA-HPE (CAO-HBO), all parties agreed that the employer shall spend at least 6 percent of the totalised annual income on professionalisation per year. Half thereof (3 percent) is used to fund a basic entitlement in hours, the remainder is used to cover the out-of-pocket costs and replacement costs for professionalisation. Travel and commuting expenses for professionalisation were not monitored separately in 2025 and have therefore 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 2025, compared to the totalised annual income. Not all forms of learning can be expressed in terms of out-of-pocket costs. These include forms like work placements, company visits, and activities organised within THUAS (lectures, THINKFST, etc.). We have not included those in the table.

The costs (x €1,000) in the table below relate to processes around lecturer professionalisation, team development, and subject-related training relating to the position. For 2025, we see underspending of 0.6 percentage points. Staff training costs, symposium and conference costs, and replacement costs fell in 2025. Professional literature costs increased compared to 2024. The group of doctoral candidates amounted to 6.2 FTEs.

	2024		2025	
	Expenses in €	% compared to totalised annual income	Expenses in €	% compared to totalised annual income
Staff training costs	3,729		2,805	
Symposium and conference costs	379		326	
Professional literature	171		193	
Replacement costs	88		-	
Subtotal	4,367	2.8%	3,324	2.1%
Doctoral candidates (wage costs excl. NOW)	287		421	
Total	4,654	2.9%	3,745	2.4%*
Totalised annual income	158,141		157,575	

*The target percentage compared to totalised annual income is 3%

Organisational Development

Our organisational development focuses on designing and facilitating support and core processes in a future-proof way, in line with the objectives set out in the 2023–2028 Strategic Plan 'Inquiry-based learning with impact'. In 2025, efforts have been aimed at the developments listed below.

- Research**
 The research policy has been expanded in order to strengthen the position of research alongside education. The job classification series for research have been established and are now in use. In addition, the university of applied sciences has drawn up an appointment procedure for the leading lecturers. Following a selection process, the (new) leading lecturers have taken up their posts at their centres of expertise. We have filled the new role of Chair of Leading Lecturers (VLL), thereby further strengthening the governance structure within the centres of expertise. Finally, we have reviewed the responsibilities of the programme coordinators and changed the job title to 'centre of expertise programme manager'. That job title better reflects the role and responsibilities.
- Facilities and IT F&IT (FZ&IT) Social Plan**
 The implementation of the Social Plan by the F&IT Service is progressing according to plan. The mandatory phase will begin in early 2026.
- Reorganisation plan for the EKC (OKC) Department**
 We have adopted a reorganisation plan for the EKC Department. We expect to reach an agreement with the trade unions on this in the first quarter of 2026, including an appropriate redundancy package.
- Central Assessment Committee**
 In 2025, the General Council approved the reorganisation plan for the central assessment organisation.

3.1.3. Workforce Development

Current workforce structure

The teaching staff workforce declined further in 2025 by 70 FTEs, divided over teaching staff TS (OP) and teaching support and management staff SMS (OBP). The total amounted to 1,904 FTEs at the end of 2025. The teaching staff workforce fell by 37 FTE to 1,220 FTE, whilst the number of teaching support and management staff totalled 684 FTE, a decrease of 33 FTE.

	2024	2025	% decrease
Number of employees	2,521	2,456	-3%
TS	1,683	1,661	-1%
ESS	838	795	-5%
Formation (realisation)*	1,973	1,904	-4%
TS	1,256	1,220	-3%
ESS	717	684	-5%
TS/SMS in ratio	64/36	64/36	
Average age	44	44	

*Staff employed by The Hague University of Applied Sciences at the end of December.

Inflow and outflow

In 2025, a total of 354 employees joined The Hague University of Applied Sciences (410 in 2024). 435 employees left our organisation (576 in 2024). There was more turnover among teaching staff than among support and management staff. The deployment of student assistants explains a large part of the inflow and outflow. 232 student assistants joined (9 percent); 192 student assistants left (8 percent). The inflow and outflow in the year under review was partly related to the cuts, in turn due to i.) a decreased inflow of (international) students, ii.) the demographic contraction, and iii.) the measures deployed for more effective support. Most employees left THUAS at their own request or because of the termination of a temporary contract.

(B)WW Self-insurance 2025

The university of applied sciences is self-insured under the Unemployment Insurance Act UIA (WW; Werkloosheidswet) and the Enhanced Unemployment Scheme EUS (BWW; bovenwettelijke werkloosheidsregeling). This means that we are responsible both for paying unemployment benefits under the UIA (WW) to current and former employees and for fulfilling the associated reintegration obligations. THUAS fulfils these obligations by actively supporting staff as they explore their options and look for new employment. Where possible, we take a preventive approach. During the year under review, the number of people becoming eligible for UIA (WW) benefits fell slightly, possibly as a result of our focus on preventive support. The decline followed a period of increased inflows resulting from financial cuts.

Despite the lower inflow, benefit costs have risen in 2025. This is due to a less favourable labour market within higher professional education. As a result, current and former employees remain on UIA (WW) unemployment benefits for longer on average, and the transition to suitable work is slower. We are also seeing a shift in staffing costs from support and management staff (SMS) to teaching staff (TS). This group generally has higher salaries and, consequently, higher UIA (WW) unemployment benefits than support and management staff (SMS), resulting in relatively higher unemployment benefit costs compared with previous years. In 2025, the total benefit costs amounted to €1,692,959.

Trend in costs self-insurer Unemployment Insurance Act UIA (WW) and the Enhanced Unemployment Scheme EUS (BWW)	
2025	€1,692,959.00
2024	€1,496,907.00
2023	€1,039,418.00
2022	€ 945,937.00

Reducing work pressure and boosting job satisfaction

In 2025, THUAS continued to build a safe and pleasant working environment in which job satisfaction and long-term employability take centre stage.

Using the updated Workload Action Plan, managers and employees are working together to promote their sense of ownership. This makes this theme an integral part of the THUAS working culture. In addition, the updated action plan sets out recalibrated frameworks, facilities, and opportunities for both managers and employees, with the aim of working together to reduce the workload and the associated stress, and to increase job satisfaction and the associated sense of fulfilment. On this basis, the organisational units have identified actions for 2026 aimed at increasing job satisfaction and reducing the perceived workload within the organisation.

Sick leave

In 2025, sick leave across the university of applied sciences fell to 5.6 per cent (5.8 per cent in 2024). This brought it below the target of 5.7 per cent. The sickness absence rate (12-month average) of 0.8 has remained virtually unchanged compared with 2024. The national average is around 1.

As in 2024, mental health issues were the most common cause of absence during the year under review (57.5 per cent). This percentage is, however, higher than the sector-wide average (50 per cent) (source: Arbodienst DNA).

The focus on long-term absence (longer than 6 weeks) has resulted in a decrease of almost 2 percent compared to 2024. This has once again led to a reduction in the number of people entering the scheme under the Work and Income (Capacity for Work) Act WIA (WIA; Wet werk en inkomen naar arbeidsvermogen). The focus is gradually shifting from primary support for sick leave to a holistic approach, with an emphasis on prevention and long-term employability.

3.1.4. Terms and Conditions of Employment

Higher Professional Education Collective Bargaining Agreement 2024–2025 (CAO-HBO)

In accordance with the provisions of the Higher Professional Education Collective Bargaining Agreement 2024–2025 (CAO-HBO) - valid from 1 July 2024 to 31 December 2025 - salaries have been increased by 4 per cent with effect from 1 January 2025. In October 2025, employees received a one-off gross payment of €485, calculated on a pro rata basis according to their employment scope. In November 2025, the new Higher Professional Education Collective Bargaining Agreement (CAO-HBO) for 2026 was concluded. In December 2025, employees received a one-off gross payment of €700 for full-time employment (pro-rata for part-time employment).

Labour market allowances

In line with THUAS remuneration policy, eighteen employees received a labour market allowance during the year under review. This allowance is granted only if the vacancy is impossible or difficult to fill as a result of the labour market.

Contract types

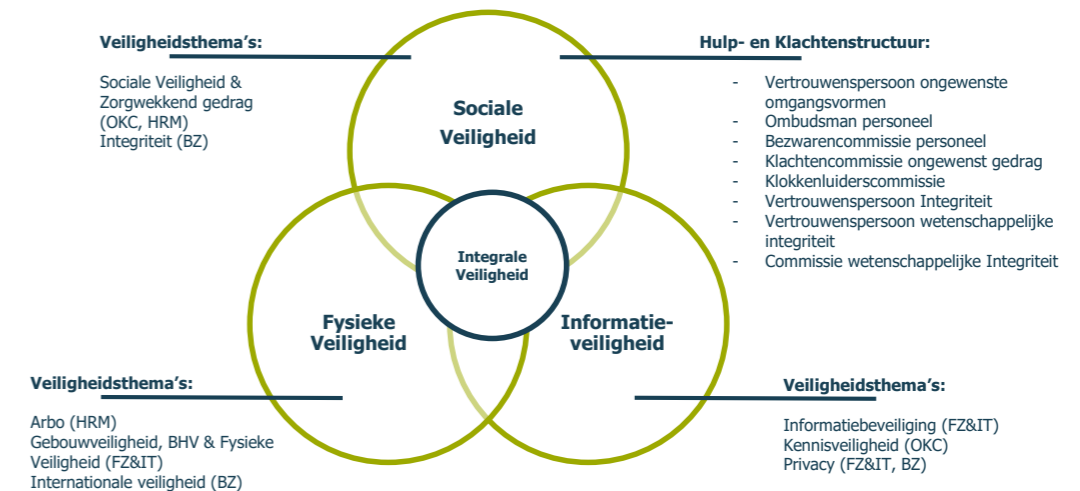
In consultation with the participation bodies, we have made agreements on the maximum portion of flexible labour that THUAS considers necessary. These concern employees with contract types D4 (fixed-term contract) and D5 (extension of fixed-term contract), as well as non-salaried staff NSS (PNIL). The target for 2025 was: 80 percent permanent staff and 20 percent temporary staff. This target has been achieved. The share of flexible employment at THUAS consists mainly (55 percent) of salaried staff SS (PIL) and for the remainder (45 percent) of non-salaried staff NSS (PNIL). In 2025, NSS costs amounted to €14.8 million. Compared to the previous year, the percentage of temporary staff decreased by 5 percent. The budget cuts in the workforce have led to fewer temporary contracts.

	2024	2025
Fixed	80.5%	85.0%
Temporary	19.5%	15.0%
NSS	42.2%	44.7%
SS	57.8%	55.3%
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).

3.2 Safety, Support, and Complaints Structure

Safety has become increasingly important at The Hague University of Applied Sciences in recent years. We report on this from the domains below, which include not only the security themes but also various bodies of the support and complaints structure.



By doing so, we give substance to 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).

3.2.1 Integral safety

With a focus on integral safety, we are continuing to work towards greater maturity in line with the Integral Safety Policy 2025–2028. We do this by:

- further developing risk management;
- optimising safety assurance and safety management;
- improving processes relating to incident and crisis management;
- maintaining a targeted focus on priority themes (social safety, information security, privacy, and health and safety).



In 2025, we drew up a business continuity policy plan and business continuity plan. A great deal of time has been spent on this in consultation with the process owners. The THUAS crisis teams took part in the OZON national cyber crisis exercise. In addition, they organised their own training sessions. The crisis management team has been assembled twice in response to crisis alerts.

Submission of a certificate of conduct upon starting of employment

Since 2025, a valid certificate of conduct CC (VOG) has been required upon starting employment. We will only finalise the employment contract once we have received and assessed a positive certificate of conduct CC (VOG) from the person concerned. In this way, we demonstrate - both internally and externally - that we value a safe, reliable and professional environment. This a preventive measure contributes to ensuring organisational integrity and promotes the trust of all stakeholders.

3.2.2 Social safety

During the year under review, we continued to invest in raising awareness of social safety (also refer to Section 2.5.2). Once again, several awareness sessions were held on social and psychological safety within teams, for introduction coordinators, at study and student associations, and during the onboarding of new employees. The training sessions on sexually transgressive behaviour for study career coaches and students have also been continued.

Reports on social safety and inclusion

The number of reports in 2025 varies by body, as shown below.

Reports to:	2025	2024	2023
Confidential Advisor on Undesirable Behaviour CAUB (VPOO) – students	235	206	108
Confidential Advisor on Undesirable Behaviour CAUB (VPOO) – employees	109	135	172
Staff ombuds officer	48	57	35
Staff Complaints Committee	4	4	3
Complaints Committee for Undesirable Behaviour CCUB (KLONG)	1	10	2
Reports to the Safety Reporting and Advice Desk SRAP (M&AV)	72	110	104

Integrity

Students and staff can turn to various points of contact regarding integrity concerns and/or breaches. The number of reports are listed by body below. The significant rise in the number of reports received by the Safety Reporting and Advice Desk is linked, among other things, to attempts by students to enrol using forged certificates from previous courses. In response to this, The Hague University of Applied Sciences has filed a police report.

	2025	2024	2023
Confidential advisor on integrity	8	16	14
Whistleblower Committee	-	-	1
Confidential adviser on scientific integrity	2	1	-
Scientific Integrity Committee	-	-	-
Safety Reporting and Advice Desk	17	7	7

3.2.3 Information security

In this annual report, we have grouped the topics of data security, privacy, and knowledge security under the overarching theme of 'information security'.

Data security

In terms of data security, 2025 was primarily focused on drawing up and implementing the Data Security Roadmap. This process should lead to greater maturity in data security. The roadmap is based on the findings of the assessment previously carried out using the SURFaudit Data Security Assessment Framework. In the third quarter of 2025, an external assessment was conducted to evaluate the progress made. The results will be available in early 2026, and we will use these to update the roadmap.

Privacy/GDPR

The protection of personal data remains a key priority at The Hague University of Applied Sciences. Rapid developments in the field of AI and the ongoing digitalisation process require constant attention to be paid to the careful and lawful use of personal data. During this year under review as well, employees were again required to complete the Data Security and Privacy Awareness Programme. This has further raised awareness among them. In addition, we are working to further embed privacy advice at the appropriate stage in projects and innovations, amongst other things.

During the 2024-2025 academic year, the structure of the privacy organisation was examined. On that basis, we have decided to undertake a proposed reorganisation. This is aimed at strengthening cooperation between the first line (management and process owners) and the second line (privacy officer) on a structural basis. In order to achieve this structural strengthening, it is necessary to increase the number of privacy officers. However, recruitment is proving challenging due to limited financial resources and the shortage of privacy professionals in the labour market.

In 2025, 52 data breaches were reported to the privacy officer. None of these incidents were required to be reported to the Data Protection Authority. Human error and incorrectly configured authorisations remain the most common causes. The reports are used to implement targeted improvement measures and to further raise awareness.

Knowledge security

During the reporting year, the Safety Reporting and Advice Desk received eight reports and/or requests for support relating to knowledge security (nine in 2024). In 2025, we also devoted considerable attention to the possible introduction of the Knowledge Security Screening Act (Wet screening kennisveiligheid) and to the definition of sensitive technology. THUAS actively contributed to various national consultations and submitted a response to the online consultation. This has enabled us to contribute to amendments to the proposed legislation and ensures that our knowledge remains accessible to everyone. In addition, a nationwide assessment was carried out to gauge the level of commitment and maturity in relation to the Knowledge Security Guideline. We expect the results of this to be available in early 2026.

3.2.4 Physical safety

This area covers safety of the premises, security, emergency response, health and safety, and international mobility.

Safety of the premises, security, emergency response

During the year under review, a total of 97 incidents occurred across all premises that required the intervention of the emergency response team. The vast majority of these incidents involved medical accidents or incidents occurring on the way to or around the premises of The Hague University of Applied Sciences. In 2025, we changed our emergency response training provider following a European tender. The number of emergency responders increased from 101 to 113 during the year under review. This is despite a temporary suspension of the degree programmes on offer due to the aforementioned change and the turnover of emergency responders resulting from resignations or withdrawals.

The access policy that has been introduced and the additional surveillance during the evening hours are having a positive knock-on effect. The number of reports of nuisance and of litter in classrooms has fallen significantly. Nevertheless, 2025 also saw a number of incidents that call for further measures in the field of security technology.

Health and safety

In 2025, the Dutch Labour Inspectorate conducted an investigation into compliance with the Working Hours Act (Arbeidstijdenwet) and the management of psychosocial workload PSW (PSA) within the university of applied sciences. This follows a routine supervisory visit. The university of applied sciences cooperated fully and provided all the requested information in a timely manner. The Inspectorate stated that we have set up the Support and Complaints Structure SCS (HKS) effectively. That it has improved since its last findings in 2021. It calls the measures we have taken 'good' in the field of internally undesirable behaviour/social safety.

The Inspectorate also found that THUAS had not investigated the risk factors that could lead to internal undesirable behaviour in sufficient detail. The Inspectorate required us to carry out an in-depth assessment of psychosocial workload before the end of the 2025-2026 academic year, in order to better identify risk factors such as work pressure and social safety. We started this assessment at the end of 2025; we will complete it during the coming financial year. Based on the findings, we will draw up a Psychosocial Workload Action Plan aimed at updating and supplementing the existing risk inventory and evaluation (RI&E).

Health and safety reports have been filed for two incidents. We will include these in the risk inventory and evaluation.

International mobility

In 2025, THUAS implemented the revised travel safety policy. In this, the focus is on raising awareness of safety during international travel and stays. Given the geopolitical tensions and conflicts around the globe, our colleagues who were not travelling also became more vigilant. They consulted their colleagues abroad more frequently and at an earlier stage following incidents in the region in question. On a number of occasions, contact was made with students and colleagues following an incident and rising tensions.

3.3 Finances

3.3.1 Financial Results and Financial Position

In the 2025 financial year, three developments in particular influenced the financial results of the university of applied sciences: higher student numbers in the 2025-2026 academic year, increased revenue from grants and contract research, and adjustments to employee expenses.

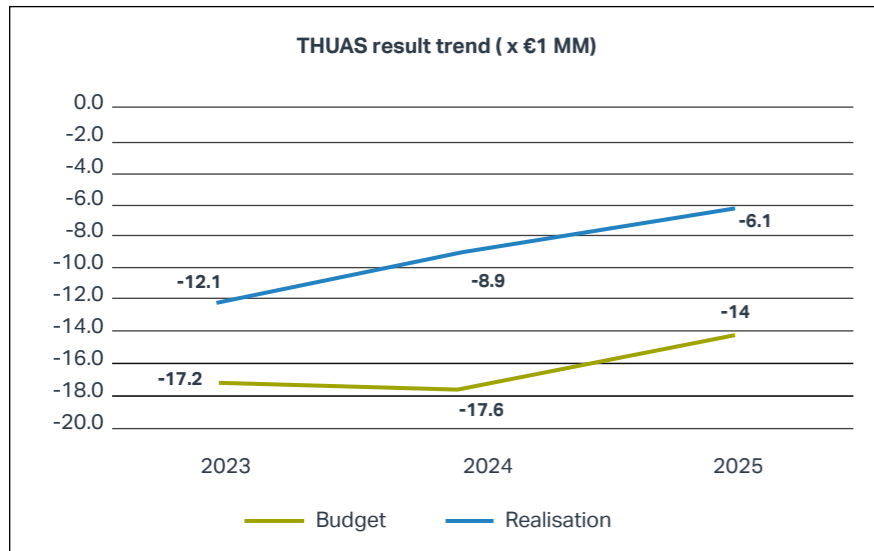
The government grant was €4.7 million higher than budgeted, of which €2.8 million relates to subsidies that form part of the government grant. In addition, we generated €1.9 million more in tuition fee revenue than budgeted, due to higher student numbers in the 2025-2026 academic year. Income from work commissioned by third parties was €3.5 million above budget.

Employee expenses were €0.4 million higher than budgeted, mainly due to the one-off collective bargaining agreement payment in December (€1.5 million). Structural wage costs fell due to a reduction in the workforce.

Depreciation, accommodation, and other institutional costs were collectively €0.7 million higher than budgeted.

This resulted in a financial income and expenses balance that was €0.1 million higher than budgeted. This was due to the accrual of interest on employee provisions (€0.5 million). Without this unbudgeted interest accrual, interest income would be €0.4 million lower than budgeted. The lower interest income is attributable to the fall in the interest rate on treasury banking.





In 2025 as well, we implemented the multi-year policy to maximise the use of space within the earmarked reserves, including the research reserves, the accommodation reserve and the DER reserve. We have used the funds available from government funding and tuition fees to finance and support education and research. In the following paragraphs, we explain the result compared to the 2025 budget.

Trend in results

In the 2025 budget, the maximum permissible result was set at +/- €14.0 million. In 2025, additional income amounted to €8.9 million. In addition, expenses were €1.1 million higher. The balance of interest revenue and interest expenses was €1.5 million. The overall result amounted to +/- €6.1 million. This is €7.9 million higher than budgeted.

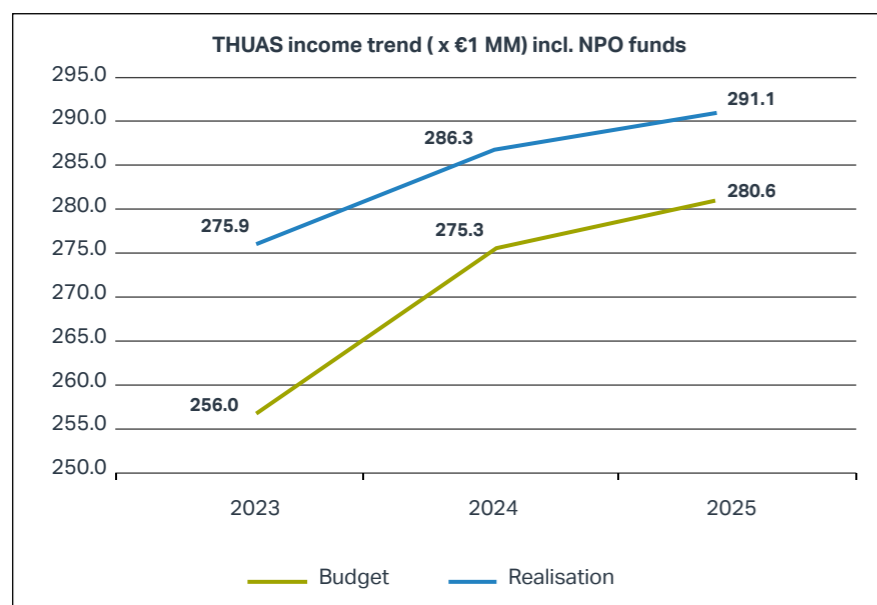
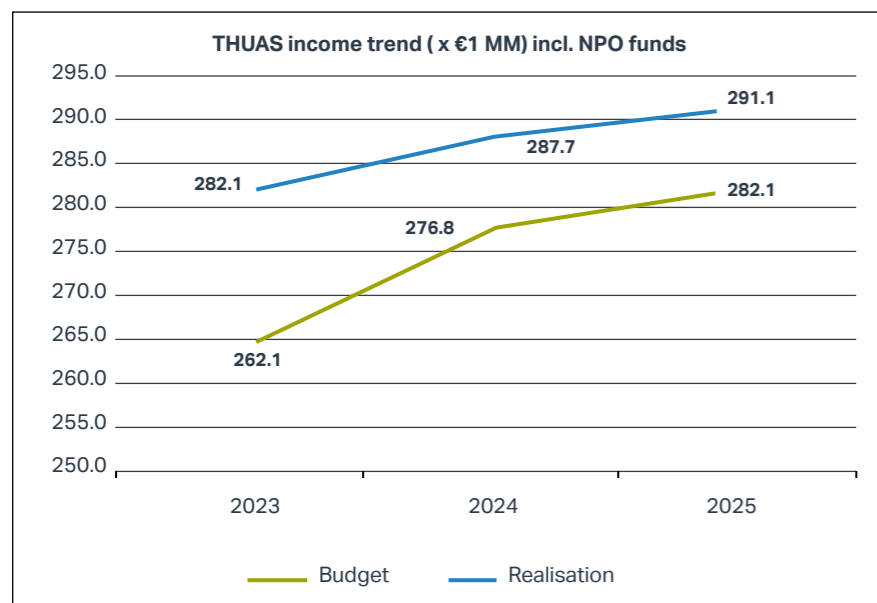
Amounts x €1 MM	Realisation 2024	Budget 2025	Realisation 2025
01. Government contribution	212.9	202.4	207.2
02. Other government contributions and grants	1.3	1.6	1.9
03. Tuition fees	55.2	60.7	62.6
04. Contract education	3.2	2.7	3.5
05. Contract research	6.4	4.3	6.9
06. Other income	6.7	8.9	7.4
Total	285.7	280.6	289.5
07. SS expenses	205.0	208.6	208.0
08. NSS expenses	18.1	12.4	14.8
09. Other employee expenses	11.0	12.4	11.0
10. Depreciation charges	18.3	19.2	19.3
11. Accommodation costs	15.0	14.2	14.6
12. Other institutional expenses	29.1	29.2	29.4
Total	296.5	296.0	297.1
13. Interest income	2.0	1.5	1.6
14. Interest expenses	0.1	0.1	0.1
Total	1.9	1.4	1.5
Total	-8.9	-14.0	-6.1

Trend in income

Amounts x €1 MM	Realisation 2024	Budget 2025	Realisation 2025
01. Government contribution	212.9	202.4	207.2
02. Other government contributions and grants	1.3	1.6	1.9
03. Tuition fees	55.2	60.7	62.6
04. Contract education	3.2	2.7	3.5
05. Contract research	6.4	4.3	6.9
06. Other income	6.7	8.9	7.4
13. Interest income	2.0	1.5	1.6
Total	287.7	282.1	291.1

Compared to 2024, income rose by €2.4 million in 2025 to a level of €290.6 million (€282.7 million in 2023). Compared to the budget, income rose by €8.5 million. The income trend (including interest income) over the past three years is shown below. To make an accurate comparison with previous years, the trend is shown both including and excluding NPO funds.





The government contribution for 2025 was €4.7 million higher than budgeted. The wage compensation in the Spring Memorandum was €1.6 million higher than expected. In line with the new collective bargaining agreement, this amount was paid to employees as a one-off payment in December 2025. In addition, we received an extra €2.8 million in grants from the Ministry of Education, Culture and Science ECS (OCW) as part of the government contribution, including funding for the Beethoven and South Holland IT Association projects. Additional funding was also allocated for participation bodies, and the Autumn Memorandum yielded an extra €0.2 million as a result of technical adjustments.

Income from other government contributions and subsidies was €0.3 million above budget.

Due to higher student numbers in the 2025-2026 academic year, tuition fee revenue was €1.9 million higher than budgeted.

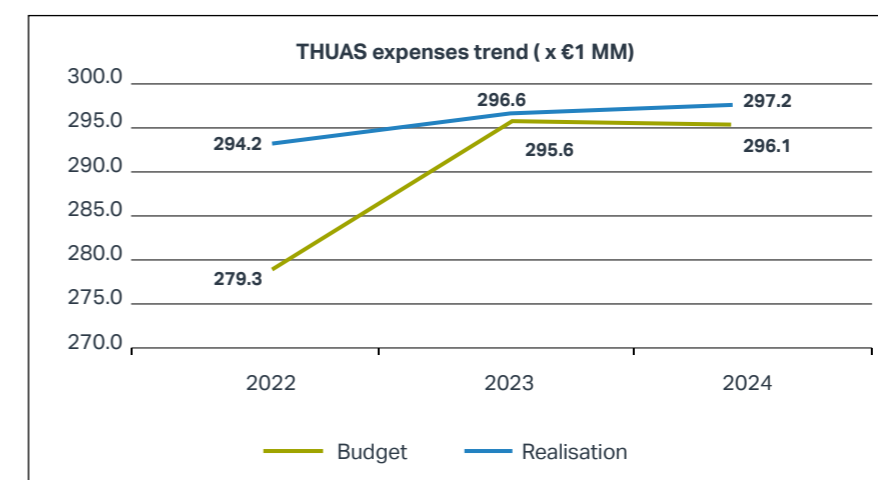
The items 'other government contributions and grants' and the 'contract research' component within the category

'income work commissioned by third parties' were € 2.9 million higher than budgeted collectively. In addition, income from 'contract education' within the same category was €0.8 million above budget. This was caused by the fact that the income from the primary education teacher-training PrETT (PABO) lateral entry (€1.0 million) was recognised in the realisation under 'contract education', whereas it was recognised under 'other income' in the budget.

Other income was €1.5 million lower than budgeted. Notable deviations included higher income from other student contributions (€0.4 million) and other revenue (€0.4 million). Conversely, the income from other grants was €2.6 million lower than budgeted. This lower realisation corresponds with the higher income from contract research.

Trend in expenses

Compared to the 2025 budget, 2025 saw an increase in expenses of €1.1 million (including interest expenses), to a level of €297.2 million (€296.6 million in 2024). We explain the trend in expenses below, by category.



Amounts x €1 MM	Realisation 2024	Budget 2025	Realisation 2025
07. SS expenses	205.0	208.6	208.0
08. NSS expenses	18.1	12.4	14.8
09. Other employee expenses	11.0	12.4	11.0
10. Depreciation charges	18.3	19.2	19.3
11. Accommodation costs	15.0	14.2	14.6
12. Other institutional expenses	29.1	29.2	29.4
14. Interest expenses	0.1	0.1	0.1
Total	296.6	296.1	297.2

Employee expenses

Total employee expenses (SS, NSS and other) amounted to €233.8 million in 2025. This is €0.4 million higher than budgeted (€233.4 million) and €0.3 million less than in 2024 (€234.1 million).

Amounts x €1 MM	Realisation 2024	Budget 2025	Realisation 2025
4.1.1.1. Wages permanent TS	205.0	208.6	208.0
4.1.2.1. Movement in employee provision	-0.5	0.5	0.2
4.1.2.2. Non-salaried staff	18.1	12.4	14.8
4.1.2.3. Other employee expenses	10.5	8.9	10.8
4.1.2.5. Employee expertise promotion	3.0	4.5	1.7
4.1.3.1. Disbursements	-2.0	-1.5	-1.7
Total	234.1	233.4	233.8

Salaried staff SS (PIL) costs in 2025 were €0.6 million lower than budgeted. This is despite a number of cost-increasing one-off items, including the one-off collective bargaining agreement payment in December (€1.5 million) and a total of €2.7 million in other one-off expenses, such as redundancy payments and the settlement of accrued leave. This was offset by a sharper fall in structural wage costs, due to a reduction in the workforce.

The non-salaried staff NSS (PNIL) expenses costs were €2.4 million higher than budgeted, but €3.2 million lower than the realisation in 2024.

The balance of withdrawals and allocations to staff provisions amounted to €0.2 million. This was €0.3 million lower than budgeted and €0.7 million higher than in 2024. In 2025, €1.1 million was withdrawn from the Sustainable Employability Provision, leaving a balance of €0.4 million at the end of 2025. In addition, €0.1 million has been withdrawn from the Long-term Sick Leave and Social Policy provisions. Provisions for redundancy pay (€0.4 million), reduced working hours for senior staff (€0.3 million) and anniversary payments (€0.2 million) increased in size.

Within the provisions, there was a shift from other employee expenses to interest income (€0.5 million). This is because, from 2025, staff provisions must accrue interest in accordance with the law, meaning they will be increased annually by an interest component in order to measure future liabilities more realistically.

Other employee expenses were €1.9 million higher than budgeted. This was largely due to higher social security contributions. In addition, costs continued to rise for staff-related activities such as occupational health and safety services and legal support.

Depreciation charges

The depreciation charges were €0.1 million higher than budgeted. Within the regular depreciation charges, there was a reduction in the cost of inventory and equipment (€0.3 million) and of buildings (€0.2 million). In addition, an impairment loss of €0.6 million was recognised, of which €0.3 million related to a divestment and €0.3 million to a book loss on assets.

Accommodation costs

Accommodation costs amounted to €14.6 million in 2025, which was €0.4 million lower than in 2024. Compared to the budget, the costs were €0.3 million higher than budgeted. This overspend was mainly due to higher costs for building maintenance (€0.5 million), rent (€0.1 million), and an allocation to the maintenance provision (€0.1 million). This was offset by lower expenditure on energy and water (€0.4 million).

Other institutional expenses

In 2025, other institutional expenses amounted to €29.4 million. This is €0.3 million higher than in 2024 (€29.1 million) and €0.2 million more than budgeted (€29.2 million). The overspend can be attributed to higher expenditure on student facilities (€1.4 million) and travel and accommodation costs (€0.2 million). This was offset by lower costs for inventory and equipment, which were €1.0 million below the budgeted level.

3.3. 2 Financial position and treasury

Balance sheet

Amounts x €1 MM	2025	2024	2023
Non-current assets			
1.2 Property, plant and equipment	124.7	132.9	136.9
Total non-current assets	124.7	132.9	136.9
Current assets			
1.5 Accounts receivable	11.8	12.9	10.6
1.7 Bank and cash	50.6	46.0	53.9
Total current assets	62.4	58.9	64.5
Total assets	187.0	191.8	201.4
Liabilities			
2.1 Equity	88.9	95.0	103.9
2.3 Provisions	12.9	13.2	13.8
2.4 Non-current liabilities	12.9	14.3	15.7
2.5 Current liabilities	72.3	69.3	68.0
Total liabilities	187.0	191.8	201.4

Notes to the balance sheet items:

- Property, plant and equipment decreased by €8.2 million. This was due to depreciation charges (€19.2 million) exceeding investments (€10.9 million).
- Receivables fell by €1.1 million compared with 2024. The decrease was mainly due to the adjustment relating to the collection of tuition fees and an increase in doubtful debts.
- Bank and cash increased by €4.6 million. Bank and cash increased despite the operating loss, partly because depreciation (note: not expenditure but costs) exceeded investments.
- Equity decreased by €6.1 million due to the realised operating result of -€6.1 million.
- The decrease in non-current liabilities (€1.4 million) related to the 2023 annual repayment (€1.4 million) of the treasury loan.
- Current liabilities increased by €3.0 million. The main increases were in subsidies received in advance, tuition fees received in advance, and reserves for employee expenses. This was offset by a decrease in costs still payable, partly because additional liabilities relating to the transition to the new ERP system had been settled towards the end of the year.

Signalling value potentially excessive public equity

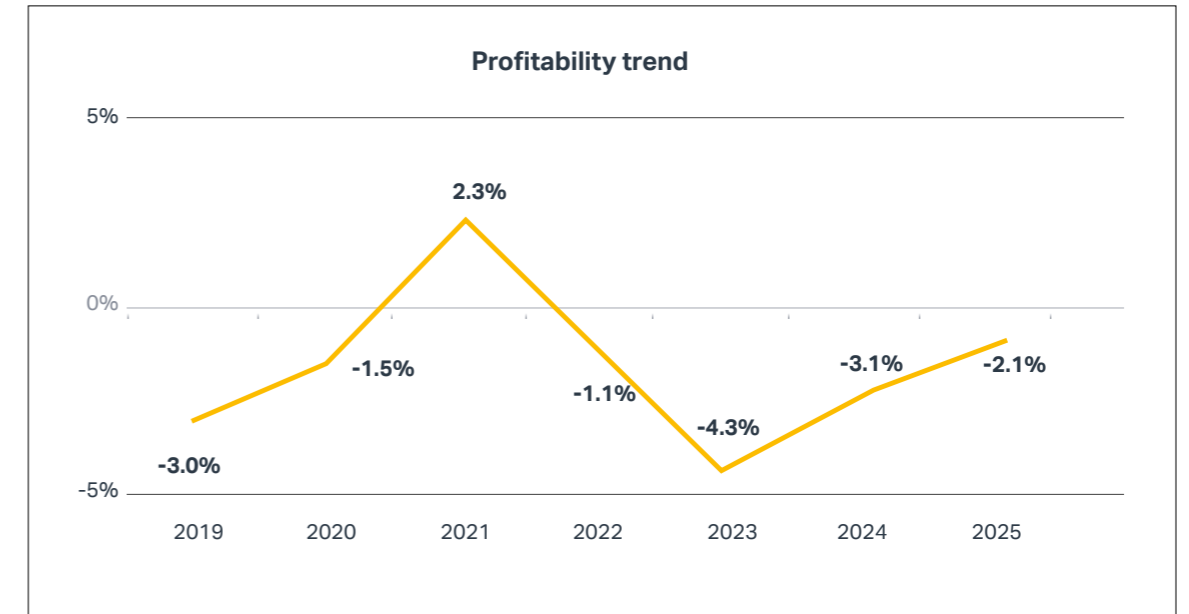
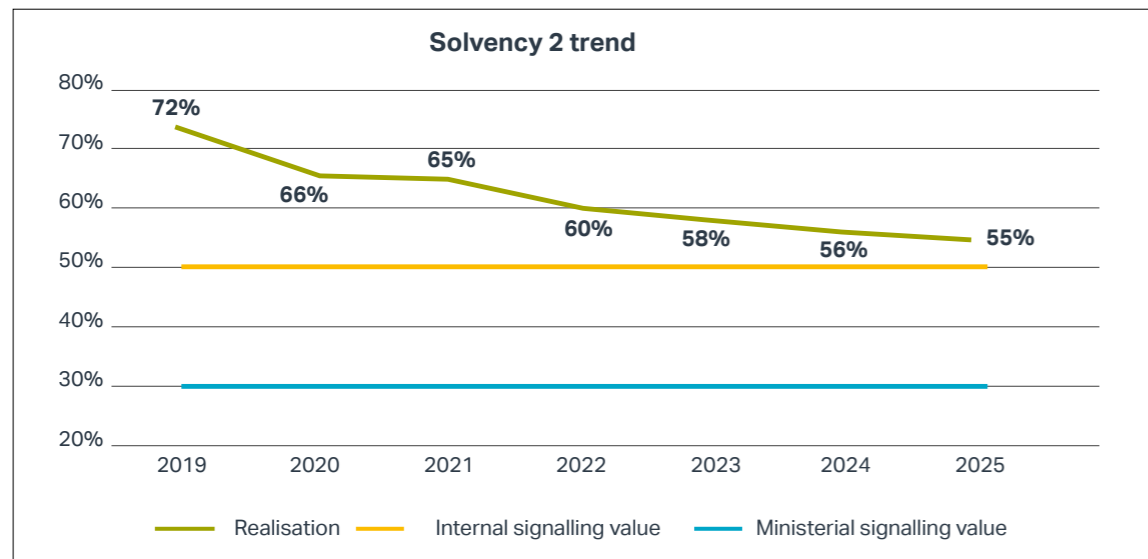
In 2020, the Education Inspectorate developed a formula to calculate what equity management reasonably needs to fund assets and absorb risks. This amount is the 'normative public equity'. The level of this amount acts as the signalling value for potentially excessive public equity.

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 2025 financial statements, the assets of The Hague University of Applied Sciences remain below this signalling threshold:

- signalling value 2025: €208.2 MM;
- public equity 2025: €90.0 MM;
- public equity ratio: 0.43.

Financial ratios

The university of applied sciences' solvency ratio stood at 54.5 per cent at the end of 2025. This was therefore above the signalling value threshold of 30 per cent set by the Ministry of Education, Culture and Science. The current ratio was 0.86 and was therefore well above the signalling limit set by the Ministry (0.5) and the value budgeted for 2025 (0.69). Profitability was -2.1 percent compared to a budgeted profitability of -5.0 percent. This results from the more positive 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 Regulation on Investment, Borrowing and Derivatives of the Ministry of Education, Culture and Science 2016 (Regeling beleggen, lenen en derivaten OCW 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 any funds to be raised subject to acceptable terms and conditions and that it retains sustainable access to financial markets. 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 current account credit facility of €14 million. No use was made of this facility during the year under review.

The university of applied sciences has not taken out any loans from financial institutions. However, in 2020 it did take out a treasury loan to finance its investments in the Accommodation Master Plan. The first component of this - €12 million - was paid out in November of 2020. The second and final component of €8 million was paid out in October 2021.

From 2022, the university of applied sciences will repay this loan in annual instalments. We recorded the instalment amount in 2025 as current liability on the balance sheet at year-end 2024. We deducted it 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.

3.3.3 Investments and operations

In 2025, the university invested €10.9 million in property, plant and equipment. Budgeted was €15.0 million. Most of this went towards accommodation (€7.2 million). In addition, in 2025 €2.2 million was invested in IT, €1.0 million in furniture and inventory, and €0.3 million in classrooms for practicals.

Amounts x €1,000,000	Realisation 2025	Budget 2025	Realisation 2024
Information Technology	2.2	3.0	2.3
Facilities Services	1.0	1.0	1.1
Accommodation:			
<i>Maintenance investments (including sustainability)</i>	5.8	8.1	7.7
<i>Quality investments</i>	-	-	0.1
<i>Guide 2.0</i>	1.4	2.4	2.4
<i>Sports hall</i>	-	-	-
Classrooms for practicals	0.3	0.5	0.7
Classrooms for practicals in Delft	0.1	-	-
Other	0.1	-	0.1
Total investments	10.9	15.0	14.3

Strategic Multi-year Accommodation Plan Guide 2.0

In 2025, THUAS continued to implement the Strategic multi-year Accommodation Plan Guide 2.0. In this document, we translate our strategic policy (as set out in the Strategic Plan, amongst other things) into specific objectives for the development of property and accommodation for the 2024 to 2033 period. With Guide 2.0, the university of applied sciences is working specifically to enhance the quality and predictive power of its accommodations on offer, improve efficiency, and reduce the need for ad hoc solutions.

The plan covers all campuses of The Hague University of Applied Sciences and sets out a clear strategy for responding to local developments in a timely and confident manner. This gives the university of applied sciences greater control over its own accommodation strategy and enables further optimisation of business operations and support processes, particularly within the F&IT and B&C departments. Whilst the Strategic Plan 'Inquiry-Based Learning With Impact' sets out the educational vision for the next five years, Guide 2.0 provides a ten-year prospectus on the accommodation required to support this vision.

In 2025, THUAS took a significant next step in the phasing out of the Poseidon campus. The Education Knowledge Centre EKC (OKC) support service has successfully moved to the main building on Johanna Westerdijkplein. In addition, work began on relocating the Human Resource Management (HRM) support department. The relocation is expected to be completed in early 2026, and investments have been made in innovative spatial concepts.

Implementation of the IT project portfolio

In 2025, the IT project portfolio made a significant contribution to the digitalisation ambitions of The Hague University of Applied Sciences. The portfolio supports the implementation of the change agenda and is based on a quality cycle of continuous improvement. This involves comprehensive, short-cycle management of the entire IT portfolio and the establishment of frameworks in the areas of IT architecture, information security, and privacy.

The implementation under the IT projects budget amounted to €2.2 million in 2025 for a total of six projects. This meant that 73 per cent of the budget was realised. As part of the ongoing multi-year Digital Assessment programme, we implemented a reliable digital assessment environment. This enables the conducting of digital assessments in a safe and controlled manner.

In addition, we have put in place post-go-live support for the new HRM system. This enabled us to implement further optimisations in terms of privacy and management. We also implemented a new functional system for Finance, which went live successfully in January 2026.

During the year under review, we also began the reorganisation of educational logistics processes and systems. This is in the context of the implementation of the new educational vision, part of the Strategic Plan. This preparatory phase is essential to ensure that the new educational model is properly supported. In the field of artificial intelligence, we carried out an alternative analysis to accelerate and strengthen the future scaling up of AI applications.

Improvements to IT and information provision

The reorganisation plan for the Facilities & Information Technology F&IT (FZ&IT) department came into effect at the start of 2025 and has now largely been implemented. The reorganisation focuses on strengthening and restructuring IT operations, so that the organisation is better aligned with the strategic digitalisation needs and ambitions set out in the institutional plan.

Information security

In 2025, it remained clear that educational institutions were at increased risk of cyberattacks that could have a major impact on education and research. The Association of Universities of Applied Sciences and the Ministry pay ongoing attention to this matter, with a focus on data protection and knowledge security.

The Hague University of Applied Sciences actively follows the policies and guidelines of SURF, its partner organisation which supports universities of applied sciences by providing expertise, tools and best practices. The organisation has consistently focused on raising awareness and providing training in the areas of data security and privacy. We have further refined our internal organisation and processes with the aim of enhancing our resilience and ensuring a secure digital environment for students and staff.

3.3.4 Continuity section - multi-year budget

In the continuity section, we outline how The Hague University of Applied Sciences' financial position is expected to develop in relation to:

- the Strategic Plan Inquiry-based Learning With Impact;
- the focus from the THUAS-wide policy agenda;
- the investment agenda in education and research.

We have translated the developments into a multi-year budget which also includes the risks and control measures (Section 8.3).

3.3.4.1 Strategic Plan 2023- 2028, 'Inquiry-based Learning With Impact'

At the end of 2022, the Executive Board adopted the new Strategic Plan 2023-2028, 'Inquiry-based Learning With Impact'. In it, THUAS has set out its strategic direction 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 implementation agenda can be visualised as follows.

3.3.4.2 Positive Signs in a Context That Remains Challenging

In 2025, The Hague University of Applied Sciences continued to operate in an environment that demanded a high degree of agility and resilience. Over the coming years, we will continue to build a solid foundation for our organisation, with a focus on implementing our educational vision, further professionalising our support processes, and the Basics in Order programme. Together, these developments form the foundations upon which we are shaping the future of our education and research.

Positive results in student numbers

Whilst student intake has come under pressure in recent years, student numbers as at 1 October 2025 were unexpectedly positive across all relevant indicators. Enrolment, dropout rates, graduation rates, and the funding percentage showed a more favourable trend than anticipated in the multi-year projections.

Political climate improving, but uncertainty remains

Changes in the political landscape are showing the first positive signs for higher education. Compared with previous plans, there have been changes to policy regarding internationalisation and funding. This opens up opportunities for universities of applied sciences to position themselves more future-facing. At the same time, the functioning of a minority government remains a determining factor in the extent to which policy objectives can actually be achieved.

Financial challenges for 2028

Various factors continue to have a knock-on effect on our budgets: previous declines in student numbers, the end of temporary measures such as the halving of tuition fees, and the downward adjustment of the macro-budget by the Ministry of Education, Culture and Science. Although the university of applied sciences has already begun a significant downsizing process in 2024 and 2025, the financial challenges are not yet over.

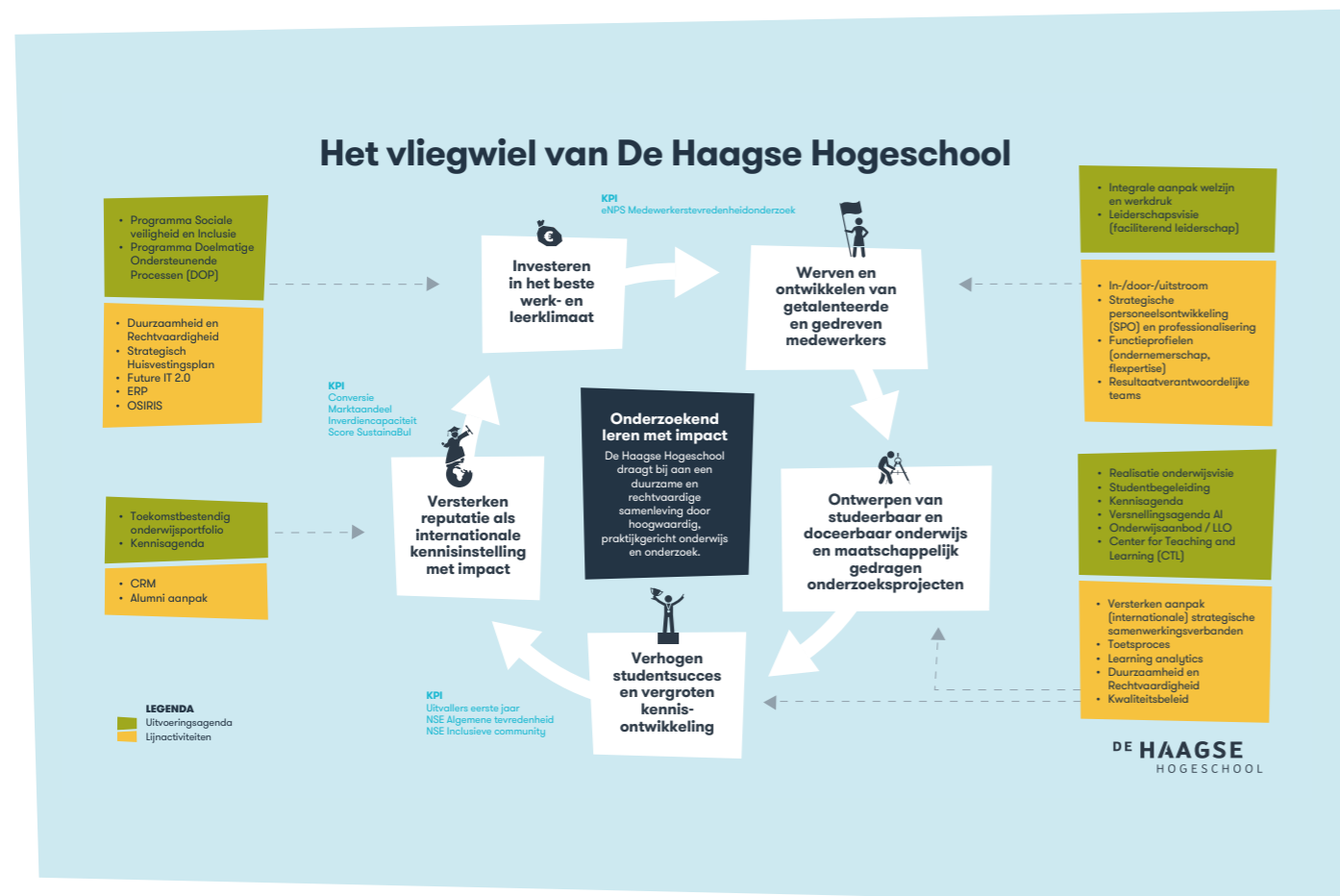
In 2025, THUAS deliberately opted for a negative result - a financial loss - in order to continue making the necessary investments in educational quality and digital infrastructure. The task ahead for the coming years is clear: we must further reduce structural expenditure in order to achieve a balanced budget by 2028. This means that we will have to make tough choices and set priorities in the coming years. It is important to use our resources as effectively as possible, so that our strategic ambitions remain achievable.

Ongoing need for agility

The Hague University of Applied Sciences is on the cusp of a new phase in which both opportunities and uncertainties converge. The positive trends in student outcomes as of October 2025 and the changing political climate give rise to cautious optimism. At the same time, uncertainties regarding multi-year student trends and the financial preconditions remain a persistent challenge.

Agility therefore remains a key principle underpinning our actions and the way in which we continue to shape our knowledge institution. This applies not only to our education, but also - and in particular - to our research activities, in which research is increasingly becoming an integral part of the educational and knowledge environment: practice-oriented, socially relevant, and directly linked to the metropolitan challenges facing our region.

In this way, we ensure that The Hague University of Applied Sciences is well-equipped to continue fulfilling its social mission. That we can offer our students a dynamic and future-proof learning environment, in which education, practice-oriented research, and impact go hand in hand.



3.3.4.3 Projected Trend in Student Numbers

Thinking in scenarios and ranges

The projected trend in student numbers is the primary factor determining the multi-year budget. In the preparation of the multi-year budget, we detail several future scenarios in financial terms: optimistic and conservative. This results in a 'base case' scenario, which is most likely to form the basis for future financial developments.

This projection is based on enrolment figures as at 1 October 2025: as of that date, 23,830 students were enrolled. That was 76 more than the figure as at 1 October 2024 and 522 more than the student numbers included in the multi-year budget in the 2025 framework letter.

We outline the key assumptions underpinning the multi-year estimate of student numbers below.

Inflow

In the baseline scenario, for inflow, we now assume a slight decline in applications of Dutch students for the existing degree programmes. This means that the intake figures for 2026 will fall between the actual figures recorded as at 1 October 2024 and 1 October 2025. Inflow figures for the coming years will gradually decline to match the actual inflow in October 2024. This premise follows the trend of disappointing application rates for our existing degree programmes. Maintaining current inflow levels for existing degree programmes is a considerable challenge. For the time being, based on demographic trends, we expect the absolute number of students applying to The Hague University of Applied Sciences to remain stable and possibly increase slightly. From a demographic perspective, this means there is scope for further growth. We expect this to be the case for new degree programmes, in cross-sectoral master's degrees and associate degrees in sectors facing shortages.

Looking at international student inflow, our baseline scenario anticipates a stabilisation. The international student inflow for 2025 has fallen slightly to 1,264 (-53). For the coming years, we expect an international inflow of 1,200 students per year. Some of the proposed measures set out in the proposed Balanced Internationalisation Act BIA (WIB; the Wet internationaliseren in balans) have been scaled back or scrapped. There is a shift from legal enforcement to self-regulation. Finally, we expect a greater international inflow into sectors facing shortages, which has enabled us to revise the projected decline in previous multi-year forecasts.

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

The latest figures as at 1 October 2025 showed that the dropout rate had fallen by 7 per cent compared with the rate recorded in 2024. In 2025, the dropout rate stood at 45 per cent. In 2024, the dropout rate had returned to its pre-pandemic level of 52 per cent.

The university of applied sciences pursues an active policy to reduce dropout rates. One of the ways we are doing this is through the planned introduction of a flexible curriculum. The academic flexibility offered by the educational vision may also result in students incurring a delay in their studies. Replacing the binding study advice with personalised learning pathway advice could lead to a further increase in the number of students taking longer to complete their studies in the future. THUAS is maintaining its ambition to reduce dropout rates in its multi-year forecast, but is spreading that ambition more gradually over the coming years. We are not adjusting the graduation rate in the multi-year forecast.

Funded enrolments and market share

The percentage of external funding - the number of students for which government funding is obtained - is difficult to predict. 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) to 67.3 per cent in 2024. In 2025, the funding percentage has risen again for the first time (to 68.2 per cent). In the multi-year forecast used to determine the government contribution, the funding percentage for 2026 has been adjusted to 67.5 per cent. Over the coming years, the funding percentage will remain at 67 per cent.

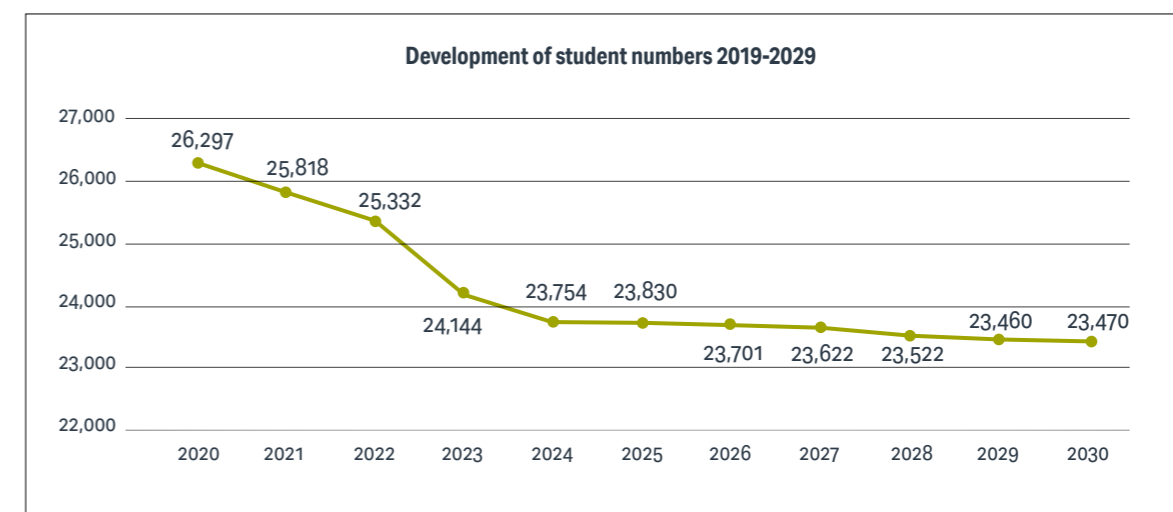
Based on the total numbers of funded students and certificates as of 1 October 2025, converted to weighted numbers (i.e. this is not just about inflow but about the total number of students), the THUAS market share has developed from 4.85 percent (1 October 2024) to around 5.01 percent (provisional figures as of 1 October 2025).

3.3.4.4 Multi-year Implications

Based on the principles outlined above, we can summarise the trends in student numbers for the coming years as follows:

- The inflow of Dutch students is showing a steady, gradual decline.
- The inflow of international students is stabilising at 1,200 students per year (1,263 in 2025).
- We aim to achieve our dropout reduction target gradually.

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 than the years following these. The years 2022 and 2023 recorded a knock-on decline due to delayed drop-out. In 2025, all relevant drivers deviate positively from the multi-year forecasts. We expect gradual stabilisation occurs at a level of approximately 23,500 students. In the slightly longer term (from 2029 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.

3.3.4.5 Introduction to the Multi-year Budget

The multi-year budget has been prepared based on the actual figures for 2025 and the budget for 2026.

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 2026 of a negative amount of €10 million, of which €6.6 million will be charged to the earmarked reserves and €3.5 million can be considered a permissible funding shortfall (the budget result) in line with the 2026 university of applied sciences budget.

A negative budget result of €3.5 million is also forecast for 2027 (as an additional boost for the implementation of the educational vision). From 2028, the aim is to achieve a balanced budget, using earmarked reserves exclusively and only as additional funding.

3.3.4.6 Multi-year Budget Principles

We use the following principles as framework 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 2029. The realisation baseline for 2025 is -2.1 per cent (€-6.1 million) and the budget for 2026 is -3.5 per cent (€-10.1 million). The zero target must be reached by 2029.
- **A temporary negative budget result is permissible**, provided it fits within the financial frameworks and provided it can be substantiated using arguments.
- **Multi-year funding from reserves** decreases; the net budget result should reach zero from 2028 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.

Below, the assumptions underlying the multi-year budget will be explained in more detail. This multi-year budget, including the 2026 budget, has been approved by the Supervisory Board.

3.3.4.7 Multi-year Budget

Multi-year budget operating overview (x €1,000)								
	Realisation	Budget	Realisation	Budget	MYB	MYB	MYB	MYB
	2024	2025	2025	2026	2027	2028	2029	2030
INCOME								
Government contribution	211,118	201,432	203,310	200,654	199,095	195,548	193,927	193,315
Government contribution grants	1,777	1,018	3,842	3,688	3,015	3,015	3,015	3,015
Other government contributions and subsidies	1,280	1,618	1,883	2,604	2,094	2,300	2,300	2,300
Tuition fees	55,201	60,677	62,588	64,127	65,883	65,664	65,444	65,350
Income from work commissioned by third parties	9,582	6,976	10,446	7,236	11,196	11,496	11,496	11,496
Other income	6,777	8,922	7,422	8,771	6,796	6,796	6,796	6,796
Total income	285,735	280,643	289,491	287,080	288,079	284,819	282,978	282,272
EXPENSES								
Employee expenses	234,068	233,321	233,860	234,940	234,758	229,027	224,532	224,347
Depreciation	18,290	19,207	19,280	17,783	15,422	15,147	14,535	14,014
Accommodation expenses	14,997	14,252	14,574	15,050	14,957	14,957	14,446	14,446
Other institutional expenses	29,174	29,229	29,412	29,965	29,965	29,965	29,965	29,965
Total expenses	296,529	296,009	297,126	297,738	295,102	289,096	283,478	282,772
Balance of income and expenditure	-10,794	-15,366	-7,635	-10,658	-7,023	-4,277	-500	-500
Financial income and expenditure	1,895	1,390	1,534	590	500	500	500	500
Total result	-8,899	-13,976	-6,101	-10,068	-6,523	-3,777	-	-
charged to accommodation reserve	6,044	6,467	6,553	5,967	1,723	-	-	-
charged to education reserve	-	-	-	-	-	-	-	-
charged to promotion voucher reserve	454	277	224	94	300	300	-	-
charged to education reserve	953	1,400	1,324	1,172	-	-	-	-
charged to research group	-790	423	-1,025	261	1,000	1,000	-	-
charged to DER reserve	-90	-	804	-	-	-	-	-
charged to private activities reserve	-	-	-	-	-	-	-	-
charged to SAF reserve	512	-	22	-	-	-	-	-
charged to Q&I reserve	418	-	-	-	-	-	-	-
charged to Educational Vision reserve	-	-	-	-2,477	-	2,477	-	-
charged to CBA 2025 reserve	-909	909	909	1,551	-	-	-	-
Use of earmarked reserves	6,592	9,476	8,811	6,568	3,023	3,777	-	-
Budget result	-2,307	-4,500	2,710	-3,500	-3,500	-	-	-

Multiyear budget

Multi-year budget balance sheet as at 31-12 (x €1000.00)								
	Realisation 2024	Budget 2025	Realisation 2025	Budget 2026	MYB 2027	MYB 2028	MYB 2029	MYB 2030
ASSETS								
NON-CURRENT ASSETS:								
Property, plant and equipment	132,904	128,507	124,686	119,003	117,647	114,007	110,974	108,477
Total non-current assets	132,904	128,507	124,686	119,003	117,647	114,007	110,974	108,477
CURRENT ASSETS:								
Receivables	12,857	11,009	11,772	11,893	11,886	11,880	11,872	11,868
Bank and cash	46,072	35,458	50,579	44,063	38,134	36,251	37,539	38,290
Total current assets	58,929	46,467	62,351	55,956	50,020	48,131	49,411	50,158
Total assets	191,833	174,974	187,037	174,959	167,667	162,138	160,385	158,635
LIABILITIES								
EQUITY								
General reserve	70,650	66,150	73,360	69,859	66,359	66,360	66,360	66,360
Earmarked reserve (public)	23,026	13,550	15,019	10,003	6,979	3,202	3,202	3,202
Earmarked reserve (private)	-1,063	-1,063	-1,063	-1,063	-1,063	-1,063	-1,063	-1,063
Earmarked fund (public)	2,429	2,429	1,625	1,625	1,625	1,625	1,625	1,625
Total equity	95,042	81,066	88,941	80,424	73,900	70,124	70,124	70,124
LOAN CAPITAL:								
Provisions	13,194	13,343	12,928	12,861	13,296	13,296	13,296	13,296
Non-current liabilities	14,286	12,857	12,857	11,429	10,000	8,571	7,143	5,714
Current liabilities	69,311	67,708	72,311	70,245	70,471	70,147	69,822	69,501
Total loan capital	96,791	93,908	98,096	94,535	93,767	92,014	90,261	88,511
Total liabilities	191,833	174,974	187,037	174,959	167,667	162,138	160,385	158,635

Explanatory notes on the technical adjustment to the 2026 budget

A technical adjustment has been made to the 2026 budget. The exhaustion of the Collective Bargaining Agreement CBA (CAO) 2025 reserve has been realised in 2025, amounting to €1.6 million. In 2026, this reserve can no longer be exhausted. For this reason, the Collective Bargaining Agreement CBA (CAO) 2025 earmarked reserve – a technical adjustment – has been increased by the same amount of 1.6 million euros in the 2026 budget.

Notes to income

- The **government contribution** shows a declining trend for the coming years. This reflects the t-2 effect of the decline in student numbers in 2024 (refer to the previous note). In 2025, a slight increase in student numbers can be seen, followed in subsequent years by a more gradual decline, with student numbers stabilising at around 23,500 students.
- The 2026 government contribution includes a **one-off additional** allocation of the increase in non-structural quality funding amounting to €3 million. This allocation of €0.5 million will be used in 2026 to help realise the educational vision. An earmarked reserve will be established in 2026 for the remaining €2.5 million. We can use these funds in 2027 and 2028 for the realisation of the educational vision.
- The rates of tuition fees and institutional fees have increased. The recognition thereof is - largely - the cause of the increase in tuition fees in the multi-year budget.
- In the multi-year budget, we have revised upwards our forecast for revenue from **contract research** (recognised under 'income from work commissioned by third parties') from 2027 onwards. In this regard, we expect further growth in the acquisition of funding from the second and third funding streams as a result of the revised knowledge agenda.
- From 2024 onwards, the **other income** includes the contributions arising from the Beethoven Talent Plan. This talent plan provides 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 started with the execution of the 'Talentplan Beethoven Zuid-Holland' (Beethoven Talent Plan for South Holland). 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 2021 through 2023, we achieved a growth of 278 FTEs (of which 192 FTEs were teaching staff). The increase in previous years was due to the release of NPO funds as a measure to address educational disparities. As such, this is largely a matter of a temporary extension. This has enabled the university of applied sciences to invest further in education and in addressing educational disparities. We were also able to invest in implementing the necessary internal changes. By 2025, only 112 FTEs remained of the 278 FTE increase recorded in 2023. The remaining reduction in the multi-year forecast will be achieved over the coming years.

We show the expected trend in the table below, also expressing it in corresponding FTE figures, related to the expected trend in student numbers.

Student to staff ratio (FTEs)						
	Realisation 2025	Budget 2026	Estimate 2027	Estimate 2027	Estimate 2029	Estimate 2030
Student numbers	23,830	23,701	23,622	23,522	23,460	23,470
Staffing in FTEs						
(A) Primary process staff (TS)	1,223	1,173	1,172	1,144	1,122	1,120
Board/Management	67	65	61	59	57	55
Support staff	632	639	643	628	616	618
(B) Total SMS	699	704	703	687	673	673
Total staffing	1,922	1,877	1,875	1,831	1,795	1,793

By 2025, the key reduction target of 1,930 FTEs had been achieved (average of 1,922 FTEs). In the multi-year forecast, we still need to achieve a further 7 per cent reduction in the workforce. For 2026, this means a 2 per cent reduction (-45 FTEs) in teaching staff. In the years following 2026, we will need to make further cuts to both education (TS) and support services (SMS).

The following 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. AI will also impact 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.

The ratio between TS and SMS is not expected to return to pre-pandemic levels.

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, we will need to take into account a sustained increase in the level of support required. In 2025, we realised cuts of -46 FTEs, to 699 FTEs. In the multi-year forecast for 2027 and 2028, the number of FTEs is expected to remain at around 700.

Depreciation and accommodation costs

- In the forecast of the depreciation and accommodation costs, the currently known and already planned investments in accommodation and a preliminary estimate of investments for sustainability, with multi-annual maintenance and furniture, and with the Strategic Multi-year Accommodation Plan adopted in 2024, have been taken into account, adding up to a total investment level in the years 2026 to 2030 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.
- Accommodation costs are subject to budgetary cuts. The so-called accommodation ratio, amounting to 10 percent in reporting year 2025, will have to move towards 9 percent in the future.

Other institutional expenses

- As is the case for the staff expenses budgets, 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 expenses assumes an increasing level of expenses from €30 million per year, up to the end of the planning period. These 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.

For the years 2026, 2027 and 2028, withdrawals from reserves are permitted to cover permissible budget deficits. Negative profitability is accepted for specific purposes: accommodation costs (up to and including 2027), research costs (up to and including 2028) and the educational vision (in 2028). This decision was made deliberately, in order to ensure the continuity of education and support. From 2029 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 remains above the internal threshold of €20 million. As a result, there is no need to raise new debt financing for 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.

Multi-year estimate key figures										
	Realisation 2024	Budget 2025	Realisation 2025	Realisation 2025	Budget 2026	MYB 2027	MYB 2028	MYB 2029	MYB 2030	Signalling value
Solvency 2 (Equity+Provisions/ Total Capital)	56.4%	54.0%	56.4%	54.5%	53.3%	52.0%	51.4%	52.0%	52.6%	30%
Current Ratio (current assets/ current liabilities)	0.85	0.69	0.85	0.86	0.80	0.71	0.69	0.71	0.72	0.50
Profitability (Oper- ating result/Total income)	-3.1%	-5.0%	-3.1%	-2.1%	-3.5%	-2.3%	-1.3%	0.0%	0.0%	0.0%
Absolute size liquidity in MM.	46.1	35.5	46.1	50.6	44.1	38.1	36.3	37.5	38.3	> 2,0

Chapter 4

Governance and Management



4.1 Composition and portfolio distribution of the Executive Board

In 2025, 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 2025.

Portfolio distribution from 1 January 2025 to 31 December 2025

	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 • Strategy/strategic plan • External relations • Communication and marketing (including recruitment of international students) • Research, innovation and valorisation • Strategy/strategic plan • Social safety, diversity and inclusion • Leadership 	<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 and 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 Technology, Innovation & Society (TIS) 	<ul style="list-style-type: none"> • Faculty of Public Management, Law & Safety PMLS (BRV) • Faculty of Health, Nutrition & Sports HNS (GVS) • Faculty of IT & Design (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"> • Cybersecurity • Governance of Urban Transitions • Health Innovation 	<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 & Information Technology Service F&IT (FZ&IT) • HRM Service

4.2 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	4,445	8,078	4,873	17,396
Non-domestic travel expenses	2,923	5,231		8,154
Other costs	26,633	1,476	1,503	29,611
Total	37,001	17,185	8,775	62,961

The overview was prepared in accordance with the Regulations on expense claims and administrative expenses of Executive Board members for funded Dutch universities of applied sciences (Regeling declaraties en bestuurskosten CvB-leden bekostigde Nederlandse hogescholen). Mid-April 2019, the regulations were adopted with a binding resolution at the General Assembly of the 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 this is €2,400, and for J. Nederlof this is €2,400.

Domestic travel expenses

The 'domestic travel expenses' of the EB 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

For E.M. Minnemann and A. Hardorff, the 'non-domestic travel expenses' reflect a few short trips to attend networking and collaboration events and conferences.

Other costs

The other costs reflect training courses attended by E.M. Minnemann, A. Hardorff and J. Nederlof.

4.3 Continuity Section - Risk Management and Risk Control System

4.3.1 Vision of Risk Management

In 2023, The Hague University of Applied Sciences re-adopted its risk management vision and embedded it in the internal risk management and risk management system in 2024.

Principles

The update of this vision originated from the current Strategic Plan in 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 university of applied sciences to better utilise organisation opportunities and options. This contributes to the core values and mission of the university of applied sciences.
- **...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.

Progress on the development of risk management at The Hague University of Applied Sciences

In 2024, The Hague University of Applied Sciences introduced a new approach to risk management, based on open risk dialogues with relevant stakeholders. This approach has led to the identification of six strategic risks that have been actively monitored since then. We have discussed these risks and challenges extensively in December of 2024, during the management conference. In March of 2025, owners will have been appointed for all strategic risks and challenges. We also agreed on the timing and method of reporting within the existing PDCA cycle. As a result, risk management is structurally anchored in the management and accountability processes of THUAS.

In 2025, we have made further progress in the implementation of the risk management process. The risk owners have reported periodically on the current status, the control measures taken and planned, and the bottlenecks they experience. This has resulted in an increasingly clear picture of both the progress made within the strategic themes and the extent to which risks are being controlled.

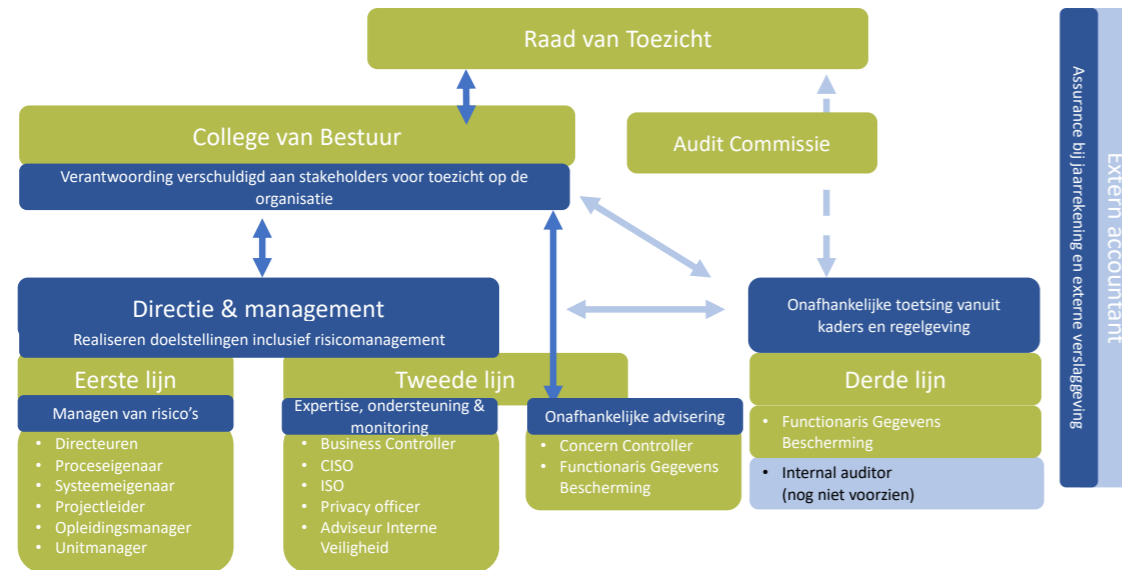
In this phase, the choice was made not to schedule new risk dialogues with all stakeholders. While these dialogues are valuable for identifying and re-prioritising risks, they require significant efforts in terms of capacity. The focus is currently on further strengthening the control of the strategic risks that have already been identified.

In preparation for the 2026 annual plans, all directors were asked to identify any new or changed risks and strategic challenges. We use this input to update the risk registry and determine whether adjustment of measures or re-prioritisation is necessary.

Three Lines Model

The risk management vision further 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. We want strengthen this framework 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: 'The university of applied sciences 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 the university. 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.'

4.3.2 The PDCA cycle

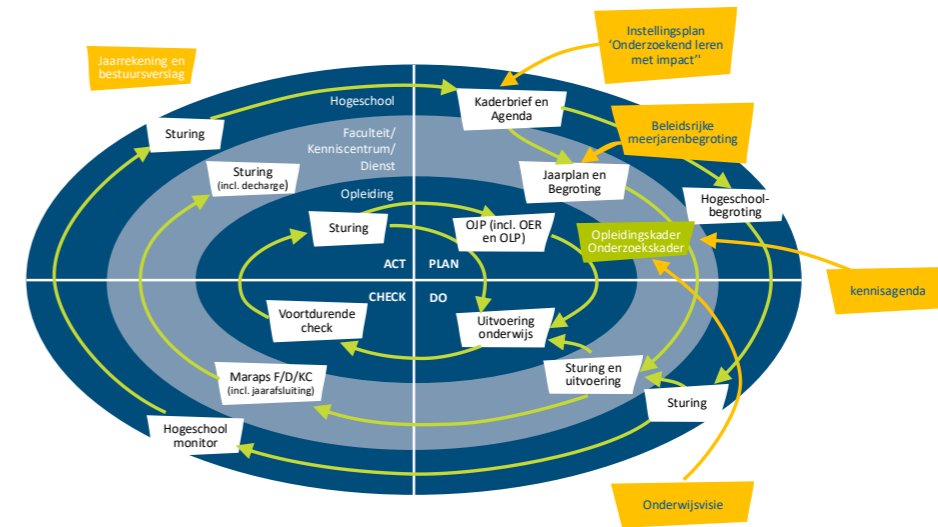
The group controller coordinates the PDCA cycle at the level of the Executive Board and the level of faculties, services and centres of expertise. The annual (governance) agenda forms the basis of the annual plans of faculties, services and centres of expertise. In the annual plans, we have translated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

Below, we have shown the main milestones and key products in the PDCA cycle and the links between the different levels.

Plans

At the level of the university of applied sciences, 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 lecturers, 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 lecturers 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 lecturers 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.

4.3.3 Risks specific to The Hague University of Applied Sciences

Based on the aforementioned risk dialogues conducted, combined with the input and signals from the management reports in 2024, we have identified six strategic risks in the following risk areas:

Strategic risks	Explanation of risk
Effects of the Balanced Internationalisation Act BIA (WIB; the Wet internationaliseren in balans)	<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 degree programmes on offer is under pressure: international (English-language) funded degree programmes are still limited. Discouraging internationalisation can undermine the quality and relevance of education, as international perspectives and a diverse learning environment contribute to students' personal development and the development of the curriculum in terms of content.
Maintaining educational quality in relation to budget cuts	<ul style="list-style-type: none"> As a result of the 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 invest or insufficient investment will result in impoverishment of 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 offers an opportunity to help solve issues, but at the same time it also brings uncertainty: how will it affect tasks that employees perform? AI has impact on the curriculum and on 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 has an impact on 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 involve (possible) high costs, data 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 attrition or retention.
Political uncertainty regarding funding (uncertainty and opportunity).	<ul style="list-style-type: none"> The reversal of education cuts (approximately €1.5 billion) and the accrual of quality funding have been announced, but the distribution, scale and implementation plan remain unclear. The trend in the per-student funding rate is uncertain and has a direct impact on the government contribution.

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.

4.3.4 Fraud Risks and Control Measures

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

• Fraud with certificates

Fraud with certificates occurs 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.

Within THUAS, this risk has been mitigated by a centrally regulated assessment process and assessment portal. This 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, in which we use process controls to monitor for unauthorised issuances.

In 2025, no fraud with certificates was reported.

• Funding fraud

Funding fraud can occur when students are enrolled in funded programmes while not meeting the set admission criteria.

At THUAS, the student enrolment process is managed centrally. An individual, independent assessment is carried out as part of this process regarding prior education, nationality, and residence status (Dutch 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).

In 2025, no funding fraud was reported.

- **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 2025.

4.3.5 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 PDCA 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. In doing so, they ensure lawful acquisition as well as efficient and lawful spending of public funds.

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. Supervision on the operation of the quality assurance system has been unabatedly ensured in 2025. The Supervisory Board finds that the quality assurance system is functioning effectively and that internal controls in this regard are in order.

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 2025 are described in the Supervisory Directors' report.

4.3.6 Compliance with Laws and Regulations

4.3.6.1 Memorandum on 'Clarity in higher education funding'

In the 'Helderheid bekostiging hoger onderwijs' ('Clarity of funding for higher education', 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 memoranda address issues such as outsourcing, investment of public funds in private activities, granting of exemptions, funding of foreign students and funding of tailor-made tracks. In this section, 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. Refer to Section 4.3.6.2 ('Policy rule on investing public funds in private activities') in this regard.

Theme 3: Granting exemptions to students

When enrolling students, the institute directors assess their eligibility for exemptions. They then issue a decision for the exemption to the Enrolment Office. We have laid down the requirements for exemptions 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 2025, we paid tuition fees for ten employees attending a degree programme at our university of applied sciences. 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 2025, 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 a student as a funded student in the Database for (Higher) Education DBE (BRONHO) if they meet all the enrolment requirements and have fulfilled all the funding criteria. A successfully passed examination will also be registered as funded in the Database for (Higher) Education DBE (BRONHO) if all funding conditions are met.

4.3.6.2 Investing public funds in private activities

To account for investments with public funds in private activities, the policy rule on investing with public funds in private activities (hereinafter: the policy rule) is applied. The policy rule sets out conditions under which publicly funded institutions may invest in private activities.

In reporting year 2025, the total income from private activities amounts to approx. €8.6 million. In 2024, this was €6.2 million. Following the Q&A session in March 2026, the Language Transition Programme (approx. €2.1 million) has been added to the private activities to be recognised.

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.

Private educational activities	
Income 2025	€5.7 MM
Expenses 2025	€5.7 MM
Investment of public funds	€5.7 MM
Risk policy and risk management	As regards risk policy and risk management, we consider these to be minimal. This is partly due to the limited scale of both the income, the expenses and the liabilities arising from this. Also refer to Section 4.3.1.
Legal embedding	This activity is not part of a separate legal entity and forms part of the Stichting HBO Haaglanden.
Organisational embedding and allocation of responsibility.	These private activities are executed within The Hague University of Applied Sciences, within the organisational structure of the university and under the authority of the Executive Board. Within the THUAS organisational structure, such 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.
Added value	With its private education activities, THUAS strengthens its relationship with employers in the region which has led to more internship opportunities becoming available and/or education being tailored to the needs of employers. Contract education brings and keeps lecturers in touch with the field. The knowledge exchange that takes place is then returned to the classroom by lecturers, providing added value to the funded statutory task. The primary education teacher training PrETT (PABO) lateral entry provides a direct link to the professional field as the students follow the study programme in combination with work at a primary school. The track contributes to reducing the teacher shortage in primary education. The language transition programme is a preparatory educational programme for refugees aiming to enrol in higher professional education or university education. This is a two-year programme, after which a diploma is awarded, enabling the student to progress to further study.

Secondment of employees	
Income 2025	€0.7 MM
Expenses 2025	€0.7 MM
Investment of public funds	€0.9 MM
Risk policy and risk management	As regards risk policy and risk management, we consider these to be minimal. This is partly due to the limited scale of both the income, the expenses and the liabilities arising from this. Also refer to Section 4.3.1.
Legal embedding	This activity is not part of a separate legal entity and forms part of the Stichting HBO Haaglanden.
Organisational embedding and allocation of responsibility.	These private activities are executed within The Hague University of Applied Sciences, within the organisational structure of the university and under the authority of the Executive Board. Within the THUAS organisational structure, such 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.
Added value	This concerns the secondment of staff to public and private organisations. Secondments form part of the appointment of the employees and there is no full secondment of employees. Secondments strengthen cooperation with other educational institutes and the professional world.

Valorisation	
Income 2025	€0.9 MM
Expenses 2025	€0,7 MM
Investment of public funds	€0,7 MM
Risk policy and risk management	As regards risk policy and risk management, we consider these to be minimal. This is partly due to the limited scale of both the income, the expenses and the liabilities arising from this. Also refer to Section 4.3.1.
Legal embedding	This activity is not part of a separate legal entity and forms part of the Stichting HBO Haaglanden.
Organisational embedding and allocation of responsibility.	These private activities are executed within The Hague University of Applied Sciences, within the organisational structure of the university and under the authority of the Executive Board. Within the THUAS organisational structure, such 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.
Added value	It is in line with THUAS's research ambitions for more co-creation with the field. The additional funding provides lecturers the opportunity to broaden their research group (and thus their research) further.

Lease of space	
Income 2025	€1.1 MM
Expenses 2025	€0.8 MM
Investment of public funds	€0.8 MM
Risk policy and risk management	As regards risk policy and risk management, we consider these to be minimal. This is partly due to the limited scale of both the income, the expenses and the liabilities arising from this. Also refer to Section 4.3.1.
Legal embedding	This activity is not part of a separate legal entity and forms part of the Stichting HBO Haaglanden.
Organisational embedding and allocation of responsibility.	These private activities are executed within The Hague University of Applied Sciences, within the organisational structure of the university and under the authority of the Executive Board. Within the THUAS organisational structure, such 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.
Added value	To promote the campus feeling for students, a number of storefront spaces are made available for leasing to the business community. The Prepschool is a pre-programme training pathway preparing students for a bachelor's and/ or master's degree programme. Besides the added value of educating the students, it results in students for higher education in the near future. THUAS has agreements with a landlord to provide housing for international students. This improves access to education. In addition, spaces are let out to educational institutions and municipalities. This prevents vacant properties.

Other activities	
Income 2025	€0.2 MM
Expenses 2025	€0.2 MM
Investment of public funds	€0.2 MM
Risk policy and risk management	As regards risk policy and risk management, we consider these to be minimal. This is partly due to the limited scale of both the income, the expenses and the liabilities arising from this. Also refer to Section 4.3.1.
Legal embedding	This activity is not part of a separate legal entity and forms part of the Stichting HBO Haaglanden.
Organisational embedding and allocation of responsibility.	These private activities are executed within The Hague University of Applied Sciences, within the organisational structure of the university and under the authority of the Executive Board. Within the THUAS organisational structure, such 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.
Added value	The activities described below are designed to support and enable the development of students and/or to promote student wellbeing.

1. Private educational activities

At the end of 2025, private education activities consisted of several non-funded master's degree and post-higher professional education programmes. These are educational activities that are in line with the core activities of the universities of applied sciences and that reinforce these core activities. As such, these are not classified as commercial activities exclusively for profit. Income from the master's degree and post-higher professional education programmes amounted to €2.4 million. From the 2024 financial year onwards, income from the primary education teacher training PrETT (PABO) lateral entry is recognised under contract education. In 2025, this amounted to approximately €1.0 million. In addition, the university of applied sciences generated approximately €0.1 million from customised programmes. Accordingly, the total income from contract education amounts to approximately €3.5 million in 2025.

Following the Q&A session in March 2026, the Language Transition Programme and the Summer School have been classified as private activities. The turnover for these programmes amounted to approximately €2.2 million in 2025, bringing the total income for lifelong learning to approximately €5.7 million.

The total expenses for private educational activities amount to approximately €5.7 million, of which €4.6 million in direct expenses for the execution of education and €1.1 million in 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 2025.

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 separate topic of discussion in the MARAP 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. If, for strategic reasons, the (temporarily) loss-making activity must be continued nonetheless, this will require a resolution by the Executive Board.

The faculty director has the authority to develop and launch a new private activity within the frameworks adopted THUAS-wide. Prior to the start of a private (educational) activity can, 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 2025, The Hague University of Applied Sciences generated approximately €0.7 million in revenue from the secondment of employees, of which €0.5 million was recognised as income from secondment and €0.2 million as other income. Of the total amount, approximately €0.4 million relates to secondments to educational institutions. For secondments, a secondment agreement is drawn up at all times and approved by the director of the organisational unit (to which the employee is assigned). The secondment agreement to be drawn up invoices the full salary costs (including the employer's expenses) of the seconded employee for the scope of the secondment.

3. Valorisation

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 The Hague University of Applied Sciences under the responsibility of the director and/or leading lector. Contract activities are carried out on the basis of a market-based rate wherever possible. Contract research results are settled against the public assets. The Executive Board, with the approval of the General Council, decides on movements in the earmarked research reserves when allocating the result.

4. Lease of space

THUAS lets out part of the main location at Johanna Westerdijkplein on lease. The spaces are made available to businesses. This contributes to students' campus feeling. In addition, classrooms are let out to educational institutions and the municipality. The lease price is indexed annually, based on the monthly price index figure according to consumer price index 'CPI - alle bestedingen' (2015=100). Rental income received in 2025 amounted to €0.3 million.

An education provider uses the THUAS facilities to run the PrepSchool educational programme. The Prepschool is a pre-programme training pathway preparing students for a bachelor's and/or master's degree programme. Besides the added value of educating the students, it results in students for higher education in the near future. THUAS receives a percentage of the programme's turnover from the education provider to cover the use of its facilities. In 2025, the fee amounted 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 2025 amounted to approximately €0.4 million.

The university of applied sciences has made arrangements with a landlord for the housing 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' amounted to €275 per student in 2025. In total, this generated €0.2 million in income. This is offset by a vacancy costs item of approximately €0.2 million in in 2025. The Hague University of Applied Sciences offers this facility to increase accessibility to higher education and to provide housing for students in a tight (rental) housing market. This is in line with the THUAS Action Plan on Student Housing.

5. Other activities

THUAS has a number of facilities that qualify as private in accordance with the policy rule. These include a small-scale sports facility and a printing facility. These facilities are only accessible to THUAS students and staff. In addition, events are organised at the main campus on behalf of third parties. Event costs (including overhead) are passed on in full. Following the Q&A session in March 2026, activities relating to professional training have been classified as private. The university of applied sciences runs two small-scale activities in the areas of web design and game development, where students carry out projects for the industry. The proceeds from this amounted to approximately €25 thousand.



Chapter 5

Participation



The structure of formal participation at The Hague University of Applied Sciences remained unchanged in 2025 and consisted of the General Council, Services Council, Centres of Expertise Council, seven faculty councils and 42 degree programme committees. With a view to the future, consideration is being given to how participation can continue to keep pace with new developments in education. This to enable formal and informal participation to contribute as effectively as possible to the THUAS core values.

Research into participation

In 2025, the results were of a study into the functioning of the degree programme committees DPCs (OCs) at The Hague University of Applied Sciences were presented, carried out by the Institutional Research & Analytics team of the EKC Service. This study provided valuable insights and practical recommendations that both the management and members of participation bodies can use to implement improvements. A number of recommendations from this report had already been translated into concrete improvements in 2025, such as:

- filling vacant seats on the degree programme committees on an interim basis;
- provision of information regarding the duties, responsibilities and powers of the DPCs, and
- offering a training course specifically focuses on the role of the degree programme committee in relation to the EER.

In 2026, the findings of the study will be followed up further, including by launching a pilot scheme to merge several degree programmes into a single joint programme committee JDPC (GOC) and by encouraging active coordination between degree programme committees and student representatives. The research report 'Participation Strengthened!' (2023) was followed up on in 2025 with further improvements relating to the decision-making procedures, communication, and the relationship between management and participation.

Participation Elections 2025

The annual participation elections took place in May and June 2025. The nomination of candidates and voting both took place online. On 24 June 2025, the Election Committee announced the results. The General Council, Centres of Expertise Council, and Services Council began their work on 1 September 2025 with a 100 per cent occupancy rate. The occupancy rate for faculty councils rose from 95 to 96 per cent, whilst the occupancy rate for degree programme committees fell from an average of 81 to 72 per cent.

In total, elections were held in 33 of the 121 constituencies. Of the total of 230 vacant seats (110 students, 120 employees), 67 remained vacant (36 students, 31 employees).

The turnout for 2025 was 8.8 percent compared to 8.5 percent in 2024, 7.6 percent in 2023 and 5.7 percent in 2022. Turnout therefore shows a slight upward trend. Reaching out to students in particular and motivating them to get involved in participation remains a huge challenge. Two factors are holding things back in this regard: the limited capacity to campaign and the restricted use of all available media for privacy and security reasons.

The election process ran smoothly from both an organisational and technical perspective, and there were no major changes to the Election Regulations. In 2025, the Appeals Committee received no objections regarding the procedures or the election results. The Election Committee carefully documented the evaluation and its recommendations for consideration in the '2025 Election Evaluation Report', which has been published. We have included the election results in Appendix 8.

Launch Conferences & Kick-off

As in previous years, decentralised launch conferences were organised in 2025 following the elections for all participation and management bodies. There, the new members had the opportunity to get to know one another, attend a basic training course on participation, hand over files, and agree on how to work together with the management.

The launch conference for the General Council GC (HR) with the Executive Board EB (CvB) and the Supervisory Board SB (RvT) was once again very well received by all those involved. This conference will be continued in 2026. Attendance at the launch conferences for decentralised participation was generally low. As a result, the objective, i.e. to ensure that everyone was optimally prepared for the coming participation year, could not be achieved. In 2026, we will work with members of the decentralised participation and the management to explore an alternative model that allows for greater customisation and reduces the need for centralised governance.

A THUAS-wide kick-off event was not organised in September 2025. In 2024, it was concluded that interest had continued to decline year on year. It seems that the peak period for students and lecturers is to blame. Evaluations and surveys regularly highlight the need for a joint event organised by and for the participation bodies. In 2026, students and employees will be invited to contribute their ideas and get involved.

Professionalisation of Participation

Immediately after taking office, the participation bodies are expected to make an active and substantive contribution. In 2025, the professionalisation programme was re-evaluated and adjusted to better reflect the learning needs of the participation bodies. The hybrid range has also been improved. The new short modular sessions were well received. These focused on topics such as conversational techniques, effective advice, and influencing policy. These modular sessions will feature again in the 2025/2026 programme.

In 2025, collaboration with external partners was expanded. This resulted in an attractive and varied selection. The one-day training course 'Leadership in Participation' for chairpersons was new in 2025, and was supplemented by a follow-up session and an online drop-in consultation hour, an 'EER Masterclass', and a session for directors and degree programme managers on the added value of effective collaboration with participation bodies.

The full range of training courses is listed on the intranet pages of the participation bodies. There, employees and students can find all the latest information about participation.

5.1 General Council

During the first half of 2025, a large majority of the General Council consisted of experienced members. For them, this was the final part of their two-year term of office. On 1 September 2025, the Council began with no fewer than fifteen new members. Five members began their second term, meaning that all twenty seats were filled. A few days after the two-day launch conference, the members of the Managing Committee MC (DB) were elected at the inaugural meeting, and the two specialist committees were formed: the Education, Research and Student Affairs Committee ER&SA (OO&S) and the Operations Committee OC (BV). To improve accessibility, meetings of the General Council are now held in a hybrid format, with interpreters providing simultaneous translation into English.

Cooperation General Council and EB

The Executive Board and the General Council attach great importance to a good working relationship in which they listen to each other's views, expectations, and constraints. In 2025, 'round-table dialogues' were held on a regular basis. These are informal meetings between the Managing Committee of the General Council and the chairperson and secretary of the Executive Board. Outside the formal meeting agenda, they were able to discuss issues and concerns raised within the organisation. The initiative proved to be a valuable addition to the formal meeting schedule and will now become a regular

feature. Following the Executive Board's commitment to keep the General Council informed in good time and to involve it from the pre-decision-making stage, regular information and consultation sessions on a range of issues were held in the run-up to the committee meetings. This improved engagement and the quality of decision-making.

Supervisory Board

The format of the biennial consultation between the Supervisory Board and the General Council changed in 2025. Instead of a plenary agenda based on current issues requiring a decision, the decision was made to provide a brief general update on the state of affairs at THUAS, followed by in-depth discussions in small groups on the vision, direction, and developments. Everyone is very pleased with this working method, which encourages the exploration of topics in greater depth. The member who sat on the Supervisory Board on the recommendation of the General Council has stepped down. Good relationships have been built up with that member. The General Council is closely involved in the recruitment and appointment of a new candidate for this office.

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). A representative of the General Council is invited as an observer to these consultations and may advise on the items on the agenda give. This opportunity was actively used in 2025. Topics discussed were related to HRM, such as the social plan for reorganisation, the spending of decentral employment conditions DEC (DAM) funds, the realisation of changes to the collective bargaining agreement, the workload, the task policy, and social safety.

Agenda – resolutions and advice

In 2025, several requests for advice and approval were on the agenda, prompting the General Council to consult those it represents at length. Not only to gain a clear understanding of the context for an objective and proper assessment, but also because certain decisions have a significant impact on the students and staff within the organisation.

In addition to the usual matters, particular attention was paid in 2025 to the implementation of the objectives set out in the educational vision adopted, the monitoring of the commitments in the addendum to the framework letter, four new business cases, and social safety.

The way in which the link between research and education is established at THUAS was a frequent topic of discussion, as were the research groups and the knowledge infrastructure.

The General Council adopted a constructive yet critical stance. No consensus was initially reached on a number of issues. Where no consensus was reached, the Council would only adopt a resolution after extensive discussion of the substance and amendments to the motions under consideration.

Consequently, no agreement was reached on the reorganisation of the Central Assessment Organisation at first. This was done only after reaching agreements on the implications for staff and the service provided to students. The abolition of the binding study advice was not implemented until a year later, as the General Council did not agree with the alternatives put forward. Additional consultation rounds within the organisation and several new motions fleshed out through consultation ultimately led to the 'Personal Learning Pathway Advice with Entry Requirements', which was included in the 2026–2027 EER model, with consent being granted in December 2025. Looking back, the strong involvement of participation bodies, combined with the willingness of the Board to critically re-examine the plans, has led to a sound and widely supported policy.

In 2025, the Executive Board sought the advice or consent of the general Council on 27 motions. Of the nine requests for advice, the Board received a positive response on seven occasions. Consent was granted for sixteen of the proposed resolutions; two were rejected. All the topics discussed were covered in the participation newsletters and in the minutes of the consultation meetings, which were published on the intranet.

Regulations for participatory decision-making

In 2025, considerable attention was paid to dialogue on how the update to the formal working arrangements should be incorporated into the participation regulations. The regulations are based on the Higher Education and Research Act HERA (WHW; Wet op het hoger onderwijs en wetenschappelijk onderzoek), which regulates the broad outlines for participation. This is supplemented by mutual agreements within THUAS. To speed up the process, an external legal expert drew up new drafts of the regulations and an agreement. These did not result in new regulations being adopted in the spring of 2025.

After the summer, discussions on this matter resumed with the aim of adopting new participation regulations in time for the 2026 elections.

General Council Annual Plan

Following the induction of all new members in September 2025, the General drew up an annual plan setting out its own ambitions and priorities. This annual plan serves as our guideline when considering proposed resolutions that the Executive Board has submitted to us for information, advice, or consent. Key issues for the General Council in 2025 included a focus on AI (an AI working group was set up), communication within THUAS, the involvement of decentralised participation bodies, and the visibility of participation bodies.

5.2 Sub-committees and Degree Programme Committees

The Services Council, the Centres of Expertise Council, and the faculty councils all have their own decentralised agenda, which they coordinate with the relevant director or leading lector. In addition to recurring topics such as the annual plan and the budget, 2025 saw the implementation of the educational vision, the THUAS ambitions regarding workload, the transition to working in educational domains, and the reorganisation plans of the EKC Service as recurring items on the agenda.

Each decision-making cycle starts with the chairpersons' meeting in which the Managing Committee of the General Council meets with the chairs of all sub-councils to gather input and share information. If concerns are raised by several organisational units, this is always a reason to discuss them at the central level. During the year under review, for example, feedback on the model EER/ELP (including the binding study advice) and concerns regarding the safety of students and staff also formed part of the discussions between the General Council and the Executive Board. In 2025, the update to the participation regulations was a topic of discussion at all levels, including the sub-councils. The views of the decentralised participation bodies were taken into account during the discussions on amending the regulations.

Cooperation

In 2025, the chairpersons' meetings regularly provided an opportunity for mutual coordination and the exchange of experiences. This positive development helps to strengthen decentralised participation. Cooperation between the sub-councils and the directors generally went well. In 2025, work began on developing initiatives to improve communication with regard to the visibility of participation, the accessibility of relevant information, the recruitment of candidates, and the transfer of knowledge following the elections.

Degree programme committees

In 2025, as in previous years, the degree programme committees were struggling with staff shortages. The importance of recruiting sufficient candidates was also emphasised in the aforementioned research report on the functioning of the DPCs. The members rated their relationship with the degree programme managers as positive, but also felt that, as an OC, they wanted to (and could) have an even greater impact on (the quality of) the programme. All the findings and recommendations from the study have been set out in an action matrix and will be detailed further in 2026.

Support and accountability

Both the councils and the committees said they found it difficult to maintain good contact with those they represent. The way in which this took shape in 2025 varied from council to council and from committee to committee. Sub-councils and degree programme committees are encouraged to draw up a concise annual plan to serve as a guide for decision-making and the formulation of advice. At the end of the calendar year, an annual report is drawn up and published. This information can also be used for recruitment and knowledge transfer.

5.3 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 during the year under review:

- general trends, such as trends in student numbers, conversion rates, and related financial developments;
- specific organisational developments, in particular the reorganisation of the F&IT Service and the implementation of the social plan, as well as the forthcoming reorganisation of the EKC Service;
- the new collective bargaining agreement for higher professional education;
- the spending of the DER funds;
- the recalibration of the workload policy;
- social safety.

Chapter 6

Supervisory Board



Preface

Reporting year 2025 was again 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.

Issues that required attention in 2025 included the progress made in implementing the educational vision, the knowledge agenda, and the further development of THUAS as a knowledge institution.

In addition, the Supervisory Board held discussions with the Executive Board, directors, and experts regarding the developments, opportunities, and challenges of AI, THUAS' market positioning, marketing strategy and brand concept, and developments relating to the Beethoven project.

Attention was also paid to (international) political developments and their impact on students and staff, on the organisation as a whole, and the potential financial implications for the university's long-term policy.

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).

In the first quarter of 2025, the joint regulations of the Supervisory Board SB (RvT) and the Executive Board EB (CvB) were adopted. These updated regulations replace the previously drawn up (separate) regulations for the Supervisory Board and the Executive Board. These regulations specify the relationship between the Executive Board and the Supervisory Board based on the relevant provisions of the law, the Articles, and the Higher Professional Education Sector Code.

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 2025 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 2025, there were no issues involving (potential) conflicts of interests of members of the Supervisory Board or the Executive Board.

Also refer to Section 4.3.5 'Risk Management', under: Supervisory body report.

Self-evaluation

In October of 2025, the Supervisory Board SB (RvT) carried out a self-evaluation. The Supervisory Board has concluded that the outcome of the self-evaluation is positive on the whole. Among other things, it has been decided that - as part of efforts to enhance expertise - an annual one-day event will be organised in collaboration with the Executive Board EB (CvB), led by an external facilitator, to discuss substantive issues and collaboration.

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.

Supervisory Board: Composition and Internal Affairs

The composition of the Board changed in 2025. Kristel Baele resigned. She stepped down in February 2025 for personal reasons. Vinod Subramaniam joined the Supervisory Board in October 2025.

The Board has three committees: the Selection and Remuneration Committee, the Audit Committee, 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	Ancillary position
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	resigned as of Feb-2025	member	chairperson of the Education & Research Committee up to 25 February nominated member of the General Council up to 25 February
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 chairperson of the Education & Research Committee as of 25 February
Drs J.P.P. Bos RA	Mar-23	Mar-27	-	member	chairperson of the Audit Committee
Drs A. Blok RC	Apr-23	Apr-27	-	member	member of the Audit Committee
Prof. Dr V. Subramaniam	Oct-25	Oct-29	-	member	Member of the Education & Research Committee nominated member of the General Council as of 25 October

Executive Board: Composition and Functioning

The composition of the Executive Board EB (CvB) remained unchanged in 2025. Annually, the Supervisory Board SB (RvT) discusses mutual functioning with the Executive Board. Executive Board member Arend Hardorff was reappointed for a four-year term (starting August 2026).

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 2025, the 2024 financial statements were discussed and approved in the presence of the auditor. The 2026 budget was approved on 16 December 2025.

Working Visits

In 2025, the Supervisory Board carried out working visits to the Faculty of Management and Organisation (M&O) and the centres of expertise (CoEs). The informal format of a working visit offers the Board valuable insight into the organisation of the university of applied sciences.

During the working visit to the Faculty of M&O, the Supervisory Board held in-depth discussions in a round-robin format with the EB, management, students, and lecturers on the theme of inclusion and diversity from the perspectives of students, education, and the THUAS social mission.

During its visits to the centres of expertise (CoEs), the Supervisory Board held discussions in two separate rounds with (leading) lecturers, the Executive Board, researchers, and faculty office managers on how work is being carried out to realise the knowledge agenda and the strategic development of the CoEs. Each CoE presented a project, highlighting its societal impact and the link between education and research.

WNT 2024 Classification

As of the 2016 financial year, there is a remuneration cap under the Executives' Pay (Standards) Act EPZA (WNT; the Wet normering topinkomens), 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 2024). The remuneration classification was set at class G with a remuneration cap for board members of €246,000.

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 Strengthening Governance Act SGA (WVB; the Wet versterking bestuurskracht). 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 2025. During the year under review, in consultation with the General Council, the format of the consultations was revised with the aim of fostering a more substantive dialogue on specific topics.

Topics discussed with the General Council during the year under review included: student success, education and research (with a focus on the further development of The Hague University of Applied Sciences as a knowledge institution), business operations, and leadership.

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

Supervisory Board Committees

Audit Committee

The Audit and IT Committee held eight meetings during the year under review.

The Committee includes efficiency as part of its supervisory duties. In this respect, the 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 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 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 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 items on the agenda included developments relating to IT and digitalisation (including the project portfolio in relation to the implementation of the educational vision), the final evaluation of quality agreements, the recalibration of the allocation model, developments in second- and third-stream funding, the Data Protection Officer's annual report, the strategic accommodation plan in relation to the multi-year maintenance plan, the Return to Work (Partially Disabled Persons) Regulations (WGA) business case, integrated risk management, information security, and the tax control framework.

Education and Research Committee

Prior to the Committee convening, members of the Education & Research Committee spoke about various themes within the university of applied sciences. In 2025, these included, amongst other things, the issue of teacher shortages in primary and secondary education and, in relation to this, The Hague University of Applied Sciences' approach, the AI acceleration programme, and the development of new master's degree programmes.

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, amongst others, were discussed during the year under review: the current status of the implementation of the educational vision, the current status of the knowledge agenda and research positioning, the Personal Learning Pathway Advice PLPA (PSA), the study support and coaching project; progress on lifelong learning LLL (LLO) education, the research group portfolio, the current status of the professional doctorate, corporate positioning, marketing and research positioning, research funding, the ethical actionable framework for external collaborations, management collaborative efforts, the current status of the further development of the quality policy, developments relating to the Beethoven project, and student enrolments.

Selection and Remuneration Committee

The Selection and Remuneration Committee is an ad hoc committee and, amongst other things, is responsible for the annual preparations for the THUAS Dialogue of the Executive Board EB (CvB) (planning and content).

In addition, in 2025 this Committee made preparations for the reappointment of a member of the Executive Board, the recruitment of a member of the Supervisory Board on the nomination of the General Council and the process to be followed, for the remuneration of the Executive Board and the Supervisory Board with effect from 2026, and for the updating of the Executive Board ancillary activities procedure (adopted by the Supervisory Board in early 2025).

During the year under review, mid-year reviews (July) and career development reviews (December and ongoing up to January 2026) were held with the EB members. Two members of the Supervisory Board were present at the meetings, in varying combinations.

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 Executives' Pay (Standards) Act EPSA (WNT; the Wet normering topinkomens) 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 2025 are in accordance with the regulation of the Association of Universities of Applied Sciences.

The hardship clause was not invoked in 2025. A summary of claims and administrative expenses has been included in Section 4.2.

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 2025, the remuneration of the SB was 15 percent of the 90 percent of the Executives' Pay (Standards) Act EPSA (WNT) standard for the chairperson, and 10 percent of the 90 percent of the WNT standard for a member.

Remuneration for SB members

Position	Remuneration 2025	Max. WNT 2025
Chairperson	€33,210.	€36,900.
Member	€22,140.	€24,600.

Board members can claim travel expenses and expenses for professionalisation.

A breakdown of remuneration 2025 by board member is included in the financial statements.

Financial Statements 2025



A.1.1 Balance as at 31 December 2025 (after result appropriation)

(Amounts x €1.000)

	Wednesday, 31 December 2025		Tuesday, 31 December 2024	
Non-current assets				
1.2 Property, plant and equipment	124,686		132,903	
Total non-current assets		124,686		132,903
Current assets				
1.5 Accounts receivable	11,772		12,857	
1.7 Bank and cash	50,579		46,072	
Total current assets		62,351		58,929
Total assets		187,037		191,832
Liabilities				
2.1 Equity		88,940		95,041
2.2 Provisions		12,928		13,194
2.3 Non-current liabilities		12,857		14,286
2.4 Current liabilities		72,312		69,311
Total liabilities		187,037		191,832

A.1.2 Statement of income and expenditure for 2025

(Amounts x € 1.000)

	2025		Budget 2025		2024	
Income						
3.1 Government contributions	207,152		202,450		212,895	
3.2 Other government contributions and grants	1,883		1,618		1,279	
3.3 Tuition fees	62,588		60,677		55,201	
3.4 Income from work commissioned by third parties	10,446		6,976		9,582	
3.5 Other income	7,422		8,922		6,777	
Total income		289,491		280,643		285,734
Expenses						
4.1 Employee expenses	233,859		233,321		234,068	
4.2 Depreciation	19,280		19,207		18,290	
4.3 Accommodation expenses	14,574		14,252		14,997	
4.4 Other expenses	29,412		29,229		29,174	
Total expenses		297,125		296,009		296,529
Balance of income and expenditure		-7,634		-15,366		-10,795
5. Financial income and expenditure		1,533		1,390		1,895
Result		-6,101		-13,976		-8,900
6. Taxes		-		-		-
Total result		-6,101		-13,976		-8,900

A.1.3 Cash flow statement for 2025

(Amounts x €1.000)

	2025		2024	
Cash flow from operating activities				
Balance of income and expenditure		-7,634		-10,795
Adjustments for:				
4.2. Depreciation and amortisation	18,695		18,159	
2.2. Movement in provisions	-266		-565	
		18,429		17,594
Movement in working capital				
1.5. Receivables	1,085		-2,237	
2.4. Current liabilities	3,001		1,321	
		4,086		-916
Cash flow from operating activities		14,881		5,883
5. Financial income received	1,644		2,014	
5 Financial expenses paid	-111		-119	
		1,533		1,895
Total cash flow from operating activities		16,414		7,778
Cash flow from investing activities				
1.2. Investments in property, plant and equipment	-11,033		-14,307	
1.2. Disinvestments in property, plant and equipment	555		131	
Total cash flow from investing activities		-10,478		-14,176
Cash flow from financing activities				
2.3. New loans taken out	-		-	
2.3. Repayment of non-current liabilities	-1,429		-1,429	
Total cash flow from financing activities		-1,429		-1,429
Movement in bank and cash		4,507		-7,827
1.7. Opening balance in bank and cash		46,072		53,899
1.7. Movement in bank and cash		4,507		-7,827
Closing balance in bank and cash		50,579		46,072

Accounting Principles

General Notes

The financial statements were approved by the Supervisory Board on 22 June 2026.

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 2025 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, in accordance with Book 2, Section 362(1).

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 2025.

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 2025 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, the Guidelines for Annual Reporting issued by the Dutch Accounting Standards Board, and the provisions of the Executives' Pay (Standards) Act EPSA (WNT; the Wet normering topinkomens). These provisions apply under the Education Reporting Regulations (Regeling Jaarverslaggeving Onderwijs).

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 2024 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' (Accommodation Master Plan) is linear in 10 years.

With regard to alterations to the buildings on the leased premises, The Hague University of Applied Sciences does not own the renovations. In accordance with RJ 115.112, these renovations are capitalised. The depreciation period for the improvements is five years, or less if the remaining term of the lease agreement is less than five years. There is no obligation to carry out repairs after using the leased premises.

Multi-Year Maintenance

Valuation Multi-year 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 participation price (RCSF operation), acquisition price or redemption price for perpetual ground rent.

Depreciation method Land is not depreciated.

In progress and prepayment

Valuation Work in progress and prepayments are capitalised at cost.

Depreciation method Assets in progress and prepayments are not depreciated.
Upon being taken into use, the asset is reclassified and the depreciation period begins.

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 Straight-line over a period of three to 15 years.

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. 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. For provisions with a wage component, the average wage increase over the past three years is taken into account. 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 for tax purposes, 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 benefits have been calculated at net present value at a rate of 4.1 per cent (compared with 3.5 per cent in 2024).

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 benefits have been calculated at net present value at a rate of 4.1 per cent (compared with 3.5 per cent in 2024).

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 has been calculated at net present value at 3.8 percent (2024 3.5 percent).

Provision for the Balanced Labour Market Act BLMA (WAB; the Wet arbeidsmarkt in balans)

Balanced Labour Market Act BLMA (WAB; the Wet arbeidsmarkt in balans) 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 publication of the annual accounts of the Sportcampus Zuiderpark Owners' Association, the owners have decided not to reserve funds for major maintenance through the Owners' Association. Instead, each owner sets aside an own separate reserve on the balance sheet.

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. For this reorganisation, a provision has been made for future outflow of funds.

Non-current liabilities

Non-current liabilities are measured at their 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 their 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 their fair value on initial recognition. After initial recognition, liabilities are measured at their 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 the financial income and expenditure.

Government contributions, other government contributions and grants

Government contributions, 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 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 for 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.

Pensions

In the financial statements, The Hague University of Applied Sciences has recognised the defined benefit scheme with the ABP Pension Fund Foundation (Stichting Pensioenfonds ABP) using the obligation approach. This pension scheme is governed by the provisions of the Dutch Pensions Act. The organisation pays contributions on the basis of a statutory or contractual obligation. 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 policy funding ratio is below 105 per cent. The policy funding ratio as at 31 December 2025 is 118.3 per cent. 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. Apart from the premiums paid, there are no other obligations.

The Hague University of Applied Sciences has one employee 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.

Accommodation costs

Accommodation costs include the expenses that accommodation entails, such as rent, insurance, utilities, taxes, etc. These costs are allocated pro rata over the term. The lease agreements do not include any obligation to carry out repairs.

Other costs

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

Financial income and expenditure

Interest income and expenditure are recognised in the statement of income and expenditure on a time proportion basis, taking into account the effective interest rate of the assets and liabilities concerned.

Taxes

From 1 January 2016, the Modernisation of Corporation Tax Act (Wet modernisering vennootschapsbelasting) 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 have been met. The Tax and Customs Administration has exempted THUAS from corporation tax.

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 0.86, 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 2025						
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
Movements						
Investments	7,255	-	3,671	107	-	11,033
Disinvestments	-16,750	-	-10,036	-	-	-26,786
Depreciation	-14,579	-	-4,116	-	-	-18,695
Reclassification	7,294	-	-	-7,294	-	-
Impairment	-	-	-	-	-	-
Reversal of impairment	-	-	-	-	-	-
Depreciation of disinvestments	16,465	-	9,766	-	-	26,231
Balance	-315	-	-715	-7,187	-	-8,217
Balance as at 31 December 2025						
Acquisition or manufacturing prices	253,966	18,335	32,760	107	443	305,611
Cum. depreciation and impairment	161,633	-	19,292	-	-	180,925
Carrying amounts	92,333	18,335	13,468	107	443	124,686

Within the buildings asset group, in addition to the annual divestment (€0.6 MM in 2025) relating to the properties as a result of long-term maintenance, a divestment totalling €16.1 million was also recognised. This divestment relates to the streamlining of the asset register and concerned only assets that had been fully depreciated.

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	138,642	01-01-2025
Insured value of buildings	365,763	19-02-2024

Part of the property on Johanna Westerdijkplein is let to various lessees as retail space.

Current assets

1.5 Accounts receivable

	Wednesday, 31 December 2025	Tuesday, 31 December 2024
Receivables	1,703	3,277
Students/participants/course participants	1,758	2,035
Provision for bad debts	-921	-709
		4,603
Grants yet to be received:		
M. of Education Culture and Science ECS (OCW)/ Economic Affairs EA (EZ)	1,186	735
Municipalities	56	5
Other governmental authorities	2,113	1,862
Other grants	171	96
		2,698
Prepayments and accrued income:		
Prepaid expenses	4,223	3,783
VAT/Withholding tax receivable	184	459
Other	1,299	1,314
		5,556
		5,706
Total receivables		11,772
		12,857

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:

	2025	2024
Balance as at 1 January	-709	-641
Withdrawal	99	113
Addition/release	-311	-181
Balance as at 31 December	-921	-709

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

	Wednesday, 31 December 2025	Tuesday, 31 December 2024
Balances in bank and giro accounts	50,579	46,072
Total bank and cash	50,579	46,072

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

Bank and cash can be spent freely by the institution.

Liabilities

2.1. Equity

Changes in equity 2025

	Balance as at 01-01- 2025	Result	Other movements	Balance as at 31 December 2025
General reserve				
General reserve (public)	70,649	2,710	-	73,359
Earmarked reserves (public)				
Education	727	-224	-	503
Study advance funds	152	-22	-	130
Accommodation	14,243	-6,553	-	7,690
Research	6,995	-299	-	6,696
Appropriated one-off payment CBE	909	-909	-	-
	23,026			15,019
Earmarked reserves (private)				
Contract activities	-1,063	-	-	-1,063
Earmarked fund (public)				
DER	2,429	-804	-	1,625
Total equity	95,041	-6,101	-	88,940

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	-	-
Study advance funds	664	-512	-	152
Accommodation	20,287	-6,044	-	14,243
Accommodation	7,158	-163	-	6,995
Research	-	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

Profit appropriation

The net result as presented in the statement of income and expenditure for 2025 is a negative amount of €6.1 million.

Earmarked reserve for Education

The reservation presented here concerns the fund for doctoral candidates. In 2025, €0.24 million in government funding was allocated for doctoral candidates. The costs incurred, in the amount of €0.47 million will be withdrawn from the earmarked reserve.

Earmarked reserve for study advance funds

Of the funds set aside for the Student Community Fund, €0.02 million was spent in 2023. At year-end 2025, €0.13 million will be available for expenditure in 2026 and beyond.

Earmarked reserve for accommodation

Annually, an amount is set aside from the from the government grant for accommodation. Accommodation-related costs are deducted from this. Each year, the result achieved is credited to/withdrawn from the accommodation reserve. This reserve is set aside to cover future accommodation costs. The withdrawal from the reserve in 2025 amounts to €6.55 million.

Earmarked reserve 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 2025 budget, research groups were allocated a contribution of €5.4 million of which €4.37 million was spent. The balance of €1.03 million is added to the research group reserves. This brings the total amount of the research group reserves to a balance of €5.36 million at the end of 2025.

The earmarked reserve for practice-oriented research POR (PGO) stood at €2.35 million at the end of 2024. In 2025, €1.3 MM was withdrawn from this reserve, compared with a budgeted withdrawal of €1.4 million. By the end of 2025, this will leave a POR reserve of €1.05 million. The remaining part of the general research reserve at year-end 2024 amounted to €0.31 million. In 2025, €0.02 million was withdrawn as part of the settlement with the research group portfolio. On balance, this results in a reserve of €0.29 million.

Earmarked reserve 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 for the one-off CBA payment

At the end of 2024, an earmarked reserve was created for the additional government grant received to cover the one-off collective bargaining agreement payment in 2025. In 2025, the funds have been fully spent. The amount of €0.9 million has been withdrawn from the earmarked reserve.

Earmarked DER fund

In accordance with the Collective Bargaining Agreement for Higher Professional Education CBA-HPE (CAO-HBO), The Hague University of Applied Sciences sets aside 1.41 per cent of total annual income each year for decentralised consultation on terms and conditions of employment. This budget is available for new arrangements to be agreed upon by the local collective bargaining committee or for improving existing schemes. At the end of the year, the difference between the funds allocated from the government grant and the actual expenditure is credited to or withdrawn from the reserve. In 2025, in consultation with the trade unions, a one-off payment of €0.98 million was made using the DER funds. This means that the funds set aside in 2022 have now been fully spent.

2.2 Provisions

	Balance as at 01-01-2025	Allocations	Withdrawal	Release	Interest	Balance as at 31-12-2025	Duration < 1 year	Duration 1-5 years	Duration > 5 years
Employee provisions									
Anniversary provision	2,499	914	139	243	-348	2,683	177	671	1,834
Redundancy pay provision	1,998	2,829	1,674	734	-48	2,371	1,831	532	8
Sustainable employability	1,507	25	1,015	93	-	424	424	-	-
Working time reduction for seniors	5,244	1,833	1,118	266	-119	5,574	1,714	3,638	223
Balanced Labour Market Act BLMA (WAB; the Wet arbeidsmarkt in balans)	201	249	216	-	-	234	158	71	5
Long-term sick	790	569	578	87	-	694	512	182	-
Reorganisation provision	336	-	17	91	-	228	228	-	-
	12,575	6,419	4,757	1,514	-515	12,208	5,044	5,094	2,070
Other provisions									
Owners' Association Sportcampus Zuiderpark	619	135	34	-	-	720	25	404	291
	619	135	34	-	-	720	25	404	291
Total provisions	13,194	6,554	4,791	1,514	-515	12,928	5,069	5,498	2,361

Sustainable employability

This scheme now applies only to withdrawals from historically accrued entitlements. The allocation relates to the rise in pay for the hours yet to be worked.

2.3 Non-current liabilities

	Balance non-current portion as at 01-01-2025	Balance current portion as at 01-01-2025	Balance of total debt as at 01-01-2025	Loans taken out during the period under review	Repayment in 2025	Balance of total debt as at 31-12-2025	Balance of current component as at 31-12-2025	Balance of non-current component as at 31-12-2025	Amount maturity 1-5 yrs	Amount maturity > 5 yrs	Effective interest rate 2023
Payables to ECS/EA	14,286	1,429	15,715	-	1,429	14,286	1,429	12,857	5,714	7,143	0.1%
Total non-current liabilities	14,286	1,429	15,715	-	1,429	14,286	1,429	12,857	5,714	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 million. 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 of 0.1 percent set and will be repaid on a straight-line basis from 2022. The 2026 repayment component is recognised under current liabilities.

2.4 Current liabilities

	Wednesday, 31 December 2025	Tuesday, 31 December 2024
Pre-invoiced and received instalments Contract education/research		
Creditors		
Taxes and national insurance contributions:		
Payroll tax	11,589	10,441
VAT payable	396	288
Premiums and social charges	632	599
	12,617	11,328
Liabilities in respect of pensions	2,775	2,657
Short-term loan	1,429	1,429
Accruals:		
Tuition fees received in advance	24,076	23,180
Holiday allowance	9,353	8,939
Internationalisation received in advance	1,226	688
Grants received in advance OCW /EZ	4,918	3,445
Grants amounts received in advance	5,713	3,985
Outstanding charges	2,931	5,616
Other accrued liabilities	1,478	1,500
	49,695	47,353
Total current liabilities	72,312	69,311

The increase in current liabilities is mainly attributable to the rise in subsidies received in advance, amounting to €3.2 million. These relate to amounts received in advance to which no costs have yet been allocated.

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 €0.6 million
- Off-balance sheet contractual obligations entered into with various suppliers include:

	<1 year	1-5 year	>5 year
Properties	1,527	4,699	-
Sports facilities	623	2,672	7,829
Parking	620	3,099	14,875
Multifunctional	100	297	-
Total rent	2,870	10,767	22,704
Partnerships	1,512	281	-
ICT-related liabilities	1,390	1,007	-
Other	1,997	771	-
Total liabilities	7,769	12,826	22,704

A change has been made to the recognition of off-balance-sheet liabilities for 2025.

The table above includes contracts that are renewed annually, based on the notice period.

- 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 million 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 million 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

	2025	Budget 2025	2024
Government contributions ECS	203,310	201,432	211,118
Other grants ECS/EA	3,842	1,018	1,777
Total government contributions	207,152	202,450	212,895

The 2025 budget had taken into account lower government contributions as a result of falling student numbers and the discontinuation of the temporary National Education Programme NEP (NPO) funding. In addition, the available macro-budget for higher education has been reduced, which has also led to a fall in the per-student contribution.

In 2023 and 2024, the university of applied sciences received compensation via the government grants for the temporary policy halving tuition fees for first-year students. This compensation covered the loss of income from tuition fees. The measure ended as of the 2024-2025 academic year. As a result, government contributions will fall in 2025, partly due to the end of this compensation, whilst tuition fee income will increase.

Movements from budgeted government contributions to realised government contributions 2025	
Budget 2025	201,432
Changes following the final adoption:	
Higher contribution wage/price adjustment	1,551
Additional resources for participation	90
Non-normative government contribution for participation 2024*	87
Technical corrections ECS (OCW)	150
	1,878
Realisation 2025	203,310

* Received in 2024 and recognised in 2025 under income from central government contributions

3.2 Other government contributions and grants

	2025	Budget 2025	2024
Municipal contributions and grants	317	456	129
Provincial contributions and grants	295	32	198
Other government contributions	1271	1130	952
Total other government contributions and grants	1,883	1,618	1,279

3.3 Tuition fees

	2025	Budget 2025	2024
Tuition fees HPE (HBO) sector			
Tuition fees	62,656	60,823	55,281
Tuition fees irrecoverable	-68	-146	-80
Total tuition fees	62,588	60,677	55,201

The tuition fee income was €1.9 million higher than budgeted and €7.4 million higher than the realisation in 2024. The increase is due to the discontinuation of the 'halving of tuition fees' measure and a rise in student numbers in the 2025-2026 academic year.

3.4 Income from work commissioned by third parties

	2025		Budget 2025		2024	
Contract education		3,519		2,696		3,212
Contract research						
DRC (NWO)	4,441		4,280		3,724	
Other non-profit organisations	2,486		-		2591	
Companies	-		-		55	
		6,927		4,280		6,370
Total income from work commissioned by third parties		10,446		6,976		9,582

Income from contract research has risen, mainly due to a number of additional grants from the Dutch Research Council DRC (NWO). The discrepancy between the actual figures and the 2025 budget is due to the reclassification of income from the primary education teacher training PrETT (PABO) lateral entry programme, from 'other income' to 'contract education' (€0.7 million). In addition, a larger proportion of the income from the third flow of funds was realised under contract research. This has been budgeted for under 'other grants' (3.5 Other income).

3.5 Other income

	2025	Budget 2025	2024
Lease immoveable property	262	200	287
Secondment of staff	475	394	560
Programme and registration fees	2,890	3,012	2,381
Other student contribution	778	367	861
Administration/collection costs	329	315	320
Parking fees	196	135	180
Rental	373	400	358
Other grants	615	3,181	193
Other	1,504	918	1,637
Total other income	7,422	8,922	6,777

The other income realised is €0.7 million higher than in 2024. This is primarily due to higher income from the Language Transition Programme. The revenue realised is approximately €1.5 million lower than budgeted. This is due to a shift in the actual figures for the primary education teacher training lateral entry and the actual figures for third flow funding revenue, as mentioned in Section 3.4. Income from work commissioned by third parties.

Expenses

4.1 Employee expenses

	2025		Budget 2025		2024	
Wages and salaries						
Wages and salaries	162,943		208,562		160,699	
Social security costs	21,476		-		21,186	
Pension contributions	23,602		-		23,148	
		208,021		208,562		205,033
Other employee expenses						
Change in employee provisions	165		500		-477	
Non-salaried staff	14,813		12,405		18,062	
Other	12,537		13,375		13,497	
		27,515		26,280		31,082
Disbursements		-1,677		-1,521		-2,047
Total employee expenses		233,859		233,321		234,068

Wage and salary costs in 2025 are €0.6 million lower than budgeted. This is a result of a reduction in the workforce. In addition, additional costs were incurred in 2025 for a one-off collective bargaining agreement payment made in December (€1.5 million). In addition, non-recurring expenses amounting to €2.7 million were incurred, including redundancy payments and the settlement of accrued leave.

The expenditure realised on non-salaried staff NSS (PNIL) is €2.4 million higher than budgeted, but €3.2 million lower than the figure realised in 2024. This decline is due to the reduced financial framework, but also to the way in which the Balanced Labour Market Act BLMA (WAB; the Wet arbeidsmarkt in balans) is being implemented to reduce the use of external staff.

The breakdown of average FTEs is as follows:

	2025	%	2024	%
Faculties	1401	73	1504	73
Centres of expertise	59	3	57	3
Services	462	24	491	24
Total FTEs*	1,922		2,052	

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

In 2025, one employee worked from abroad.

EPSA justification 2025 The Hague University of Applied Sciences

The Executives' Pay (Standards) Act EPSA (WNT; the Wet normering topinkomens) came into force on 1 January 2013. The EPSA applies to The Hague University of Applied Sciences. The remuneration cap applicable to The Hague University of Applied Sciences in 2025 is €246,000, being the remuneration cap for ECS 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 2025	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 2025	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	222,492	198,252	210,738
Remuneration payable in the short to medium term	23,361	23,259	23,311
<i>Subtotal</i>	<i>245,853</i>	<i>221,511</i>	<i>234,049</i>
Individually applicable remuneration cap	246,000	246,000	246,000
-/- Amount unduly paid and not yet recovered	n/a	n/a	n/a
Remuneration	245,853	221,551	234,049
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 2024			
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 allowance	198,096	172,562	198,096
Remuneration payable in the short to medium term	23,319	23,230	23,319
<i>Subtotal</i>	<i>221,415</i>	<i>195,792</i>	<i>221,415</i>
Individually applicable remuneration cap	233,000	233,000	233,000
Remuneration	221,415	195,792	221,415

The remuneration of the members of the Executive Board falls within the WNT standard applicable to Higher Education (max. €246,000).

4.1.1c Senior supervisory officials

(The amounts below are rounded to whole euros)

Data 2025	M.M. van Zuijlen	K.F.B. K. Baele	S. Lutchman LL.M.	J.R. Ter Horst
Position details	Chairperson	Committee member / Member	Committee member / Member	Committee member / Member
Commencement and end of office in 2025	01/01 - 31/12	01/01 - 15/02	01/01 - 31/12	01/01 - 31/12
Remuneration				
Remuneration	33,208	2,768	22,140	22,140
Individually applicable remuneration cap	36,900	3,100	24,600	24,600
-/- Amount unduly paid and not yet recovered	n/a	n/a	n/a	n/a
Remuneration	33,208	2,768	22,140	22,140
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 2024				
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 - 31/12	01/01 - 31/12	01/01 - 31/12
Remuneration				
Remuneration	29,708	19,805	19,805	19,805
Individually applicable remuneration cap	34,950	23,300	23,300	23,300

Data 2025	J.P.P. Bos	A. Block	V. Subramaniam
Position details	Committee member / Member	Committee member / Member	Committee member / Member
Commencement and end of office in 2025	01/01 - 31/12	01/01 - 31/12	01/10 - 31/12
Remuneration			
Remuneration	22,140	22,140	5,535
Individually applicable remuneration cap	24,600	24,600	6,201
-/- Amount unduly paid and not yet recovered	n/a	n/a	n/a
Remuneration	22,140	22,140	5,535
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 2024			
Position details	Committee member / Member	Committee member / Member	
Commencement and end of office in 2024	01/01 - 31/12	01/01 - 31/12	
Remuneration			
Remuneration	19,805	19,805	-
Individually applicable remuneration cap	23,300	23,300	-

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

	2025	Budget 2025	2024
Property, plant and equipment			
Depreciation of buildings	14,579	14,766	13,711
Depreciation of inventory and equipment	4,116	4,441	4,448
Total depreciation	18,695	19,207	18,159
Book loss	585	-	131
Total depreciation (incl. book loss)	19,280	19,207	18,290

Depreciation costs are €1.0 million higher than in 2024. This increase is the result of investments made as part of the Accommodation Master Plan (Guide 2.0) and additional replacement investments in the main building. The book loss consists of divestment on the buildings (€0.3 million) and a book loss on inventory and equipment (€0.3 million).

4.3 Accommodation costs

	2025	Budget 2025	2024
Rent	2,790	2,647	2,644
Insurance	334	312	272
Maintenance	2,919	2,377	2,576
Energy and water	2,372	2,736	2,839
Cleaning costs	2,582	2,563	2,771
Levies	936	961	858
Other accommodation costs	2,641	2,656	3,037
Total accommodation costs	14,574	14,252	14,997

4.4 Other expenses

	2025	Budget 2025	2024
Administration and management costs	4,538	4,352	4,406
Inventory, equipment and learning resources	12,934	12,681	12,717
Marketing and communication costs	2,320	3,517	2,204
Travel and accommodation expenses	1,102	719	1,241
Student facilities	4,227	3,147	4,318
Printing costs	838	964	870
Other	3,453	3,849	3,418
Total other expenses	29,412	29,229	29,174

The specification of audit services for 2025 and 2024 can be broken down as follows:

PricewaterhouseCoopers Accountants N.V.		2025	2024
101.	Audit of the financial statements	175	169
102.	Other audit activities	53	10
103.	Tax consultancy	4	14
104.	Other non-audit services	2	3
Total Accounting Services		234	196

The costs of auditing the 2025 financial statements have been allocated to the 2025 financial year, irrespective of whether the work was performed during the financial year.

5 Financial income and expenditure

	2025	Budget 2025	2024
Financial income received	1,644	1,500	2,014
Financial expenses paid	-111	-110	-119
Total financial income and expenditure	1,533	1,390	1,895

The financial income received includes interest income received on credit facilities within treasury financing. In addition, as a result of making allowance for staff provisions, an interest adjustment of €0.5 million has been recognised under interest income.

Bank charges and other costs related to financial transactions are recognised under the financial expenses paid.

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

G1 Recognition of grants without offsetting clause			
Description		Allocation	Performance completed
	Reference	Date	Yes / No / In progress
Lifelong Learning (LLO) Solutions: Energy and Resource Transition Grant Scheme	LLO-K230001	01-02-2024	In progress
Professionalisation of Educators Grant Scheme	LLOP-K240008	28-08-2024	Yes
Lifelong Learning (LLO) Solutions: Energy and Resource Transition Grant Scheme 2023-2026	LLOO-K240013	01-05-2025	In progress
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS239021	06-12-2023	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS239035	06-12-2023	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS239034	06-12-2023	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS239024	06-12-2023	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS239029	06-12-2023	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS239033	06-12-2023	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS24R1107	14-05-2024	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS24R1038	14-05-2024	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS24R1039	14-05-2024	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS24R1040	14-05-2024	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS24R1041	14-05-2024	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS24R1042	14-05-2024	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS24R1043	14-05-2024	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS24R1044	14-05-2024	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS24R1045	14-05-2024	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS24R1046	14-05-2024	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS249062	03-12-2024	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS249059	03-12-2024	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS249058	03-12-2024	In progress
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS249056	03-12-2024	In progress
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS249055	03-12-2024	Yes
Virtual International Cooperative Efforts in Higher Education Grant Scheme	VIS249053	03-12-2024	Yes
Teacher grant subsidy scheme 2024/2025	1414674-1	20-08-2024	Yes
Teacher grant subsidy scheme 2024/2025	1416669-1	20-09-2024	Yes
Teacher grant subsidy scheme 2025/2026	1474440-1	14-05-2025	In progress
Teacher grant subsidy scheme 2025/2026	1482839-1	14-08-2025	Yes
Teacher grant subsidy scheme 2025/2026	1483845-1	16-09-2025	Yes
Teacher grant subsidy scheme 2025/2026	1496679-1	Tuesday, 14 October 2025	In progress
Social Safety in Higher Education and Science Grant Scheme	SV25026	Monday, 15 December 2025	In progress

G2 Recognition of grants with offsetting clause

G2.A Expiring at year-end

In 2025, there were no projects that were due to end in 2025.

G2-B Ongoing into the next reporting year									
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	166,667	99,568	67,099	166,667	23,832	209,934
Lifelong learning throughout the Kingdom	LLOP-G240042	01-05-2025	1,399,481	-	-	-	749,722	61,113	688,609
Total			1,899,481	166,667	99,568	67,099	916,389	84,945	898,543

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 (refer to the 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 college van bestuur en de raad van toezicht van Stichting Hoger Beroepsonderwijs Haaglanden

Verklaring over de in de jaarstukken opgenomen jaarrekening 2025

Ons oordeel

Wij hebben de jaarrekening 2025 van Stichting Hoger Beroepsonderwijs Haaglanden te Den Haag gecontroleerd.

Naar ons oordeel:

- geeft de in de jaarstukken opgenomen jaarrekening een getrouw beeld van de grootte en de samenstelling van het vermogen van Stichting Hoger Beroepsonderwijs Haaglanden op 31 december 2025 en van het resultaat over 2025 in overeenstemming met de Regeling jaarverslaggeving onderwijs;
- zijn de in deze jaarrekening verantwoorde baten en lasten alsmede de balansmutaties over 2025 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 2025.

De jaarrekening bestaat uit:

- de balans per 31 december 2025;
- de staat van baten en lasten over 2025; en
- de toelichting met een overzicht van de gehanteerde grondslagen voor financiële verslaggeving en andere toelichtingen.

PricewaterhouseCoopers Accountants N.V., Newtonlaan 205, 3584 BH Utrecht, Postbus 85096, 3508 AB Utrecht, T: 088 792 00 30, www.pwc.nl

'PwC' is het merk waaronder PricewaterhouseCoopers Accountants N.V. (KvK 34180285), PricewaterhouseCoopers Belastingadviseurs N.V. (KvK 34180284), PricewaterhouseCoopers Advisory N.V. (KvK 34180287), PricewaterhouseCoopers Compliance Services B.V. (KvK 51414406), PricewaterhouseCoopers Pensions, Actuarial & Insurance Services B.V. (KvK 54226368), PricewaterhouseCoopers B.V. (KvK 34180289) en andere vennootschappen handelen en diensten verlenen. Op deze diensten zijn algemene voorwaarden van toepassing, waarin onder meer aansprakelijkheidsvoorwaarden zijn opgenomen. Op leveringen aan deze vennootschappen zijn algemene inkoopvoorwaarden van toepassing. Op www.pwc.nl treft u meer informatie over deze vennootschappen, waaronder deze algemene (inkoop)voorwaarden die ook zijn gedeponeed bij de Kamer van Koophandel te Amsterdam.

De basis voor ons oordeel

Wij hebben onze controle uitgevoerd volgens het Nederlands recht, waaronder ook de Nederlandse controlestandaarden en het Onderwijsaccountantsprotocol OCW 2025 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 2025 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 de jaarstukken opgenomen andere informatie

De jaarstukken 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 2025 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 2025 en de Nederlandse Standaard 720. Deze werkzaamheden hebben niet dezelfde diepgang als onze controlewerkzaamheden bij de jaarrekening.

Het college van 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 2025.

Beschrijving van verantwoordelijkheden met betrekking tot de jaarrekening

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

Het college van bestuur is verantwoordelijk voor het opmaken en getrouw weergeven van de jaarrekening, in overeenstemming met de Regeling jaarverslaggeving onderwijs. Het college van 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 2025.

In dit kader is het college van bestuur tevens verantwoordelijk voor een zodanige interne beheersing die het college van 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 college van bestuur afwegen of de onderwijsinstelling in staat is haar activiteiten in continuïteit voort te zetten. Op grond van genoemd verslaggevingsstelsel moet het college van bestuur de jaarrekening opmaken op basis van de continuïteitsveronderstelling, tenzij het college van bestuur het voornemen heeft om de onderwijsinstelling te liquideren of de activiteiten te beëindigen of als beëindiging het enige realistische alternatief is. Het college van 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.

Wij hebben deze accountantscontrole professioneel kritisch uitgevoerd en hebben waar relevant professionele oordeelsvorming toegepast in overeenstemming met de Nederlandse controlestandaarden, het Onderwijsaccountantsprotocol OCW 2025, 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 college van bestuur en de toelichtingen die daarover in de jaarrekening staan;
- het vaststellen dat de door het college van bestuur gehanteerde continuïteitsveronderstelling aanvaardbaar is. Tevens het op basis van de verkregen controle-informatie vaststellen of er gebeurtenissen en omstandigheden zijn waardoor gereede 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.

Utrecht, 25 juni 2026

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Appendix 1 Partner institutions

Partner Country	Name Partner University	Partner Country	Name Partner University
Albania	University of Tirana	Canada	University of Manitoba
Argentina	Universidad Argentina de la Empresa	Chile	Universidad De Santiago de Chile
Aruba	University of Aruba	Chile	Universidad Mayor
Australia	Australian Catholic University	Chile	Fundación Instituto Profesional Duoc UC
Australia	Charles Sturt University	Chile	Universidad Católica de la Santísima Concepción
Australia	Victoria University	Chile	Universidad Católica del Maule
Australia	Royal Melbourne Institute of Technology	China	Beijing Foreign Studies University
Australia	Swinburne University of Technology	China	Guizhou University
Austria	FH Vorarlberg University of Applied Sciences	China	Xi'an Jiao tong-Liverpool University
Austria	FH JOANNEUM University of Applied Sciences	China	Shanghai University of Finance and Economics (SUFE)
Austria	FHS Kufstein Tirol University of Applied Sciences	China	Shanghai University - Sydney Institute for Language and Commerce
Austria	FH Salzburg	China	University of International Business and Economics (UIBE)
Austria	Pedagogische Hochschule Salzburg	China	Shanghai University - School of Economics
Austria	Paris Lodron University of Salzburg	China	Beijing Normal University
Austria	Carinthia University of Applied Sciences	Colombia	Colegio de Estudios Superiores de Administración, Bogotá
Austria	Hochschule für Angewandte Wissenschaften St. Pölten	Colombia	Universidad de La Sabana
Austria	Fachhochschule Technikum Wien	Colombia	Catholic University of Manizales
Austria	FH University of applied Sciences BFI Vienna	Colombia	Universidad de Manizales
Austria	FH Wien der WKW	Croatia	Karlovac University of Applied Sciences
Austria	Sigmund Freud University	Croatia	Sveučilište u Splitu University of Split
Austria	University of Applied Sciences Wiener Neustadt	Croatia	University of Zagreb
Austria	University of Vienna	Croatia	PAR Business School
Belgium	Artesis Plantijn University of Applied Sciences Antwerp	Curaçao	Universiteit van Curaçao
Belgium	University of Antwerp	Cyprus	University of Nicosia
Belgium	EPHEC University college	Czech Republic	Masaryk University
Belgium	Erasmus University of Applied Sciences Brussels	Czech Republic	University of South Bohemia in České Budějovice
Belgium	Thomas More University of Applied Sciences	Czech Republic	Palacký University
Belgium	University College Ghent	Czech Republic	University of Western Bohemia
Belgium	Artevelde University College Ghent	Czech Republic	Czech University of Life Sciences Prague
Belgium	VIVES University of Applied Sciences (Kortrijk)	Czech Republic	Metropolitan University Prague
Belgium	Howest, University College West Flanders	Czech Republic	Unicorn University
Belgium	KU Leuven, Campus Group T Leuven	Czech Republic	Charles University
Belgium	UC Leuven-Limburg	Denmark	Aarhus School of Marine and Technical Engineering
Belgium	Katholieke Universiteit Leuven	Denmark	Metropolitan University
Belgium	VIVES University of Applied Sciences	Denmark	University College Copenhagen
Bosnia and Herzegovina	Sarajevo School of Science and Technology	Denmark	Business Academy Copenhagen
Bosnia and Herzegovina	University of Sarajevo	Denmark	Zealand Academy of Technologies and Business
Bosnia and Herzegovina	International Burch University	Denmark	IBA International Business Academy
Brazil	Pontificia Universidade Católica Minas Gerais	Denmark	UCL University college
Brazil	Universidade Federal de São João del-Rei	Denmark	VIA University college
Brazil	Fundação Armando Álvares Penteado	Ecuador	Universidad Internacional del Ecuador
Brazil	Universidade Federal de Minas Gerais	Estonia	Tallinn University
Brazil	Dom Helder Law School	Estonia	Tallinn University of Technology
Bulgaria	American University in Bulgaria	Estonia	University of Tartu
Bulgaria	Burgas Free University	Finland	Haaga-Helia University of Applied sciences
Bulgaria	Konstantin Preslavsky University of Shumen	Finland	Lappeenranta University of Technology
Bulgaria	St Cyril and St Methodius University of Veliko Turnovo	Finland	Laurea University of Applied Sciences
Canada	Université de Montréal	Finland	JAMK University of Applied Sciences
Canada	Université du Québec à Montréal	Finland	Savonia University of Applied Sciences
Canada	Mount Allison University	Finland	LAB University of Applied Sciences
Canada	Fanshawe College	Finland	South-Eastern Finland University of Applied Sciences
Canada	Trinity Western University TWU	Finland	University of Oulu
Canada	Université Laval	Finland	Satakunta University of Applied sciences
		Finland	VIVES University of Applied Sciences

Partner Country	Name Partner University	Partner Country	Name Partner University
Finland	Seinajoki University of Applied Sciences	Germany	Baden-Wuerttemberg Cooperative State University Heilbronn
Finland	Tampere University of Applied Sciences	Germany	HAWK Hochschule für Angewandte Wissenschaft und Kunst
Finland	Turku University of Applied Sciences LTD	Germany	Technische Hochschule Ingolstadt
Finland	Novia University of Applied Sciences	Germany	Padagogische Hochschule Karlsruhe
France	Avignon Université	Germany	Kassel University
France	Université de Bordeaux	Germany	Kiel University of Applied Sciences
France	University of Clermont Auvergne	Germany	Hochschule Rhein-Waal
France	Clermont School of Business	Germany	Deutsche Sporthochschule Köln
France	Université Bourgogne Europe	Germany	Katholische Hochschule Nordrhein-Westfalen
France	Sciences Po Lille	Germany	TH Köln
France	Université de Lille	Germany	Universität Leipzig
France	Université Catholique de Lille	Germany	Philipps Universität Marburg
France	EDHEC/ESPEME Business School	Germany	Baden Wurttemberg Cooperative State University Mosbach (DHBW)
France	University Claude Bernard - Lyon 1	Germany	Katholische Stiftungsfachhochschule München
France	Université Catholique de Lyon - ESTRI School of International Careers	Germany	Technische Hochschule Nürnberg Georg Simon Ohm
France	Université de Lorraine- IUT Charlemagne	Germany	Technische Hochschule Würzburg Schweinfurt
France	Université de Nantes	Germany	Hochschule Osnabrueck
France	Université Côte d'Azur	Germany	Universität Rostock
France	Université Paris 1 Panthéon-Sorbonne	Germany	Hochschule der Medien Stuttgart
France	Université Paris Dauphine	Germany	Baden-Wuerttemberg Cooperative State University (DHBW)
France	University Sorbonne - Paris Nord	Germany	Hochschule RheinMain
France	Université Sorbonne - Paris Nord	Germany	CBS Cologne International Business School
France	ESCE International Business School Paris	Germany	Hochschule München University of Applied Sciences
France	INSEEC	Ghana	Accra Technical University
France	ISTEC Business School Paris	Ghana	University of Ghana
France	Epitech	Great Britain	Coventry University
France	ISCOM Paris	Great Britain	University of Derby
France	Université Gustave Eiffel	Great Britain	Glasgow Caledonian University
France	Université de Poitiers	Great Britain	University of Hertfordshire
France	NEOMA Business School Reims Campus	Great Britain	Leeds Beckett University
France	Institut d'Etudes Politiques Rennes	Great Britain	University of Lincoln
France	Université Jean Monnet - Saint Etienne	Great Britain	University of Liverpool
France	EM Strasbourg Business School	Great Britain	Liverpool John Moores University
France	University of Technology of Tarbes/Ecole Nationale d'Ingenieurs de Tarbes	Great Britain	University of Greenwich
France	Y Schools (ex ESC Groupe Troyes)	Great Britain	University of Northumbria at Newcastle
France	Université Polytechnique Hauts-de-France	Great Britain	Nottingham Trent University
Georgia	Georgian Institute of Public Affairs	Great Britain	University of Portsmouth
Germany	RHTW Aachen University	Great Britain	Sheffield Hallam University
Germany	University of Applied Sciences Augsburg	Great Britain	Southampton Solent University
Germany	Augsburg University	Great Britain	Swansea University
Germany	Berlin School for Economics and Law	Greece	Athens University of Economics and Business
Germany	HTW Berlin University of Applied Sciences	Greece	Technological Educational Institute of Crete
Germany	Katholische Hochschule für Sozialwesen Berlin	Greece	Hellenic Mediterranean University
Germany	Biberach University of Applied Sciences	Greece	Aristotle University of Thessaloniki
Germany	Fachhochschule Bielefeld	Greece	Alexander Technological Educational Institute Thessaloniki
Germany	Technische Hochschule Brandenburg	Greece	University of Thessaly
Germany	Hochschule Bremen	Hong Kong	The Education University of Hong Kong
Germany	European University of Applied Sciences	Hong Kong	The Hang Seng University of Hong Kong
Germany	International School of Management (ISM)	Hungary	Budapest University of Economics and Business (BUEB)
Germany	Hochschule Düsseldorf	Hungary	University of Pécs
Germany	Fachhochschule Frankfurt am Main	Iceland	Bifröst University
Germany	Private University of Applied Sciences Göttingen	India	Chitkara University
Germany	Hochschule für Angewandte Wissenschaften Hamburg	India	Chandigarh Group of Colleges
Germany	Hochschule Heilbronn	India	Meri University (Management Education Research Institute)
		India	Woxsen University
		Indonesia	London School of Public Relations Jakarta

Partner Country	Name Partner University	Partner Country	Name Partner University
Indonesia	Universitas Brawijaya	Malta	University of Malta
Indonesia	Universitas Airlangga	Mexico	Tecnologico de Monterrey
Indonesia	Universitas Indonesia	Mexico	Universidad Iberoamericana, Puebla
Indonesia	Untrim International	Mexico	Instituto Politécnico Nacional
Indonesia	Indonesian Society of International Law Lecturers	Mexico	Universidad de las Américas Púebas (UDLAP)
Indonesia	Universitas Triatma Mulya	Mexico	Universidad de Monterrey
Ireland	University of Limerick	Morocco	Sultan Moulay Slimane University
Ireland	Technological University Dublin	Namibia	University of Namibia
Ireland	National University of Ireland Maynooth	Norway	Norway University of Applied Sciences
Ireland	Munster Technological University	Norway	Oslo Metropolitan University
Italy	University of Cagliari	Norway	VID University College in Oslo
Italy	Università degli Studi di Firenze	Peru	Universidad del Pacífico
Italy	University of Milan	Peru	Universidad Peruana de Ciencias Aplicadas
Italy	Università di Lingue e Comunicazione a Milano	Philippines	Ateneo de Manila University
Italy	Università Cattolica del Sacro Cuore	Poland	University of Gdansk
Italy	University of Padua	Poland	Akademia Górniczo-Hutnicza University of Science and Technology
Italy	University of Pisa	Poland	Cracow University of Economics
Italy	LIUSS University	Poland	University of Lodz
Italy	Biomedical University of Rome	Poland	Lodz University of Technology
Italy	Polytechnic University of Turin	Poland	WSEI University
Italy	University of Bologna	Poland	WSB University in Toru?
Italy	University of Campania Luigi Vanvitelli	Poland	Kozminski University
Japan	Kansai Gaidai University	Poland	VIVES University of Applied Sciences
Japan	Kwansei Gakuin University	Portugal	Instituto Politecnico de Beja
Japan	Ritsumeikan Asia Pacific University	Portugal	University of Coimbra
Japan	Kindai University	Portugal	Instituto Politecnico de Coimbra
Japan	Kibi International University (Formerly Junsei Educational Institution)	Portugal	University of Algarve
Japan	Yamagata University	Portugal	Instituto Politecnico de Lisboa
Japan	Doshisha University	Portugal	ISCTE Instituto Universitario de Lisboa
Japan	Kyoto Sangyo University	Portugal	Universidade Europeia
Japan	Kansai University	Portugal	Universidade Nova de Lisboa NOVA
Kenya	MOI University	Portugal	Universidade Católica Portuguesa
Korea, Republic of	Konkuk University	Portugal	Instituto Politecnico do Porto
Korea, Republic of	Yonsei University	Portugal	Polytecnic institute of Viana do Castelo
Korea, Republic of	Sungkyunkwan University	Romania	University Politehnica of Bucharest
Korea, Republic of	Hanyang University	Romania	Babes-Bolyai University
Korea, Republic of	University of Seoul	Romania	West University of Timișoara
Korea, Republic of	Soongsil University	Romania	Politehnica University Timisoara
Korea, Republic of	SolBridge International School of Business, Woosong University	Sint Maarten	University of Sint Maarten
Korea, Republic of	Sookmyung Women's University	Slovakia	Bratislava University of Economics and Business
Korea, Republic of	Sejong University	Slovakia	Danubius University
Korea, Republic of	Incheon National University	Slovakia	Comenius University in Bratislava
Korea, Republic of	Seoul National University of Science & Technology	Slovenia	Gea College Fakulteta Za Podjetništvo
Korea, Republic of	Hallym University	South Africa	University of the Free State
Korea, Republic of	Hankuk University of Foreign Studies	South Africa	Tshwane University of Technology
Latvia	Riga Stradins University	South Africa	Durban University of Technology
Latvia	BA School of business and Finance	South Africa	Central University of Technology
Latvia	VIVES University of Applied Sciences	South Africa	Cape Peninsula University of Technology
Latvia	Riga Technical University	South Africa	University of the Western Cape
Lithuania	Siauliai University	South Africa	Stellenbosch University
Lithuania	Mykolas Romeris University	Spain	Universidad de Almeria
Lithuania	Vilniaus Kolegija University of Applied Sciences	Spain	Universitat de Barcelona
Lithuania	Kauno Kolegija/ University of Applied Sciences	Spain	Universitat Autònoma de Barcelona
Malaysia	Taylor's University	Spain	Universitat Politècnica de Catalunya
Malaysia	University of Malaysia	Spain	Ramon Llull University La Salle
Malaysia	University of Malaya	Spain	Formatic Barna University
Malta	IDEA Academy Limited	Spain	Universidad del País Vasco
		Spain	Universidad de Granada

Partner Country	Name Partner University	Partner Country	Name Partner University
Spain	University of Huelva	Turkey	Ondokuz Mayıs University
Spain	University of Jaen	Turkey	Yozgat Bozok University
Spain	Universidad Complutense de Madrid	Ukraine	National University of Kyiv-Mohyla Academy
Spain	ESIC BUSINESS & MARKETING SCHOOL	Ukraine	Volodymyr Dahl East Ukrainian National University
Spain	Universidad Antonio de Nebrija	Ukraine	Polissia National University
Spain	Universidad Europea de Madrid	Ukraine	Chernihiv Polytechnic National University
Spain	Universidad San Pablo-CEU	Ukraine	Podillia State University
Spain	Universidad Rey Juan Carlos	Ukraine	West Ukrainian National University x
Spain	Universidad Francisco de Vitoria	United Arab Emirates	Ajman University
Spain	Universidad de Malaga	United Arab Emirates	University of Sharjah
Spain	Fundación TecnoCampus Mataró-Maresme	United States	Lyon College
Spain	University of Mondragon	United States of America	Oglethorpe University
Spain	Universidad Politecnica De Cartagena	United States of America	Texas State University
Spain	Universidad de Salamanca	United States of America	University of Central Arkansas
Spain	Universidad de Sevilla	United States of America	University of Louisville
Spain	University of Valencia	United States of America	University Studies Abroad Consortium
Spain	Universidad Politecnica de Valencia	United States of America	Southwestern Law School
Spain	Universidad Europea Valencia	United States of America	Northwood University
Spain	Universidad de Valladolid	United States of America	University of Southern Mississippi
Spain	University of Vic - Central University of Catalonia	United States of America	Le Moyne College
Spain	ESERP Business School Barcelona	United States of America	Metropolitan State University of Denver
Spain	Universidad Villanueva	United States of America	University of Missouri
Suriname	Anton de Kom - Universiteit van Suriname	United States of America	Indiana University
Sweden	University of Borås	United States of America	California State University, Bakersfield
Sweden	University of Gothenburg	United States of America	Bradley University
Sweden	Linköping University	United States of America	University of Missouri - Kansas City
Sweden	Malmö University	United States of America	State University of New York Oswego
Sweden	Mid Sweden University	United States of America	University of Tampa
Sweden	Örebro University	United States of America	West Virginia University
Sweden	University of Skövde	Uruguay	Universidad de Montevideo
Sweden	University West	Viet Nam	The University of Economics Ho Chi Minh City
Switzerland	Hochschule für Soziale Arbeit FHNW		
Switzerland	Lucerne University of Applied Sciences and Arts		
Switzerland	Zurich University of Applied Science		
Switzerland	Pädagogische Hochschule Zug		
Switzerland	Pedagogische Hochschule Zurich		
Taiwan	Feng Chia University		
Taiwan	Soochow University		
Taiwan	National Taipei University of Technology		
Taiwan	National Chung Hsing University		
Taiwan	National Taipei University of Business		
Taiwan	Yuan Ze University		
Thailand	Mahidol University International College		
Thailand	King Mongkut's University of Technology Thonburi		
Thailand	Kasetsart University		
Turkey	Middle East Technical University		
Turkey	Istanbul Commerce University		
Turkey	Istanbul Technical University		
Turkey	Bahcesehir University		
Turkey	Isik University		
Turkey	Kadir Has University		
Turkey	Yeditepe University		
Turkey	Istanbul Bilgi University		
Turkey	EGE University		
Turkey	Izmir University of Economics		
Turkey	Izmir Katip Celebi University		
Turkey	Mersin University		
Turkey	Ordu University		



Appendix 2 Our degree programmes

Faculty	degree programme	name	full-time_part-time
BFM	AC	Accountancy	FT
BFM	CE	Commercial Economics	FT
BFM	CE	Commercial Economics	PT
BFM	CE	Commercial Economics	WS
BFM	ECOM-AD	E-Commerce - Associate Degree	PT
BFM	FC	Finance & Control	FT
BFM	FC	Finance & Control	PT
BFM	FC	Finance & Control	WS
BFM	FC-AD	Finance & Control - Associate Degree	FT
BFM	FC-AD	Finance & Control - Associate Degree	PT
BFM	FC-AD	Finance & Control - Associate Degree	WS
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	FT
BFM	MBA-ES	Master of Business Administration - English Stream	PT
BFM	MFMC-ES	Master of Financial Management and Control	FT
BFM	MFMC-ES	Master of Financial Management and Control	PT
BFM	OM-AD	Online Marketing - Associate Degree	PT
BFM	ERM (ORM)	Entrepreneurship & Retail Management	FT
BFM	ERM (ORM)	Entrepreneurship & Retail Management	PT
BFM	ERM (ORM)	Entrepreneurship & Retail Management	WS
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)	PABO/HALO training variant, HALO part	FT
HNS (GVS)	HBO-N (HBO-V)	Nurse Training	FT
HNS (GVS)	HBO-N (HBO-V)	Nurse Training	PT
HNS (GVS)	HBO-N (HBO-V)	Nurse Training	WS
HNS (GVS)	ST (HDT)	Skin Therapy	FT
HNS (GVS)	ST (HDT)	Skin Therapy	PT
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	FT
HNS (GVS)	ND (VD)	Nutrition & Dietetics	PT
ITD	ADSAI	Applied Data Science & Artificial Intelligence	FT
ITD	CMD	B. Communication Multimedia Design	FT
ITD	CMD-ES-3	Communication and Multimedia Design - English Stream (3 yr)	FT
ITD	ICT	Higher Professional Education - ICT	FT

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

Appendix 3 Our students

Notes to annual report 2025 overviews

General

Data origins

For the 2025 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) were included in the selection.

Reporting period

The overviews 'enrolled' and 'inflow' refer to the academic years 2023, 2024 and 2025. The overviews showing graduates, dropouts, and NBSAs reflect the 2022, 2023 and 2024 academic years. The propaedeutic yield covers the 2021, 2022 and 2023 cohorts.

Migration background

The 2025 annual report used the definition of Statistics Netherlands (CBS):

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 enrolments 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

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.

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	2023	2024	2025	
Economics	A.D. E-commerce	11	13	62	
	A.D. Facility Management	39	44	44	
	A.D. Finance & Control	97	147	182	
	Ad Online Marketing	8	24	25	
	B. Accountancy	375	353	323	
	B. Business Administration	733	726	741	
	B. Public Administration/Public Management	579	587	574	
	B. Commercial Economics	590	519	501	
	B. Communication	554	549	537	
	B. European Studies	1,129	1,077	995	
	B. Facility Management	539	496	464	
	B. Finance & Control	817	746	739	
	B. Human Resource Management	479	379	349	
	B. Integral Safety Studies	1,170	1,193	1,219	
	B. International Business	1,687	1,712	1,741	
	B. Entrepreneurship & Retail Management	650	626	611	
	M. Integral Business Operations	52	96	101	
	Total		9,509	9,287	9,208
	Behaviour and Society	A.D. Social Work	-	64	193
B. Education Studies		877	929	1,005	
B. Social Work		1,013	936	939	
B. Sports Science		740	746	791	
Total		2,630	2,675	2,928	
Health	B. Skin Therapy	557	567	575	
	B. Nurse Training	811	788	759	
	B. Nutrition and Dietetics	942	935	887	
	Total	2,310	2,290	2,221	
Education	B. Primary Education Teacher Training	399	464	513	
	B. Physical Education Teacher Training - Grade One	927	948	918	
	Total	1,326	1,412	1,431	
Law	B. Higher Professional Education – Law	2,087	2,178	2,247	
	Total	2,087	2,178	2,247	
Cross-sectoral	M Sustainability Transitions	-	-	16	
	Total			16	
Technology	A.D. Industrial Engineering and Management	-	14	42	
	B. Applied Data Science & Artificial Intelligence	89	165	231	
	B. Architecture and Construction Engineering	430	436	424	
	B. Chemical Engineering	195	217	215	
	B. Civil Engineering	185	180	177	
	B. Communication and Multimedia Design	731	715	623	
	B. Electrical Engineering	235	223	220	
	B. Higher Professional Education – ICT	1,899	1,710	1,671	
	B. Industrial Product Design	541	529	519	
	B. Mechatronics	320	286	260	
	B. Man and Technology	222	190	166	
	B. Spatial Development	162	148	126	
	B. Industrial Engineering and Management	333	295	265	
	B. Engineering Physics	276	255	236	
	B. Applied Mathematics	206	200	172	
	B. Mechanical Engineering	561	513	542	
	M Applied Quantum Technology (joint degree)	-	-	13	
	M. Next Level Engineering	24	30	40	
	Total		6,409	6,106	5,942
Total		24,271	23,948	23,993	

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

HOOP (HERP; HIGHER EDUCATION AND RESEARCH PLAN) FIELD	DEGREE PROGRAMME	2023	2024	2025	
Economics	A.D. E-commerce	7	8	34	
	A.D. Facility Management	17	21	15	
	A.D. Finance & Control	26	47	51	
	Ad Online Marketing	7	17	7	
	B. Accountancy	106	96	87	
	B. Business Administration	157	159	194	
	B. Public Administration/Public Management	122	172	162	
	B. Commercial Economics	158	119	128	
	B. Communication	155	147	136	
	B. European Studies	259	277	238	
	B. Facility Management	134	97	85	
	B. Finance & Control	156	172	198	
	B. Human Resource Management	97	67	67	
	B. Integral Safety Studies	271	307	318	
	B. International Business	415	423	435	
	B. Entrepreneurship & Retail Management	164	162	198	
	M. Integral Business Operations	19	38	20	
	Total		2,270	2,329	2,373
	Behaviour and Society	A.D. Social Work	-	54	103
B. Education Studies		308	351	358	
B. Social Work		263	218	226	
B. Sports Science		196	230	230	
Total		767	853	917	
Health	B. Skin Therapy	131	137	158	
	B. Nurse Training	204	209	196	
	B. Nutrition and Dietetics	232	240	237	
	Total	567	586	591	
Education	B. Primary Education Teacher Training	132	166	154	
	B. Physical Education Teacher Training - Grade One	257	266	241	
	Total	389	432	395	
Law	B. Higher Professional Education – Law	587	595	646	
	Total	587	595	646	
Cross-sectoral	M Sustainability Transitions	-	-	8	
	Total			8	
Technology	A.D. Industrial Engineering and Management	-	10	24	
	B. Applied Data Science & Artificial Intelligence	44	81	100	
	B. Architecture and Construction Engineering	124	116	113	
	B. Chemical Engineering	53	58	51	
	B. Civil Engineering	43	62	57	
	B. Communication and Multimedia Design	189	181	113	
	B. Electrical Engineering	49	53	55	
	B. Higher Professional Education – ICT	492	384	415	
	B. Industrial Product Design	141	135	121	
	B. Mechatronics	88	74	68	
	B. Man and Technology	47	42	37	
	B. Spatial Development	45	33	23	
	B. Industrial Engineering and Management	66	54	59	
	B. Engineering Physics	60	55	67	
	B. Applied Mathematics	56	49	38	
	B. Mechanical Engineering	132	119	145	
	M Applied Quantum Technology (joint degree)	-	-	8	
	M. Next Level Engineering	7	17	10	
	Total		1,636	1,523	1,504
Total		6,216	6,318	6,434	

3.3 Inflow in full-time programmes

HOOP (HERP; HIGHER EDUCATION AND RESEARCH PLAN) FIELD	DEGREE PROGRAMME	2023	2024	2025	
Economics	A.D. E-commerce	-	-	27	
	A.D. Finance & Control	12	26	33	
	B. Accountancy	106	96	87	
	B. Business Administration	144	146	179	
	B. Public Administration/Public Management	49	76	78	
	B. Commercial Economics	152	110	118	
	B. Communication	155	147	136	
	B. European Studies	259	277	238	
	B. Facility Management	126	91	81	
	B. Finance & Control	149	167	180	
	B. Human Resource Management	83	58	58	
	B. Integral Safety Studies	131	145	132	
	B. International Business	415	423	435	
	B. Entrepreneurship & Retail Management	152	154	186	
	M. Integral Business Operations	9	25	13	
	Total		2036	1942	1941
	Behaviour and Society	B. Education Studies	308	351	358
B. Social Work		206	176	176	
B. Sports Science		196	230	230	
Total		710	757	764	
Health	B. Skin Therapy	109	115	136	
	B. Nurse Training	128	145	120	
	B. Nutrition and Dietetics	193	193	190	
	Total	430	453	446	
Education	B. Primary Education Teacher Training	100	132	120	
	B. Physical Education Teacher Training - Grade One	257	266	241	
	Total	357	398	361	
Law	B. Higher Professional Education – Law	358	373	402	
	Total	358	373	402	
Cross-sectoral	M Sustainability Transitions	-	-	8	
	Total			8	
Technology	B. Applied Data Science & Artificial Intelligence	44	81	100	
	B. Architecture and Construction Engineering	124	116	113	
	B. Chemical Engineering	53	58	51	
	B. Civil Engineering	43	62	57	
	B. Communication and Multimedia Design	189	181	113	
	B. Electrical Engineering	39	40	37	
	B. Higher Professional Education – ICT	466	360	381	
	B. Industrial Product Design	141	135	121	
	B. Mechatronics	88	74	68	
	B. Man and Technology	47	42	37	
	B. Spatial Development	45	33	23	
	B. Industrial Engineering and Management	66	54	59	
	B. Engineering Physics	60	55	67	
	B. Applied Mathematics	56	49	38	
	B. Mechanical Engineering	119	106	132	
	M Applied Quantum Technology (joint degree)	-	-	8	
	M. Next Level Engineering	7	17	10	
Total		1,587	1,463	1,415	
Total		5,384	5,385	5,377	

3.4 Inflow in part-time programmes

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	2023	2024	2025
Economics	A.D. E-commerce	7	8	4
	A.D. Facility Management	17	21	15
	A.D. Finance & Control	6	15	9
	Ad Online Marketing	7	17	7
	B. Business Administration	13	13	15
	B. Commercial Economics	5	2	4
	B. Facility Management	8	6	4
	B. Finance & Control	5	3	10
	B. Human Resource Management	14	9	9
	B. Integral Safety Studies	34	22	26
	B. Entrepreneurship & Retail Management	7	3	3
	M. Integral Business Operations	10	13	7
	Total		133	132
Behaviour and Society	A.D. Social Work	-	24	33
	B. Social Work	30	23	23
	Total	30	47	56
Health	B. Skin Therapy	22	22	22
	B. Nurse Training	13	15	13
	B. Nutrition and Dietetics	39	47	47
	Total	74	84	82
Education	B. Primary Education Teacher Training	32	34	34
	Total	32	34	34
Law	B. Higher Professional Education – Law	37	30	30
	Total	37	30	30
Technology	A.D. Industrial Engineering and Management	-	10	24
	B. Higher Professional Education – ICT	26	24	34
	Total	26	34	58
Total		332	361	373

3.5 Inflow in work-study programmes

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	2023	2024	2025
Economics	A.D. E-commerce	-	-	3
	A.D. Finance & Control	8	6	9
	B. Public Administration/Public Management	73	96	84
	B. Commercial Economics	1	7	6
	B. Finance & Control	2	2	8
	B. Integral Safety Studies	106	140	160
	B. Entrepreneurship & Retail Management	5	5	9
	Total	195	256	279
Behaviour and Society	A.D. Social Work	-	30	70
	B. Social Work	27	19	27
	Total	27	49	97
Health	B. Nurse Training	63	49	63
	Total	63	49	63
Law	B. Higher Professional Education – Law	192	192	214
	Total	192	192	214
Technology	B. Electrical Engineering	10	13	18
	B. Mechanical Engineering	13	13	13
	Total	23	26	31
Total		500	572	684

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

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	MALE 2023 %	MALE 2024 %	MALE 2025 %	FEMALE 2023 %	FEMALE 2024 %	VROUW 2025 %	
Economics	A.D. E-commerce	71.4	75.0	82.4	28.6	25.0	17.6	
	A.D. Facility Management	52.9	57.1	46.7	47.1	42.9	53.3	
	A.D. Finance & Control	69.2	57.4	64.7	30.8	42.6	35.3	
	Ad Online Marketing	42.9	58.8	28.6	57.1	41.2	71.4	
	B. Accountancy	64.2	65.6	69.0	35.8	34.4	31.0	
	B. Business Administration	70.7	74.8	76.3	29.3	25.2	23.7	
	B. Public Administration/Public Management	59.8	52.3	47.5	40.2	47.7	52.5	
	B. Commercial Economics	58.9	63.9	60.2	41.1	36.1	39.8	
	B. Communication	16.8	16.3	17.6	83.2	83.0	82.4	
	B. European Studies	42.5	43.0	42.0	57.5	57.0	58.0	
	B. Facility Management	38.8	38.1	29.4	61.2	61.9	70.6	
	B. Finance & Control	68.6	68.0	68.7	31.4	32.0	31.3	
	B. Human Resource Management	33.0	25.4	16.4	67.0	74.6	83.6	
	B. Integral Safety Studies	50.9	57.0	59.1	49.1	43.0	40.9	
	B. International Business	54.0	56.3	58.9	46.0	43.7	41.1	
	B. Entrepreneurship & Retail Management	70.7	77.2	73.2	29.3	22.8	26.8	
	M. Integral Business Operations	47.4	47.4	35.0	52.6	52.6	65.0	
	Total		52.6	54.7	55.8	47.4	45.3	44.2
	Behaviour and Society	A.D. Social Work	-	25.9	32.0	-	74.1	68.0
		B. Education Studies	5.8	4.8	3.6	94.2	95.2	96.4
B. Social Work		32.3	30.3	29.2	67.7	69.7	70.8	
B. Sports Science		82.1	76.1	73.9	17.9	23.5	26.1	
Total		34.4	31.9	30.8	65.6	68.0	69.2	
Health	B. Skin Therapy	3.1	0.7	1.3	96.9	99.3	98.7	
	B. Nurse Training	14.7	14.8	19.4	85.3	85.2	80.6	
	B. Nutrition and Dietetics	16.4	23.3	22.4	83.6	76.7	77.6	
	Total	12.7	15.0	15.7	87.3	85.0	84.3	
Education	B. Primary Education Teacher Training	31.1	32.5	28.6	68.9	67.5	71.4	
	B. Physical Education Teacher Training - Grade One	65.8	70.3	69.7	34.2	29.7	30.3	
	Total	54.0	55.8	53.7	46.0	44.2	46.3	
Law	B. Higher Professional Education – Law	24.7	26.2	24.8	75.3	73.8	75.1	
	Total	24.7	26.2	24.8	75.3	73.8	75.1	
Cross-sectoral	M Sustainability Transitions	-	-	12.5	-	-	87.5	
	Total	-	-	12.5	-	-	87.5	
Technology	A.D. Industrial Engineering and Management	-	100.0	91.7	-	-	8.3	
	B. Applied Data Science & Artificial Intelligence	75.0	82.7	79.0	25.0	17.3	21.0	
	B. Architecture and Construction Engineering	63.7	65.5	61.1	36.3	34.5	38.9	
	B. Chemical Engineering	34.0	51.7	47.1	66.0	48.3	52.9	
	B. Civil Engineering	93.0	90.3	87.7	7.0	9.7	12.3	
	B. Communication and Multimedia Design	40.7	33.1	36.3	59.3	66.9	63.7	
	B. Electrical Engineering	95.9	94.3	87.3	4.1	5.7	12.7	
	B. Higher Professional Education – ICT	89.2	89.8	85.3	10.8	10.2	14.7	
	B. Industrial Product Design	56.7	43.0	51.2	43.3	57.0	48.8	
	B. Mechatronics	92.0	87.8	85.3	8.0	12.2	14.7	
	B. Man and Technology	70.2	59.5	67.6	29.8	40.5	32.4	
	B. Spatial Development	66.7	45.5	78.3	33.3	54.5	21.7	
	B. Industrial Engineering and Management	83.3	83.3	81.4	16.7	16.7	18.6	
	B. Engineering Physics	85.0	78.2	83.6	15.0	21.8	16.4	
	B. Applied Mathematics	71.4	61.2	57.9	28.6	38.8	42.1	
	B. Mechanical Engineering	93.2	89.1	92.4	6.8	10.9	7.6	
	M Applied Quantum Technology (joint degree)	-	-	100.0	-	-	-	
	M. Next Level Engineering	57.1	70.6	80.0	42.9	29.4	20.0	
	Total		75.2	71.8	74.9	24.8	28.2	25.1
	Total		50.1	49.4	49.7	49.9	50.5	50.3

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

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	AU 2023 %	AU 2024 %	AU 2025 %	WE 2023 %	WE 2024 %	WE 2025 %	NW 2023 %	NW 2024 %	NW 2025 %	
Economics	A.D. E-commerce	71.4	62.5	58.8	-	12.5	11.8	28.6	25.0	29.4	
	A.D. Facility Management	94.1	71.4	80.0	-	-	6.7	5.9	28.6	13.3	
	A.D. Finance & Control	38.5	40.4	43.1	3.8	4.3	3.9	57.7	55.3	52.9	
	Ad Online Marketing	71.4	58.8	100.0	-	11.8	-	28.6	29.4	-	
	B. Accountancy	42.5	49.0	51.7	7.5	8.3	6.9	50.0	42.7	41.4	
	B. Business Administration	64.3	60.4	60.8	5.7	6.3	5.7	29.9	33.3	33.5	
	B. Public Administration/Public Management	59.0	50.6	51.9	13.9	20.3	16.7	27.0	29.1	31.5	
	B. Commercial Economics	55.1	56.3	60.2	6.3	9.2	7.8	38.6	34.5	32.0	
	B. Communication	27.7	25.9	30.1	52.3	52.4	47.8	20.0	21.8	21.3	
	B. European Studies	39.4	31.4	40.3	44.4	49.5	40.3	16.2	18.8	18.5	
	B. Facility Management	79.1	85.6	84.7	3.7	6.2	4.7	17.2	8.2	10.6	
	B. Finance & Control	26.9	27.3	24.7	28.8	32.6	25.8	44.2	40.1	49.5	
	B. Human Resource Management	43.3	44.8	53.7	9.3	10.4	7.5	47.4	44.8	38.8	
	B. Integral Safety Studies	55.4	60.3	60.7	26.2	22.5	16.0	18.5	17.3	23.0	
	B. International Business	10.6	7.1	9.9	54.5	51.1	49.9	34.9	41.8	40.0	
	B. Entrepreneurship & Retail Management	75.6	69.1	73.7	7.3	12.3	7.1	17.1	18.5	19.2	
	M. Integral Business Operations	57.9	57.9	70.0	-	-	-	42.1	42.1	30.0	
	Total		44.3	42.1	45.3	26.8	28.2	23.8	28.9	29.7	30.7
	Behaviour and Society	A.D. Social Work	-	70.4	64.1	-	1.9	5.8	-	27.8	30.1
		B. Education Studies	61.7	60.1	57.5	5.5	6.8	8.7	32.8	33.0	33.8
B. Social Work		43.0	41.3	39.8	5.7	5.0	6.2	51.3	53.7	54.0	
B. Sports Science		49.5	48.3	45.2	39.8	40.4	43.0	10.7	11.3	11.7	
Total		52.2	52.8	50.8	14.3	15.1	16.4	33.5	32.1	32.8	
Health	B. Skin Therapy	58.0	52.6	50.6	10.7	11.7	6.3	31.3	35.8	43.0	
	B. Nurse Training	48.0	45.9	57.7	8.3	8.6	6.6	43.6	45.5	35.7	
	B. Nutrition and Dietetics	71.6	73.3	69.6	9.5	7.9	10.5	19.0	18.8	19.8	
	Total	60.0	58.7	60.6	9.3	9.0	8.1	30.7	32.3	31.3	
Education	B. Primary Education Teacher Training	68.9	67.5	75.3	5.3	3.0	5.2	25.8	29.5	19.5	
	B. Physical Education Teacher Training - Grade One	89.1	86.1	88.0	2.7	4.1	3.7	8.2	9.8	8.3	
	Total	82.3	78.9	83.0	3.6	3.7	4.3	14.1	17.4	12.7	
Law	B. Higher Professional Education – Law	26.6	20.7	25.1	34.4	39.8	36.5	38.8	39.2	37.9	
	Total	26.6	20.7	25.1	34.4	39.8	36.5	38.8	39.2	37.9	
Cross-sectoral	M Sustainability Transitions	-	-	25.0	-	-	12.5	-	-	62.5	
	Total	-	-	25.0	-	-	12.5	-	-	62.5	
Technology	A.D. Industrial Engineering and Management	-	80.0	75.0	-	10.0	-	-	10.0	25.0	
	B. Applied Data Science & Artificial Intelligence	40.9	54.3	38.0	20.5	8.6	8.0	38.6	37.0	54.0	
	B. Architecture and Construction Engineering	58.9	66.4	57.5	6.5	6.9	10.6	34.7	26.7	31.9	
	B. Chemical Engineering	11.3	13.8	9.8	43.4	37.9	43.1	45.3	48.3	45.1	
	B. Civil Engineering	79.1	61.3	70.2	2.3	12.9	7.0	18.6	25.8	22.8	
	B. Communication and Multimedia Design	29.6	35.4	31.9	48.1	35.4	36.3	22.2	29.3	31.9	
	B. Electrical Engineering	63.3	58.5	56.4	4.1	13.2	10.9	32.7	28.3	32.7	
	B. Higher Professional Education – ICT	43.3	46.9	34.7	11.6	9.1	14.5	45.1	44.0	50.8	
	B. Industrial Product Design	50.4	48.9	45.5	35.5	34.8	33.9	14.2	16.3	20.7	
	B. Mechatronics	83.0	78.4	79.4	8.0	12.2	7.4	9.1	9.5	13.2	
	B. Man and Technology	89.4	95.2	83.8	6.4	2.4	2.7	4.3	2.4	13.5	
	B. Spatial Development	80.0	78.8	91.3	4.4	6.1	4.3	15.6	15.2	4.3	
	B. Industrial Engineering and Management	84.8	75.9	91.5	7.6	5.6	-	7.6	18.5	8.5	
	B. Engineering Physics	70.0	72.7	77.6	10.0	9.1	10.4	20.0	18.2	11.9	
	B. Applied Mathematics	69.6	67.3	71.1	7.1	6.1	10.5	23.2	26.5	18.4	
	B. Mechanical Engineering	77.3	71.4	74.5	4.5	10.1	10.3	18.2	18.5	15.2	
	M Applied Quantum Technology (joint degree)	-	-	75.0	-	-	12.5	-	-	12.5	
	M. Next Level Engineering	28.6	35.3	20.0	14.3	5.9	30.0	57.1	58.8	50.0	
	Total		54.6	55.5	52.3	16.8	15.4	15.4	28.5	29.1	32.2
	Total		50.1	48.8	49.4	20.3	21.0	19.4	29.6	30.2	31.1

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

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	HIGHER GENERAL SECONDARY EDUCATION %			SENIOR SECONDARY VOCATIONAL EDUCATION %			PRE-UNIVERSITY EDUCATION %			BD %			OTHER %			
		2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	
Economics	A.D. E-commerce	14.3	37.5	41.2	71.4	25.0	47.1	-	-	-	-	-	2.9	14.3	37.5	8.8	
	A.D. Facility Management	23.5	14.3	13.3	47.1	61.9	73.3	5.9	4.8	-	-	-	-	23.5	19.0	13.3	
	A.D. Finance & Control	26.9	29.8	21.6	46.2	53.2	60.8	-	4.3	2.0	15.4	8.5	2.0	11.5	4.3	13.7	
	Ad Online Marketing	-	11.8	14.3	85.7	64.7	71.4	14.3	-	14.3	-	5.9	-	-	17.6	-	
	B. Accountancy	50.0	58.3	64.4	22.6	26.0	20.7	3.8	5.2	5.7	16.0	4.2	5.7	7.5	6.3	3.4	
	B. Business Administration	59.2	51.6	56.7	24.2	26.4	29.9	5.7	3.8	6.2	4.5	8.8	2.6	6.4	9.4	4.6	
	B. Public Administration/Public Management	54.1	51.2	51.9	17.2	17.4	18.5	3.3	1.2	2.5	22.1	23.3	23.5	3.3	7.0	3.7	
	B. Commercial Economics	46.8	47.1	57.0	29.7	32.8	27.3	6.3	5.9	4.7	8.9	5.0	6.3	8.2	9.2	4.7	
	B. Communication	22.6	27.9	21.3	8.4	6.8	8.1	3.9	1.4	3.7	61.9	61.9	64.0	3.2	2.0	2.9	
	B. European Studies	45.6	37.5	44.1	10.0	9.4	10.1	2.3	2.9	1.7	40.9	46.6	39.1	1.2	3.6	5.0	
	B. Facility Management	59.0	66.0	70.6	28.4	20.6	22.4	6.7	8.2	4.7	2.2	-	-	3.7	5.2	2.4	
	B. Finance & Control	32.1	30.2	22.2	15.4	15.1	20.7	2.6	4.1	5.1	44.2	48.3	46.0	5.8	2.3	6.1	
	B. Human Resource Management	41.2	35.8	35.8	45.4	46.3	55.2	4.1	1.5	3.0	4.1	14.9	3.0	5.2	1.5	3.0	
	B. Integral Safety Studies	41.7	50.2	52.5	19.2	15.6	20.1	5.9	4.9	4.4	28.4	19.9	17.0	4.8	9.4	6.0	
	B. International Business	13.7	13.7	17.5	5.5	6.1	6.0	1.2	0.7	0.7	78.3	77.1	74.0	1.2	2.4	1.8	
	B. Entrepreneurship & Retail Management	64.6	72.2	69.2	22.0	16.0	22.2	7.9	6.2	4.0	3.0	3.7	3.5	2.4	1.9	1.0	
M. Integral Business Operations	-	-	-	-	-	-	-	-	-	-	5.3	15.8	10.0	94.7	84.2	90.0	
Total		39.5	39.4	41.8	18.4	17.2	19.8	4.1	3.3	3.3	33.3	33.5	30.2	4.8	6.6	4.8	
Behaviour and Society	A.D. Social Work	-	5.6	5.8	-	74.1	75.7	-	-	1.0	-	-	1.9	-	20.4	15.5	
	B. Education Studies	51.9	57.0	56.1	36.0	32.5	32.7	4.9	5.1	4.5	2.9	2.6	2.5	4.2	2.8	4.2	
	B. Social Work	28.5	36.7	31.9	54.8	48.2	54.4	3.4	2.3	0.9	2.7	2.8	4.0	10.6	10.1	8.8	
	B. Sports Science	30.6	33.9	28.7	5.6	3.9	9.6	16.8	11.3	13.0	44.9	47.0	47.4	2.0	3.9	1.3	
	Total		38.5	42.3	37.6	34.7	31.4	37.1	7.4	5.7	5.3	13.6	14.4	14.1	5.9	6.1	5.9
Health	B. Skin Therapy	36.6	40.1	43.7	40.5	37.2	34.8	5.3	10.2	6.3	6.9	2.2	3.8	10.7	10.2	11.4	
	B. Nurse Training	30.9	39.2	35.7	47.1	38.8	50.5	3.9	3.8	3.1	5.4	10.0	4.1	12.7	8.1	6.6	
	B. Nutrition and Dietetics	46.6	45.8	43.9	31.5	28.3	32.5	8.6	6.7	6.8	1.7	1.7	3.4	11.6	17.5	13.5	
	Total	38.6	42.2	41.1	39.2	34.1	39.1	6.2	6.5	5.4	4.2	4.8	3.7	11.8	12.5	10.7	
Education	B. Primary Education Teacher Training	47.0	56.6	59.1	26.5	27.7	26.0	11.4	5.4	4.5	3.8	3.0	0.6	11.4	7.2	9.7	
	B. Physical Education Teacher Training - Grade One	52.9	63.5	61.4	31.9	26.3	28.6	8.6	6.8	4.1	3.5	0.4	0.8	3.1	3.0	5.0	
	Total	50.9	60.9	60.5	30.1	26.9	27.6	9.5	6.3	4.3	3.6	1.4	0.8	5.9	4.6	6.8	
Law	B. Higher Professional Education – Law	31.0	27.4	33.6	22.8	20.0	20.9	0.3	0.7	0.8	41.1	48.7	41.0	4.8	3.2	3.7	
	Total	31.0	27.4	33.6	22.8	20.0	20.9	0.3	0.7	0.8	41.1	48.7	41.0	4.8	3.2	3.7	
Cross-sectoral	B. Higher Professional Education – Law	-	-	-	-	-	-	-	-	-	-	-	25.0	-	-	75.0	
	Total												25.0			75.0	
Technology	A.D. Industrial Engineering and Management	-	30.0	12.5	-	60.0	83.3	-	10.0	-	-	-	-	-	-	4.2	
	B. Applied Data Science & Artificial Intelligence	54.5	45.7	49.0	18.2	29.6	30.0	6.8	12.3	6.0	11.4	4.9	11.0	9.1	7.4	4.0	
	B. Architecture and Construction Engineering	60.5	71.6	68.1	16.1	18.1	14.2	14.5	4.3	6.2	7.3	3.4	7.1	1.6	2.6	4.4	
	B. Chemical Engineering	7.5	10.3	11.8	3.8	3.4	2.0	9.4	10.3	3.9	77.4	75.9	78.4	1.9	-	3.9	
	B. Civil Engineering	51.2	53.2	68.4	9.3	11.3	5.3	34.9	22.6	24.6	2.3	11.3	1.8	2.3	1.6	-	
	B. Communication and Multimedia Design	18.5	23.2	16.8	20.1	17.1	21.2	6.3	7.7	8.8	49.7	43.1	46.9	5.3	8.8	6.2	
	B. Electrical Engineering	46.9	35.8	41.8	20.4	30.2	30.9	18.4	17.0	14.5	6.1	7.5	7.3	8.2	9.4	5.5	
	B. Higher Professional Education – ICT	56.1	45.3	37.6	27.6	33.9	34.5	4.9	8.1	4.8	6.3	6.3	16.6	5.1	6.5	6.5	
	B. Industrial Product Design	27.7	34.8	36.4	14.2	6.7	7.4	8.5	12.6	11.6	41.8	42.2	39.7	7.8	3.7	5.0	
	B. Mechatronics	59.1	62.2	48.5	21.6	13.5	23.5	12.5	14.9	22.1	2.3	8.1	4.4	4.5	1.4	1.5	
	B. Man and Technology	74.5	73.8	51.4	14.9	7.1	18.9	6.4	9.5	18.9	-	-	5.4	4.3	9.5	5.4	
	B. Spatial Development	73.3	81.8	91.3	6.7	6.1	4.3	13.3	9.1	4.3	4.4	-	-	2.2	3.0	-	
	B. Industrial Engineering and Management	71.2	70.4	69.5	12.1	14.8	8.5	16.7	9.3	15.3	-	1.9	1.7	-	3.7	5.1	
	B. Engineering Physics	66.7	61.8	59.7	5.0	9.1	9.0	18.3	18.2	19.4	6.7	5.5	4.5	3.3	5.5	7.5	
	B. Applied Mathematics	60.7	59.2	71.1	3.6	4.1	-	25.0	26.5	26.3	3.6	2.0	-	7.1	8.2	2.6	
	B. Mechanical Engineering	46.2	40.3	48.3	7.6	14.3	13.8	32.6	36.1	28.3	9.1	5.9	7.6	4.5	3.4	2.1	
	M. Applied Quantum Technology (joint degree)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.0	
	M. Next Level Engineering	-	-	-	-	-	-	-	-	-	-	57.1	64.7	40.0	42.9	35.3	60.0
	Total		48.9	45.8	44.3	17.7	19.2	21.1	12.0	12.9	11.8	16.4	16.5	17.2	4.9	5.6	5.6
	Total		41.7	41.9	42.0	23.3	22.1	24.9	6.8	6.2	5.6	22.6	23.4	21.7	5.7	6.4	5.8

Appendix 4 Returns

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

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	NUMBER OF GRADUATES AFTER 2 YEARS			GRADUATES RATE AFTER 2 YEARS		
		2021	2022	2023	2021	2022	2023
Economics	B. Accountancy	34	25	41	36.6	28.1	38.7
	B. Business Administration	80	97	88	48.5	51.3	56.4
	B. Public Administration/Public Management	96	75	50	48.5	44.4	41.0
	B. Commercial Economics	29	37	60	30.9	28.0	38.7
	B. Communication	79	95	108	64.2	73.6	69.7
	B. European Studies	184	187	172	50.3	63.2	66.4
	B. Facility Management	50	89	90	46.3	69.0	67.7
	B. Finance & Control	86	83	84	39.4	44.1	53.8
	B. Human Resource Management	59	46	43	45.4	40.4	44.3
	B. Integral Safety Studies	157	134	144	49.1	45.6	53.1
	B. International Business	182	244	238	41.7	50.5	57.5
	B. Entrepreneurship & Retail Management	56	70	82	41.5	49.3	50.0
	Total	1,092	1,182	1,200	45.8	50.2	54.8
	Behaviour and Society	B. Education Studies	106	148	151	40.8	47.1
B. Social Work		95	84	114	32.4	31.5	44.4
B. Sports Science		116	117	119	48.1	51.1	60.7
Total		317	349	384	39.9	43.1	50.5
Health	B. Skin Therapy	105	108	121	84.7	81.8	92.4
	B. Nurse Training	137	128	111	53.3	52.9	55.5
	B. Nutrition and Dietetics	142	160	142	50.9	62.7	61.5
	Total	384	396	374	58.2	63.0	66.5
Education	B. Primary Education Teacher Training	18	27	50	20.2	32.5	38.2
	B. Physical Education Teacher Training - Grade One	68	78	122	30.8	36.6	47.7
	Total	86	105	172	27.7	35.5	44.4
Law	B. Higher Professional Education – Law	292	370	345	52.0	58.2	59.3
	Total	292	370	345	52.0	58.2	59.3
Technology	B. Applied Data Science & Artificial Intelligence	-	21	17	-	50.0	38.6
	B. Architecture and Construction Engineering	48	56	50	32.0	38.6	40.7
	B. Chemical Engineering	30	33	33	53.6	61.1	62.3
	B. Civil Engineering	9	16	19	23.7	43.2	45.2
	B. Communication and Multimedia Design	92	124	113	57.5	61.7	60.1
	B. Electrical Engineering	33	18	22	48.5	38.3	44.9
	B. Higher Professional Education – ICT	206	226	209	42.1	40.1	42.5
	B. Industrial Product Design	59	85	76	48.0	59.4	54.3
	B. Mechatronics	27	32	33	23.5	31.4	37.5
	B. Man and Technology	21	31	21	46.7	54.4	44.7
	B. Spatial Development	7	16	14			

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

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	NUMBER OF GRADUATES			AVERAGE STUDY DURATION			
		2022	2023	2024	2022	2023	2024	
Economics	A.D. Facility Management	20	13	13	2.45	2.77	2.23	
	A.D. Finance & Control	10	15	8	4.00	4.20	4.25	
	Ad Online Marketing	-	-	1	-	-	2.00	
	B. Accountancy	61	51	47	6.00	6.29	6.00	
	B. Business Administration	112	109	117	4.88	5.05	5.52	
	B. Public Administration/Public Management	87	78	99	5.56	5.42	5.18	
	B. Commercial Economics	100	96	97	5.46	5.60	5.91	
	B. Communication	76	100	116	4.42	4.06	4.10	
	B. European Studies	147	183	177	5.31	4.92	5.07	
	B. Facility Management	96	85	86	4.81	4.82	5.24	
	B. Finance & Control	132	139	137	5.26	5.04	5.35	
	B. Human Resource Management	100	97	84	5.60	5.43	5.01	
	B. Integral Safety Studies	162	174	207	4.83	4.78	4.94	
	B. International Business	170	205	236	4.99	5.03	5.00	
	B. Entrepreneurship & Retail Management	98	102	101	5.65	5.33	5.45	
	M. Integral Business Operations	27	12	44	1.00	1.00	1.39	
	Total		1,398	1,459	1,570	5.06	5.00	5.01
	Behaviour and Society	B. Education Studies	98	126	101	4.92	4.95	4.89
B. Social Work		109	125	130	4.98	5.43	5.44	
B. Sports Science		106	161	125	4.22	3.99	4.23	
Total		313	412	356	4.70	4.72	4.86	
Health	B. Skin Therapy	127	109	128	4.50	4.62	4.60	
	B. Nurse Training	117	122	158	4.26	4.34	4.82	
	B. Nutrition and Dietetics	109	115	174	5.09	5.04	5.26	
	Total	353	346	460	4.61	4.66	4.93	
Education	B. Primary Education Teacher Training	53	46	33	5.11	6.48	5.70	
	B. Physical Education Teacher Training - Grade One	130	142	180	5.39	5.58	5.14	
	Total	183	188	213	5.31	5.80	5.23	
Law	B. Higher Professional Education – Law	279	247	265	5.16	4.82	5.01	
	Total	279	247	265	5.16	4.82	5.01	
Technology	B. Architecture and Construction Engineering	51	51	78	5.22	5.10	5.31	
	B. Chemical Engineering	31	27	32	4.35	4.67	4.16	
	B. Civil Engineering	37	40	33	5.22	5.68	5.36	
	B. Communication and Multimedia Design	129	138	145	4.70	4.60	4.19	
	B. Electrical Engineering	31	28	28	5.19	5.71	5.89	
	B. Higher Professional Education – ICT	256	259	267	5.43	5.51	5.41	
	B. Industrial Product Design	120	100	99	4.71	4.67	4.39	
	B. Mechatronics	46	46	47	5.28	5.63	5.81	
	B. Man and Technology	53	59	42	4.83	5.29	5.00	
	B. Spatial Development	31	22	22	5.68	5.82	5.23	
	B. Industrial Engineering and Management	43	59	69	5.40	5.47	5.35	
	B. Engineering Physics	40	32	41	5.58	5.53	5.17	
	B. Applied Mathematics	29	33	29	5.48	5.21	5.72	
	B. Mechanical Engineering	97	106	67	5.46	5.70	5.61	
	M. Next Level Engineering	-	20	20	-	-	1.10	
	Total	994	1,020	1,019	5.17	5.19	5.02	
	Total		3,520	3,672	3,883	5.03	5.02	5.00

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

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	NUMBER OF UNIVERSITY DROPOUTS			AVERAGE STUDY DURATION		
		2022	2023	2024	2022	2023	2024
Economics	A.D. E-commerce	-	6	4	-	1.83	1.25
	A.D. Facility Management	2	5	9	2.00	3.20	1.67
	A.D. Finance & Control	10	23	35	4.40	2.87	3.03
	Ad Online Marketing	-	4	11	-	1.00	1.09
	B. Accountancy	70	59	63	2.57	2.75	2.43
	B. Business Administration	138	90	75	2.83	3.18	2.08
	B. Public Administration/Public Management	132	98	90	2.28	2.86	1.98
	B. Commercial Economics	111	98	58	3.49	2.97	3.03
	B. Communication	74	66	55	3.99	3.42	3.02
	B. European Studies	201	162	149	2.70	2.90	2.20
	B. Facility Management	65	58	48	2.92	3.03	3.10
	B. Finance & Control	132	109	72	3.23	3.58	2.36
	B. Human Resource Management	95	80	32	2.99	3.25	3.59
	B. Integral Safety Studies	180	133	114	2.09	2.92	2.38
	B. International Business	290	193	185	2.40	2.79	2.90
	B. Entrepreneurship & Retail Management	114	97	100	2.73	2.86	2.71
	M. Integral Business Operations	2	14	9	1.00	1.07	1.11
	Total		1,616	1,295	1,109	2.74	2.98
Behaviour and Society	A.D. Social Work	-	-	13	-	-	1.23
	B. Education Studies	214	175	178	1.47	1.58	1.44
	B. Social Work	321	215	123	2.30	2.46	2.26
	B. Sports Science	91	76	71	2.07	2.36	1.80
	Total	626	466	385	1.98	2.11	1.76
Health	B. Skin Therapy	27	29	29	2.52	2.62	2.69
	B. Nurse Training	168	131	99	1.98	2.27	2.25
	B. Nutrition and Dietetics	173	161	134	2.23	2.22	2.04
	Total	368	321	262	2.14	2.28	2.19
Education	B. Primary Education Teacher Training	74	68	89	2.26	2.74	2.49
	B. Physical Education Teacher Training - Grade One	134	107	103	2.54	2.18	1.65
	Total	208	175	192	2.44	2.39	2.04
Law	B. Higher Professional Education – Law	387	293	322	2.66	2.61	2.53
	Total	387	293	322	2.66	2.61	2.53
Technology	A.D. Industrial Engineering and Management	-	-	2	-	-	1.00
	B. Applied Data Science & Artificial Intelligence	21	26	39	1.62	1.73	1.41
	B. Architecture and Construction Engineering	88	60	62	1.93	1.93	1.92
	B. Chemical Engineering	24	15	22	1.92	3.53	2.23
	B. Civil Engineering	28	30	25	2.04	1.93	1.68
	B. Communication and Multimedia Design	94	90	70	2.60	2.13	2.79
	B. Electrical Engineering	37	35	35	1.97	2.54	2.00
	B. Higher Professional Education – ICT	390	302	196	2.34	2.56	2.67
	B. Industrial Product Design	62	55	49	2.68	2.25	2.57
	B. Mechatronics	81	61	44	2.25	1.97	1.61
	B. Man and Technology	29	21	18	2.00	1.86	2.72
	B. Spatial Development	20	27	23	3.05	2.30	2.48
	B. Industrial Engineering and Management	49	33	25	2.08	2.61	2.36
	B. Engineering Physics	59	40	33	2.68	2.18	2.64
	B. Applied Mathematics	47	31	37	1.94	1.94	2.30
	B. Mechanical Engineering	79	74	56	2.66	3.11	2.57
	M. Next Level Engineering	-	1	4	-	1.00	1.00
Total	1,108	901	740	2.31	2.37	2.35	
Total		4,313	3,451	3,010	2.45	2.58	2.33

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

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	NEGATIVE BINDING STUDY ADVICE			NBSA PERCENTAGE			
		2022	2023	2024	2022	2023	2024	
Economics	A.D. Facility Management	-	1	2	-	5.9	9.5	
	A.D. Finance & Control	1	16	17	9.1	61.5	36.2	
	Ad Online Marketing	-	-	1	-	-	5.9	
	B. Accountancy	26	29	25	29.2	27.4	26.0	
	B. Business Administration	41	26	25	21.7	16.6	15.7	
	B. Public Administration/Public Management	44	33	24	25.9	27.0	14.0	
	B. Commercial Economics	31	37	27	23.1	23.4	22.7	
	B. Communication	14	12	9	10.9	7.7	6.1	
	B. European Studies	65	44	39	22.0	17.0	14.1	
	B. Facility Management	14	16	9	10.9	11.9	9.3	
	B. Finance & Control	54	30	39	28.6	19.2	22.7	
	B. Human Resource Management	28	23	3	24.1	23.7	4.5	
	B. Integral Safety Studies	67	34	40	22.8	12.5	13.0	
	B. International Business	126	92	80	26.1	22.2	18.9	
	B. Entrepreneurship & Retail Management	32	30	23	22.4	18.3	14.2	
	Total		543	423	363	22.7	18.6	15.6
	Behaviour and Society	A.D. Social Work	-	-	5	-	-	9.3
B. Education Studies		99	90	91	31.2	29.2	25.9	
B. Social Work		116	57	40	42.8	21.7	18.3	
B. Sports Science		44	13	26	19.2	6.6	11.3	
Total		259	160	162	31.7	20.9	19.0	
Health	B. Skin Therapy	8	1	5	6.1	0.8	3.6	
	B. Nurse Training	38	34	35	15.7	16.7	16.7	
	B. Nutrition and Dietetics	30	35	29	11.7	15.1	12.1	
	Total	76	70	69	12.1	12.3	11.8	
Education	B. Primary Education Teacher Training	17	15	17	19.5	11.4	10.2	
	B. Physical Education Teacher Training - Grade One	44	33	20	20.7	12.8	7.5	
	Total	61	48	37	20.3	12.3	8.6	
Law	B. Higher Professional Education – Law	117	93	104	18.3	15.8	17.5	
	Total	117	93	104	18.3	15.8	17.5	
Technology	A.D. Industrial Engineering and Management	-	-	1	-	-	10.0	
	B. Applied Data Science & Artificial Intelligence	11	10	4	26.2	22.7	4.9	
	B. Architecture and Construction Engineering	39	32	25	26.9	25.8	21.6	
	B. Chemical Engineering	8	2	6	14.8	3.8	10.3	
	B. Civil Engineering	6	13	17	15.8	30.2	27.4	
	B. Communication and Multimedia Design	31	41	29	15.4	21.7	16.0	
	B. Electrical Engineering	12	13	12	25.0	26.5	22.6	
	B. Higher Professional Education – ICT	134	83	49	23.8	16.9	12.8	
	B. Industrial Product Design	17	18	15	11.8	12.8	11.1	
	B. Mechatronics	30	10	9	29.4	11.4	12.2	
	B. Man and Technology	7	7	3	12.3	14.9	7.1	
	B. Spatial Development	6	12	4	17.1	26.7	12.1	
	B. Industrial Engineering and Management	16	11	6	21.9	16.7	11.1	
	B. Engineering Physics	13	16	12	15.3	26.7	21.8	
	B. Applied Mathematics	10	9	8	19.2	16.1	16.3	
	B. Mechanical Engineering	15	16	11	12.2	12.1	9.2	
	Total	355	293	211	20.1	17.9	13.9	
	Total		1,411	1,087	946	21.6	17.5	15.0

Appendix 5 Accreditation

Overview of accreditations for existing degree programmes in 2025 (based on the Accreditation

Organisation of the Netherlands and Flanders AONF (NVAO) submission date)

Degree programme name	AD/Bachelor/Master	Test	NVAO standards	NVAO decision date	NVAO decision
HBO-N (HBO-V)	Bachelor	Accreditation of existing degree programme AEDP (ABO)	Meets all	Wednesday, 04 June 2025	Positive
Electrical Engineering	Bachelor	ABO	Meets all	Monday, 26 May 2025	Positive
Mechanical Engineering	Bachelor	ABO	Meets all	Monday, 26 May 2025	Positive
Social Work	AD + bachelor	ABO	Meets all	Monday, 02 February 2026	Positive*
CMD (+UXD)	Bachelor	ABO	Meets all	Wednesday, 04 June 2025	Positive
Risk management	Master	ABO	Meets all	Tuesday, 29 July 2025	Positive
Accountancy	Bachelor	ABO	T.b.a.	T.b.a.	Positive**
Civil Engineering	Bachelor	ABO	Meets all	Thursday, 04 December 2025	Positive
Business Administration	Bachelor	ABO	Meets all	Monday, 02 February 2026	Positive

* No formal assessment has yet been received regarding the associate degree programme due to the lack of final projects from AD students (AONF Standard 4); this is expected to be finalised by the summer of 2026 (the other three standards have already been assessed as good).

** Based on the application submitted, it is expected that the AONF will reach a positive decision.

Overview of new degree programmes for 2025

Degree programme name	AD/Bachelor/Master	Test	NVAO standards	NVAO decision date	NVAO decision
Applied Quantum Technology (joint degree with Amsterdam University of Applied Sciences (lead institution); Fontys University of Applied Sciences; Saxion University of Applied Sciences)	Master	New Degree Programme Assessment	Meets all	Wednesday, 04 June 2025	Positive
NDPA (TNO)	17 January 2025	Sept. '25	Meets all	Monday, 26 May 2025	Positive
E-commerce	A.D.	Variant (no NDPA)	N/A	Feb. and Sept. '25	Positive
HPE-ICT (English, 3yrs.)	Bachelor	Variant (no NDPA)	N/A	Sept. '25	Positive*
Sustainability Transitions (cross-sectoral)	Master	NDPA (TNO)	10 June 2025	Sept. '25	Positive
Risk management	Master	ABO	Meets all	Tuesday, 29 July 2025	Positive
Accountancy	Bachelor	ABO	T.b.a.	T.b.a.	Positive**
Civil Engineering	Bachelor	ABO	Meets all	Thursday, 04 December 2025	Positive
Business Administration	Bachelor	ABO	Meets all	Monday, 02 February 2026	Positive

Appendix 6 Student Support Fund

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).

Student Financial Support SFS (FOS) Committee

The Student Financial Support SFS (FOS) Committee convened once every six weeks. The Committee consists of an external chairperson, a student member and an official secretary.

Applications by faculty

In 2025, 134 applications were received and processed by the Committee.

Faculty	Total	Special circumstances	Administrative activities
Public Management, Law and Safety	28	2	26
Business, Finance & Marketing	11	6	5
Health, Nutrition & Sports	27	12	15
IT & Design	13	4	9
Management & Organisation	16	3	13
Social Work & Education	5	4	1
Technology, Innovation & Society	34	8	26
Total number of applications in 2025	134	39	95

The Student Support Fund in figures

- A total of 134 applications were processed in 2025, including 95 applications related to administrative activities and 39 applications relating to special circumstances or activities.
- 123 applications were approved, of which 93 were for administrative activities and 30 for special circumstances.
- In 2025, seven applications for Student Support Fund support were granted to non-EEA students. One for special circumstances and six for administrative activities.
- In 2025, support was granted for top-class sport in one case (1).
- In 2025, support was granted under the Tuition-Free Administration scheme twice (2).
- Three applications were rejected, five applications were declared inadmissible and three applications were put on hold.
- 30 applications were granted for special circumstances and activities:

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

- The number of applications processed in 2025 (134) was lower than in 2024 (152) and 2023 (152).
- The number of applications processed for financial support for special circumstances (39) is substantially lower than in 2024 (50) but higher than in 2023 (35).
- The number of applications processed for financial support for administrative activities (95) is lower than in 2024 (102) and 2023 (117).
- An average of 8.8 months (268 days) were allocated to financial support for special circumstances. In 2024, this was 10.2 months and in 2023 this was 8.4 months.

- On average, 4.0 months (122 days) were allocated to financial support for administrative activities. In 2024, this was 4.1 months and in 2023 this was 4.5 months.
- No objections were filed against a SFS Committee decision in 2025.
- The hardship clause was not invoked in 2025.

Student Support Fund - applications by circumstance

	2025	2024	2023	2022	2021	2020
Administrative grants	95	102	117	95	92	93
<i>Administrative grants for student associations/organisations</i>	24	29	37	33	19	25
<i>Administrative grants for student associations</i>	55	69	72	56	64	66
<i>Membership of committees within The Hague University of Applied Sciences</i>	16	4	8	6	9	2
	2	0	0	0	0	0
Illness	13	18	8	4	10	7
Disability	9	6	7	3	6	7
Pregnancy and childbirth	5	10	11	7	14	10
<i>Special family circumstances</i>	7	7	2	1	5	7
<i>Special family circumstances: informal care</i>	4	4	1	1	4	5
Top-class sport or similar high-level activities	1	3	4	2	2	4
Non-studyability	0	0	1	1	0	1
Personal circumstances	0	0	0	0	1	0
Illness combined with special family circumstances	2	3	1	1	1	5
Illness combined with disability	0	0	1	1	0	3
Disability combined with special family circumstances	0	3	0	1	0	0
Disability combined with illness combined with special family circumstances	2	0	0	0	0	0
Special family circumstances combined with non-studyability	0	0	0	0	0	1
Applications rejected	3	3	9	4	8	14
Applications declared inadmissible	5	2	7	0	0	3
<i>Applications on hold</i>	3	2	0	3	0	4
Applications withdrawn	0	1	0	0	0	0
Objections	0	1	1	3	1	0
Total applications	134	152	152	116	131	138

Table: Student Support Fund applications granted in 2025

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: 38 Granted: 29	128,534	4,432	9.0 months (274 days)
Officers of study associations, student associations & committees	Applications: 95 Granted: 93	127,923	1,376	4.0 months (122 days)
Other categories ¹ <i>Achievements in sports or culture, financial support to non-EEA students, and others.</i>	Applications: 9 Granted: 8	12,118	1,515	3.5 months (106 days)

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 FOS Committee and are therefore not included in this report.

Financial recognition for the Student Support Fund

A total amount of €264,949 was disbursed from the Student Support Fund in 2025. This is €117,478 less than in 2024 (€382,427) and €52,189 more than in 2023 (€212,760).

An amount of €141,753 was paid out to students who received support from the Student Support Fund on the basis of special circumstances or activities. An amount of €123,196 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. Part of the amount recognised in 2025 relates to support granted in previous years.

Explanatory note

The total number of applications granted in 2025 (123) is significantly lower than in 2024 (144). The number of applications granted on the basis of special circumstances and activities (30) is significantly lower than in 2024 (44). The number of applications granted on the basis of administrative activities (93) is slightly lower than in 2024 (100).

The average number of months of financial support granted in exceptional circumstances has also fallen. From 10.2 applications in 2024 to 8.8 applications in 2025. The average number of months of financial support for administrative activities (4.0) is almost the same as in 2024.

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. 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.

For years, the number of applications granted for board activities has been fluctuating between 90 and 100.

Trends in 2025

In 2024, the total amount disbursed increased again (€382k). This was due to the higher number of applications granted for support in exceptional circumstances (SFS) and the increase in the average months granted. In addition, the one-off increase in the basic grant for students living away from home and the increase in the income threshold for the supplementary grant played a role in the 2023-2024 academic year.

In 2025, we will see a significant fall in the amount paid out compared with 2024.

This is explained by a significant reduction in the number of applications granted in 2025 and a fall in the average duration in months (from 10.2 to 8.8). The temporary increase in the basic grant for students living away from home has been discontinued, meaning that the basic grant amount has returned to its normal level. Collectively, this results in a reduction in the total amount paid of €117k.

Approximately 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 applications granted in the first half of the 2024-2025 academic year mostly impact the realisation in the 2025 financial year. For 2026, 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 administrative activities.

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



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 mevr. Eveline Langhorst <mailto:langhorst@vh.nl>, Beleidsadviseur Vereniging Hogescholen (langhorst@vh.nl).

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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.

In 2025 bevond het praktijkgericht onderzoek van De Haagse Hogeschool zich in een fase van verdieping en verankering. Voortbouwend op de onderzoeksvisie "Onderzoek versterkt", het Instellingsplan 2023-2028 en de Kennisagenda "Samenwerken aan transities" hebben de Centres of Expertise hun positie verder versterkt en is de samenhang tussen onderzoek, onderwijs en praktijk toegenomen.

De missie bleef ongewijzigd: De Haagse Hogeschool levert als kennisinstelling een bijdrage aan een duurzame en rechtvaardige samenleving. In 2025 profileerde de hogeschool zich nadrukkelijker als herkenbare kennispartner, met praktijkgericht onderzoek dat bijdraagt aan de drie thema's rechtvaardig samenleven, duurzame transities en een toekomstbestendige digitale samenleving.

b. Reflecteer op de uitvoering van bovengenoemde strategie in het afgelopen jaar. De drie thema's zijn uitgewerkt in meerjarige plannen tot en met 2028. Binnen transitie naar duurzaamheid zijn drie onderzoeklijnen ingericht met senior onderzoekers die projecten opzetten en begeleiding bieden aan onderzoekers en studenten. Rechtvaardig samenleven investeert naast de inhoudelijke ontwikkeling ook in professionalisering van onderzoekers in inclusieve methoden en in een pool van docent-onderzoekers. Bij Digitale toekomst is een AI Expert Team opgericht waarmee lectoren specialistische kennis kunnen inlenen; daarnaast worden twee nieuwe lectoraten bekostigd.

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	CoE Health Innovation, CoE Governance of Urban Transitions

Onderwijs- en talentontwikkeling ¹	CoE Global and Inclusive Learning, CoE Governance of Urban Transitions
Veerkrachtige samenleving: in de wijk stad en regio	CoE Governance of Urban Transitions, CoE Mission Zero, CoE Health Innovation
Sleuteltechnologieën en duurzame materialen	CoE Mission Zero en CoE Digital Operations and Finance
Gebouwde omgeving duurzaam en leefbaar	CoE Mission Zero, CoE Governance of Urban Transitions
Duurzaam transport en intelligente logistiek	CoE Mission Zero en CoE Digital Operations and Finance
Duurzame landbouw water en voedselvoorziening	CoE Digital Operations and Finance, Missioin Zero
Energietransitie en duurzaamheid	CoE Mission Zero
Kunst en de creatieve industrie	n.v.t.
Ondernemen verantwoord en vernieuwend	CoE Mission Zero en CoE Digital Operations and Finance
Veiligheid	CoE Cyber Securit, CoE Governance of Urban Transitions
Toerisme en gastvrijheid	n.v.t.
Anders namelijk	

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

Het overzicht van de 39 Haagse lectoraten staat op de website: <https://www.dehaagsehogeschool.nl/onderzoek/lectoraten>

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*	17.386
2 Inkomsten 2 ^e geldstroom*	6.448
3 Inkomsten 3 ^e geldstroom*	2.420
4 Overige middelen voor onderzoek die niet vallen onder voornoemde categorieën	
Totaal budget voor praktijkgericht onderzoek	26.254

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

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.

Ontwikkeling langs de bestedingsdoelen

De VH en het ministerie van OCW zijn tot drie bestedingsdoelen gekomen² die 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 kennisysteem' 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 volop in ontwikkeling zijn.

Centre of Expertise ⁵	Korte omschrijving Centre of Expertise
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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.
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.
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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.

In de **Haagse regio** werken wij op diverse niveaus samen met een breed scala aan partners, zowel lokaal, nationaal als internationaal. Onze samenwerkingen reiken tot diep in de haarvaten van de stad én tot aan relevante bestuurlijke niveaus. We onderhouden strategische (maar niet uitsluitende), meerjarige samenwerkingsverbanden met stedelijke partners: de gemeenten Den Haag, Delft en Zoetermeer. Met deze partners maken we structurele afspraken over samenwerking en gedeelde financiering. Deze worden vormgegeven via gezamenlijk gefinancierde, meerjarige programma's.

Met de **gemeente Den Haag** bestaan samenwerkingsovereenkomsten aan de hand van gezamenlijke onderzoeksagenda's op o.a. de thema's migratie, participatie, en jongeren in Duindorp. Deze samenwerkingen vormen in Nederland een uniek voorbeeld van langdurig commitment tussen gemeenten en een hogeschool. Ze zijn bovendien exemplarisch voor hoe onze Centres of Expertise duurzame relaties met externe stakeholders willen vormgeven.

In de **regio Zuid Holland** werken we in ZHIA-verband (**Zuid Hollandse Impact Alliantie**) samen in de steden Leiden, Delft, Den Haag en Rotterdam en met de provincie Zuid-Holland. ZHIA is een kennis- en innovatienetwerk van vier Zuid-Hollandse hogescholen: De Haagse Hogeschool, Hogeschool Rotterdam, Hogeschool Leiden en Hogeschool InHolland. Gezamenlijk helpen we mee aan de oplossingen van de grote maatschappelijke uitdagingen in de regio en dragen bij aan de Human Capital Agenda en het verdienvermogen van Zuid-Holland.

Platform Lokaal Cyberweerbaar Den Haag:

Het Platform Lokaal Cyberweerbaar Den Haag heeft als doel de cyberweerbaarheid van lokaal vitale organisaties in de regio te versterken door hen samen te brengen in een langlopend samenwerkingsverband. In de eerste fase worden ruim 1.400 organisaties benaderd, geselecteerd op basis van hun omvang en activiteiten. Deze organisaties, waaronder veel mkb'ers, lopen naar verwachting een verhoogd risico op aanzienlijke schade door cyberincidenten, zowel aan hun eigen systemen als die van hun ketenpartners. In de toekomst breidt het platform zich uit naar andere organisaties in de regio die baat hebben bij ondersteuning op het gebied van cyberweerbaarheid. Het uiteindelijke doel is een gezamenlijke aanpak die de hele regio weerbaarder maakt.

Andere voorbeelden van regionale samenwerkingen zijn:

- Kennisnetwerk Jeugdhulp Haaglanden
- HAAI-campus (Hague Applied AI campus)

⁶ Maximaal 150 woorden per voorbeeld.

- Energietransitiehuis regio Alphen
- Tuincentrum Ockenburgh
- Energiegelijk Laak

2.1.2 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 2025 87 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.
- Voorbeelden van (kennis)partners zijn: Ministerie van Binnenlandse Zaken, GGD Haaglanden, gemeente Zoetermeer, University of Aruba, WHO, UNESCO, RIVM, Agentschap Telecom, FiberCop S.p.A., Universiteit Zurich, Onderwijs regio Haaglanden St. Lucasonderwijs, UMC Utrecht, Expertisenetwerk Cyberweerbaar Nederland, Haga ziekenhuis, Basalt revalidatie, Pieter van Foreest ouderenzorg, gemeente Den Haag, KesslerPerspektief (langdurige GGZ), Slachtofferhulp Nederland, Onderwijsalliantie ZuidWest, MBO Rijnland, TU Delft, Leiden University, Zorginnovatie Hub, Avans, Saxxion, HAS Hogeschool, gemeente Zoetermeer, Thales, Fonds Slachtofferhulp, Politie, Nederlands Studiecentrum voor Criminaliteit en Rechtshandhaving.
- b. **Drie voorbeelden van succesvolle samenwerking met (kennis)partners.** Beschrijf een aantal succesvolle samenwerkingsverbanden en geef aan waarom deze succesvol zijn⁷.

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.

⁷ Maximaal 150 woorden per voorbeeld.

Kansen in de Keten: Van gemiste naar vervulde kansen in de GZW-studieloopbaan voor een inclusieve arbeidsmarkt in Zuid-Holland

Het project richt zich op het bouwen van een duurzaam consortium van regionale onderwijsinstellingen, zorginstellingen en publieke partners, zoals gemeenten, arbeidsmarktregio's en organisaties die zich inzetten voor gelijke kansen op de arbeidsmarkt. Samen ontwikkelen zij een onderzoekslijn en impactplan om structurele belemmeringen in de studieloopbaan systematisch in kaart te brengen, interventies te testen en kansengelijkheid te versterken. Het uiteindelijke doel: meer studenten laten instromen, doorstromen en uitstromen naar de arbeidsmarkt, en zo bijdragen aan een inclusieve en toekomstbestendige zorgsector in Zuid-Holland.

Onbenut arbeidspotentieel

Arbeidsmigranten werken veelal niet in sectoren waar ze voor zijn opgeleid of waarin ze zouden willen werken. Door om- en bijscholing kunnen zij aan de slag in tekortsectoren, zoals de zorg. In de zorgpilot Haaglanden wordt met verschillende partners gekeken welke barrières er zijn en tegelijkertijd gewerkt aan het oplossen hiervan.

Een ander voorbeeld van zo'n meerjarige samenwerking is het project naar vrouwenorganisaties en netwerken in Den Haag. Samen met uiteenlopende vrouwenorganisaties en netwerken is een Community of Practice ontwikkeld waarin ervaringskennis, praktijk en onderzoek samenkomen. Niet over, maar mét vrouwen: gericht op het oplossen van problemen waar zij tegenaan lopen, maar ook gericht op het versterken en verduurzamen van de onderlinge samenwerking.

CyberweerbaarNL

Cyberweerbaar NL is een consortium van; De Haagse Hogeschool, Hogeschool Saxion en NHL Stenden Hogeschool. Samen met studenten, docenten, cyberprofessionals en onderzoekers en een groot aantal partners, ontwikkelen we hoogwaardige kennis over cyberweerbaarheid, gericht op zowel organisaties als burgers. Zodat iedereen beter beschermd is tegen cyberdreigingen. Dit doen we in een door SIA gefinancierd achtjarig SPRONG onderzoeksprogramma (2023-2031).

- 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.

Het volledige overzicht aan labs is terug te vinden op de website: [De Haagse Labs | De Haagse Hogeschool](#). Verder heeft De Haagse ook samenwerkingsverbanden binnen bv. ENoLL, UNINOVIS, SURF, Re/manufacturing-lab en NOLAI (National Education Lab AI).

- 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.

Een selectie hiervan is:

- Intreerede Peter Roelofsma: Lectoraat Risk Management & Cyber Security
- Intreerede Gerard Hoekstra: Lectoraat Network and Systems engineering Cyber Security
- Afscheidsymposium Marcel Spuit: Lectoraat Cyber Security & Safety
- Finance in beweging project event
- ESConference ESC unboxed
- Dutch Design Week
- Sustainability week at the University of Pisa
- Let Her In Annual conference
- ENoLL Open Living Lab Days
- Doing Business Doing Good
- Fragments 2025
- Waterwerken van geld
- The Hague Student Investment Fund meeting
- Onboarding Nature: The Next Steps
- Steden en Europa: Europadag Green & Digital, Den Haag
- 4th 4TU-14UAS Research Day on Digitalisation in the Built Environment
- Nuffic Southeast Asia & NL Embassy Indonesia Workshop on Green Public Buildings
- Conference 'Scaling Up Sustainability: Opportunities for Energy Efficiency in the Built Environment Between Indonesia and the Netherlands'
- SIA Platform Mensgericht Recht en Praktijk (Samen navigeren naar de toekomst van het recht)
- Comenius conferentie Peer mediation
- Landelijke HBO-Rechtendag
- Week van Rechtvaardig samenleven (intern evenement)
- WHO congres over gezond ouder worden
- Symposium Werkplaats Sociaal Domein: samenwerken in beweging

- 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	2	9
Nationale Wetenschaps Agenda	0	3
Groeifonds	2	1
Europese onderzoeksprogramma's (o.a. Horizon, Interreg)	1	6

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.

Overig...	24	20
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2.13 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.

Onze lectoren en onderzoekers worden gezien als een autoriteit binnen hun vakgebied. Dit laatste zien we terug in de verzoeken die hen bereiken voor het geven van keynotes bij congressen. Daarnaast worden zij vaak gevraagd hun expertise in te brengen binnen diverse (wetenschappelijke) commissies, adviesraden, redacties van wetenschappelijke tijdschriften en (internationale) netwerken.

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 inzet

Categorie*	Totaal aantal (N) ⁹	Totaal aantal fte's gemiddeld op jaarsbasis
Lectoren	36	28,05
Onderzoekers en docent-onderzoekers	95 onderzoekers 167 docent-onderzoekers	34,2 fte onderzoekers 59,7 fte docent-onderzoekers
Aantal kandidaten professional doctorate (vanaf 2023)	2	1,4
Promovendi	36	Bruto: 12,05 Netto: 8,44
Postdocs	n.v.t.	n.v.t.
Onderzoeks-ondersteuning ¹⁰	76	31,7
Totaal onderzoeks-personeel		
Aanstelling lectoren	Percentage lectoren met vaste aanstelling: 70%	Percentage lectoren met tijdelijke aanstelling: 30%
Gemiddelde omvang aanstelling lector aan de hogeschool (in fte)	0,8 fte	

⁹ Peildatum 31 december van het jaar.

¹⁰ Nader toelichten welke categorieën onder onderzoeks-ondersteuning vallen (denk daarbij bijvoorbeeld aan subsidieadviseurs, impact developers en community managers,...)

Aantal lectoren met een (externe) dubbelaanstelling bij bedrijfsleven, universiteit of ander instituut ¹¹	-
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*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. In 2025 is gewerkt aan een vernieuwd kwaliteitszorgbeleid voor onderwijs en onderzoek dat in 2026 zal worden vastgesteld en zal de PDCA-cyclus daarop worden aangepast.

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 2025 heeft een midterm review plaatsgevonden, bij CoE Digital Operations & Finance. Hier werd de noodzaak benadrukt voor het CoE om door middel van een gezamenlijk narratief diverse expertise en onderzoeksmethodes aan elkaar te verbinden, en om tegelijk naar een specifiekere focus toe te werken. Ook kwam de behoefte

¹¹ Deze lectoren met dubbelaanstelling zijn dus onderdeel van de hierboven opgegeven totaal aantal lectoren.

naar voren om de impact van projecten en samenwerkingen met externe partners systematisch te evalueren.

De **Centre Peer Review** is sinds 2024 een nieuw onderdeel van onze kwaliteitszorgcyclus. In 2025 hebben twee Centre Peerreviews plaatsgevonden, voor CoE Cyber Security en CoE Global & Inclusive Learning. Hier stonden ontwikkelingsvragen over governance en betrokkenheid van het werkveld centraal.

Er zijn in 2025 geen onderzoeksvisitaties geweest. 2 visitaties die oorspronkelijk gepland stonden voor 2025 zijn uitgesteld naar 2026 vanwege verschillende omstandigheden. Wel is centraal een handreiking ontwikkeld voor CoE's voor het schrijven van zelfevaluaties.

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 zijn¹².

Voorbeelden van verbinding tussen het praktijkgericht onderzoek en de beroepspraktijk:

- **Stakeholders in Internationalisation at Home.** In dit verkennende onderzoek hebben onderzoekers van De Haagse Hogeschool in samenwerking met Nuffic gekeken welke stakeholders betrokken zijn in Internationalisation at Home (IaH) in het Nederlandse wo, hbo en mbo. De implementatie van IaH vereist de inzet van diverse stakeholders binnen en buiten een onderwijsinstelling, zodat IaH in processen en systemen terecht kan komen en daarmee verankerd raakt in het onderwijs. Op basis van het IaH-stakeholdermodel is in kaart gebracht hoe collega's met een expliciete rol in IaH binnen hun organisatie navigeren, welke stakeholders zij betrekken en welke volgens hen juist meer betrokken zouden moeten worden.

- **Hybride professional in het groen.** Dit project ontwikkelt en verankert hybride docentschap, zodat studenten beter worden voorbereid op de praktijk. De hybride professional is iemand die zowel in het bedrijfsleven als in het onderwijs actief is. Dit kan op verschillende manieren: bijvoorbeeld door naast een baan in een organisatie ook bij te dragen aan het opleiden van studenten voor de groene sector. Een hybride professional kan ook twee verschillende banen combineren, waarvan er minimaal één in het onderwijs is. In alle gevallen staat de samenwerking tussen bedrijfsleven en onderwijs centraal. Daarbij krijgen studenten de mogelijkheid praktijkervaring op te doen. Het doel van dit project is om meer geschikte Hybride Docenten succesvol in te zetten in het groene onderwijs (mbo en hbo). Dit gebeurt door nieuwe docenten te werven of door huidige docenten de kans te geven zich verder te ontwikkelen en te professionaliseren.

- **LLO Katalysator-projecten** elk in samenwerking met een verschillend consortium. Het project **LLOGO** ontwikkelt een innovatief leertraject rond de energietransitie voor (toekomstige) gemeenteambtenaren, en verbindt praktijkgerichte onderwijsinnovatie met de maatschappelijke opgave van een

leven lang ontwikkelen. Het project **De loopbaan van de (fl)expert op de Noordzee** ontwikkelt innovatieve LLO-oplossingen die service- en onderhoudspersoneel in de offshore sector ondersteunen bij het duurzaam ontwikkelen van hun loopbaan en vaardigheden binnen de context van de energietransitie op de Noordzee.

Voorbeelden van succesvolle bijdrage praktijkgericht onderzoek aan het onderwijs:

- Alle CoE's van De HHs hebben een gedegen en groeiende verbinding tussen de lectoraten en het onderwijs. De studenten van onze hogeschool zijn de toekomstige professionals die na hun studie zullen bijdragen aan de cyberveerkracht van organisaties en bedrijven waar zij terecht komen. Voorbeeld: **CoE Cyber Security** maakt maatschappelijke impact door ervoor te zorgen dat nieuwe kennis op het gebied van cybersecurity direct een plek krijgt in het onderwijs. De samenwerking vindt plaats door het gezamenlijk ontwikkelen, vernieuwen en verbeteren van onderwijs op het gebied van cybersecurity en de inzet van docent-onderzoekers bij onderdelen van bestaande curricula en onderzoeken. De verbindingen nemen verschillende vormen aan en kunnen betrekking hebben op curriculumontwikkeling, minoren, Living Labs, inzet van docent-onderzoekers, begeleiding van studenten en interne en externe kennisoverdracht. Door onderwijs, onderzoek en de praktijk op deze wijze bij elkaar te brengen wordt nieuwe kennis gecreëerd en gedeeld. De ontwikkeling van de nieuwe onderwijsvisie biedt tevens kansen om een bredere impact binnen de HHs te maken op het onderwijs. Studenten van meerdere opleidingen zullen gezamenlijk vakken volgen, waardoor vakken en minors breder aangeboden zullen worden binnen de HHs. Dit biedt geïnteresseerde studenten de kans om ook van buiten de huidige opleidingen de aangeboden cyber security en cybercrime vakken te volgen. Kortom, we betrekken onze studenten graag bij onderzoek, we dragen bij aan het maken van onderwijs en we zetten ons in voor professionalisering van docenten.

- Het **Kennisnetwerk Jeugd Haaglanden** is een, op het gebied van jeugd, unieke samenwerking tussen werkveld, gemeenten en de hogeschool. Uniek omdat de betrokken partijen gezamenlijk het onderzoeksprogramma ontwikkelen en nadenken over de wijze waarop met die onderzoeken een zo groot mogelijke impact kan worden gerealiseerd. Bovendien komen de onderzoeken van het Kennisnetwerk Jeugd Haaglanden het onderwijs aan De Haagse ten goede: nieuwe, actuele inzichten worden toegankelijk en toepasbaar gemaakt in het onderwijs. Soms werken ook studenten mee aan de onderzoeken.

- **Jongeren in de stad van vrede en recht.** Het doel van dit project is om jongeren in Den Haag bewuster en meer betrokken te maken bij de thema's vrede, recht en internationale politiek. Studenten dragen bij aan het verkleinen van de afstand tussen jongeren en internationale organisaties, waardoor er meer verbinding ontstaat met het politieke en juridische karakter van de stad. Het project sluit aan op de duurzame ontwikkelingsdoelstelling SDG 16 – Peace, Justice and Strong Institutions van de Verenigde Naties. Studenten van de opleiding Bestuurskunde & Overheidsmanagement (jaar 1) werken mee aan het onderzoek en de praktijkgerichte activiteiten die bijdragen aan de betrokkenheid van jongeren bij deze thema's.

B. Functiehuis

¹² Maximaal 150 woorden per voorbeeld.

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.

In 2025 is ingestemd met de vernieuwde functiereeks voor onderzoekers (salarisschalen 9 t/m 13) waarna deze is geïmplementeerd. Met deze functiereeks Onderzoek is er een opvolgende functiereeks ontwikkeld die aansluit op de functiereeks lector (salarisschalen 14 t/m 16). Hiermee is het volledige functiehuis onderzoek nu geactualiseerd en toekomstbestendig. Deze implementatie betrof een administratieve wijziging voor medewerkers die reeks werkzaam waren in een onderzoeksfunctie.

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 College van Bestuur van De Haagse Hogeschool heeft in 2022 het Gender Equality Plan (GEP) vastgesteld. Dit plan is openbaar beschikbaar via de website van De Haagse Hogeschool. In het GEP is expliciet aandacht besteed aan diversiteit en inclusie binnen onderzoek, waarbij de lector Inclusive Education actief heeft bijgedragen aan de totstandkoming van het plan. Deze inzet sluit aan bij het instellingsplan, waarin 'Een inclusieve community' is benoemd als één van de vier strategische thema's. De Haagse Hogeschool zet zich hiermee nadrukkelijk in voor het bevorderen van een inclusief leer- en werkklimaat voor zowel studenten als medewerkers.

Binnen De Haagse Hogeschool is daarnaast een intern D&I-netwerk actief, bestaande uit vertegenwoordigers van personeel, onderwijs en onderzoek. In dit netwerk worden periodiek uiteenlopende thema's besproken, waaronder inclusief werven en selecteren, en wordt structureel feedback opgehaald vanuit verschillende onderdelen van de organisatie.

In 2025 heeft De Haagse Hogeschool deelgenomen aan de Culturele Barometer Diversiteit van het CBS. Deze barometer biedt organisaties inzicht in de samenstelling van hun personeelsbestand en maakt het mogelijk om diversiteit te duiden in relatie tot bredere maatschappelijke ontwikkelingen, met inachtneming van privacy en anonimiteit. De resultaten zijn intern gedeeld via een organisatie breed bericht. In deze communicatie zijn faculteiten, kenniscentra en diensten opnieuw aangemoedigd om, in lijn met de institutionele ambitie, te werken aan een personeelsbestand dat een afspiegeling vormt van zowel de studentenpopulatie als de samenleving. Tot slot heeft het Inclusion Office alle activiteiten in de jaarplannen van de CoE's van advies voorzien. Daarbij zijn ook gerichte aanbevelingen gedaan op het gebied van werving en selectie, met als doel inclusieve ambities concreter te verankeren in beleid en praktijk.

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)?
In 2025 hebben we de interne leergang co-creëren, ontwerpen en financieren van praktijk gericht onderzoek gegeven. Daarnaast zijn we actief in de landelijke leergang Bouwstenen voor Onderzoek en hebben we daarvoor een 2-daagse verzorgd. Maandelijks worden informatiesessies georganiseerd over subsidieregelingen, waaronder de RAAK-regeling en Impact.
- 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 zet diverse stappen om Open Science te stimuleren en toegankelijker te maken. Een kernactiviteit is het ondersteunen van Open Access-publicaties, bijvoorbeeld door hulp bij het regelen van auteursrechten en het verspreiden van publicaties via platforms als de HBO Kennisbank en Publinova. Tussen 2021 en 2025 hebben onderzoekers 29 publicaties in Elsevier bronnen gepubliceerd via de zgn. Read & Publish licentie. Daarnaast spoort de hogeschool aan om onderzoeksdata, code en software openbaar te maken. Dit wordt gefaciliteerd via ondersteuning door datastewards, die onder meer advies geven over Research Data Management (RDM). De oorspronkelijke pilot voor het archiveren van data bij DANS Datastations, gefinancierd door NWO (indirect) en SURF (direct) is omgezet naar een standaarddienstverlening met een efficiënt deponeringsproces. In de periode van 2021 en 2025 zijn 14 onderzoeksdatasets van de Haagse Hogeschool toegevoegd in DANS Datastations, deels met hulp van een datasteward en deels zelfstandig door onderzoekers. Om draagvlak te vergroten, biedt de hogeschool workshops en trainingen over Open Science-onderwerpen. De bibliotheek coördineert dit met advies rond Open Access, FAIR-data en meer. Ook zijn er e-learnings beschikbaar over Open Access, RDM en FAIR-principes voor het delen van data.
- 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).
Nee. De Haagse Hogeschool heeft geen dedicated onderzoeksinformatiesysteem; SharePoint wordt gebruikt om output zoals publicaties en lesmateriaal te registreren. We kijken mee naar de MORIS-ontwikkelingen vanuit SURF.
- d) **Aanwezigheid datamanagementsystemen.** Geef aan of uw instelling een datamanagementsysteem heeft (ja/ nee).
Ja. De hogeschool gebruikt Research Drive voor veilige dataopslag tijdens projecten. De RDM-infrastructuur voldoet aan de Gedragscode Wetenschappelijke Integriteit en subsidie-eisen. Research datastewards

bij de bibliotheek helpen bij RDM-plannen, Research Drive-gebruik en data-archivering in repositories.

- 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 (CoE Council), op dit moment bestaande uit twee leden (in principe drie leden). Deze raad heeft een formele rol in het beoordelen en vaststellen van de jaarplannen van alle CoE's. In de gesprekken met de Leading Lectoren en managers per CoE over de jaarplannen, geeft de CoE Council haar speerpunten mee en kijkt zij kritisch mee met hoe de CoE's hier invulling aan geven. Ook heeft de CoE Council een adviserende rol in de aanstelling van nieuwe Leading Lectoren per CoE. 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.

2.4.2 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 *bijvoorbeeld* worden ingezet voor:

- 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);
- ontplooiën van onderzoeksactiviteiten, inclusief consortiumvorming en doorwerking etc.

B. Kwantitatieve verduurzaming en uitbreiding

Onder dit bestedingsdoel kunnen bijvoorbeeld de extra middelen *bijvoorbeeld* worden ingezet voor:

- 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 *bijvoorbeeld* worden ingezet voor:

- 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	Inkomsten die in dit verslagjaar zijn besteed aan onderzoek 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	Inkomsten voor onderzoek die in dit verslagjaar 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	Inkomsten voor onderzoek die in dit verslagjaar 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	Inkomsten voor onderzoek die in dit verslagjaar 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, PD, post doc of promovendus.



Appendix 8 Participation Elections 2025

Election data	2025		2024	
	Student	Staff	Student	Staff
Number of vacant seats on the participation councils	110	120	94	94
Number of candidates	157	124	171	86
Number of election districts	56	64	57	64
Number of districts with vacant seats	51	57	48	49
Number of districts with elections	17	16	21	11
Number of districts without elections	39	48	36	53

Voting figures	Total		2025		2024	
	2025	2024	Student	Staff	Student	Staff
Number of call-outs to vote	39,643	35,444	36,213	3,430	33,299	2,145
Number of votes cast	3,492	3,005	1,686	1,806	2,045	960
Turnout percentage	8.8%	8.5%	4.7%	52.7%	6.1%	44.8%

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	2	1	2	1	0	0
Faculty Council	6	6	3	5	6	6	0	0
Degree programme committees:								
Accountancy	3	3	1	3	2	1	1	2
Commercial Economics + A.D. Online Marketing	3	3	0	3	3	3	0	0
Finance & Control + A.D. Finance & Control	3	3	2	2	3	2	0	1
International Business	4	4	2	3	4	4	0	0
Entrepreneurship & Retail Management + A.D. E-Commerce	3	3	1	2	3	3	0	0
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	2	1	2	1	0	0
Faculty Council	6	6	3	4	6	6	0	0
Degree programme committees:								
Public Administration / Public Management								
Public Administration / Public Management	2	2	2	2	2	0	0	2
English Stream: IPPL	1	1	0	1	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	1	1	2	2	0	0
Integrated Safety Management								
Integrated Safety Management	2	2	2	2	1	0	1	2
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	1	2	1	0	0
Faculty Council	6	6	3	0	5	6	1	0
Degree programme committees:								
Skin Therapy	3	3	3	2	2	2	1	1
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	0	1	1	0	0
Man and Technology	3	3	3	3	1	2	2	1
Nurse Training	3	3	3	1	3	3	0	0
Sports Science								
Sports Science	2	2	2	2	0	2	2	0
English Stream: ISPM	2	2	1	2	2	2	0	0
Nutrition and Dietetics	3	3	2	3	1	1	2	2

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	0	1	1	1	0	0
Faculty Council	6	6	4	2	6	6	0	0
Degree programme committees:								
Applied Data Science & Artificial Intelligence	3	3	1	3	3	1	0	2
B. Communication Multimedia Design	3	3	1	0	3	3	0	0
Higher Professional Education - ICT	4	4	4	4	2	1	2	3
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 PMLS (M&O)								
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	1	0	0
Faculty Council	6	6	3	6	6	6	0	0
Degree programme committees:								
Business Administration	3	3	2	3	1	2	2	1
Communication	3	3	0	2	3	3	0	0
European Studies	4	4	4	2	4	4	0	0
Facility Management + A.D. Facility Management	3	3	1	3	3	2	0	1
Human Resource Management	3	3	3	1	0	2	3	1
Master Organisation Coaching*	2	2					2	1
Master International Communication Management*	2	2					2	2
Master Integral Business Operations*	2	2					2	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	1	1	1	1	0	0
Faculty Council	6	6	2	5	5	5	1	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	0	1	1	0	0
Education Studies	3	3	3	2	3	3	0	0
Social Work + A.D. Social Work	4	4	4	4	3	2	1	2

Faculty of TIS								
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	1	0	0
Faculty Council	6	6	3	4	6	6	0	0
Degree programme committees:								
Architecture and Construction Engineering	3	3	3	2	1	2	2	1
Process and Food Technology	3	3	0	0	3	3	0	0
Civil Engineering	3	3	2	1	1	2	2	1
Electrical Engineering	3	3	1	1	3	2	0	1
Industrial Product Design								
Industrial Product Design	2	2	2	2	0	1	2	1
English Stream: IDE	1	1	1	1	0	1	1	0
Mechatronics	3	3	3	3	1	3	2	0
Spatial Development	3	3	3	1	3	2	0	1
Industrial Engineering and Management	3	3	3	1	2	2	1	1
Engineering Physics	3	3	2	2	1	3	2	0
Applied Mathematics	3	3	3	2	2	3	1	0
Mechanical Engineering	3	3	3	2	1	2	2	1
Master Next Level Engineering*	2	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 (B&C)	1	0	1	0
Office of the Board OB (BZ)	1	0	1	0
Facilities & IT Service (F&IT)	2	1	2	0
Human Resource Management Service	1	1	1	0
Education, Knowledge & Communication Service EK&C (OK&C)	2	2	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 Appeals and Objections

In calendar year 2025, the Examination Appeals Board received 607 notices of appeal. The Disputes Resolution Committee (DRC) received 89 appeals in the year under review. In the previous calendar year (2024), 649 and 49 appeals and objections were received, respectively.

Examination Appeals Board EAB (CBE)

Students filed appeals against the following decisions:

• BSA	171
• Examinations	79
• Grades	184
• Internship graduation	62
• Measure	78
• Minors	26
• Other	7
• Admission Committee	0

As regards the 607 appeals filed:

• Declared inadmissible, appeals not completed in time	93
• Student acquiesces in decision	32
• Withdrawn by student	133
• Withdrawn by student based on settlement offer	246
• Withdrawn by student based on defence	36
• Appeal settled after hearing	2
• Appeal declared unfounded	43
• Appeal declared founded	15
• Appeal inadmissible after hearing	4

At the time of writing this annual report, 20 appeals are still pending.

Disputes Resolution Committee DRC (GAC)

Students filed objections against the following decisions:

• Tuition fees	15
• Student Financial Support Committee	0
• Erasmus grant	19
• Enrolment in degree programmes	32
• Momi	14
• Order measure	1
• Disenrolment	0
• Internship	1
• Admission Committee	7
• Other	0

As regards the 89 appeals filed:

• Declared inadmissible, appeal not supplemented in time	14
• Student acquiesces in decision	4
• Withdrawn by student	7
• Withdrawn by student based on settlement offer	26
• Withdrawn by student based on defence	16
• Objection settled after hearing	1
• Objection declared unfounded	13
• Objection declared founded	4
• Objection inadmissible by Disputes Resolution Committee	0

The Executive Board has adopted all the recommendations issued by the Disputes Resolution Committee. In two cases, the Executive Board, in addition to adopting the recommendation, resolved - due to exceptional circumstances - to grant the students concerned a contribution towards their study costs on a purely voluntary basis and as a gesture of goodwill.

At the time of writing, four objections are still pending.

Council of State

During the preparation of the 2024 annual report, three cases were still pending before the Council of State CoS (RvS). In 2025, the Council of State dismissed declared three appeals unfounded and declared one appeal inadmissible.

In 2025, two students lodged an appeal with the Council of State. Both these appeals have been declared unfounded.

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 98 complaints in the year under review (74 complaints were filed in 2024). Complaints related to matters like graduation and support, entering grades, lecturer/examination board, examinations and graduation delays. A total of 65 cases have been filed in which a settlement agreement SA (VSO) has been concluded. This mainly concerned situations where grades had been entered too late, meaning that students were only able to disenrol or graduate at a later date. A number of students did not lodge a complaint via the Legal Protection Desk, but held the degree programme directly liable for the late entry of grades. If the claim for damages was valid, an SA was concluded. These SAs have not been included in this annual report.

As regards the 98 complaints:

• Declared inadmissible	14
• Settled with settlement agreement	16
• Settled with the student	1
• Withdrawn by student	12
• Declared founded	23
• Declared partly founded	12
• Declared unfounded	14

At the time of writing this annual report, six complaints are still pending.

Appendix 10 Executive Board members ancillary positions

Dr E.M. (Elisabeth) Minnemann – EB chairperson

- Board member of the Economic Board The Hague
- Board member of the Programme Management of Health Campus The Hague
- Board member of dCypher (until September 2025)
- Member of the Economic Board Zuid-Holland
- Vice chairperson of the National Committee on the Code of Conduct in Higher Education, Association of Universities of Applied Sciences
- Chairperson of the Supervisory Board of Medical Delta
- Member of the South Holland Impact Alliance (serving as chairperson until September 2025)
- Member of the Good Governance Committee, Association of Universities of Applied Sciences
- Board member of Universities of Applied Sciences Netherlands (UAS NL)
- Member of the Governing Committee for Research, Association of Universities of Applied Sciences – from September 2025
- Board Member of the Draper Richards Kaplan Foundation
- Chairperson of the Supervisory Board of the Foundation for Dutch Education Abroad (NOB)

Drs A. (Arend) Hardorff - EB member

- Member of the Governing Committee for Education, Association of Universities of Applied Sciences
- Chairperson of the administrative consultation IT Verband Zuid-Holland
- Member of Economic Board Zoetermeer
- Member of the Educational Consultation of The Hague and Surroundings
- Chairperson of the Administrative Consultative Committee for Vocational Education, Higher Professional Education and Universities in The Hague
- Member of the Administrative Consultative Committee of the South Holland Educational Alliance
- Chairperson of the Board of Youth Knowledge Network Haaglanden
- Chairperson of the Supervisory Board of Het PON/Telos Brabant
- Member of the (core) advisory committee Brabant C Fund of the province of North Brabant

(Hans) Nederlof RC - EB member

- Board member of Studielink, on behalf of the Association of Universities of Applied Sciences
- Member of the Sub-committee for Funding and Digitisation, Association of Universities of Applied Sciences
- Member of the Education, Culture and Science Information Department, on behalf of the Association of Universities of Applied Sciences
- Integral Safety Focus Group, Association of Universities of Applied Sciences
- Member of the Npuls National Steering Group, on behalf of the Association of Universities of Applied Sciences
- Member of the All Governance and Administrative Group, on behalf of the Association of Universities of Applied Sciences
- Member of the DUWO Advisory Council

Appendix 11 HRM

Our staff play a key role in achieving the goals set out in our ambition. They are crucial to the quality of our education and research. To support staff in this regard, we offer a wide range of training opportunities, focusing on areas such as professional development for teaching staff and strengthening research skills.

Training	Notes
Foundation Course Didactic Competence FCDC (BDB) At the end of 2025, 84 per cent (an increase of 3 per cent) of lecturers on permanent contracts will hold an FCDC qualification. However, the number of lecturers with an FCDC qualification has fallen from 985 to 976.	New organisation (duration: 9 months)
Examination Basic Qualification EBQ (BKE) At the end of 2025, 87 per cent (an increase of 3 per cent) of lecturers on permanent contracts will hold an FCDC qualification. However, the number of lecturers with an EBQ qualification has fallen from 1024 to 1010.	Mandatory for examination boards
Examination Senior Qualification ESQ (SKE)	Mandatory for members of an examination board
Senior Didactic Competence SDC (SDB)	Offered in two languages, 1x a year
Criterion-Based Interviewing (open registration)	Plus lots of team training sessions
The Hague Innovation Network (HINT)	Offered in two languages, 1x a year
Teaching training for researchers	New training course, starting in spring 2026
Building blocks for practice-oriented research	National training course
Course on co-creating, designing, and funding practice-oriented research	
Induction session for new staff	
Start-up for lecturers	

*HCTL's focus is shifting from individual courses/open registration to team training sessions. In the second half of 2025, HCTL organised 20 team training sessions (usually lasting half a day). We have reached around 300 colleagues through this.

Appendix 12 Abbreviations used

Abbreviation	Definition	Abbreviation	Definition
AC	Audit Committee	R&APS	Reporting and Advice Point for Safety
AD	Associate Degree	Ma	Master's degree programme
AI	Artificial Intelligence	SSVE	Senior secondary vocational education
(G)AI	(Generative) Artificial Intelligence	MD	Management Development
II	Invalidity Insurance	M&O	Management & Organisation (faculty)
GOAPA	General Old Age Pensions Act (AOW; Algemene Ouderdomswet)	MT	Management Team
GDPR	General Data Protection Regulation (Algemene Verordening Gegevensbescherming)	NEP	National Education Programme
BA	Bachelor's degree programme	NSS	National Student Survey
B&C	Business Operations & Control (service; Bedrijfsvoering & Control)	AONF	Accreditation Organisation of the Netherlands and Flanders (Nederlands-Vlaamse Accreditatieorganisatie)
FCDC	Foundation Course Didactic Competence	DRC	Dutch Research Council
BFM	Business, Finance & Marketing (faculty; Business, Finance & Marketing)	SMS	Support and management staff
CER	Company emergency response team member	DPC	Degree programme committee
BIP	Erasmus Blended Intensive Programmes	ECS	(The Ministry of) Education, Culture & Science (Onderwijs, Cultuur en Wetenschap)
EBQ	Examination Basic Qualification	EER	Education and Examination Regulations
SPQAR	Sector Protocol for Quality Assurance in Research	AEP	Annual education plan
PMLS	Public Management, Law and Safety (faculty; Bestuur, Recht & Veiligheid)	EK&C	Education, Knowledge & Communication (service; Onderwijs, Kennis & Communicatie)
(n)BSA	(Negative) binding study advice	EP	Education Plan
OB	Office of the Board (service; Bestuurszaken)	TS	Teaching staff
CBA	collective bargaining agreement	PT	Public transport
CarE	Caribbean Empowerment Network	P&C	Planning and control cycle
HEEC	Higher Education Efficiency Committee (Commissie Doelmatigheid Hoger Onderwijs)	PD	Professional doctorate
CBI	Criterion-based interviews	PDCA	Plan-do-check-act
CISO	Chief Information Security Officer	PR	Practice-oriented research
CMT	Crisis Management Team	PhD	Doctor of Philosophy
COIL	Collaborative Online International Learning	SS	Salaried staff
CoE	Centre of expertise	NSS	Non-salaried staff
CPI	Consumer price index	R6	The six major Randstad universities of applied sciences
CTL	Centre for Teaching and Learning	RAP	Regional Ambition Plan
EB	Executive Board (College van Bestuur)	RDM	Register Digital Marketing
D&I	Diversity & Inclusion	RA&E	Risk Assessment and Evaluation
DER	Decentralised employment resources	SB	Supervisory Board
DANS	Data Archiving and Networked Services	SDG	Sustainable Development Goals
MC	Managing Committee (Dagelijks Bestuur)	SEA	Strategic Education Alliance
DCC-PR	Digital Competence Centre for Practice-oriented Research	IAF	Innovation Alliance Foundation (Stichting Innovatie Alliantie)
SE	Sustainable employability	ESQ	Examination Senior Qualification
DMP	Data management plan	SLP	Semicon Learning Point
DPIA	Data Protection Impact Assessment	CS	Customised studying
PT	Part-time degree programme	SPOC	Single Point of Contact
WS	Work-study degree programme	SAF	Study advance funds
EdEA	Education Executive Agency (Dienst Uitvoering Onderwijs)	SWE	Social Work & Education (faculty)
EAC	Ethics Advisory Committee	THPC	The Hague Pathway College
EAIE	European Association of International Education	TIS	Technology, Innovation & Society (faculty)
EDST	Educational Design Support Team	NDPA	New degree programme assessment
eNPS	Employee net promoter score	UASNL	Universities of Applied Sciences Netherlands
ER	Exception reporting	AUAS	Association of Universities of Applied Sciences
SI	Self-insurer	VICP	Virtual international collaborative projects
ESD	Education for Sustainable Development	UN	United Nations
DPO	Data Protection Officer	CAUB	Confidential Advisor for Undesirable Behaviour
SFS	Student financial support	FT	Full-time degree programme
FTE	Full-time equivalents	RWPDPR	Return to Work (Partially Disabled Persons) Regulations (Werkhervatting Gedeeltelijk Arbeidsongeschikten)
F&IT	Facilities & IT (service; Facilitaire Zaken & IT)	BIA	Balanced Internationalisation Act (WIB; the Wet internationalisering in balans)
OC	Organised Consultation	EPSA	Executives' Pay (Standards) Act (WNT; Wet Normering Topinkomens)
GSCCh	Global Strategy and Community hub	UIA	Unemployment Insurance Act (WW; Werkloosheidswet)
HNS	Health, Nutrition & Sports (faculty)	SHIA	South Holland Impact Alliance
HPE	higher professional education	SBA	Sickness Benefits Act (ZW; Ziektewet)
HAAI	Hague Applied AI Campus	Faculty of BFM	Business, Finance & Marketing
HCTL	The Hague Centre of Teaching and Learning	Faculty of PMLS	Public Management, Law and Safety (BRV: Bestuur, Recht & Veiligheid)
GC	General Council	Faculty of HNS	Health, Nutrition & Sports (GVS: Gezondheid, Voeding & Sport)
HRM	Human Resource Management (Service)	Faculty of ITD	IT & Design
IO	International Office	Faculty of M&O	Management & Organisation
ISO	Information Security Officer	Faculty of SWE	Social Work & Education
ITD	IT & Design (faculty)	Faculty of TIS	Technology, Innovation and & Society
KPIs	key performance indicators	B&C Service	Business Operations & Control
LLL	Lifelong learning	OB Service	Office of the Board (BZ: Bestuurszaken)
COS-cv	Career Orientation and Support COS (LOB) CV	F&IT Service	Facilities & IT (FZ&IT: Facilitaire Zaken & IT)
		HRM Service	Human Resource Management
		EK&C Service	Education, Knowledge & Communication (OK&C: Onderwijs, Kennis & Communicatie)
		Communicatie)	

Colophon

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